REQUEST FOR CHANGE IN DOCTORAL DEGREE PROGRAM

Program:

Department/Division: Hispanic Studies

College: Arts and Sciences

Degree title (Old): Spanish and Italian Languages and Literatures


Degree Title (New): Hispanic Studies

CIP Code: 16.0905

Accrediting agency (if applicable):

I. PROPOSED CHANGE(S) IN PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of transfer credits allowed</td>
<td>Standard Graduate School requirements.</td>
</tr>
<tr>
<td>2. Residence requirement (minimum of one year before and after Qualifying Exams)</td>
<td>Standard Graduate School requirements.</td>
</tr>
<tr>
<td>3. Language(s) and/or skill(s) required</td>
<td>Reading knowledge of two languages other than Spanish and English</td>
</tr>
<tr>
<td>4. Provisions for monitoring progress and termination criteria</td>
<td>Doctoral Committee</td>
</tr>
<tr>
<td>5. Total credit hours required (if applicable)</td>
<td>57 credit hours</td>
</tr>
<tr>
<td>Minimum graduate credit expectations: 24 hours in combined Major and Minor areas and 15 credit hours in 2 Allied Fields; 6 graduate credits in Hispanic Linguistics and in each of the two remaining areas not chosen as Major, Minor or Allied Fields; 2 seminars (one in the major field).</td>
<td>Minimum of graduate credit expectations: 15 hrs in Major field; 3 of which must be a seminar, and 3 in an Independent Study leading to the Dissertation Research Essay (part II of the Qualifying Exam); the remaining 9 credits distributed in courses within the field. Aside from required courses, all other (see rationale item 8; flow chart term 2)</td>
</tr>
<tr>
<td>6. Required courses (if applicable)</td>
<td>SPI 502, SPI 601, SPI 651 are recommended but not required.</td>
</tr>
<tr>
<td>7. Required distribution of courses within program (if applicable)</td>
<td>none</td>
</tr>
<tr>
<td>8. Minor area or courses outside program required (if applicable)</td>
<td>500/600 – 700</td>
</tr>
<tr>
<td>9. Distribution of courses levels required (400G-500/600-700)</td>
<td>A three-hour written exam over a research area in the special field with area of the dissertation, and two six-hour exams. The first will cover all aspects of the major and minor areas as well as questions on the allies fields. The two-hour oral will cover the dissertation area, the major and minor areas and the allied fields.</td>
</tr>
</tbody>
</table>
11. Other requirements not covered above

Graduate Record Examination scores for admission; supervised teaching experience within the department; successful completion of written and oral examinations for candidacy for the doctorate; presentation of acceptable dissertation.

Candidates are to devise a program of studies and research around the major area of specialization in which they expect to write the dissertation. A minor area and two allied fields must be selected as support divisions for the major area.

Candidates are to devise a program of studies and research around the major area of specialization and a minor established by 2 courses (6 hrs) outside the department. (see rationale item 2)

Specialization by area: 1) Medieval Spanish Literature; 2) Renaissance and Golden Age Spanish Literature; 3) 18th and 19th Century Spanish Literature; 4) 20th Century Spanish Literature; 5) Colonial and 19th Century Spanish American Literature; 6) 20th Century Spanish American Literature.

Specialization by genre or Hispanic Linguistics: 1) Hispanic poetry; 2) Hispanic prose fiction; 3) Hispanic drama; 4) Hispanic Linguistics. (The term Hispanic includes both Peninsular and Spanish American Studies.)

NOTE: To the extent that changes in 6. or 8. above involve additional courses in other programs, please include documentation from the program(s) pertaining to the availability of such courses.

II. RATIONALE FOR CHANGE(S)

If the rationale involves accreditation requirements, please include specific references to those requirements.

1. The Spanish graduate program had not undergone revisions for more than a decade. Since the last program revision, new knowledge, newer ways of conceptualizing the curriculum, and even entirely new fields (for example, “cultural studies”) have emerged, thus making our current conceptualization for the Ph.D. outdated.

2. The present revision takes place at a historical juncture for the department and program. Four faculty members have retired in the last three years, while four new ones, including one Endowed Chair, have been hired, and a search for a fifth is currently taking place. The new faculty, with a strong theoretical orientation, requires the development of a more updated curriculum.

3. Benchmark comparisons, and in particular comparisons with leading programs in Spanish, point up the need not only to update courses, but also to redefine ours primarily as a Ph.D. program with the option, if students wish, to take an M.A. en passant.

Our general aim is twofold: to attract better applicants, and to prepare students better for whatever job they want later. In our experience, students who are better trained and more focused, better prepared for today’s academic environment, will be more attractive both to teaching and research institutions.

Our specific aim: to improve our already impressive Ph.D. productivity levels by designing an attractive, sophisticated curriculum that 1) satisfies current curricular demands, and 2) streamlines the time and requirements for the Ph.D. degree.

4. While the M.A. degree will continue to be available for those who wish to have it, our program will be billed primarily as a Ph.D. program. All entering students, whether or not they come to us with an external M.A., will be subject to fulfilling the same requirements prior to taking their Ph.D. Qualifying Exam. Recruitment and retention of students will therefore be based on these new aims. An “exit strategy” for terminal M.A. students is built into the new program. The faculty commits itself to the principle of making all qualifying M.A. students to take the degree.
5. The Department recognizes that part of its mission includes the training of potential elementary- and high-school teachers. However, we also recognize that graduates of our current MA program are not certified for teaching in Kentucky. Thus placement of these students has historically been limited to positions in private schools. Under these conditions, for years we have recommended that students entering with the intention of teaching primary or secondary-level Spanish go through the MIC program in the School of Education rather than our MA.

Some of our students who enter with intentions of completing the doctorate decide, along the way, that they would prefer careers in secondary education; most of these students complete our 2-year program and then continue with the 1-year certification program, resulting in 3 years of study rather than the 1-2 required for the MIC. This same program of study would be available under the revised program as articulated here. However, due to the additional time required, if they know from the outset that their career goals involve primary or secondary education, we have always advised them, and will continue to advise them, that perhaps the MIC program is best suited to their objectives. MIC enrollees currently take area-specialization courses in our graduate program, and would, of course, continue to do so under the revised program of study.

We understand that there is some question as to the future home of the MIC program, and our courses will be open to MIC students whether they belong, administratively, to the College of Education or to a department within Arts & Sciences.

The Department also recognizes its mission to make graduate coursework available to primary and secondary school teachers who wish to earn credits in continuing education. Those non-degree students would be eligible to enroll in Spanish graduate courses just as they do under the current system.

We discussed the hypothetical situation of already-certified teachers who wish to obtain an MA in Spanish. It is very rare that a fully-employed teacher would leave a paid position in order to enroll full-time in an MA program, and due to course scheduling and the rigors of graduate study, we have not, in the past decade, accepted part-time degree students in our program. No such students have enrolled in our MA program in the past decade, and we do not anticipate a rise in this particular applicant pool.

6. Consistent with the need for more theory-based courses, the proposed curricular changes will shift from strict coverage of the material, in the broad sense of introduction to basic bibliography, to emphasize training of analytical skills. The design of our overall course offerings will accomplish three related goals:

a. provide maximum flexibility so that faculty members can tailor courses to their ongoing research, scholarly approach and professional interests
b. demonstrate to prospective students that our courses are intellectually stimulating as well as useful
c. comply with Graduate School and University guidelines.

7. In order to implement Goal a, the new courses, the bulk of which are at the 600-level, will be given broad titles, and, as per UK curriculum guidelines, will carry a subtitle. Students could repeat each course a maximum of three times, provided that the subtitles are different. The proposed new course titles are intentionally general, their primary function being to satisfy Graduate Bulletin requirements. Course subtitles would bear the actual description of the course and appear in the student's transcript. Goal b would be accomplished through updating of our program and departmental website and advertising literature.

8. Consistent with our effort to update the curriculum and design a competitive program, we are streamlining the number and distribution of required courses for the Ph.D.

We are reducing the number of credits from 57 credit hours (19 courses) to 54 credit hours (18). Students will henceforward have Major and Minor fields only. We will eliminate the two Allied Fields as explicit requirements, though the term "allied fields" will remain in place for the sole purpose of defining areas of testing within the context of the Ph.D. Qualifying Exam. Constitution of Major and Minor fields is explained below (CF. Program Changes, II) Ph.D. Degree, below.)

This streamlining of requirements will allow maximum flexibility in the student’s design of the program of study and specialization. In the proper design of such a program an Advisory Committee will therefore remain essential.

9. To monitor student progress and dispense proper advice, the program will implement an Advisory Committee system, to begin in the second semester of a student’s work.

Upon entrance, all students will have the program DGS as committee chair. This DGS role will continue for the remainder of the first semester of the student’s graduate work and cease by the beginning, or at the latest the middle, of the second semester of course-work. At that time, the student will form a committee of at least two faculty members from inside the department. It is expected that by the beginning of the second year of course-work students will have completed the full committee of three faculty members from inside the department plus the fourth (or outside) member.

All Advisory Committees will be constituted by consultation between the student and the DGS. The purpose of the Advisory Committee will be:

a. to monitor the student’s progress, to provide ongoing evaluation to both the student and the DGS, and thereby the rest of the department
b. to provide advice to students for purpose of course selection and registration
c. to arrange examinations for either the terminal M.A. or Ph.D. candidacy

The advisory committee will evaluate student’s progress by monitoring student’s course work, by reviewing instructor’s evaluations placed in the student’s file at the end of each term, and by reviewing student’s portfolio by the middle of the third semester. A student portfolio must consist of two revised versions of research papers written in different areas within the field of literature. At least one of these papers must be written in Spanish.

Since our department has two broad components of Peninsular and Latin American literature, it is expected that each Advisory Committee will observe a balance of disciplines through members with such specializations.
10. Bearing in mind that the M.A. degree will henceforward be either a "terminal degree" or a degree gathered en passant to the Ph.D., the following will be used as either a qualifying transition or an exit strategy.

By the beginning of the fourth semester of course-work, the student's Advisory Committee makes a recommendation to the faculty as a whole on whether to allow progress towards the Ph.D. or recommend that the student take a "terminal M.A. degree." The faculty then votes on this recommendation.

All Advisory Committee decisions presuppose consultation with the student about his/her intent to proceed to the Ph.D. Advisory Committee. Decisions will be based on:

a. course performance
b. assessment of student's portfolio
c. Advisory Committee's monitoring of the student's progress during the previous three semesters
d. assessment of the student's probability of success in the Ph.D. program.

Advisory Committees must reach decisions by the beginning of the student's fourth semester in order to allow proper planning of an exit transition, if need be.

11. Ph.D. degree requirements will change in order to allow for maximum course flexibility, greater and speedier specialization in the chosen field, acquisition of professional knowledge, and a smoother transition towards writing the Ph.D. dissertation. Thus the new requirements will include one course each in:

- The Teaching of Spanish (SPA 553)
- Introduction to Critical Theory and Cultural Studies (SPA 606)
- One Independent Study (in the chosen field of specialization) (SPA 782)

The Independent Study will be the prelude or launching pad towards a Dissertation Research Essay, part of the Qualifying Examination as defined below. The revised program allows for exceptions to be made in the retake of an Independent Study.

12. The structure of the Ph.D. Qualifying Examinations has been revamped to allow for a smoother transition towards both greater competence in the field of specialization and effective writing of the Ph.D. dissertation. To achieve this, we have designed, apart from the final dissertation defense, a twofold structure:

- Qualifying Examination
- Dissertation Research Essay

The Qualifying Exam will test broad knowledge based on previous course work and on the reading lists agreed on by the Doctoral committee; in-depth knowledge of the major field, analytical and critical sophistication, and a significant grasp of the related areas the student has chosen as minor or allied fields. Upon passing this exam, students will be deemed to have met all requirements for the M.A., and that degree will be conferred. As per Graduate School guidelines, if a student fails this exam, s/he will be permitted to take the exam once more, at least six months after the first try. The Doctoral research essay will test the ability to conduct research of high quality and to make a significant contribution to knowledge in the chosen field of study. The student must also demonstrate significant critical skills and a strong theoretical background.

Proposed Program Changes

1) M.A. degree

1. Our current program defines the pre-requisite for the M.A. as "attainment in Spanish equivalent to that required for the undergraduate major in Spanish at the University of Kentucky". The revised program makes no change in this prerequisite.

2. Our current program requires for the M.A. "reading knowledge of a second foreign language." The revised program makes no change in this requirement.

3. Our current program requires, under Plan B (course-work instead of an M.A. thesis), 10 courses, or 30 credit-hours, distributed as follows:
   a. Critical Perspectives (9 credits)
   b. Civilization and Linguistics (12 credits)
   c. Open course-work (9 credits).

   The revised program will require, under Plan B, 12 courses, or 36 credit-hours. With the decision to make the M.A. a terminal degree, Plan A becomes moot (see below.)

4. Our current program requires, under Plan A, writing an M.A. thesis; under Plan B, successful passing of an M.A. written and oral examination. The exam is graded by an ad hoc committee of three faculty members.

   The revised program will require successful passing of an M.A. examination, to be made up by the full Advisory Committee of three faculty. Terminal M.A. exams presuppose three components:
   a. Advisory Committees make up a reading list by the middle of the fourth semester (Fall or Spring Breaks). The Advisory Committee will work with the student on appropriate substitutions to the departmental M.A. list and equity will be carefully observed.
   b. All terminal M.A. reading lists will be reviewed and approved by the DGS.
   c. Students take the terminal M.A. exam in either early December or early May of the student's second year, or by arrangement with the DGS pr Advisory Committee.
II) Ph.D. Degree

1. The current program requires the following for the Ph.D. degree:
   1 Independent Study (on dissertation field, 3 credits)
   2 700-level seminars (1 in Major field, 6 credits)
   1 Teaching of Spanish course (3 credits)
   2 Linguistics courses (1 of which can be the Pedagogy course, 6 credits)
   A reading knowledge of two languages other than Spanish and English
   Successful completion of written and oral examinations
   Presentation of acceptable dissertation.

The revised program will require:
   1 Independent Study (on dissertation field, 3 credits) (SPA 782)
   1 Teaching of Spanish course (3 credits) (SPA 553)
   1 Critical Theory course (3 credits) (SPA 606)
   1 History of the Spanish Language course (3 credits) (SPA 600)
   [requirement can be waived by the DGS on the basis of previous academic work]
   A reading knowledge of two languages other than Spanish and English.
   [as fulfilled by Graduate School foreign language fulfillment requirements]

2. The current program requires students to devise a program of 57 credits based on:
   Major and Minor Fields (combined 24 credits) and two Allied Fields [15 credits].
   Hispanic Linguistics [6 credits]
   Two fields not covered by Major, Minor or Allied Fields (6 credits each)
   Two seminars (one of which should be in the Major Field) (6 credits)

The revised program will require students to devise a program of 54 credits based on:
   Major Field, to be constituted by:
   a. taking one seminar in the chosen field
   b. taking one Independent Study in the chosen field
   c. taking 3 additional courses in the same area, or chosen field [Total: 15 credits]
   Minor Field, to be constituted by:
   Taking 2 graduate level courses outside the department. These two courses must be defined within the same area,
   although not necessarily within the same department. [Example: two courses in the area of Latin American Studies,
   1 in Sociology and 1 in Political Science]. The two courses must also be theoretically related to the Major Field.
   [Total: 6 credits]

The balance of 10 or 11 courses (30 or 33 credits, depending on student’s previous academic work) remaining after taking required
courses listed above will be of the students’ own choosing. These courses must be taken either within the Spanish department or approved by the
Advisory Committee.

3. In our current program, students become eligible to take their Qualifying Examinations as soon as they
complete all course and language requirements. The Ph.D. Qualifying Examination is currently defined as follows: “a three-hour written
examination over a research area in the specific field with specific concentration on the topical area of the dissertation, and two six-hour
examinations. The first will cover all aspects of the major and minor areas; the second will cover aspects of the major and minor areas as well as
questions on the allied fields. The two-hour oral will cover the dissertation area, the major and minor areas, and the allied fields.”

   After taking the Qualifying Examination, students present a prospectus to his/her committee.

   In the revised program eligibility for the Qualifying Exam remains the same. The Ph.D. Qualifying Examination will be defined as
follows and has a twofold structure:

   Qualifying Examination
   Dissertation Research Essay

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1 In the current program fields are to be chosen between two lists: Specialization by area (Medieval Spanish, Renaissance and Golden Age Spanish, 18th and 19th Century Spanish, 20th Century Spanish, Colonial and 19th Century Spanish American, 20th century Spanish American) or Specialization by genre or Hispanic Linguistics (Hispanic poetry, Hispanic prose fiction, Hispanic drama, Hispanic linguistics).

2 In the revised program the seven available areas for major fields are: Medieval & Renaissance; Early Modern; 18th & 19th Centuries Peninsular; 20th & 21st Centuries Peninsular, Colonial Spanish American; 18th & 19th Centuries Spanish American; 20th & 21st Centuries Spanish American. The Specialization by genre is specifically eliminated, although students will be free to specialize in whatever genre(s) they desire. These areas are subject to modification by the faculty of the Spanish department.
1) The Qualifying Examination. It has both written and oral portions, based on a reading list. It is graded by the student’s Advisory Committee and monitored by the DGS.

The **written portion**, which lasts 12 hours, covers 4 sections: The Major field, plus 3 Allied Fields, one of which is from outside the department (i.e., the student’s Minor.)

Half of the written portion (6 hours) covers the Major field. The remaining half (6 hours) is spread equally among the 3 Allied Fields.

The **oral portion** with the Advisory Committee, to review the results of the written portion, follows grading of the written portion.

[Summary: 12-hour Qualifying Examination. 6 hours: Major Field, 6 hours: Allied Fields (2+2+2).]

2) The Dissertation Research Essay consists of both a written and oral portion.

**Written portion:**
Each student is responsible for preparing a sample chapter of the dissertation with the help of his/her Advisory Committee. Typically, the committee Chair is in charge of mentoring the writing of this sample chapter. Also, the required Independent Study will provide the prelude or launching pad for a first draft of the sample chapter.

The Dissertation Research Essay should demonstrate:
- a. competent grasp of the subject matter
- b. analytical sophistication
- c. familiarity with the major theoretical problems of the dissertation.

Bearing in mind these broad principles, the purpose of the Dissertation Research Essay would be:
- a. to provide timely feedback on the dissertation topic
- b. provide a forum for the demonstration of analytical competence.

The Dissertation Research Essay can be as broad as an introduction to the Dissertation, or as specific as a reading of one or several works, or a combination thereof. A final draft of the essay is circulated among the members of the advisory committee for eventual oral testing.

Given the purpose and function of the Dissertation Research Essay, the need for a dissertation prospectus is rendered moot.

**Oral portion:**
The entire Advisory Committee meets with the student and questions him/her about the dissertation field as demonstrated in the sample chapter. The typical length of this exam is between one and two hours. Passing of the Dissertation Research Essay requires a 2/3 majority of committee approval, plus that of the DGS.

**Related observations on Qualifying Examinations:**

Typically, if a student takes the Qualifying Exam in August, s/he would be enrolled in SPI 749 or SPI 769 for dissertation research credits. The student would then present the Dissertation Research Essay sometime during that same semester.

Students would be free to schedule presentation of the Dissertation Research Essay as early as they wish, but no later than the second semester after taking the Qualifying Exam, or at any rate before the end of their doctoral residency period. Exceptions to this rule would have to be approved by the department’s Graduate Studies Committee.

Finally, should a significant change in the focus of the dissertation emerge after the student completes the Independent Study, students may petition to take a second Independent Study under a different director by prior approval of the DGS and the Graduate Studies Committee.

**Qualifying Exam Reading Lists**

All Ph.D. readings lists must share the following principles:
1. All lists must cover essential works of the field, in their primary, secondary, and theoretical bibliographies.
2. All lists must include the theoretical works and canon used to justify the student’s dissertation.
3. All lists made up by the student and Advisory Committee must have prior approval from the DGS, who then files the list as part of the student’s record.
4. All lists should reflect competence in the field in all genres with particular emphasis in areas that reflect the dissertation.
Following is a table comparison summary of our current and revised programs, divided into M.A. and Ph.D. degree streams:

<table>
<thead>
<tr>
<th>M.A.</th>
<th>REVISED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
<td>Terminal, or en passant</td>
</tr>
<tr>
<td>_equiv UK major</td>
<td>same</td>
</tr>
<tr>
<td>1 foreign lang.</td>
<td>same</td>
</tr>
</tbody>
</table>

**Plan B**

<table>
<thead>
<tr>
<th>30 hours</th>
<th>36 hours to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives (9)</td>
<td>Teaching Spanish (553)</td>
</tr>
<tr>
<td>Civ. &amp; Lang. (12)</td>
<td>History &amp; Lang (600)</td>
</tr>
<tr>
<td>Open (9)</td>
<td>Critical Theory (606)</td>
</tr>
</tbody>
</table>

**Plan A**

| M.A. Thesis | None (moot) |
| Exam | Exam |
| Written/Oral (5th sem., ad hoc committee) | Written/Oral (4th or 5th sem., as recommended by Advisory Committee) |
| Dept. Reading List | Dept. Reading List + Advisory Committee + DGS |

**Actions**

- DGS=Advisory Committee until committee is formed
- 6 courses, 18 hrs., 1st lang. exam complete committee formed,
- 6 courses, 36 hrs., 2nd lang. exam (if PhD eligible)
- Comm. determines Ph.D. eligible, M.A. exit: Reading list, Exam

**Ph.D.**

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>REVISED</th>
</tr>
</thead>
<tbody>
<tr>
<td>57 credit hrs.</td>
<td>54 credit hrs.</td>
</tr>
<tr>
<td>Doctoral Committee</td>
<td>Advisory Committee</td>
</tr>
</tbody>
</table>

**Course Structure:**

<table>
<thead>
<tr>
<th>(# of credits)</th>
<th>(# of credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major/Minor: 24</td>
<td>Major: 15</td>
</tr>
<tr>
<td>2 Allied: 15</td>
<td>1 seminar: 3, 1 Ind. Study: 3, area of specialization: 9</td>
</tr>
<tr>
<td>2 other fields: 6</td>
<td>Minor: 6</td>
</tr>
<tr>
<td>Linguistics: 6</td>
<td>2 courses outside dept.: 6</td>
</tr>
<tr>
<td>2 seminars: 6</td>
<td>Open: 31 or 33</td>
</tr>
</tbody>
</table>

**Exam:**

<table>
<thead>
<tr>
<th>Written</th>
<th>12 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hrs. on Dissertation</td>
<td>Major field (6hrs)</td>
</tr>
<tr>
<td>2 @ 6 hrs: Major/Minor Allied Fields</td>
<td>3 allied fields (2+2+2 = 6hrs) incl. Minor</td>
</tr>
<tr>
<td>Oral: 2 hrs.</td>
<td>2. Oral: 2 hrs. w/Advisory Committee</td>
</tr>
<tr>
<td>w/Doctoral Committee</td>
<td></td>
</tr>
</tbody>
</table>

**Prospectus**

- Yes
- None (moot)

**Dissertation Essay:**

1. Written (with Chair of Advisory comm.)
2. Oral (with full comm.), 1-2 hrs

**Prospectus**

- Yes
- None (moot)

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Following is a hypothetical flow chart outlining the four-year progress of a typical student in our new program. It assumes entrance with a B.A., no previous M.A. and a three-year minimal support with T.A. ships. Fellowship support in lieu of teaching, allowing for a heavier course load, may result in acceleration. Students entering with a previous M.A. can accelerate by importing the maximum nine credits.

### 1st Year

<table>
<thead>
<tr>
<th>1st sem</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Spanish* (553) course</td>
<td>Critical Theory* (606) course</td>
</tr>
</tbody>
</table>

### 2nd Year

<table>
<thead>
<tr>
<th>3rd sem</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>course</td>
<td>course (out)</td>
</tr>
<tr>
<td>Hist. Span. Lang. (606) (if waived, other course)</td>
<td>course</td>
</tr>
</tbody>
</table>

### 3rd Year

<table>
<thead>
<tr>
<th>5th sem</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>course (out)</td>
<td>Independent Study* (782) course</td>
</tr>
</tbody>
</table>

### 4th Year

<table>
<thead>
<tr>
<th>7th sem</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying Exam Dissertation Essay (SPA 769, 9hrs)</td>
<td>Dissertation (SPA 769, 9hrs)</td>
</tr>
</tbody>
</table>

*required
Proposed New Courses

The current graduate curriculum program is based on an uneven distribution of 500-, 600- and 700-level courses. The revised program will base the bulk of students' work on 600 and 700-level courses. Henceforward, only five 500-level courses will remain on the Graduate Bulletin:

- 501 Spanish Phonetics, Pronunciation and Phonemics
- 504 Advanced Spanish Grammar and Composition
- 506 Introduction to Comparative Spanish, Portuguese and Italian Linguistics
- 551 Tutorial Seminar for Majors in Spanish (Sr. status)
- 553 Teaching of Spanish

N.B. - Recent revisions of the undergraduate Spanish program has expanded course offerings at the 400-level, thus undergraduate offerings will not be adversely affected by this change.

In the revised program students will be allowed to take only one 500-level course in addition to the Pedagogy (553) required course. Prior approval from the DGS must be obtained before taking for credit any additional 500-level courses.

The revised program must insure that the University Registrar lists course subtitles as well as titles. Not to list subtitles would omit essential course specificity from the student's permanent record and thus create unnecessary professional damage at time of placement. This becomes all the more essential since students will be allowed to repeat courses with the same title for a maximum of three times, provided each subtitle is different.

The revised program includes the following new 600 courses. (Currently listed courses will be dropped and replaced by these.)

- SPA 600 History of the Spanish Language (3)
- SPA 601 Studies in Spanish Pedagogy: (subt req) (1)
- SPA 602 Studies in Spanish Linguistics: (subt req) (3)
- SPA 606 Introduction to Critical Theory and Cultural Studies (3)
- SPA 607 Special Topics in Critical Theory and Cultural Studies: (subt req) (1)
- SPA 608 Special Topics in Spanish Literature and Culture: (subt req) (3)
- SPA 609 Special Topics in Latin American and U.S. Hispanic Literature and Culture: (subt req) (3)
- SPA 610 Studies in Medieval Spanish Literature: (subt req) (3)
- SPA 620 Studies in Early Modern and Baroque Spanish Literature: (subt req) (3)
- SPA 630 Studies in 18th and 19th Century Spanish Literature: (subt req) (3)
- SPA 640 Studies in 20th and 21st Century Spanish Literature: (subt req) (3)
- SPA 650 Studies in Colonial Latin American Literature: (subt req) (3)
- SPA 660 Studies in 19TH Century Latin American Literature: (subt req) (3)
- SPA 680 Studies in 20th Century Latin American Literature 1900-1950's: (subt req) (3)
- SPA 681 Studies in Contemporary Latin American Literature 1960's to Present: (subt req) (3)
- SPA 685 Studies in U.S. Hispanic Literature and Culture: (subt req) (3)
- SPA 690 Studies in Spanish and/or Latin American Film: (subt req) (3)

The revised program includes the following 700-level courses:

- SPA 706 Advanced Readings in Critical Theory and Cultural Studies: (subt req) (3)
- SPA 708 Critical Perspectives on Spanish Literature and Culture: (subt req) (3)
- SPA 709 Critical Perspectives on Latin American and U.S. Hispanic Literature and Culture: (subt req) (3)
- SPA 710 Seminar in Medieval Spanish Literature and Culture: (subt req) (3)
- SPA 720 Seminar in Early Modern and Baroque Spanish Literature and Culture: (subt req) (3)
- SPA 730 Seminar in 18th and 19th Century Spanish Literature and Culture: (subt req) (3)
- SPA 740 Seminar in 20th and 21st Century Spanish Literature and Culture: (subt req) (3)
- SPA 745 Seminar in 20th Century Spanish Literature and Culture: (subt req) (3)
- SPA 750 Seminar in Colonial Latin American Literature and Culture: (subt req) (3)
- SPA 760 Seminar in 19th Century Latin American Literature and Culture: (subt req) (3)
- SPA 780 Seminar in 20th Century Latin American Literature and Culture 1900-1950's: (subt req) (3)
- SPA 781 Seminar in Contemporary Latin American Literature and Culture 1960's to Present: (subt req) (3)
- SPA 785 Seminar in U.S. Hispanic and Border Literature and Culture: (subt req) (3)

The revised program includes the following unchanged courses:

- SPA 748- Master's Thesis Research (0)
- SPA 749- Dissertation Research (0)
- SPA 768- Resident Credit for MA (1-6)
- SPA 769- Resident Credit for Ph.D. (0-12)
- SPA 782- Special Studies in Spanish (1-3)
Drop Courses:

SPA 500 Studies in Hispanic Literature, Language and Culture
SPA 502 Survey of the Spanish Language
SPA 504 Advance Spanish Grammar and Composition
SPA 512 Spanish Culture through the Seventeenth Century
SPA 513 Modern Spanish Culture
SPA 514 Studies in Spanish American Literature
SPA 518 Hispanic Film
SPA 522 Survey of the Comedia
SPA 532 The Generation of 1898
SPA 541 Spanish American Short Story
SPA 601 Old Spanish: Phonology and Paleography *(purged term 011, number, may be reused as of term 031)*
SPA 603 Critical and Historical Perspectives on Medieval, Renaissance and Golden Age Spanish Literature
SPA 604 Critical and Historical Perspectives on Modern Spanish Literature
SPA 605 Critical and Historical Perspectives on Spanish American Literature
SPA 611 Medieval Spanish Literature I
SPA 612 Medieval Spanish Literature II
SPA 613 Spanish Epic and Long Narrative Poetry
SPA 615 Spanish Poetry: Thirteenth, Fourteenth, Fifteenth Centuries
SPA 616 Early Brief Narrative-Thirteenth, Fourteenth, Fifteenth Centuries
SPA 617 Spanish Medieval and Renaissance Drama
SPA 622 Cervantes I
SPA 624 Spanish Novel from Cervantes to Romanticism
SPA 625 Mystic and Ascetic Writers of the Sixteenth and Seventeenth Centuries
SPA 626 Lope de Vega and Tirso de Molina
SPA 628 Theatre of Calderon de la Barca
SPA 629 Spanish Poetry of the Sixteenth and Seventeenth Centuries
SPA 631 The Romantic Movement in Spain
SPA 632 Spanish Drama from the Generation of 1898 to the Present
SPA 633 Spanish Novel of the Nineteenth Century
SPA 634 Prose Fiction from the Generation of 1898 to the Present
SPA 635 Spanish Essay Eighteenth Century to Present *(purged term 011, number may be reused as of term 031)*
SPA 636 Spanish Poetry from the Eighteenth Century through the Generation of 1898
SPA 637 Spanish Poetry from the Generation of 1927 to Present
SPA 641 Spanish American Drama
SPA 642 Spanish American Poetry: Colonial Period to Independence
SPA 643 Spanish American Poetry: 1800-1910
SPA 644 Spanish American Poetry: 1910 to Present
SPA 645 Spanish American Novel: 1800-1910
SPA 646 Spanish American Novel: 1910-1940
SPA 647 Spanish American Novel: 1940 to Present
SPA 648 Literary Currents in Contemporary Spanish American Fiction
SPA 649 A Spanish American Essay
SPA 651 Bibliography and Methods of Research
SPA 700 Seminar in Spanish Studies
SPA 772 Seminar in Medieval Spanish Literature
SPA 775 Seminar in Modern Spanish Literature
SPA 776 Seminar in Spanish American Literature
APPLICATION FOR NEW COURSE

Signatures of Approval:

Edward Stanton
Department Chair

David Leep
Dean of the College

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL:

Rev 11/98