

# GRADUATE STUDENT HANDBOOK

*MASTERS DEGREE IN SPANISH*



DEPARTMENT OF MODERN LANGUAGES

OHIO UNIVERSITY

CATALOG YEAR 2016-2018



# Spanish Graduate Handbook 2016-2018

## TABLE OF CONTENTS

PREFACE	2
DEPARTMENT ADMINISTRATION	2
SPANISH GRADUATE FACULTY PROFILES	3
THE DEPARTMENT OF MODERN LANGUAGES	4
LEARNING OUTCOMES	4
ORGANIZATION	4
CAREER GOALS	5
PROFESSIONAL ACTIVITIES	5
DEPARTMENTAL ACTIVITIES	6
MENTORING PROGRAM	7
STUDYING AND TEACHING ABROAD	7
SUMMER TEACHING	8
GRIEVANCE PROCEDURES	9
OUTSTANDING TEACHING ASSOCIATE AWARD	9
OUTSTANDING MA STUDENT AWARD	9
TEACHING ASSOCIATES – DUTIES AND RESPONSIBILITIES	9
DEGREE REQUIREMENTS	13
MA CHECKSHEET	18
THESIS APPROVAL FORM	19
COMPREHENSIVE EXAMS	20
MA READING LIST	25

## **PREFACE**

The *Graduate Student Handbook* contains information on all aspects of the MA program in Spanish in the Department of Modern Languages at Ohio University, such as departmental policies, regulations, requirements, etc. Although most of this information is specifically departmental, some of it also concerns the College of Arts and Sciences and the university. For further details in these areas, you should consult the *Graduate Catalog* for your entry year (<http://www.ohio.edu/graduate/index.cfm>).

### **DEPARTMENT ADMINISTRATION**

#### **DEPARTMENT OFFICE:**

Department Chair – *Betsy Partyka* ([partyka@ohio.edu](mailto:partyka@ohio.edu))

Departmental Administrator – *Jan Harmon* ([harmonj@ohio.edu](mailto:harmonj@ohio.edu))

Administrative Assistant – *Shelley Barton* ([bartons@ohio.edu](mailto:bartons@ohio.edu))

#### **FACULTY OFFICERS:**

Spanish Graduate Advisor and Graduate Chair – *Mary Jane Kelley* ([kelley@ohio.edu](mailto:kelley@ohio.edu))

Teaching Associate Supervisor – *Muriel Gallego* ([gallego@ohio.edu](mailto:gallego@ohio.edu))

First Year Language Program Director – *Muriel Gallego* ([gallego@ohio.edu](mailto:gallego@ohio.edu))

Second Year Language Program Director – *Anne Scott* ([scotta2@ohio.edu](mailto:scotta2@ohio.edu))

#### **LANGUAGE RESOURCE CENTER:**

Aaron Schwartz ([as311096@ohio.edu](mailto:as311096@ohio.edu))

Abe Reshad ([reshada@ohio.edu](mailto:reshada@ohio.edu))

## SPANISH GRADUATE FACULTY PROFILES

EMILIA ALONSO-SAMEÑO/ALONSO-MARKS, Ph.D. *Universidad de Sevilla*. Hispanic Linguistics: Phonetics and Phonology; Language Understanding; Second/Foreign Language Learning and Teaching; Heritage Speakers; Sociolinguistics: Migration and Exile.

JOSÉ DELGADO-COSTA, Ph.D. *University of Virginia*. Contemporary Spanish-American Narrative and Theater.

MELISSA FIGUEROA, Ph.D. *Cornell University*. Early Modern Spanish Theater.

MURIEL GALLEGO, Ph.D. *Purdue University*. Applied Linguistics–Spanish, Second Language Acquisition, Language Teaching Methodology.

ASHWINI GANESHAN, Ph.D. *University of Texas*. Hispanic Linguistics, Syntax, Lexical Semantics, Pragmatics.

ARTHUR HUGHES, Ph.D. *Arizona State University*. 20<sup>th</sup>-Century Spanish Narrative.

MARY JANE KELLEY, Ph.D. *University of Wisconsin-Madison*. Medieval Spanish Literature.

AMADO LÁSCAR, Ph.D. *University of Oregon*. 19<sup>th</sup>- and 20<sup>th</sup>-Century Latin American Literature.

BETSY PARTYKA, Ph.D. *University of Oxford*. Contemporary Spanish-American Literature; Oral Narrative & Folklore; Spanish American Women's Literature; Paraguayan Literature.

DANIEL TORRES, Ph.D. *University of Cincinnati*. Colonial & Contemporary Spanish-American Poetry; Literary Theory.

MAUREEN WEISSENRIEDER, Ph.D. *The Pennsylvania State University*. Second Language Acquisition & Methodology; Syntax; Phonetics.

## **THE DEPARTMENT OF MODERN LANGUAGES MISSION STATEMENT**

The study of language is fundamental to the liberal arts tradition of higher education. As a department that offers major, minor, and certificate programs in French, German, Italian, Portuguese, Russian, and Spanish, the Department of Modern Languages firmly believes that to study another language and culture adds multiple dimensions to education. Consequently, we are committed not only to developing communication skills in a second language, but also to teaching students to analyze cultural and literary texts, conduct and present original research, access and evaluate multiple points of view, and develop life-long learning strategies. We help students develop the ability to appreciate diversity and think critically from beginning language through MA-level literature, culture, pedagogy, linguistics, translation, and film courses. Our study abroad programs provide students the opportunity to experience, analyze, and understand cultural differences while improving their language skills. Students in Modern Languages acquire tools needed for professional success as global citizens.

## **LEARNING OUTCOMES**

Successful graduates of our M.A. programs will:

1. demonstrate deep knowledge of the target language and culture.
2. compare and contrast world cultures.
3. identify and describe major literary movements.
4. explain how an individual literary work reflects the literary movement in which it was created.
5. analyze literary and other cultural products creatively through appropriate theoretical and historical lenses.
6. analyze linguistic phenomena in terms of syntax, dialectology, phonology, and historical linguistics.
7. design and carry out an original research project; write up results using conventions appropriate to the discipline.
8. present research results to an audience of professors and peers.
9. implement teaching strategies in line with current language acquisition theories.

## **ORGANIZATION**

The Department of Modern Languages forms part of the College of Arts and Sciences and employs approximately 40 full-time faculty who teach six European languages (French, German, Italian, Portuguese, Russian, Spanish). The Department services the College's language requirement as well as the requirements of other Colleges, and teaches approximately 3,000 students each year in the 1000- and 2000-level sequence. The Department offers a minor and a BA major in Spanish, French, German and Russian; certificates in Italian Studies, Russian Studies, and German Studies; an enhanced Portuguese language program, and MA degrees in Spanish and French. The MA program in Spanish prepares students for doctoral work in all areas of Spanish language and literature, for the teaching of Spanish in institutes and schools, and for other non-teaching careers.

## CAREER GOALS

Students are encouraged to discuss career goals with their graduate advisor, a mentor or another member of the faculty as soon as they begin their studies. It is also helpful to visit the Career and Leadership Development Center (Baker Center 553) <http://www.ohio.edu/careerandleadership/> where students can register and be advised of many resources available for career planning. Spanish MA students have the option of obtaining certification in Teaching English as a Foreign Language (TEFL) through course work in the Department of Linguistics during one or more summers, during a six-week summer program in Cuenca, Ecuador, or during a year-long program in Sevilla, Spain. Students wishing to teach are advised to acquire a good knowledge of a second foreign language. Additionally, many professions need employees who not only speak and write foreign languages, but who are also knowledgeable about the lives and cultures of the people who communicate in the language. Visit the DML website for a listing of possible careers (<http://modlang.ohio.edu/about-modland/career-opportunities/>).

## PROFESSIONAL ACTIVITIES

Graduate students of Spanish literature and linguistics form part of a community of scholars that requires its members to follow certain disciplinary conventions adopted to facilitate the pursuit and exchange of knowledge. These conventions include drafting all papers according to a strict set of formatting and citation rules. Each student must take responsibility for familiarizing him or herself with the *MLA Handbook for Writers of Research Papers* (7th ed.) for papers in literature classes and the *Publication Manual of the American Psychological Association* (6th ed.) for papers in linguistics. Alden Library holds multiple copies of both style manuals, which are also readily available for purchase at a reasonable price. In addition, various on-line resources offer overviews and summaries.

You can find useful examples at:

MLA <http://owl.english.purdue.edu/owl/section/2/11/>

APA <http://owl.english.purdue.edu/owl/section/2/10/>

Graduate students should acquaint themselves with the major professional organizations and societies and their publications. Of special interest are the American Association of Teachers of Spanish and Portuguese (AATSP), which publishes *Hispania*; and the Modern Language Association (MLA), which is responsible for the *MLA International Bibliography*, and the *MLA Handbook*, the standard reference for graduate student papers. Also of interest are the American Council for Teachers of Foreign Languages (ACTFL), which publishes *Foreign Language Annals* and administers the official Oral Proficiency exams, and the National Federation of Modern Language Teachers Association (NFMLTA), which publishes the *Modern Language Journal*. These organizations have inexpensive student membership rates, and students should consider joining at least one of them.

There are also regional MLA organizations and regional AATSP and ACTFL organizations. These groups meet on a regular basis, have special programs, and will be of interest and value to graduate students. They provide students with professional contacts and a good look at the profession as it operates in other institutions and other areas of the country. Our local Ohio Valley Foreign Language Alliance (OVFLA) meets every year at Ohio University and

provides a forum for high school and university language instructors to share ideas. You may attend and/or present free of charge.

Special areas within Hispanic studies also have their own organizations. Examples are the Instituto Internacional de Literatura Iberoamericana (*Revista Iberoamericana*), Linguistic Society of America (LSA, *Language*), the American Association for Applied Linguistics (AAAL, *Applied Linguistics*) and the Latin American Studies Association (LASA, *Latin American Research Review - LARR*). For additional information on these groups, consult any faculty member whose focus is the area in question.

## DEPARTMENTAL ACTIVITIES

The Department of Modern Languages, in addition to its academic mission, regularly conducts activities of a professional, cultural, and social nature. It sponsors lectures on Hispanic language, literature, and culture, and frequently invites guests who give presentations in these areas. These activities are sponsored sometimes individually and sometimes in conjunction with other departments and programs. The department recognizes that language-related activities and cultural events contribute significantly to the learning experience of the student. Graduate students are expected to participate in these activities as part of their professional preparation. These activities provide an excellent opportunity for graduate students to practice Spanish, to get better acquainted with other students, professors, and colleagues, and to become a more integral part of the Department overall. There are a number of co-curricular activities that regularly take place in association with the Department:

- 1) SPANISH / PORTUGUESE CONVERSATION HOUR: Graduate students are in charge of conducting Conversation Hour (time and location TBA – see DML website). Two or three graduate students will be responsible each academic year for running and organizing La hora de conversación (supervised by Dr. Gallego); and each first- and second-year TA is responsible for attending at least 2 sessions each semester. Schedule TBA.
- 2) INTERNATIONAL STREET FAIR: The International Street Fair takes place on Saturday during International Week. This is an informative cultural exchange where numerous international groups set up tables on Court Street to provide informational brochures, food, music, and demonstrations for the community.
- 3) INTERNATIONAL EDUCATION WEEK: This week of activities takes place in November. All students and faculty are encouraged to participate in the many presentations and events.
- 4) NATIONAL SPANISH HONOR SOCIETY: The Department sponsors a chapter of Sigma Delta Pi, founded in 1917. Membership is open to both undergraduate and graduate students. Some of our faculty are also members. Those interested in membership in the society should contact Ms. Liliana Álvarez (alvarez@ohio.edu) for information.
- 5) OLA (Organización de Latino América): This graduate-student club sponsors monthly events of both an academic and social nature. See Dr. Alonso-Sameño for information.
- 6) FLES (Foreign Languages in Elementary Schools): Graduate and undergraduate students are encouraged to participate in community service by teaching Spanish at area elementary schools. See Dr. Partyka

(partyka@ohio.edu) or Mrs. Reichenbach (reichenb@ohio.edu) for information.

7) COLOQUIO / CONFERENCE: Each year the department invites scholars to campus for a multi-day event including public lectures and presentations, class visits, as well as formal and informal interaction with students and faculty.

8) THE INSTITUTE FOR THE EMPIRICAL STUDY OF LANGUAGE (IESL): This interdisciplinary forum is the perfect environment for students interested in language research to interact and connect with other students and faculty. Students could become IESL members and be involved in all activities – colloquia, joint research projects – sponsored by the institute as attendees, participants, and/or presenters. For more information, please visit the IESL website at: <http://www.ohio.edu/iesl/> or contact Dr. Alonso-Sameño.

9) ORAL PROFICIENCY INTERVIEW (OPI): Twice each semester the department sponsors a session to prepare undergraduate students to perform well on the OPI. Graduate students are encouraged to come to these sessions to learn how to conduct the interviews and to practice with undergraduate students in mock telephone interviews. See Dr. Partyka (partyka@ohio.edu) for more information.

In addition to the DML colloquium, there are regularly scheduled colloquia or talks sponsored by the DML, LAS and the Institute for the Empirical Study of Language (IESL) throughout the year. Graduate students should attend as many of these events as possible.

## **MENTORING PROGRAM**

The Graduate Advisor advises all Spanish graduate students regarding registration, DARS, and degree requirements. In addition, the Graduate Advisor assigns each graduate student a full-time faculty mentor for the two-year program. This relationship provides opportunities for the student to dialogue with an experienced professional in the field. Early in the program, students should contact their mentors who can provide assistance with career development, preparation for comprehensive exams, travel opportunities, and other personal and professional concerns. Mentors do not act as academic advisors nor do they serve on their mentee's comprehensive exam committee, except under unusual circumstances.

## **STUDYING AND TEACHING ABROAD**

Several options for studying and/or teaching abroad are available to our MA students:

- Our department sponsors a three-year program leading to the Spanish MA and possible TEFL certification with the Universidad de Sevilla, Spain. If you are interested in spending a year in Sevilla obtaining some training in translating from Spanish into English, visit the Spanish pages of the Department of Modern Languages homepage to learn more, or contact Dr. Alonso-Sameño (alonso@ohio.edu). We select one student per year and give priority to non-native speakers of Spanish.
- Students can complete a TEFL certificate during a summer in Cuenca, Ecuador. Modest scholarships are available. See <https://www.ohio.edu/global/goglobal/programs/tefl.cfm>.



- Students can teach English in Spain after graduation by applying to the Cultural Ambassadors' Program through the Government of Spain. Interested students should consult the Government of Spain webpage: ([http://www.educacion.gob.es/exterior/ca/es/menu\\_fijo/programas/auxi\\_canada.shtml](http://www.educacion.gob.es/exterior/ca/es/menu_fijo/programas/auxi_canada.shtml)) and contact Dr. Alonso-Sameño ([alonso@ohio.edu](mailto:alonso@ohio.edu)) for details about this program.

## **SUMMER TEACHING**

The department offers several first- and second-year Spanish language classes during summer and staffs some classes with TAs. Compensation for summer teaching is in addition to the normal stipend. Because there are always fewer classes available than instructors interested in teaching, TAs should not expect a summer teaching assignment. During spring semester, the Departmental Administrator solicits requests for summer teaching. We assign summer teaching at the end of spring semester by taking the following criteria into account:

- 1) Previous teaching performance (based on classroom observations, course evaluations, and input from TA supervisors). TA supervisors do not oversee summer teaching; therefore, summer instructors must be qualified to work effectively independent of direct supervision.
- 2) Experience (especially as concerns preparation to teach 2000-level classes).
- 3) Financial/professional/academic need (TAs who need compensation in order to remain in Athens may receive preference, for example).
- 4) Academic performance (TAs who have not performed well in their academic program will be considered less qualified for summer assignments).
- 5) Previous summer or prior additional assignments (a TA who has taught two sections during one semester in the previous year might not be considered for summer teaching, for example).
- 6) Year in the program (first-year TAs receive assignments before second-year TAs for 1000-level classes, provided the first-year TAs meet several of the above criteria).

We assign most 1000-level classes to first-year TAs and most 2000-level classes to faculty and second-year TAs. However, we may assign a second-year class to a qualified first-year TA who meets several of the above criteria. Second-year TAs receive lower priority because they will have completed our program by their second summer. As the above policy makes clear, the process of distribution of summer teaching assignments is complex. We are determined to make decisions based on fair and reasonable application of the criteria and we request your understanding that we cannot accommodate everyone.

## **GRIEVANCE PROCEDURES**

If a graduate student has a grievance concerning course work or teaching duties, he or she should first discuss the complaint directly with the instructor or supervisor involved. If this action does not resolve the problem, the student should then consult the Graduate Chair, then the chair of the Department, and then the Associate Dean at the College of Arts and Sciences. The Department convenes a grievance committee for issues that remain unresolved, and students have recourse to university resources such as the Ombud's office.

## **OUTSTANDING TEACHING ASSOCIATE AWARD**

The Department of Modern Languages faculty recognizes one outstanding graduate teaching associate each spring. The College of Arts and Sciences established this prestigious award in 1972 to recognize the contributions of outstanding Graduate Teaching Associates at Ohio University. The Spanish faculty hopes that this award will encourage graduate students to strive for excellence in teaching. The recipient receives a monetary award and a certificate of recognition from the College of Arts and Sciences. The TA supervisor proposes a candidate to the Spanish faculty for confirmation taking into consideration classroom observations (her own and those of other TAs), course evaluations, contributions in SPAN 5640 and 6920, as well as cooperation and collaboration with other instructors in the language program. Although excellence in teaching is the key criterion, the awardee must also have demonstrated academic strength.

## **OUTSTANDING MA STUDENT AWARD**

The Spanish faculty recognizes one outstanding graduate student each spring. This is a departmental award to recognize the academic accomplishments of our graduate students. The Spanish faculty selects the recipient, taking into consideration GPA, intellectual originality and creativity, and contributions to scholarly dialogue in class and in other contexts (participation in colloquia and/or presentations at conferences, for example). Excellence in academics is the key criterion.

## **TEACHING ASSOCIATES – DUTIES AND RESPONSIBILITIES**

The Department of Modern Languages trains Graduate Teaching Associates both to help them become better teachers and to ensure that high quality instruction is offered in our basic courses in Spanish.

- 1) **ORIENTATION:** All (first and second year) Graduate Teaching Associates are required to attend orientation activities during the designated time prior to the Fall semester. Fall orientation normally takes place during the third week of August. Spring orientation consists of short meetings held during the week of finals at the end of the previous semester. Orientation is mandatory for ALL TAs and no exceptions will be made – It is the responsibility of every TA to make the necessary arrangements to be on campus promptly.

- 2) HOURS/WK: The position of Teaching Associate includes many responsibilities – it is expected that students on graduate stipends provide a minimum of 15 hours of service to the department per week. Description of duties and what is expected from every TA will be given during orientation and will be reinforced in SPAN 6920 and SPAN 5640.
- 3) COURSE ASSIGNMENTS: TAs teach two classes during the academic year (one course per semester), usually in the beginning-level two-course progression: SPAN 1110 & SPAN 1120.
- 4) OFFICES: All Teaching Associates have assigned offices, which they share with other TAs. Teaching Associates receive a key that will open the building, some classrooms, and their office in Gordy Hall. This key must be returned before the teaching associate leaves the Department permanently. It is VERY important that every TA understand offices are a shared space and they need to respect the presence of others.
- 5) COMPUTERS: Each office will have at least one Mac computer for TAs to share. This computer is connected to a departmental printer, and printing is limited to work related to the classes the TA is teaching. No personal printing is permitted. These computers are not necessarily the latest models; therefore, it is suggested that each TA have their own laptop on which to do their personal work.
- 6) OFFICE HOURS: TAs are required to hold a minimum of 2 weekly office hours. Post your office hours – one hour on two separate days and two different times (for example, Tuesday 2:00-3:00 pm & Friday 10:00-11:00 am or by appointment). TAs are expected to be flexible and willing to meet their students during office hours and to make the necessary arrangements if a student has a conflicting schedule and requires an appointment outside of the regular office hours. TAs are expected to be flexible with officemates and hopefully coordinate office hours so they do not overlap. Rooms are very small, and crowded offices are unfortunately uncomfortable, TAs should be understanding of this situation and cooperate with officemates.
- 7) PROFESSIONALISM: As a Teaching Associate, you are an employee of the Department of Modern Languages at Ohio University. Your behavior should reflect in a positive way all the policies, goals and objectives of the department. A TA shows professionalism by doing simple things like turning on the lights when entering the class, making sure that seating is arranged appropriately, arriving on time, dressing professionally and preparing for class. Your decisions about appropriate behavior should be based on university policies and common sense. In addition, although Ohio U does not have a dress code, you are expected to dress appropriately: this means shorts and overly revealing clothing are not acceptable. A TA is both a student and a teacher - you can empathize with your students because you, too, have papers to write, and exams to take. Yet, do not lose sight of the fact that you are responsible for objectively evaluating your students and assigning them a grade at the end of the semester.

Socializing with students is risky, and dating a student is unacceptable behavior under university policies. Sexual harassment is subject to disciplinary action – even in sexual relationships of mutual consent, there is a clear conflict of interest. Teachers who initiate such relationships or who take part in relationships initiated by the student will be dismissed from the program. Every TA is strongly encouraged to read all the information concerning sexual harassment that can be found in the Ohio U website [<http://www.ohio.edu/harassment/>] and [<http://www.ohio.edu/harassment/graduates.cfm>].

## 8) CLASSROOM PROCEDURES

- **GREEN SLIPS / LANGUAGE PLACEMENT:** TAs are not authorized to sign green slips to allow students to enroll in their section. Refer all students who request a green slip to the on-line registration system, where openings appear frequently and where they have the option of adding their name to a wait list. In order to add your class (SPAN 1110), students are required to take and score in the appropriate range on the placement test, unless they have had absolutely no prior Spanish. If a student has not taken Spanish previously and wishes to add a Spanish 1110 class, send him or her to Gordy 283. If a student has studied Spanish previously, he or she must take the placement test in Gordy 115 and then report to 283 for results and information on next steps. If a student in your section believes he or she is over prepared and would like to move up to a higher-level class, please refer the student to Dr. Gallego, Ms. Scott or Dr. Partyka.
- **MULTISECTIONAL COURSES:** Carefully read, and re-read the course objectives so that you are fully aware of the language-learning principles that drive the curriculum. As part of the instructional staff you contribute to the overall quality of the multi-sectional course you teach which lays the foundation for the next course in the sequence. The success of the language program depends on your students having achieved the specified goals of your course.
- **LESSON PLANS:** TAs are responsible for developing lesson plans in accordance with the course syllabus; creating supplemental materials, and to collaborate with fellow TAs and supervisor to write exams. Activities such as whole-class lab work or full-length movies are not permitted. These types of activities should not be used as a substitute for teaching a whole class period; they are better suited for out-of-class work.
- **SPANISH IN THE CLASSROOM:** Instructors must use the target language exclusively in class. Avoiding English takes practice and planning: as part of your daily preparation for class, you should think ahead to how you will introduce activities, summarize grammar rules, and give instructions in Spanish. You should aim to use cognates, repetition, redundancy, and circumlocution in order to get your message across to students. If you need a model, consult with your coordinator who can recommend a class for you to observe.
- **SUBSTITUTES:** For any necessary absence during the semester you are to arrange for a substitute and inform your supervisor and the Administrative Assistant (Gordy 283) that you will not be in class. Do not cancel a class if you are ill or because you have a paper to write. Class cancellations are NOT allowed. Make arrangements with another TA to substitute for your class – preferably one who teaches the same level. You should identify potential substitutes early in the semester by comparing your schedule to those of your office and classmates. You must fill out the absence form on the departmental website for any absence due to illness, conferences, personal or other reasons and leave a copy with the administrative assistant. We need to know where you are and who is replacing you (<http://modlang.ohio.edu/faculty-forms/>).
- **ATTENDANCE:** You must keep careful and accurate track of your students' absences in order to apply the attendance policy of the course you are teaching. Consult the syllabus for details (i.e., 10 absences is an automatic F).

9) **FINAL EXAMS:** As per the Ohio U Faculty Handbook, you must keep “grades, tests, and assignments as well as any other material used in determining a student’s grade for at least one academic semester (and until the end of

the fall semester following spring semester classes).” The department re-uses chapter exams and final exams, therefore, exams copies will be carefully handled and once graded must be returned to the coordinator who will keep them in her/his office.

10) GRADING:

- **GRADE BOOK:** TAs are required to maintain an organized and easily interpretable record of student performance (you will be provided an Excel gradebook), and to submit final grades in accordance with university and departmental policies. TAs must print out a spreadsheet clearly showing grades for their section and submit it to their supervisor at the end of each semester. The course coordinator must have a copy of all grades.
- **GRADES:** The calculation of final grades must be uniform. Make sure your students are aware of the C- policy: all students must receive a C- (70%) or above to continue on to the next course in the sequence (SPAN 1110 - 2120). (FN = never attended; FS = stopped attending [provide date of last day attended])
- **INCOMPLETE GRADE:** A student must complete 80% of the course work in order to receive an incomplete. In the case of a missed final exam, the student has 24 hours to provide a compelling excuse in order to receive an incomplete. The TA must consult the TA supervisor about the possibilities of assigning the student an incomplete ('I').
- **CHANGE OF GRADE:** In order to record the final grade for a student who received an incomplete, the TA requests a Change of Grade form from the department office. The work must be completed within the first two weeks of the next semester of enrollment or the 'I' converts automatically to an F. The student may petition for an extension of time by requesting an Extension of an Incomplete form from his/her Dean's office.
- **CONFIDENTIALITY:** Do not post grades; do not discuss grades over emails or over the phone. Students are allowed (and can request) to see their grade. In order to discuss grades, students are required to make appointments. Grades should be presented in private. Instructors are obligated to maintain the confidentiality of educationally-related information concerning students (Buckley Amendment).

11) PHOTOCOPYING / PRINTING: TAs will have access to the copier/printer in Gordy 280 (the mail room). Early in the semester, the department will schedule several sessions that teach new instructors how to use the various features of this machine including printing from the computer in your office. You should plan to attend one of these sessions. Copying and printing are for instructional purposes only; you are NOT permitted to copy or print materials related to the classes you are taking. You can purchase such personal copies/printouts in the library. In order to save paper, learn to make double-sided copies or printouts and scan materials to send directly to your students instead of printing them out at the department's expense. Also, the computer and projector in your classroom allow you to project documents on the screen for students to follow instead of distributing a paper handout. You will have a limited number of copies assigned to you. Once you have reached the allotted amount you will no longer be able to make copies.

12) LANGUAGE RESOURCE CENTER: The Department of Modern Languages makes a conscious effort to further the use of instructional technology. All TAs should attend workshops offered by the LRC staff. These will be announced via email.

- 13) **CLASSROOM OBSERVATIONS:** The TA supervisor and possibly other faculty will observe TA classes during the academic year. Through this process, TAs get feedback on their teaching, and the department obtains a record of the TAs' performance, which can be used for future reference such as recommendations for jobs or Ph.D. programs. We aim to achieve consistency and uniformity in all steps delineated by the syllabus and program guidelines. Observations are one of the ways of making sure the program is proceeding smoothly and consistently. After each observation, meetings between individual TAs and the Language Program Director will be scheduled for the Director to share the observation evaluation with each TA and to address any concerns, questions and /or suggestions so that the TA and the Director may work together comfortably. All constructive criticism will be taken into consideration, and all TAs can expect the director's permanent support as long as the guidelines and professional behavior are observed.
- 14) **TUTORING:** Ten (10) hours of free tutoring are offered through the PACE program in the department. Hours are posted and on the web. Students should be encouraged to go to these sessions. For other tutoring, you can refer them to the Academic Advancement Center in Alden Library ([www.ohio.edu/aac/tutoring/index.cfm](http://www.ohio.edu/aac/tutoring/index.cfm)), which hires tutors in various disciplines and charges nominal fees. If a Spanish TA wishes to tutor for extra income, a few rules apply:
- a) You may not tutor a student taking a course in the series you are teaching. For example, if you are teaching SPAN 1110, you cannot tutor a student enrolled in any section of 1110 or 1120. You may, however, tutor SPAN 2000 level.
  - b) You may not tutor students currently enrolled in your classes and receive payment for such tutoring.
- 15) **DISABILITIES AND INSTITUTIONAL EQUITY:** TAs will be trained on how to proceed with students with documented disabilities. Any questions or concerns should be first discussed with the supervisor. For further information contact Carey Busch at the Student Accessibility Services (Baker 348) or visit the website: <http://www.ohio.edu/disabilities/>

## **DEGREE REQUIREMENTS AND COURSE OFFERINGS**

- 1) **DEGREE REQUIREMENTS:** The Spanish MA requires the successful completion of four semesters of graduate-level course work, in each of which students enroll in a minimum of 12 hours (13 hours for TAs) per semester during their first year and 12 hours during their second for a total of 48/50 hours. The enrollment limit, without additional fees, is 18 hours per semester. SPAN 5640 "Teaching Spanish" (4 credit hours), and two semesters of 6920 "Problems in Teaching College Spanish" (1 credit hour per semester) are required of first-year students who are TAs. Second-year students take Spanish 6902 (Seminar), which is also optional with advising for first-year students. The two-year schedule for students entering the program fall 2016 will include a minimum of the following classes (see sections 3-6 below for additional/alternative classes):

	Fall Semester	Spring Semester
2016-17	SPAN 5640 Teaching Spanish SPAN 5513 Survey of Lat Am Lit I SPAN 5460 Intro to Hisp. Linguistics SPAN 6920 Problems	SPAN 5551 Medieval Span Lit SPAN 5514 Survey of Lat Am Lit II SPAN 5457 History of the Span. Lang. SPAN 6920 Problems
2017-18	SPAN 6902 Seminar (Hisp. Ling.) SPAN 5558 Don Quijote SPAN 5517 Themes Span. Amer. Lit.	SPAN 5XXX Syntax SPAN 5570 Contemporary Spanish Lit. SPAN 5518 Contemporary LA Lit. SPAN 6940 Directed Readings* (or one of above)

\*Students are expected to work on completing the MA Reading List during the three semesters preceding their comprehensive exams. However, during the semester in which they take their exams most students register for SPAN 6940 in order to review and synthesize material on the reading list. Students receive CR for a grade in SPAN 6940.

2) COURSES OFFERED. The following courses constitute the current rotation for the Spanish MA. A complete list of courses associated with the program is available in the graduate catalog on the Registrar's website.

<b>Peninsular Content</b>	
SPAN 5530	Literature of Golden Age Spain
SPAN 5551	Medieval Spanish Literature
SPAN 5558	Don Quijote de la Mancha
SPAN 5560	19th-Century Spanish Literature
SPAN 5565	20th-Century Spanish Literature
SPAN 5570	Contemporary Spanish Literature
<b>Latin American Content</b>	
SPAN 5513	Survey of Spanish American Literature I
SPAN 5514	Survey of Spanish American Literature II
SPAN 5517	Themes in Spanish American Prose
SPAN 5518	Contemporary Spanish American Literature
<b>Spanish Linguistics Content</b>	
SPAN 5437	Applied Phonetics
SPAN 5438	Hispanic Dialectology and Sociolinguistics
SPAN 5460	Introduction to Hispanic Linguistics
SPAN 5640	Teaching Spanish
SPAN 5457	History of the Spanish Language
SPAN 5XXX	Syntax
<b>Other</b>	
SPAN 6902	Seminar (disciplinary focus varies)
SPAN 6920	Problems in Teaching College Spanish
SPAN 6930*	Independent Study in Spanish*
SPAN 6940	Directed Readings
SPAN 6950	Thesis
ML 5635	Teaching Languages in Elementary School
ML 5645	Teaching Modern Foreign Languages
ML 5900	Translation as Writing

\* A student may sign up for SPAN 6930 only if no other course is available. Requests for 6930 hours must be approved by both the graduate faculty member directing and grading the study and by the graduate advisor/graduate chair. SPAN 6930 does not count towards the degree requirements, unless such credit is pre-approved in writing with signatures of the graduate chair and faculty member directing the independent study. If the person directing the project is the same as the graduate chair, consultation should be made also with the department chair. Records must be kept in student's file.

3) MODERN LANGUAGES (ML) CLASSES: Students pursuing a career in high school teaching may wish to enroll in ML 5645 (Fall semester; 4 CHs) OR ML 5635 (Spring semester; 4 CHs) in addition to their regularly scheduled classes. ML 5900 is an option for students interested in acquiring translation skills.

4) ENHANCED LANGUAGE OPTION: Many Ph.D. programs require proficiency in a third language. Students who enter our program without such proficiency may enroll in 3 credit hours of course numbers 51XX of the corresponding language during semesters or summers. After enrolling in 5110/5120, the student attends a regularly scheduled undergraduate language class at the level appropriate for the student's proficiency (1000 through 4000). Students must identify and contact the instructor of that class prior to the first day of the semester to obtain permission to attend. If a student would like to take summer classes, s/he needs to consult with the department chair in January to see if there would be enough funding. These courses do not count toward the MA degree requirements in Spanish. In most cases a grade of CR will be assigned for these courses.

5) TEFL CERTIFICATE. The Department of Linguistics offers course work leading to a certificate in teaching English as a foreign language that students can complete, along with the MA in Spanish, by taking one additional course per semester. Visit the Linguistics Department's webpages for details.

6) DUAL MA DEGREE. Students with an interest in International Development, Latin American Studies, or other related disciplines may wish to complete two MA degrees. Usually, and with careful advising, this requires one additional year of course work. Funding in the form of a TAsip from the Department of Modern Languages is not guaranteed during the third year.

7) OPTIONAL EXTENSIVE RESEARCH EXPERIENCE:

7.1. WRITING A THESIS: Writing a thesis is optional and counts for a maximum of 8 credit hours (two courses). Students can register in two Spanish 6950 (Thesis) courses of 4-credit hours each. Students who choose to write a thesis will do so in addition to taking the comprehensive written and oral examinations. It is imperative to consult the Graduate College web page as soon as possible, and frequently, for submission dates and specific thesis requirements: <http://www.ohio.edu/graduate/etd.cfm>. If you plan to write a thesis, you must work very closely with your supervisor and follow these steps:

- a) Beginning of spring semester of your first year – identify a tenured or tenure-track faculty member willing to serve as thesis advisor and begin discussing your topic. In consultation with your thesis advisor, choose two more members for your committee and officially record the agreement. The committee will evaluate the merits of your project proposal and determine whether to move forward.
- b) Mid-Spring semester of your first year – present to your committee a well-structured scholarly proposal with clear and attainable goals, a rigorous bibliography and a time line for completion of the project (4 copies required – one to the thesis advisor and each member of your committee and the fourth to the Graduate Chair). Submit "Preliminary Thesis Committee Approval" form for



department files (see copy included below).

- c) Fall of your second year – Defend thesis proposal with full committee.
- d) Throughout the second year – work closely with thesis advisor, submit all drafts of chapters to all readers in a timely fashion and heed advice or directives of supervisor.
- e) Fall or spring of the second year – attend workshops on electronic submission of theses. TAD workshop (See Grad College website for dates: <http://www.ohio.edu/graduate/etd.cfm>).
- f) Early spring semester of your second year – submit completed thesis (following guidelines on <http://www.ohio.edu/graduate/etd.cfm>) to both your advisor and your other readers. They must receive this at least two weeks before your oral defense of the thesis (submit around 7<sup>th</sup> week). Publicly announce date, time and place of thesis defense.
- g) End of spring semester (consult the web for exact dates) – defend thesis publicly and complete any required revisions before electronic submission to the Dean's Office, College of Arts & Sciences (Wilson Hall). The Graduate Chair and advisor must approve the final copies with original signatures on the approval pages (see <http://www.ohio.edu/graduate/etd.cfm> for details).

The thesis may be written in either Spanish or English, depending on the topic. The thesis ranges from 70-100 pages in length including notes and bibliography (and all other required pages as noted on the web). The student must follow all directions for the format, presentation of theses, and deadlines as posted on the web (<http://www.ohio.edu/graduate/etd.cfm>).

7.2. WRITING AN EXTENSIVE PROJECT/MANUSCRIPT: Writing an extensive project or manuscript, whether academic or creative in nature, that could be turned into a publishable article or an original collection is optional and counts for a maximum of 4 credit hours. Students may register for one Spanish 6930 (Independent Study) course for 4 credit hours. Students who choose to work on an extensive research project will do so in addition to taking the comprehensive written and oral examinations. If you plan to write a publishable manuscript, you must work very closely with your supervisor and follow the timeline proposed for students writing a thesis (although the guidelines will be necessarily different from those involved in writing a thesis):

- a) Beginning of spring semester of your first year – identify a tenured or tenure-track faculty member willing to serve as project advisor and begin discussing your topic. In consultation with your project advisor, choose two more members for your committee and officially record the agreement. The committee will evaluate the merits of your project proposal and determine whether to move forward.
- b) Mid-spring semester of your first year – present to your full committee a well-structured scholarly proposal with clear and attainable goals, a rigorous bibliography and a time line for completion of the project (3 or 4 copies required – one to the project advisor and each member of your committee and the fourth to the Graduate Advisor if not a committee member). All submissions will be electronic.
- c) End-spring semester of your first year and through Summer – write your IRB (if applicable), get project approved, and start data collection; spend time at the library doing research on your area, meet with author/artist/professor and conduct an interview, write an observation or a report, document the

experience.

- d) Early-fall of your second year – Analyze data, interpret results, and compose a draft project.
- e) Mid-fall of your second year – Submit project to both your advisor and your other readers. They must receive a copy of your project at least two weeks before your presentation (submit around 6<sup>th</sup> week). Present your project to faculty and students in the DML (8<sup>th</sup> week).
- f) End-fall of your second year – Write and submit an abstract for presentation at a national or international meeting/conference.
- g) Mid-spring of your second year – Present your project in a national or international reputable academic forum.

Following a strict timeline is especially important for students working on an empirical or experimental project where data collection must be preceded by approval from the Institutional Review Board (IRB) at Ohio University. The scope of your project could be interdisciplinary and may be: empirical (including pedagogical, that is, language learning and teaching; with data collection, analysis and interpretation); theoretical (comparing and contrasting two theories); literary (a paper based on an author, a literary period, or a genre); artistic (a collection of short stories, a video production); etc. Each project will be presented at a public, academic forum. As with the thesis, in the case of the extended research project, students will also compose a project proposal. A committee must approve the project proposal by the end of the second semester of the student's participation in the program. All project proposals must be pre-approved by the graduate chair in consultation with the project advisor and the student.

- 8) **ACADEMIC STANDING:** The Graduate Chair reviews the academic standing of all graduate students at the end of each semester by consulting with the student and the DARS. The College of Arts and Sciences requires a minimum overall grade point average of 3.0 (B) to maintain a teaching associateship (TAship) or any other financial aid. No grade below a C (73%) can be used to satisfy any degree requirement. Students who fall below 3.0 will spend the next semester on academic probation during which time they must raise their average to above 3.0 or lose their stipend and scholarship. If a student receives a C- (72%) or below in any of the required classes in Spanish, s/he must take an additional graduate class in the same area, and receive a C or above.
- 9) **FUNDING CONTINUATION:** Funding in the form of TAships is not guaranteed. The TA Supervisor observes and evaluates all TAs every semester. If a TA's teaching is not satisfactory, the TA Supervisor will meet with the TA to clarify departmental expectations and to offer additional training and support. This meeting will result in a timeline for improvement with benchmarks and options for additional observations. Meeting the benchmarks is critical for continued TA funding.
- 10) **ACADEMIC INTEGRITY:** The Spanish graduate faculty assumes that all students qualified to enter an MA program in a field involving research and writing are familiar with the basic tenets of academic integrity and have learned how and why to avoid plagiarism. In order to insure absolute clarity and to avoid errors, it is the responsibility of each student to take the following steps:
  - a) Visit the Community Standards and Student Responsibility pages on the OU website, click on "Academic Misconduct." Carefully read through "Information for Students." <http://www.ohio.edu/communitystandards/>.

- b) Carefully read chapter 2 of the *MLA Handbook for Writers of Research Papers*, “Plagiarism and Academic Integrity.”
- c) Watch <https://www.hapyak.com/portal/viewer/f8052c9c634e577d754190750622e50f>. This excellent video offers examples and suggestions for avoiding problems. In the video, the Ohio University Department of Linguistics targeted an audience of international students.
- d) Read <https://owl.english.purdue.edu/owl/resource/589/01/>

If you have any doubts as to what constitutes plagiarism after exploring these materials, you must consult your mentor and/or the graduate advisor for clarification. Failure to conform to research norms will result in academic penalty and the most egregious cases will merit immediate dismissal from the program.

Department of Modern Languages, Ohio University  
Progress towards degree: MA in Spanish

Student: \_\_\_\_\_  
Date of entry: \_\_\_\_\_

I. Required classes (A & B required of TAs; C counts as II, III, or IV)	Credit Hours
A. SPAN 6920 "Problems in Teaching Spanish" 1. _____ 2. _____ (sem./year/grade) (sem./year/grade)	_____
B. SPAN 5640 "Teaching Spanish": _____ (semester/year/grade)	_____
C. SPAN 6902 "Seminar": check upon completion and list below in II, III, or IV _____	

II. Peninsular focus: minimum of 3 required (#/title/semester/instructor/grade)

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

III. Latin American focus: minimum of 3 required (#/title/semester/instructor/grade)

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

IV. Hispanic Linguistics: minimum of 3 required (#/title/semester/instructor/grade)

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

IV. Other SPAN or ML (#/title/semester/instructor/grade)

1. _____	_____
2. _____	_____
3. _____	_____

Total CH: \_\_\_\_\_  
(must ≥ 48; TAs will have ≥ 50)

V. Comprehensive Exams: \_\_\_\_\_ (semester/year)

Committee (C=Chair) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

*The above student has completed all requirements for the Spanish MA and is cleared to graduate.*

\_\_\_\_\_  
Graduate Advisor Signature

\_\_\_\_\_  
date

**THESIS APPROVAL FORM GOES HERE**

## COMPREHENSIVE EXAMS

Students in their final semester of course work for the MA degree that are in good academic standing according to the above guidelines, may take the comprehensive exams. Usually, students take exams during the **twelfth week of spring semester** of their second year of the program. If a student wishes to postpone the exams, she or he will need to petition the Spanish graduate faculty through the graduate advisor. If the petition is granted, the student will need to register for at least one hour only during the semester in which he or she plans to take the exam.

Students should consult regularly with their mentors for advice on preparation beginning in the first semester of the program. It is the responsibility of the student to prepare all readings from the list regardless of what has or has not been covered in classes. The MA curriculum covers all fields and genres on the list; however, no professor is obligated to cover individual works in class. Questions on both the written and oral exams may come from any parts of the Reading List or any classes. Students are responsible for providing each committee member a copy of their individual reading list, with choices of works clearly marked, at least one week prior to day one of the exam.

**Early spring semester**, the Spanish Graduate Advisor will propose a preliminary list of three-member committees charged with evaluating the comprehensive exams. Each committee will include one person from each of the three curricular areas or fields represented on the reading list: Peninsular literature, Latin American literature, and Hispanic linguistics. One member will serve as committee chair. Except under unusual circumstances, mentors do not serve on their mentee's comprehensive exam committee. By **mid-semester** the Spanish graduate faculty will finalize the committee membership. The Graduate Advisor will then solicit questions from the Spanish graduate faculty, compose a draft exam, and circulate it for comments. Once the faculty is satisfied with the exam, the Graduate Advisor will photocopy the exam questions and bring hard copies to the LRC on the days of the exam. Each student is to get a copy of the exam questions for use during the exam. Students are to follow the protocol set by the department for the written examinations. Please see *Protocol for the Written Comps* in this handbook.

Of the three days of exams, the first two will be dedicated to writing, and the third will be an oral exam. Students answer all questions in Spanish.

### **DAY ONE – CORE EXAM (8:00am 12:00pm)**

All students will take the written exam simultaneously in the computer lab. The Graduate Chair proctoring the exam will bring in several dictionaries and provide each student with a clean copy of the reading list, as stipulated in the *Protocol for the Written Comps* (see below). No other notes or books, and no electronic devices will be permitted in the exam room. At 7.50 am on the morning of the exam, students will meet right outside the department office (Gordy 283). The Graduate Chair will escort students to a computer lab in the Language Resource Center and distribute hard copies of the exam. The exam will start promptly at 8.00 am.

The written exam on the first day will contain three sections, and students will choose:

- 1) one thematic question about literature (both Peninsular and Latin American);
- 2) one question about the culture and civilization of Spain; and
- 3) one question about the culture and civilization of Latin America.

The evaluation will be based on the ability of the student to master and synthesize the material as well as the ability to write clear and organized responses. Students will have four hours to complete this portion of the exam.

**Section I: *Literature*:** The literature core exam is designed to test the student's ability to trace the history of the manifestation of a certain theme through literary works from different continents and different time periods. This section does not require in-depth literary analysis because of the breadth and nature of the questions; however, it does require the student to have read the works and made thematic connections between them. Examples of thematic questions have included the themes of death, women, power, dictatorship, sex, etc. Questions are broad enough to merit two hours of thinking and writing. The student has two hours to answer one of two questions.

**Section II: *Peninsular Culture & Civilization*.** The first culture and civilization section tests the student's familiarity with the history and culture of Spain. Questions are broad enough to merit one hour of thinking and writing – the student has one hour to answer one of two questions.

**Section III: *Latin American Culture & Civilization*.** The second culture and civilization section tests the student's familiarity with the history and culture of Latin America. The student has one hour to answer one of two questions.

Once students have finished writing their exams, the Graduate Advisor will label them carefully and collect them electronically with a pen drive, print them, and distribute hard copies to committee members for evaluation. Students are not to keep copies of their exams (neither electronic, nor paper). Exams will be stored in the Graduate Chair's computer, with a backup copy kept in a pen drive.

#### **DAY TWO – SPECIFIC FIELDS (8:00am-1:00pm)**

Students will follow the same procedures as for the first day of exams; that is, all students will take the written exam simultaneously in the computer lab. The Graduate Chair proctoring the exam will bring in several dictionaries and provide each student with a clean copy of the reading list, as stipulated in the *Protocol for the Written Comps*. No other notes or books, and no electronic devices will be permitted in the exam room. At 7.50 am on the morning of the exam, students will meet right outside the department office (Gordy 283). The Graduate Chair will escort students to a computer lab in the Language Resource Center and distribute hard copies of the exam. The exam will start promptly at 8.00 am.

The second-day exam covers three fields. The student answers:

- 1) one (1) of two questions in Peninsular literature,
- 2) one (1) of two questions in Latin American literature, and
- 3) two (2) of four questions in linguistics.

Each question will merit more than one hour of thought and writing and will require in-depth analysis. Students will have five hours to complete this portion of the exam. Once students have finished writing and saving their exams onto their computer's desktop, the Graduate Advisor will collect these with a pen drive, print and copy them, and ensure distribution of the exams to each student's committee for evaluation. Students are not to keep copies of their exams (neither electronic, nor paper). Exams will be stored in the Graduate Chair's computer, with a backup copy kept in a pen drive.

The committee will evaluate each essay according to the following criteria and report results to the committee chair. The results will determine if the student can proceed to the oral. Students may consult with their committee members prior to their oral exams. In order to see the questions and answers from the written exams, it is the responsibility of the students to contact any professor from any or all of the three curricular areas, Peninsular Literature, Latin American Literature, and Linguistics.

Students will be evaluated solely on their performance on the exam; performance in classes is independent from performance in the comprehensive exams.

#### **CRITERIA FOR THE EVALUATION OF MA WRITTEN EXAMS**

##### **Content**

Essays on literature and culture must be analytic in nature and must not simply reiterate plot (in the case of literature) or historical chronology (in the case of culture). Literary analysis consists of identification of techniques the author uses to express a theme and thus create a work of art within a historical and cultural context. Cultural analysis is the identification of the function within a society of certain beliefs, practices or products (music, art, food, writing, etc.) using specific examples.

The essay's content must clearly respond to the question. The student must avoid the temptation to express everything that he or she knows about a specific theme or work and must instead draft a focused response.

Essays must thoroughly develop an answer to the question and not simply touch on an answer superficially. Students must articulate each subordinate idea in detail with specific examples of the theme or phenomenon treated.

In the literary essays, ideas and conclusions must reflect the student's individual reading. Literary history, author biographies, and other facts related to the works can serve to contextualize and inform the individual reading but should not constitute the essence of the essay.



**Expression**

Essays must reflect advanced control of Spanish grammar and lexicon; they must incorporate a wide range of sophisticated, accurate structures and vocabulary. Grammar must be free of English interference and errors with verbs (tense and mood), adjective/noun agreement, prepositions, idiomatic expressions, etc. Vocabulary must reflect mature familiarity and control of literary/linguistic/cultural terminology. Tone and style must be appropriate to a formal, analytic, academic essay and not to a colloquial, every-day conversation.

**Organization**

During the exam, students are advised to take time initially to organize their ideas in an outline. This first step will help lead to an essay of organized paragraphs, each of which expresses one idea, clearly articulated in a theme sentence. A brief introductory paragraph serves to orient the reader to the thesis of the essay, the body paragraphs develop each supporting point, and the conclusion ties all ideas together through a statement and discussion of the significance and implications of the thesis.

**DAY THREE – ORAL EXAM**

Prior to the written exam, the chair of each MA committee will consult with the student and the other two members of the committee to set up a tentative date and time for the oral exam. The oral should be scheduled for a few days after the written exams in order to give faculty time to read and evaluate the written parts. Each committee chair will reserve a room through the University Registrar ([registrar@ohio.edu](mailto:registrar@ohio.edu)).

If the student has not performed well enough on the written exam to proceed to the oral, the committee chair will inform the student, and the student will be able to retake the exam at least six (6) months after the first attempt. The student will not be permitted to attempt the exam a third time. Exams are conceived as one unit composed of three portions: Day 1, written; Day 2, written; and Day 3, oral. Should students fail any of these portions, they will need to retake the entire exam.

If the examining committee agrees that the student has performed well enough on the written section to merit moving on, the student will then take the oral at the scheduled time. Before the oral, the committee chair should pick up a copy of the exam evaluation sheet from the departmental office and take it to the exam.

The oral exam will last one hour and will serve several purposes: to test the student's familiarity with works not covered on the written exam (including questions not chosen from the written), to test his or her ability to engage in dialogue in Spanish, and to clarify any vagueness or other weakness on the written exam.

At the end of the hour, the committee asks the candidate to leave the room while members deliberate and assign an overall evaluation of the student's combined performance on the written and oral exam.

After completion of the oral part of the comprehensive exam, the committee informs the student immediately of the

overall evaluation. The committee chair fills out the exam results form, the three-committee members sign it, and the committee chair submits it to the Graduate Chair for his or her signature.

### **COMPREHENSIVE EXAM OUTCOMES**

Upon review of the work produced in the 3-day exam, the faculty committee will make one of the following decisions:

1. Pass
2. Retake (students may attempt one retake the next time exams are offered). The retake exam will be with a completely new committee; at least 6 months after the first attempt.
3. Fail (students who are unsuccessful on the retake)

### **PROTOCOL FOR THE MA COMPREHENSIVE WRITTEN EXAMINATION**

1. On the day of the exam, students will gather in the area adjacent to the main office, and the graduate chair will escort them to a computer lab in the LRC.
2. Once students are seated at their computers, they will each receive a hard copy of the exam and 2 sheets of paper to draft outlines or to draw charts, etc.
3. Google searches or access to the Internet while composing exams is not permitted.
4. Students may NOT have their computer's spell check activated.
5. No personal electronic devices: i.e., no personal computers, laptops, i-pads, i-pods, smart phones, etc. Only writing supplies, such as a pen, pencil, eraser, etc.; a beverage; and a snack (fruit, crackers, nuts, candy) or a sandwich will be permitted.
6. Students are not allowed to bring their own copies of the reading list. The graduate chair will bring clean copies of the reading list for each student. A clean copy of the reading list is permitted during the oral exam.
7. The graduate chair will bring several dictionaries for students to use during the exam.
8. Students are not allowed to copy the questions in their exams. All hard copies of the exams are to be returned to the graduate chair upon exiting the lab.
9. When students finish their exams, they alert the graduate chair. The graduate chair will help students save their work on a Departmental pen-drive. Saving their work onto the desktop or on a personal pen-drive is not permitted.

NOTE: The exams are to be double-spaced and in Times New Roman font size 12.

# READING LIST FOR COMPREHENSIVE EXAMS, SPRING 2018

## LITERATURA ESPAÑOLA

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Se recomienda consultar historias literarias y/o antologías de la literatura peninsular para orientar las lecturas. Hay varias en la biblioteca Alden, entre las que encontrarán:

- Carlos Alvar, José-Carlos Mainer, Rosa Navarro: *Breve historia de la literatura española* (1997)
- David T. Gies: *The Cambridge History of Spanish Literature* (2004)
- Felipe B. Pedraza Jiménez, and Milagros Rodríguez Cáceres: *Manual de la literatura española* (1981)
- Chris Perriam, et.al. *A New History of Spanish Writing: 1939 to the 1990s*. Oxford UP (2000x)

### LITERATURA ESPAÑOLA MEDIEVAL

- Jarchas. Selección de W. Barnstone: *Spanish Poetry* (siglos IX-XI)
- Cantar de Mio Cid* (siglo XIII)
- Gonzalo de Berceo (siglo XIII): *Los milagros de nuestra señora*, “Introducción” y un milagro
- Don Juan Manuel: *El Conde Lucanor*, un “enxemplo” (1335)
- Juan Ruiz: *Libro de buen amor*, Selecciones (1334)
  - o Prólogo en Prosa
  - o Prólogo en Verso (11-19)
  - o Disputa entre los griegos y romanos (44-70)
  - o Invocación a la autoridad de Aristóteles (71-76)
  - o Aventura de Cruz (105-122)
  - o La disputa con Don Amor (181-575)
  - o Las serranas (950-1066)
  - o La batalla de Carnal y Cuaresma (1067-1172)
  - o Muerte de Trotaconventos (1518-1578)
  - o Fin del libro (1626-1634)
- Jorge Manrique: “Coplas por la muerte de su padre” (1440-1478)
- 5 romances representativos de la variedad de *Flor nueva de romances viejos* ed. R. Menéndez Pidal (siglos XV-XVI)
- Fernando de Rojas: *Celestina* (1499)

### LITERATURA ESPAÑOLA DEL SIGLO DE ORO

#### Narrativa:

- Lazarillo de Tormes* (1559)
- Miguel Saavedra de Cervantes: *Don Quijote* (1605, 1615)
- María de Zayas y Sotomayor: “Al que leyere” y “La fuerza del amor” (1637)

#### Comedia (teatro):

- Lope de Vega: *Fuenteovejuna* (1562-1635)
- Tirso de Molina: *El burlador de Sevilla* (1584-1648)
- Calderón de la Barca: *La vida es sueño* (1600-1681)

**POESIA:** Los siguientes poemas son de la antología *Renaissance and Baroque Poetry of Spain* de Elias Rivers.

- Garcilaso de la Vega Soneto XXIII “En tanto que de rosa y açucena”, Soneto XI “Hermosas ninfas...” (1500-1536)
- Fray Luis de León: “Vida retirada”, “Noche serena” (1527-1591)
- San Juan de la Cruz: “Noche oscura”, “Cántico espiritual” (1542-1591)
- Luis de Góngora: “Mientras por competir con tu cabello”, Letrillas XIX, XXIII, Romancillo XLIX (1561-1627)
- Francisco de Quevedo: “Miré los muros de la patria mía”, “Significase la propia brevedad de la vida”, Letrilla satírica 669: “Poderoso caballero / es don Dinero” (1580-1645)

## LITERATURA ESPAÑOLA DEL SIGLO XIX

### Romanticismo:

- Mariano José de Larra: “Vuelva usted mañana” (1830)
- José Espronceda: “A la noche”, “El sol”, “Canción del pirata” (1840)
- El drama romántico: El Duque de Rivas, *Don Álvaro* (1835) o José Zorrilla, *Don Juan Tenorio* (1844)

### Posromanticismo:

- Gustavo Adolfo Bécquer: *Rimas* (1871). **Seleccione 3 de 12 rimas:** IV, V, VII, VIII, XI, XIV, XXV, XXXIV, XL, XLII, LIII, LXXIII
- Rosalía de Castro: *En las orillas del Sar*, “Una luciérnaga entre el musgo brilla”, “Candente está la atmósfera”, “Margarita” (1884)

### Realismo/Naturalismo

- Benito Pérez Galdós: *La de Bringas* (1884) o *Miau* (1888) o *Misericordia* (1897)
- Emilia Pardo Bazán: *Los pazos de Ulloa* (1886)
- Leopoldo Alas “Clarín”: *La Regenta* (1884-1885) o *Su único hijo* (1888).

## LITERATURA ESPAÑOLA DEL SIGLO XX

### Narrativa:

- Pío Baroja: *Camino de perfección* (1902) o *El árbol de la ciencia* (1911) o *El mundo es así* (1912)
- Miguel de Unamuno: *Niebla* (1914)
- J. Martínez Ruíz “Azorín”: *Doña Inés* (1925) o Ramón del Valle Inclán: *Tirano Banderas* (1926)
- Camilo José Cela: *La colmena* (1951) o Luis Martín Santos: *Tiempo de silencio* (1962)
- Juan Goytisolo: *La reivindicación del conde Don Julián* (1970)
- Carmen Martín Gaité: *El cuarto de atrás* (1978)

### La novela posmoderna. Seleccione 1 de 3 obras:

- Lucía Etxebarria: *Beatriz y los cuerpos celestes* (1998) o Almudena Grandes *El corazón helado*
- Eduardo Mendicutti: *El palomo cojo* (1991) o *Una mala noche la tiene cualquiera* (1982) o *Los novios búlgaros* (1993)
- Antonio Muñoz Molina: *El invierno en Lisboa* (1987) o *El jinete polaco* (1991)

### Poesía:

- Antonio Machado (1875-1939): “Campos de Soria” y “A José María Palacio” de *Campos de Castilla* (1912)
- Juan Ramón Jiménez (1881-1958): “El poema”, “Inteligencia dame”, “Vino primero, pura” (1903-1919)
- Federico García Lorca (1898-1936): “Sorpresa” de *Poema de cante jondo* (1921); “Romance de la luna, luna” y “Romance sonámbulo” de *Romancero gitano* (1928); “La aurora” de *Poeta en Nueva York* (1930)
- Jorge Guillén (1893-1984): “Más allá” y “Muerte a lo lejos” de *Cántico* (1928)
- Pedro Salinas (1891-1951): “Para vivir no quiero ...” y “Las oyes como piden realidades” de *La voz a ti debida* (1933)
- Miguel Hernández, (1910-1942): “Nanas de la cebolla” de *Cancionero y romancero de ausencias* (1958/escrito 1938-1941); “La elegía a Ramón Sijé” de *El rayo que no cesa* (1934-1935)
- Vicente Aleixandre (1898-1984): “En la plaza”, “Mano entregada”, “Entre dos oscuridades, un relámpago” de *Historia del corazón* (1954)
- Clara Janés (1940): “Dispuesto está el aceite perfumado”, “El orden favorece el amor, anunciaste”, “Mira mi pie que ondea acercándose a tus labios” de *Creciente fértil* (1989)
- Claudio Rodríguez (1934-1999): “Nocturno de la casa ida”, “El robo”, “Lamento a Mari” de *Casi una leyenda* (1991)

### Teatro:

- Federico García Lorca: *La casa de Bernarda Alba* (1936)
- Antonio Buero Vallejo: *Historia de una escalera* (1949)
- Paloma Pedrero: *Resguardo personal* (1986)

## LITERATURA HISPANOAMERICANA

Se recomienda consultar varias historias literarias y/o antologías de la literatura latinoamericana para orientar las lecturas. Hay varias en la biblioteca Alden, entre las que encontrarán:

- José Miguel Oviedo: *Historia de la literatura hispanoamericana* (4 tomos) (1995, 2002)
- Jacques Joset: *La Literatura hispanoamericana* (1974)
- David W. Foster: *Handbook of Latin American Literature* (1992)
- Raquel Chang-Rodríguez y Malva E. Filler: *Voces de Hispanoamérica* (3a edición: 2004)
- John Garganigo et al: *Huellas de las literaturas hispanoamericanas* (2002)

### **CRÓNICA DE INDIAS: SIGLOS XV-XVI**

- Cristóbal Colón: *Diario*: “Introducción” y entrada del “11 de octubre de 1492” (1492) y “Carta a Luis de Santangel” (1493)
- VOCES DE HISPANOAMÉRICA: entradas de Cristóbal Colón, Bartolomé de Las Casas, Bernal Díaz del Castillo y el Inca Garcilaso.

### **ÉPICA HISPANOAMERICANA: SIGLO XVI-XVII**

- Alonso de Ercilla: *La Araucana* (1<sup>ra</sup> parte) (1569)

### **POESÍA COLONIAL - SIGLO XVII**

#### **MANIERISMO**

- Bernardo de Balbuena: *Grandeza mexicana* (1604)

#### **BARROCO DE INDIAS:**

- Sor Juana Inés de la Cruz: “Hombres necios,” Sonetos en *Poems, Protest, and a Dream* (edición de Margaret Sayers Peden) y VOCES DE HISPANOAMÉRICA: entrada de Juan del Valle y Caviedes.

### **ENSAYO BARROCO:**

- Sor Juana Inés de la Cruz: “Respuesta a Sor Filotea de la Cruz” (1690)

### **CRÓNICA BARROCA:**

- Carlos de Sigüenza y Góngora: *Infortunios de Alonso Ramirez* (1690)

### **NOVELA DE LA ILUSTRACION: FINES DEL SIGLO XVIII, INICIOS DEL SIGLO XIX**

- José Joaquín Fernández de Lizardi: *El Periquillo Sarniento* (Libro II, Capítulo V/Doctor Purgante) (1816)

### **LITERATURA GAUCHESCA: SIGLO XIX**

- José Hernández: *Martín Fierro* (1<sup>ra</sup> parte) (1872)

### **NARRATIVAS DEL SIGLO XIX:**

#### **CONSTRUCCIÓN NACIONAL. *Seleccione 1 de 2 obras:***

- Blest Gana: *Martín Rivas* (1862)
- Gertrudis Gómez de Avellaneda: *Sab* (1841)

#### **NARRACIONES ANTIESCLAVISTAS: *Seleccione 1 de 2 obras:***

- Cirilo Villaverde: *Cecilia Valdés* (1839)
- Juan Francisco Manzano: *Autobiografía de un esclavo* (1839)

### **POESÍA ROMÁNTICA: SIGLO XIX**

- Gertrudis Gómez de Avellaneda: “Al partir” (1836) y “A Él” (circa 1851)
- José María Heredia: “Niágara” (1824)

**EL REALISMO Y EL NATURALISMO: SIGLO XIX. *Seleccione 1 de 2 obras:***

- Esteban Echeverría: “El matadero” (1871)
- Manuel Zeno Gandía: *La charca* (1894)

**ENSAYO HISPANOAMERICANO: SIGLO XIX**

- Simón Bolívar: “Carta a Jamaica” (1815)
- Domingo Sarmiento: Selección de *Facundo* (1845) en *Voces de Hispanoamérica*
- José Martí: “Nuestra América” (1891)

**MODERNISMO: FIN DE SIGLO XIX E INICIOS DEL SIGLO XX. *Seleccione 2 de 3 obras:***

- Rubén Darío: *Azul* (1888)
- \_\_\_\_\_: *Prosas profanas* (1896)
- José Enrique Rodó: *Ariel* (1900)

**NOVELA DE LA TIERRA (\*) E INDIGENISTA (\*\*). *Seleccione 1 de 3 obras:***

- Clorinda Matto de Turner: *Aves sin nido* (1889)\*\*
- Rómulo Gallegos: *Doña Bárbara* (1929)\*
- Rosario Castellanos: *Balún-Canán* (1957)\*\*

**POESÍA DEL SIGLO XX. *Seleccione 1 de 4:***

- Gabriela Mistral: “Los sonetos de la muerte” (1922), Xavier Villaurrutia, “Nocturnos” (1938), Alfonsina Storni, “Tú me quieres blanca,” “Cuadrados y ángulos,” “Peso ancestral,” “Hombre pequeño,” “El hijo” (1918, 1919, 1938), y Pablo Neruda, “Alturas de Machu Picchu” (1950).
- Vicente Huidobro: *Altazor, o el viaje en paracaídas* (1931)
- Nicanor Parra: *Poemas y antipoemas* (1950)
- José Emilio Pacheco: *Siglo pasado: desenlace* (2000)

**NOVELA DE LA MUJER. *Seleccione 1 de 4 obras:***

- María Luisa Bombal: *La amortajada* (1937)
- Isabel Allende: *La casa de los espíritus* (1982)
- Luisa Valenzuela: *Cambio de armas* (1982)
- Renée Ferrer: *Los nudos del silencio* (1988)

**ENSAYO HISPANOAMERICANO. *Seleccione 1 de 5 obras:***

- José de Vasconcelos: *La raza cósmica* (1925)
- Selección de José Carlos Mariátegui: *Siete ensayos de la realidad peruana* (1928) en *Voces de Hispanoamérica*
- Fernando Ortiz: *Contrapunteo cubano del tabaco y el azúcar* (1940) –selecciones: “Contrapunteo cubano del tabaco y el azúcar” pgs. 1-94, “Del fenómeno de ‘transculturación’ y de su importancia en Cuba” pgs.98-104.
- Roberto Fernández Retamar: *Calibán, apuntes sobre la cultura en nuestra América* (1971)
- Carlos Monsiváis: “El vigor de la agonía” (La ciudad de México en los Albores del siglo XXI). Silvia Spitta, ed. *Más allá de la ciudad letrada* (2003)

**TEATRO. *Seleccione 1 de 4 obras:***

- Osvaldo Dragún: *Historias para ser contadas* (1957)
- René Marqués: *Los soles truncos* (1958)
- Griselda Gambaro: *Los siameses* (1967)
- Sabina Berman: *Entre Villa y una mujer desnuda* (1993)

**CUENTOS. *Seleccione DOS PAREJAS de autores, es decir, cuatro cuentos en total:***

- Horacio Quiroga: “El almohadón de plumas”, *Cuentos de amor, de locura y de muerte* (1917); Juan Rulfo: “Luvina”, *El llano en llamas* (1953)
- Jorge Luis Borges: “La muerte y la brújula”, *Ficciones* (1944); Julio Cortázar: “Casa tomada”, *Final del juego* (1956)
- José Donoso: “Paseo”, *Veraneo y otros cuentos*, 1955; Gabriel García Márquez: “El rastro de tu

- sangre en la nieve”, *Los funerales de la Mamá Grande* (1962)
- Ana Lydia Vega: “Encancaranublado”, *Virgenes y mártires* (1981); Rosario Ferré: “La muñeca menor”, *Papeles de Pandora* (1979)
  - Antonio Skármeta: “A las arenas”, *Desnudo en el tejado* (1969); Mempo Giardinelli: “Jeannie Miller”, *El castigo de dios* (1993)

**NOVELA DEL DICTADOR HISPANOAMERICANO. *Selección 1 de 5 obras:***

- Miguel Angel Asturias: *El señor presidente* (1946)
- Alejo Carpentier: *El recurso del método* (1974)
- Gabriel García Márquez: *El otoño del Patriarca* (1975)
- Mario Vargas Llosa: *La fiesta del chivo* (2000)
- Renée Ferrer: *La Querida* (2008)

**LO REAL MARAVILLOSO. *Selección 1 de 3 obras:***

- Alejo Carpentier: *El reino de este mundo* (1949)
- Juan Rulfo: *Pedro Páramo* (1950)
- Augusto Roa Bastos: *Hijo de hombre* (1959)

**NOVELA DE LA REVOLUCION MEXICANA. *Selección 1 de 2 obras:***

- Mariano Azuela: *Los de abajo* (1916)
- Nellie Campobello: *Las manos de mamá* (1937)

**NOVELA DEL “BOOM”. *Selección 1 de 4 obras:***

- Carlos Fuentes: *La región más transparente* (1958) o *La muerte de Artemio Cruz* (1962)
- Gabriel García Márquez: *Cien años de soledad* (1967)
- Guillermo Cabrera Infante: *Tres tristes tigres* (1967)

**NOVELA DEL “POSBOOM”. *Selección 1 de 3 obras:***

- Manuel Puig: *Boquitas pintadas* (1968)
- Luis Rafael Sánchez: *La guaracha del Macho Camacho* (1976)
- José Donoso: *El jardín de al lado* (1981)

**NOVELA DEL “POSBOOM II”. *Selección 1 de 3 obras:***

- Mempo Giardinelli: *Luna caliente* (1983)
- Antonio Skármeta: *Ardiente paciencia* (1985)
- Ángeles Mastretta: *Arráncame la vida* (1985)

**NOVELA TESTIMONIO Y CRONICAS. *Selección 1 de 4 obras:***

- Miguel Barnet, *Canción de Rachel* (1969)
- Elena Poniatowska, *La noche de Tlatelolco* (1971)
- Rigoberta Menchú, *Me llamo Rigoberta Menchú y así me nació la conciencia* (1983)
- Edgardo Rodríguez Juliá, *Una noche con Iris Chacón* (1986)

**LITERATURA DETECTIVESCA. *Selección 1 de 5 obras:***

- Osvaldo Soriano, *Triste, solitario y final* (1973)
- Luis Sepúlveda, *Nombre de torero* (1994)
- Roberto Ampuero, *Boleros en La Habana* (1997)
- Roberto Bolaño, *Los detectives salvajes* (1998)
- Leonardo Padura Fuentes, *La cola de la serpiente* (2011)

**LA NARCONOVELA . *Selección 1 de 3 obras:***

- Elmer Mendoza, *Balas de plata* (2008)
- Jorge Franco, *Rosario Tijeras* (2004)
- Yuri Herrera, *Trabajos del reino* (2004)

# LINGÜÍSTICA

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## LECTURA INTRODUCTORIA OBLIGATORIA:

- Gutiérrez Araus, M. L.; Esgueva, M.; García-Page, M.; Cuesta, P.; Deza, A. J.; Estévez, Á.; Andión, M. A. y Ruiz-Va, P. (2005). *Introducción a la lengua española*, Madrid, España: Editorial Universitaria Ramón Areces.

## LINGÜÍSTICA APLICADA Y METODOLOGÍA:

- Bardovi-Harlig, K. & Hartford, B. (Eds.). (1997). *Beyond Methods: Components of Second Language Teacher Education*. McGraw-Hill, Inc.
- Lee, J. F. & VanPatten, B. (2003). *Making Communicative Language Teaching Happen*. McGraw-Hill, Inc.
- Gass, S. & Selinker, L. (2001). *Second Language Acquisition: An Introductory Course*. Mahwah, NJ: Lawrence Erlbaum.
- Jesuita Young, D. (Ed.). (1998). *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*. McGraw-Hill, Inc.
- Omaggio Hadley, A. (2001). *Teaching Language in Context*, 3rd ed. Boston: Heinle & Heinle.
- Shrum, J. L. & Glisan, E. W. (2000). *Teacher's Handbook: Contextualized Language Instruction*, 2nd ed., Boston: Heinle.
- VanPatten, B & Williams, J. (2007). *Theories of Second Language Acquisition. An introduction*. Mahwah, NJ: Lawrence Erlbaum.

## GRAMÁTICA AVANZADA/SINTAXIS:

- Lunn, P. & DeCesaris, J. (1992). *Investigación de gramática*. Boston: Heinle and Heinle.

## HISTORIA DE LA LENGUA ESPAÑOLA:

- Nuñez-Méndez, E. (2012). *Fundamentos teóricos y prácticos de historia de la lengua española*. New Haven: Yale University Press.

## FONÉTICA, FONOLOGÍA Y DIALECTOLOGÍA:

- Lipski, J. (1996). *El español de América*. Madrid: Cátedra.
- Klee, C.A. & Lynch, A. (2009). *El español en contacto con otras lenguas*. Georgetown, Washington, DC: Georgetown University Press.
- Cloonan Cortez de Andersen, D. (2010). *Contornos de habla: Fonología y fonética del español*. New Haven, CT: Yale University Press.
- García Mouton, P. (1996). *Lenguas y dialectos de España*. Madrid: Arcos Libros
- Penny, R. (2000). *Variation and change in Spanish*. NY: Cambridge University Press.

## Obras de referencia:

- Guitart, J. (2004). *Sonido y sentido. Teoría y práctica de la pronunciación del español contemporáneo*. Washington, DC: Georgetown University Press.
- Hualde, J. I., Olarrea, A., Escobar, A. M. & Travis, C. E. (2010). *Introducción a la lingüística hispánica*, 2nd ed. Cambridge, UK: Cambridge University Press.
- Hualde, J. I. (2005). *The sounds of Spanish*. Cambridge, UK: Cambridge University Press.
- Lapesa, R. (2005). 9ª ed. *Historia de la lengua española*. Madrid: Gredos.
- Morgan, T. (2010). *Sonidos en contexto. Una introducción a la fonética del español con especial referencia a la vida real*. New Haven, CT: Yale University Press.
- Piñeros, C.E. (2009). *Estructura de los sonidos del español*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Gass, S. & Selinker, L. (2001). *Second language acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum.
- Koike D. & Klee, C.A. (2003). *Lingüística aplicada: Adquisición del español como segunda lengua*. New York: Wiley & Sons.
- VanPatten, B & Williams, J. (2007). *Theories of Second Language Acquisition. An introduction*. Mahwah, NJ: Lawrence Erlbaum.



## CIVILIZACIÓN Y CULTURA

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Para esta sección del examen, se debe conocer la historia, las costumbres, el arte, la geografía, la política, etc. de los dos continentes.

**Visión transatlántica, que conecta la historia de los dos continentes desde un punto de vista personal e hispanoamericano:**

- Fuentes, C., *El espejo enterrado* (edición de 1991 con ilustraciones)

**ESPAÑA:**

- Muñoz, Pedro M. & Marcelino C. Marcos. *España ayer y hoy*. (2010)
- Seleccione un capítulo de interés: Labanyi, Jo. *Constructing Identity in Contemporary Spain* (2002)

**HISPANOAMÉRICA: Seleccione 1 de 5 obras:**

- Subero, E., *Hacia un concepto de lo hispanoamericano* (1970)
- Galeano, E., *Las venas abiertas* (1970) o Ariel Dorfman, *Para leer al pato Donald* (1972)
- Paz, O., *El laberinto de la soledad* (1950) o Bonfil Batalla, *México Profundo* (1987)
- Rama, A., *La ciudad letrada* (1984) o Antonio Cornejo Polar, *Escribir en el aire* (1994)
- Néstor García Canclini, *Consumidores y ciudadanos: conflictos multiculturales de la globalización* (1995)