University of Wisconsin-Milwaukee

Master of Arts in Spanish

Handbook

For Graduate Students

2014-2015
PROGRAM DESCRIPTION AND EVALUATION

The program consists of a series of courses structured to form a coherent whole designed to make students fully conversant with Hispanic literature, culture, and linguistic issues, as well as proficient in the Spanish language. Spanish M.A. graduates who subsequently wish to pursue the Ph.D. will be very advanced in the process of mastering the area in which they wish to specialize in their doctoral studies.

In recognition of such, the Department of Spanish and Portuguese has identified six learning outcomes for our M.A. majors in Spanish. These educational goals relate closely to the National Standards for Foreign Language Learning, which are listed in parentheses after each learning outcome:

1. **Advanced Listening Comprehension**: Advanced Reading Comprehension: Students will achieve listening skills at an advanced level via exposure to a wide variety of authentic documents in Spanish (lectures, discussions, films, mass media, etc.). Students will also be able to comprehend different dialects of the language. (National FLL Standard 1.2- Communication)

*Implementation*: In all of our courses, students are exposed to a variety of authentic experiences in spoken Spanish. They are also exposed to a variety of dialects from different regions of the Spanish-speaking world, spoken by instructors and native speakers within the class.

2. **Advanced Reading Comprehension**: Students will achieve reading skills at an advanced level via exposure to a wide variety of authentic documents in Spanish (literature, scholarly research, newspapers, cultural and technical texts, etc.). Students will also be able to comprehend vocabulary of different dialects of the language. (National FLL Standard 1.2- Communication)

*Implementation*: In all of our courses, students are exposed to a variety of authentic documents in written Spanish. They are also exposed to vocabulary from a variety of dialects from different regions of the Spanish-speaking world.

3. **Advanced Speaking Proficiency**: Students will achieve oral proficiency in Spanish at the advanced level. This proficiency level will be demonstrated in both interpersonal, two-way conversation, and in presentational, one-way conversation through in-class presentations of academic research. (National FLL Standards 1.1 and 1.3- Communication)

*Implementation*: Within all of our courses, students use the target language in speaking, and an advanced competency in speaking is developed through spontaneous conversation, prepared presentations, and group work.

4. **Advanced Writing Proficiency**: Students will achieve written proficiency in Spanish at the advanced level. This proficiency level will be demonstrated via a variety of writing assignments, including research papers, response papers, and in-class exams and quizzes. (National FLL Standards 1.1 and 1.3- Communication)

*Implementation*: Within all of our courses, students use the target language in writing, and an advanced competency in writing is developed through free writing and prepared writing.

5. **Advanced Cultural Understanding**: Students will develop an advanced understanding and appreciation of Hispanic cultures and communities within the U.S. and throughout the world,
and be able to compare these cultures to their own culture. (National FLL Standards 2.1, 2.2-Cultures and 4.2-Comparisons)

**Implementation:** Within all of our course work, but especially in the literature and culture courses, students are exposed to—and expected to conduct research on—a variety of Hispanic cultures both within the U.S. and throughout the world. This exposure includes, but is not limited to, topics such as race, gender, class, religion, cultural movements, literary trends, mythology, and folklore.

6. **Advanced Research Abilities and Expertise:** Students will develop advanced research skills in the area of Hispanic studies, including literary analysis, cultural studies, and linguistic analysis. (National FLL Standards 3.1, 3.2-Connections)

**Implementation:** Within all of our course work, students are expected to write an independently produced research paper related to the class topic. In addition, students may demonstrate their advanced research abilities by completing an M.A. thesis under the supervision of one of their professors.
General Requirements

The MA degree in Spanish offers both non-thesis and thesis options.

**Non-Thesis Option:** Students pursuing the non-thesis option must complete a minimum of thirty (30) credits of acceptable graduate level course work (including the courses specifically required) and receive a passing grade on the final comprehensive examination.

**Thesis Option:** Students pursuing the thesis option must also complete a minimum of thirty (30) credits of acceptable graduate level course work. Requirements for the thesis option are a minimum of twenty four (24) credits of acceptable graduate level course work, a thesis for which a maximum of six (6) credits is granted, and a final comprehensive examination.

**General requirements for graduation:**

1. At least 30 graduate credits beyond the B.A. degree, as outlined below, must be completed. A maximum of six (6) credits of 400-level (G) course work is allowed as part of the M.A.
2. All graduate teaching assistants are required to enroll in MALLT 700 (Seminar in Foreign Language Methodology and Pedagogy) during their first year, unless they have previously taken an equivalent course. In addition, all graduate teaching assistants are required to enroll in Spanish 700, a 1-credit practicum, during their first year.
3. Students must demonstrate reading competency in a second Romance language. In order to do so, they may complete two semesters or eight credits at the university level, or the equivalent, in another language. Courses taken to complete this requirement do not count toward the minimum credits required for the M.A.
4. Students must take an approved, college-level History or Civilization course on a nation or region of the Spanish-speaking world. A course taken during prior undergraduate or graduate studies may suffice. A graduate-level course taken to complete this requirement does not count toward the minimum credits required for the M.A.
5. A comprehensive final examination is required for both the thesis and non-thesis options. The examination is normally administered during the twelfth week of each semester. It is based on courses taken by the student and on the reading list provided to all incoming students.
6. Graduate teaching assistants are required to enroll in a minimum of six (6) credit hours of graduate-level courses per semester. Courses taken to complete 3 and 4 above may count toward this minimum enrollment credit requirement.

**Prescribed Course Work**

1. The following courses are required for all students in the Spanish M.A.:
   - Spanish 701, History of the Spanish Language (or equivalent);
   - Spanish 720, Seminar in Literary Analysis (or equivalent).
2. 12 credits in Spanish / Spanish-American literature / culture courses at the 700 level or above.
3. A minimum of 6 credits in advanced language and/or linguistics courses in Spanish.
4. 6 credits in advanced courses in Spanish culture, language, linguistics, literature, thesis, etc.

The requirements listed above are understood as minimal requirements. Some students may need to take more courses in order to complete the degree if they are accepted with deficiencies. They also may choose to take additional courses to deepen their knowledge of a particular area. The program is conceived as being flexible; i.e., the Major Professor may make substitutions based on the special needs and interest of each student or on the availability of courses.
Course requirements worksheet

Mandatory:

700-level literature and culture (12 credits)

Advanced language/linguistics (6 credits)

Spanish 701 or equivalent (History of Sp Lang; 3 credits)

Spanish 720 or equivalent (Literary Analysis; 3 credits)

Electives (6 credits [may be thesis credits])
(MALLT 700 – required of TAs)

Additional requirements:

_____ Reading proficiency in 2nd Romance Language (2 semesters of classes, or equivalent)

**Does NOT count toward 30 credits of M.A.**

_____ At least one college-level course in Spanish American or Spanish history. An appropriate
course in the student’s previous college or graduate experience may suffice, but otherwise the
student will take a course during his/her enrollment in the Spanish M.A. Program. The credits
for this course will not count toward the Spanish M.A. degree. The course may be taken
pass/fail, satisfactory/unsatisfactory, or credit/non-credit. This requirement may be fulfilled by:
(1) a course in History that covers events of a relevant region or nation within a broad scope of
time (History of Spain, History of Mexico, History of Catalonia, etc.); (2) a course in History
concerned with a significant historical event or period with broad implications (The Spanish
Civil War, The Mexican Revolution, Spanish American Colonial History, etc.); or (3) a
culture/civilization survey course in Spanish (Spanish Culture or Spanish American Culture
from Prehistory to the 21st Century, etc.). Similar courses in other curricular areas, such as Latin
American Studies, may also qualify. Generally, however, courses focusing on a specific cultural
tradition or discipline within a historical context (Art History of Ecuador, The Generation of
1898, Music of Colonial Mexico, Cartography of the Spanish Middle Ages, Science and
Technology in Spanish America, etc.) do not meet this requirement. If you have any questions
about this requirement, please see the Graduate Advisor or your Major Professor.

**Does NOT count toward 30 credits of M.A.**

_____ Passing grade on the Comprehensive Final Examination (written and oral portions). The
examination is based on courses taken by the student and on the Department’s established
reading list, and will contain questions on Spanish Peninsular Literature, Spanish-American
Literature, Hispanic Linguistics, and other subject areas relevant to the student's program. See
“Comprehensive Final Examination” Section for more details.

_____ Submission of portfolio of term papers and program evaluation (at time of Comprehensive
Exam)
NOTES:

1. A maximum of six (6) credits of 400-level (G) course work is allowed to count for the degree.
2. Teaching Assistants must enroll in a minimum of six (6) credits per semester which count toward the degree.
Transfer and Study-Abroad Credit

The University of Wisconsin – Milwaukee allows for a maximum number of transfer credits of twelve (12) credits to count toward graduation. To qualify, the work must meet the following criteria:

- Graduate level, from an accredited institution.
- Taken within five years of admission to your UWM degree program.
- Not have been used to meet previous degree requirements.
- Grade of B or better (B- is not acceptable).
- Approved by your graduate program unit.

Please be aware, however, that the Department of Spanish and Portuguese may approve some amount less than this (including zero) depending upon the particular courses you took and the results of your diagnostic exam. For your own benefit, you should submit all paperwork required for approval of any transfer credits to your Major Professor (or Graduate Advisor) as soon as you enter the program or before you take coursework at another institution.

Elective courses: Any Spanish M.A. student who wishes to take a course at UW-Milwaukee in order to fulfill an elective requirement must secure her or his advisor’s pre-approval. Any student who wishes to take a course at an institution other than UW-Milwaukee in order to fulfill an elective requirement must secure her or his advisor’s pre-approval as well as the pre-approval of the Graduate Studies Committee. Elective courses, like all courses in the program, must be taken at the graduate level.

Study-abroad credits: Please be aware, as well, that in order for study-abroad credits to apply to the Spanish M.A. degree, all credits from any institution must be pre-approved in writing by your Major Professor (in consultation with the Graduate Studies Committee) and the Department Chair prior to travel.
Appealing Academic Decisions

As per UWM policy, Appeals of academic decisions proceed through a three-step procedure beginning in the department and ending with the dean of the Graduate School. A graduate student who chooses to appeal an academic decision (e.g., grades, scholastic standing, graduation decisions) initiates the appeal with the appropriate authority within the department or program in which the decision was made. As dean of the school administering graduate programs, the dean of the Graduate School is the final authority on appeals of academic decisions. An appeal to the dean of the Graduate School is the third and final step in the appeal procedure and is made only after the first two steps in the appeals procedure have failed to produce a result that the student considers satisfactory. In pursuing an appeal, the student must observe the following sequence:

**Step 1**
The student appeals to the faculty member or faculty/staff body responsible for making the initial decision within thirty (30) working days of the action that prompted the appeal. This appeal must be made in writing with substantiating reasons for the appeal. If requested by the student, the faculty member or body must provide the student with a written statement of the reason for the adverse decision.

**Step 2**
If the Step 1 decision is not in the student’s favor, the student may, within ten (10) working days from the date the Step 1 decision is communicated to the student, appeal to the body designated by the graduate faculty of the student’s program to hear appeals. This appeal must be in writing with substantiating reasons given for the appeal. In the event that any of the members of the body hearing the Step 2 appeal were involved in rendering the Step 1 decision being appealed, they must be replaced for the purpose of hearing the Step 2 appeal. Substitute members will be chosen by the program using established program appeal procedures. If necessary, the dean of the school or college in which the program is located may be asked to appoint replacement members of the committee. If the Step 1 decision that is being appealed was handled by the committee for hearing appeals in the program, the Step 2 appeal should be made to the appropriate appeals committee of the school or college. If such a committee does not exist, the dean of the school or college should appoint an ad hoc committee to handle the appeal.

**Step 3**
If the Step 2 decision is negative, the student may, within ten (10) working days from the date of notification of that decision, appeal to the dean of the Graduate School. The student must provide information on the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. All documentation must be forwarded to the Graduate School’s associate dean for academic programs. The associate dean reviews the case and forwards the appeal with a recommendation to the dean of the Graduate School.

In appeals dealing with academic matters which fall within the purview of the faculty, the dean of the Graduate School will respect the faculty decision.

The Graduate Faculty and Student Handbook, available at graduateschool.uwm.edu/students/policies, has more information on the appeal process.
**Diagnostic Exam**

A content-based placement (diagnostic) examination is mandatory for all students admitted to the M.A. program. The purpose of this diagnostic exam is to determine any areas in which your academic preparation may demonstrate lacunae. Based on your responses, you may be assigned specific classes which will be required courses for your Spanish M.A. degree. The Spanish Graduate Advisor (or your Major Professor) will be meeting with you at the beginning of your first semester to discuss the results of this exam, any courses which you may be required to complete, and other information which you should keep in mind throughout your program of study. No official grade will be posted to your transcript concerning this exam, so if you do not know an item you should simply leave it blank.

You should identify each of the approximately forty-five (45) items in one or two sentences. The complete time allowed for the entire exam is two (2) hours, or approximately two and one-half (2½) minutes per item.

**Graduate Advisor**

In consultation with the student and faculty, the Graduate Advisor will assign a Major Professor for each student. The Major Professor is the faculty member who will advise the student during the course of the program, supervise the student’s choice of courses, and chair the comprehensive exams. The Graduate Advisor will work to match each student with a Major Professor in the student’s primary area of interest, but this may not always be possible. Once Major Professor assignments are made, students should begin to build their exam committees in collaboration with their Major Professors, other professors, and the Graduate Advisor. If a student works on a Thesis with a professor, the Thesis Director may or may not be the student’s Major Professor. Additionally, the Thesis Committee may or may not be the student’s Comprehensive Exam Committee.

**Incomplete Policy**

An Incomplete is appropriate only when the following conditions are present:

1. You have done satisfactory work in a substantial fraction of the course requirements prior to grading time and provide the instructor with evidence of potential success in completing the remaining work.
2. Extraordinary circumstances, not related to class performance, such as illness or family emergency, have prevented you from finishing the course requirements on time.

An Incomplete will not be given to enable you to do additional work to improve a grade. It is the student’s responsibility to initiate a request for an Incomplete. If approved, the instructor will indicate the conditions for the removal of the Incomplete, including the dates for submitting all remaining work. The instructor may deny a request for an Incomplete and assign a letter grade based on the work completed at that point. The student is responsible for seeing that the Incomplete is removed before the agreed deadline and that the instructor has reported the grade to the Graduate School. The instructor may change the I to a letter grade (including an F) or to a PI (Permanent Incomplete) if the deadline for completion is not met.

**Permanent Incomplete:** If the instructor does not change the Incomplete to a regular letter grade within one year from assigning the Incomplete grade, the Incomplete will lapse to a Permanent Incomplete (PI), whether or not the student is enrolled (A PI is not computed into the grade point average). The PI symbol subsequently cannot be changed to a regular letter grade. Except in cases where the work was completed, but the instructor neglected or was unable to file a grade change in time, the “PI” will remain on the record. If the student has received a PI and wants credit for that course, the student must register again
and complete the designated requirements. A student may not register for a course for which an I remains on the transcript. A student may graduate with a PI provided all degree requirements have been met. All Incompletes must be removed or changed to a PI before graduation.

**Academic Warning**

You will receive an academic warning if your semester grade point average falls below 3.0.

**Graduate Dean's OK Required to Continue**

You will receive a “Graduate Dean’s OK Required to Continue” if any of the following conditions exist:
- Your cumulative grade point average falls below 3.0.
- You are not removed from probation status within three enrolled semesters.
- You do not satisfy English or course deficiencies within three enrolled semesters.

A hold will be placed on your record. This status prevents further registration and requires you to petition and obtain a positive recommendation from your graduate program unit before further registration will be permitted.

**Academic Dismissal**

The graduate program unit may recommend that you be academically dismissed for poor academic performance, lack of progress toward degree, or failure to meet graduate faculty policy or program requirements. The Graduate School, in consultation with the graduate program, may also initiate a dismissal for these reasons. In all cases, the Dean of the Graduate School makes the final decision regarding academic dismissal.

Recommendation for dismissal may be initiated for, but is not limited to, the following:

- A cumulative graduate grade point average below 3.0
- Exceeding the time limit degree completion
- Academic misconduct
M.A. Thesis

Thesis Option:

Requirements for the thesis option are:
A. thirty (30) credits, with a minimum of twenty four (24) credits of acceptable graduate level course work,
B. a thesis for which a maximum of six (6) credits is granted, and
C. a final comprehensive examination.

Credit: A maximum of six (6) thesis credits is allowed toward the M.A. degree.

Length: While content is considered to be of primary importance, the M.A. Thesis should be no less than sixty (60) pages in length (critical text), plus the bibliography, appendices, etc.

Style:
A. Students writing a literature or culture-based thesis must use the *MLA Handbook for Writers of Research Papers* style.
B. Students writing a linguistics-based thesis may use either the APA, LSA, or MLA style.

Students in the thesis option should choose an area of specialization for the thesis as early as possible. After a thesis topic is chosen, students, with the approval of the Major Professor, and in collaboration with the Thesis Director, select two additional members of the graduate faculty in the area of concentration to serve as the thesis committee. A member of the graduate faculty specializing in the student’s area of concentration acts as the Thesis Director and Chair of the committee.

**Before the student is granted permission to sign up for thesis credit**, the Graduate Studies Committee of the Department of Spanish and Portuguese must approve the student’s proposal. This proposal must be in written form, from 3-6 pages in length, and is composed of both an outline of the topic to be studied and an initial, working bibliography. This proposal should be submitted to the Graduate Studies Committee early in the semester preceding the semester in which the student wishes to enroll in thesis credits.

In exceptional circumstances as approved by the Thesis Director and the Graduate Studies Committee, a thesis course may count as three of the six required credits in linguistics or three of the twelve required credits in literature, depending on the focus of the thesis. The graduate student must petition the Graduate Studies Committee by the end of his/her first year in the M.A. program, and this petition must include the thesis proposal. If the thesis course is accepted as a substitute for a curricular linguistics or literature course, then the student is responsible for completing other program courses (such as electives) as appropriate.

The UWM Graduate School requires a thesis defense. This will be an open meeting, open to all interested parties.
Thesis – Comprehensive Exams
Flow Chart

1. Student meets with prospective Thesis Director to discuss thesis topic and other committee members. If prospective Thesis Director agrees to direct thesis, both student and Thesis Director inform the student’s Major Professor

2. Student and Thesis Director tentatively agree on thesis topic and committee members

3. Thesis Director contacts other potential committee members for agreement to serve on committee as readers.
   3a. If other faculty members agree to serve on student’s committee, go to step 4.
   3b. If other faculty member(s) do not agree to serve on student’s committee, go back to Step one.

4. Student writes a thesis proposal and circulates to committee members for approval.

5. After all committee members approve student’s thesis proposal, Thesis Director submits thesis proposal to the Department Graduate Studies Committee for approval at least one semester prior to the student’s enrolling in thesis credits.
   5a. If Graduate Studies Committee approves thesis proposal, go to step 6.
   5b. If Graduate Studies Committee does not approve thesis proposal, student meets with Thesis Director in order to address the committee’s concern(s); repeat Step 5.
   5c. If Graduate Studies Committee does not approve thesis proposal, student may—with the examination committee’s approval—opt to switch to the non-thesis option.

6. Student begins work on thesis and submits to Thesis Director and other readers as directed.

7. Upon approval of the written version of the thesis by the Thesis Director and other readers, the student and the thesis committee establish a date for the public, oral defense of the thesis.

8. The Thesis Director works with the Departmental Office to develop and distribute a flyer announcing the oral defense of the thesis.

**NOTE:** ALL students—whether writing a thesis or not—must pass the M.A. Comprehensive Final Examination. The written portion of those exams may be taken either before or after the student has finished writing the thesis.
Comprehensive Final Examination

All students, whether enrolled in the thesis or non-thesis option, must take the M.A. *written* comprehensive examination. Students are urged to take the examination no later than the fourth semester of graduate study.

**Length:** Five-hour written examination (taken on a single day) prepared and administered by an Examination Committee composed of three faculty members.

**When:** The examination, normally scheduled during the 8th or 9th week in each semester; dates for any summer examination are to be determined by mutual agreement between the student and the Examination Committee (NOTE: Summer exams are administered only in rare instances and only with very extenuating circumstances; you should not plan on being able to take your exams in the summer!).

**Content:** Based on courses taken by the student and on the Department’s established reading list.

**Sections:** The examination, of which at least one section must be answered in Spanish, will contain questions over the following areas:

- A. Spanish Peninsular Literature,
- B. Spanish-American Literature,
- C. Hispanic Linguistics

Up to one hour and forty minutes (100 minutes) will be designated for each of the three areas.

**Oral** comprehensive examination:

At the discretion of the Examination Committee, students who are found to be deficient in parts of the written examination may be asked to take an oral exam within one week of the written exam. Students who are found not to be deficient in parts of the written exam may be asked to take an oral exam anyway.

**Deficient performance** on the examination:

If a student fails one of the three sections of the exam, s/he may attempt a retake of that section (with different questions) during the 12th or 13th week. A student failing two or more sections of the written exam given in the 8th or 9th week has failed the exam, and must wait until the following semester to attempt the entire exam again. Students who fail the examination may repeat it only once during any subsequent regularly scheduled period, not within three months from the date of the first examination.
**Other information** you should know about the Comprehensive Exam:

a. Students may view their written responses to the M.A. Comprehensive Exam one hour prior to the oral examination. This must take place in a “proctored” location—such as the Major Professor's office or the Department main office—and the student may not use the time to further research the question(s) asked or the written response.

b. Students may, during the one hour prior to the oral examination, also view the original questions they had been asked in the written portion of the examination.

c. Students may not bring notes or other reference materials (hand-written, professionally published, or otherwise) to the written or oral examination.

d. The student may not carry—or have in front of them—their written responses during the oral exam; an examiner, however, may place in front of the student the written examination response in order to point out a particular item or comment about which the examiner desires further clarification.

e. Whenever possible, feedback regarding whether students “pass,” “fail,” or “must take the oral” will be indicated to the students within 72 hours of their finishing the written portion of the exam.

f. The final grade for the Comprehensive Examination will be “High Pass,” “Pass,” “Low Pass,” or “Fail.”
Graduation

Time Limit: You must complete all degree requirements within five (5) years of your first enrollment in the program.

The Graduate School establishes the deadlines for filing paperwork for graduation. Be sure to check that website for the exact dates, but the approximate current deadlines are as follows:

A. Filing graduation application: middle of the first month of the semester you wish to graduate (i.e., September, February, June)
B. Thesis defense: first week of the last month of the semester you wish to graduate (i.e., December, May, August)
C. Submitting the thesis to the Graduate School: second week of the last month of the semester you wish to graduate (i.e., December, May, August)

Portfolio

Students will be required to assemble a portfolio containing selected research papers that have earned superior grades and comments from faculty members concerning their quality. This is to be submitted upon successfully completing the final comprehensive examination.
General Time Line
M.A. in Spanish

Semester 1:

**Fall**
- September
  - Beginning of classes
  - Diagnostic Exam

Semester 2:

**Spring**
- February/March
  - Assignment of Major Professor

Semester 3:

**Fall**
- September
  - **Deadline of the Department of Spanish and Portuguese:** Select M.A. Comprehensive Exam/Thesis committees. Students are urged to take the examination no later than the fourth semester of graduate study.
  - **For those writing a Thesis:** A member of the graduate faculty specializing in the student’s area of concentration acts as the Thesis Director and Chair of the committee. Student writes a thesis proposal and circulates to committee members for approval.
- October
  - **For those writing a Thesis:** Proposal for approval of the thesis topic must be submitted to the Graduate Studies Committee for approval (prior to the student registering for thesis credits). This proposal must be in written form, from 3-6 pages in length, and is composed of both an outline of the topic to be studied and an initial, working bibliography.

Semester 4:

**Spring**
- February
  - **Deadline of the Graduate School:** Graduation Application
- April
  - **Deadline of the Department of Spanish and Portuguese:** MA Exams (written), 12th week of the semester
  - **Deadline of the Department of Spanish and Portuguese:** MA Exams (oral) – 13th week of the semester
  - **Deadline of the Graduate School:** Thesis or Dissertation Defense. Student submits to Thesis Director and other readers as directed. Upon approval of the written version of the thesis by the Thesis Director and other readers, the student and the thesis committee establish a date for the public, oral defense of the thesis open to any/all interested parties. The Thesis Director works with the Departmental Office to develop and distribute a flyer announcing the oral defense of the thesis.
  - **Deadline of the Graduate School:** Thesis or Dissertation Submission
Other items in which you may be interested:

CLACS:

The Center for Latin American and Caribbean Studies has activities and scholarships of potential interest, including the annual film series, FLAS (Foreign Language and Area Studies) Fellowship and the Graduate Student Travel Award Competition. See the CLACS website for more details <http://www4.uwm.edu/clacs/students/scholarship.cfm>.

Club Ñ:

A group of students (undergraduate and graduate; native and non-native speakers) who meet weekly to practice their Spanish oral skills at both on- and off-campus locales. Look for posted announcements for Club Ñ meetings throughout the academic year.

Sigma Delta Pi:

This is a National Collegiate Hispanic Honor Society, a supportive network with multiple awards and scholarship opportunities. The Department of Spanish and Portuguese at UWM houses the Epsilon Iota chapter of Sigma Delta Pi. Various officers (usually graduate students in Spanish) as well as a faculty advisor run this chapter, and there is usually at least one society event each semester. Please see the bulletin board in front of the seventh-floor elevators for more information.

Teaching Assistantship:

Qualified graduate students admitted into the Spanish M.A. Program may apply for a departmental Teaching Assistantship which reimburses tuition and pays a modest salary. Please ask the Chair or Departmental Assistant about whom to contact regarding this opportunity.

Website:

For more information about the Spanish M.A. Program, please visit the Program webpage at http://www4.uwm.edu/letsci/spanish/graduate/
Reading List
Spanish M.A. degree
(revised 08/14/14)
(Items in bold and underlined are required reading for the M.A.)

SPANISH LITERATURE

Edad media (Siglos IX – XV)

Anónimo
“Se me va el corazón de mí” (Jarcha)
Jarchas
Anónimo:
Cantar de mío Cid
Anónimo:
Auto de los Reyes Magos
Gonzalo de Berceo:
Milagros de Nuestra Señora (“Prólogo,” 1, 20, 21)
Milagros de Nuestra Señora (4, 6, 8, 9, 14, 16, 22)
Anónimo
Sendebar
Anónimo
Libro de Alexandre
Anónimo
Libro del Caballero Zifar
Don Juan Manuel:
El Conde Lucanor (“Prólogo,” Tales 7, 35, 45)
El Conde Lucanor (1, 9, 11, 24, 32)
Arcipreste de Hita:
Libro de buen amor
Arcipreste de Talavera:
Corbacho o reprobación del amor mundano
Teresa de Cartagena
Admiración operum Dey
Marqués de Santillana:
“La vaquera de la finojosa” [Serranilla VI]
“Mozuela de Bores” [Serranilla IX]
“Lejos de vos y cerca del cuidado” [Soneto XIX]
Jorge Manrique:
Coplas a la muerte de su padre
Florencia Pinar:
Poemas
Diego de San Pedro
Cárcel de amor
Fernando de Rojas:
La Celestina
Anónimo:
“El enamorado y la muerte” [Romance]
“Fonte Frida” [Romance]
Flor nueva de romances viejos (ed. R. Menéndez Pidal)

Siglos XVI y XVII

Juan Boscán:
“Nunca de amor estuve tan contento” [Soneto I]
Garcilaso de la Vega:
“Cuando me paro a contemplar mi estado” [Soneto I]
“En tanto que de rosa y azucena” [Soneto XXIII]
“Si de mi baja lira” [Canción V]
“Hermosas ninñas que, en el río metidas” [Soneto XI]
“Con un manso ruido” [Canción III]
“Aquella voluntad honesta y pura” [Égloga III]
Cristóbal Castillejo:
“Garcilaso y Boscán siendo llegados” [Soneto]
Juan de Valdés:
Diálogo de la lengua
Anónimo:
Lazarillo de Tormes
Jorge de Montemayor: La Diana
Anónimo: Novela del Abencerraje y Jarifa
Fray Luis de León:
   “Vida retirada” [Oda I]
   “A la salida de la cárcel” [Décima]
   “A Francisco de Salinas” [Oda III]
   “Noche serena” [Oda VIII]

Teresa de Ávila:
   “Vivo sin vivir en mí” [Poema]
   Libro de su vida

San Juan de la Cruz:
   “Cántico espiritual” [Canción I]
   “La noche oscura” [Canción II]

Lope de Rueda: Las aceitunas
Mateo Alemán Guzmán de Alfarache
Miguel de Cervantes: Don Quijote de la Mancha
   Rinconete y Cortadillo
   El licenciado Vidriera
   Retablo de las maravillas
   El casamiento engañoso; El coloquio de los perros

María de Zayas: La fuerza del amor
Catalina de Erauso Historia de la Monja Alférez, escrita por ella misma

Lope de Vega: El villano en su rincón
   El caballero de Olmedo
   “Cuando me paro a contemplar mi estado” [Soneto]
   “Boscán, tarde llegamos. ¿Hay posada?” [Soneto]
   Arte nuevo de hacer comedias en este tiempo
   Peribañez; Castigo sin venganza; El perro del hortelano; La dama boba

Luis de Góngora:
   “Versos de amor, conceptos esparcidos” [Soneto]
   “¿Qué tengo yo que mi amistad procuras?” [Soneto]
   “Mientras por competir con tu cabello” [Soneto CLXVI]
   “Descaminado, enfermo, peregrino” [Soneto CIII]
   “Andeme yo caliente” [Letrilla XLVIII]
   “Fábula de Polifemo y Galatea” [Poema]
   “Menos solicitó veloz saeta” [Soneto LIV]
   “La dulce boca a gustar convida” [Soneto LXXXII]
   “Ilustre y hermosísima María” [Soneto CLXV]
   Soledades (“Dedicatoria” and “Soledad primera”) [Poema]

Tirso de Molina: El burlador de Sevilla
Mira de Amescua: El condenado por desconfiado
Ana Caro: Valor, agravio y mujer
Juan Ruiz de Alarcón: La verdad sospechosa
Rojas Zorrilla Del rey abajo, ninguno
Francisco de Quevedo: La vida del buscón
   “Poderoso caballero es don Dinero” [Letrilla]
   “Ah de la vida!” [Soneto]
   “Miré los muros de la patria mía” [Soneto]
   “Érase un hombre a una nariz pegado” [Soneto]
   “Retrato de Lisi que traía en una sortija” [Soneto]
   “Amor constante más allá de la muerte” [Soneto]
“A Roma sepultada en sus ruinas” [Soneto]

Calderón de la Barca:
  La vida es sueño
  El médico de su honra
  La dama duende; El mágico prodigioso; El alcalde de Zalamea
  El gran teatro del mundo

Siglo XVIII

Benito Jerónimo Feijóo
  Selecciones de Teatro critico universal: “Prólogo al lector”, “La voz del pueblo”, “Defensa de las mujeres”; “Causas del atraso que se padece en España” (1726-1740)

Gaspar Melchor de Jovellanos
  Sátoras a Arnesto I y II (1786)

José Cadalso
  Noches lúgubres (1789)

Juan Meléndez Valdés
  Poemas: “A Dorila,” “Del vino y el Amor,” “De las ciencias,” “La naturaleza,” “El hombre imperfecto y su perfectísimo autor”

Siglo XIX

Leandro Fernández de Moratín
  El sí de las niñas (1801)

José de Espronceda
  Poetry selections: “Canción del pirata” (1835); El estudiante de Salamanca (1840)

Mariano José de Larra
  Artículos escogidos: “Vuelva usted mañana,” “El castellano viejo,” “El día de Difuntos 1836,” “La nochebuena de 1836”

Ángel Saavedra, Duque de Rivas
  Don Álvaro y la fuerza del sino (1835)

Juan Eugenio Hartzenbusch
  Los amantes de Teruel (1837)

José Zorrilla
  Don Juan Tenorio (1844)

Pedro Antonio de Alarcón
  El sombrero de tres picos (1847)

Fernán Caballero
  La gaviota (1849)

Rosalía de Castro
  Selecciones de En las orillas del Sar, Cantares gallegos:
  El caballero de las botas azules (1867)

Gustavo Adolfo Bécquer
  Rimas (sel.): “Rima IV,” “Rima XI,” “Rima XXI,” “Rima IV”
  Leyendas: “El rayo de luna,” “Los ojos verdes” (1858-1864)

Juan Valera
  Pepita Jiménez (1874)

Benito Pérez Galdós
  Fortunata y Jacinta (1886-87), Doña Perfecta (1876), Misericordia (1897)

Emilia Pardo Bazán
  Los pazos de Ulloa (1886-87), La Tribuna (1883)

Vicente Blasco Ibáñez
  La barraca (1898), Cañas y barro (1902)

Siglos XX y XXI

Miguel de Unamuno
  Narrative: Niebla (1907) or San Manuel Bueno, mártir (1930)

Pío Baroja
  El árbol de la ciencia (1911)

Ramón Gómez de la Serna
  Greguerías (1917, 1933); “La hiperestésica” (1931)

Carmen de Burgos
  La rampa (1917)

Ramón del Valle-Inclán
  Luces de Bohemia (1924), Tirano Banderas (1926)

José Martínez Ruiz (Azorín)
  “Las sirenas”
Federico García Lorca  
La casa de Bernarda Alba (1936), Bodas de sangre (1933), Yerma (1934)
Camilo José Cela  
La familia de Pascual Duarte (1942); La colmena (1951)
Carmen Laforet  
Nada (1945)
Antonio Buero Vallejo  
Historia de una escalera (1949), El tragaluz (1967)
Fernando Arrabal  
El triciclo (1953)
Alfonso Sastre  
Escuadra hacia la muerte (1953), Las cintas magnéticas (1973)
Ramón Sender  
Réquiem por un campesino español (1953)
Rafael Sánchez Ferlosio  
El Jarama (1955)
Ana María Matute  
Las ratas (1962); Cinco horas con Mario (1966)
Miguel Delibes  
Tiempo de silencio (1962)
Luis Martín-Santos  
La plaza del diamante (1962)
Mercé Rodoreda  
Señas de identidad (1966); Reivindicación del conde Don Julián (1970)
Juan Goytisolo  
Volverás a región (1968)
Juan Marsé  
Si te dicen que caí (1973)
Eduardo Mendoza  
La verdad sobre el caso Savolta (1975); La ciudad de los prodigios (1986)
Carmen Martín Gaite  
Entre visillos (1957), El cuarto de atrás (1978)
Esther Tusquets  
El mismo mar de todos los veranos (1978)
Paloma Pedrero  
La llamada de Lauren (1984)
Julio Llamazares  
La lluvia amarilla (1988)
Juan José Millás  
La soledad era eso (1990); Dos mujeres en Praga (2002)
Antonio Muñoz Molina  
El jinete polaco (1991)
Javier Marías  
Corazón tan blanco (1992)
Rosa Montero  
La hija del caníbal (1997)
Lucía Etxebarria  
Beatriz y los cuerpos celestes (1998)
Javier Cercas  
Soldados de Salamina (2002)
Marta Sanz  
Susana y los viejos (2006)
Agustín Fernández Mallo  
Nocilla Dream (2006)

Poesía de la Generación de 1898

Miguel de Unamuno  
“Razón y fe,” “La oración del ateo,” “Salmo 1”
Antonio Machado  
Selections: “Caminante, son tus huellas...,” “Anoche soñé que...,” “Profesión de fe,” “Mi infancia son recuerdos...” “He andado muchos caminos”

Poesía de la Generación de 1927

(Red of the following Gen. 27 selections can be found in Antología de poesía española (1900-1980), ed. Gustavo Correa)

Rafael Alberti  
Vicente Aleixandre  
Luis Cernuda
“Égloga” de Égloga, elegía, oda (1936), “Si el hombre pudiera decir”, “Para unos vivir” de Los placeres prohibidos (1931), “Mi arcángel” de Donde habite el olvido (1936)

Federico García Lorca

Pedro Salinas
Selecciones de Seguro azar (1929) y Fábula y signo (1931): “Far West,” “Underwood Girls”, “Fe mía,” “Don de la materia”

Miguel Hernández
“Nanas de la cebolla”, “Cantar” de Últimos poemas (1938-41)

Poesía contemporánea

Blas de Otero
“A la inmensa mayoría,” “Hombre”, “Igual que vosotros”, “Basta”

Ángel González
“Discurso a los jóvenes”, “El futuro”, “Mensaje a las estatuas”

Ana Rosetti
“Calvin Klein underdrawers”, “Chico Wrangler”, “Martyrum Ominum”

Luis García Montero
“Primer día de vacaciones”, “Life vest under your seat”, “Garcilaso 1991”

Suggested Critical Texts

Spanish Literature

Social, political, and cultural histories


General literary histories

Del Río, Angel. *Historia de la literatura española*. 2 vol. (various publishers, currently by Books on Demand)


**Other literary studies and resources**


SPANISH-AMERICAN LITERATURE

Literatura colonial

Cristóbal Colón, Diario del primer viaje (1492). Carta a Santángel (1493).

Hernán Cortés, “Segunda carta” (1520) de Cartas de relación de la conquista de América


Bartolomé de Las Casas, Brevisima relación de la destrucción de las Indias (1552).

Alonso de Ercilla y Zúñiga, La Araucana. Selección:
Parte I (1569), Prólogo, Cantos I, II y X
Parte II (1578), “Al lector,” Cantos XVI, XX, XXI, XXVII, XXVIII
Parte III (1589), Cantos XXXIV y XXXVII

Inca Garcilaso de la Vega. Comentarios reales de los Incas (1609).
Selecciones: Proemio al lector; Libro primero, Cap. XVI; Libro segundo, Cap. IV;
Libro séptimo, Cap. I; Libro nono, Capítulo XXXV

Juan Rodríguez Freyle, El carnero (1638). Selección: Caps. I-VI y XVIII-XIX

Sor Juana Inés de la Cruz, Respuesta a Sor Filotea; Loa al Divino Narciso (¿1688?). Redondilla 92, Sonetos 145-147, 154-158, 164-167,170-171, 176-179, 184-189, 193, 206 y 210

Carlos Sigüenza y Góngora, Los infortunios de Alonso Ramírez (1690).


Domingo Faustino Sarmiento (1811-1888), Civilización y barbarie o vida de Juan Facundo Quiroga (1845) (Edición recomendada: Caracas: Biblioteca Ayacucho, 1993 – prólogo por Noé Jitrik; notas y cronología por Nora Dotorri y Susana Zanetti).

José Hernández (1834-1886), Martín Fierro (1872; 1879). (Edición recomendada: México, D.F.: Océano, 2001)

Ricardo Palma. Tradiciones peruanas (1872-1883).

Siglo XIX

Juan del Valle Caviedes, Diente del Parnaso (1698). Selección:
#10 #29 #53 #102 #108 #110 #118 #204 #205 #255


Siglo XX

Delmira Agustini, Los cálices vacíos (1913)
Mariano Azuela, Los de abajo (1915)
Horacio Quiroga, Cuentos de amor, de locura y de muerte (1917)

Gabriela Mistral, Desolación (1922)
José Eustasio Rivera, La vorágine (1924)
José Carlos Mariátegui, Siete ensayos de interpretación de la realidad peruana (1928)
Ricardo Güiraldes, Don Segundo Sombra (1926)
Rómulo Gallegos, Doña Bárbara (1929)
Pablo Neruda, Residencia en la tierra (1929)
María Luisa Bombal, La última niebla (1934)
Jorge Luis Borges, Ficciones (1944); El Aleph (1949); Otras inquisiciones (1952)
Miguel Angel Asturias, El Señor Presidente (1946)
Alejo Carpentier, El reino de este mundo (1949)
Juan Rulfo, Pedro Páramo (1955)
Juan Carlos Onetti, Los adioses (1954)
José María Arguedas, Los ríos profundos (1958)
Octavio Paz, *El laberinto de la soledad* (1950)
Rosario Castellanos, *Oficio de tinieblas* (1962)
Carlos Fuentes, *La muerte de Artemio Cruz* (1962)
Mario Vargas Llosa, *La ciudad y los perros* (1963)
Julio Cortázar, *Bestiario* (1951); *Rayuela* (1963)
Elena Garro, *Los recuerdos del porvenir* (1963)
Gabriel García Márquez, *Cien años de soledad* (1967)
Manuel Puig, *La traición de Rita Hayworth* (1968)
Tomás Rivera, *Y no se lo tragó la tierra* (1971)
Elena Poniatowska, *La noche de Tlatelolco* (1971)
Isabel Allende, *La casa de los espíritus* (1982)
Angeles Mastretta, *Arráncame la vida* (1985)

*Suggested Critical Texts*

**Spanish-American Literature**

María Isabel Abreu and Carlos Solé, eds. *Latin American Writers I, II, III.*
Antonio Cornejo Polar, *Escribir en el aire*
David William Foster, ed. *Handbook of Latin American Literature* (2nd ed.)
Carlos Fuentes, *El espejo enterrado*
Carlos Fuentes, *La nueva novela hispanoamericana*
Jean Franco, *Historia de la literatura hispanoamericana a partir de la independencia*
Roberto-González Echevarría, *The Voice of the Masters, Myth and Archive*
José Olivio Jiménez, ed. *Antología crítica de la poesía modernista hispanoamericana*
José Olivio Jiménez, ed. *Antología crítica de la poesía hispanoamericana contemporánea*
Luis Leal, *Historia del cuento hispanoamericano*
Lienhard, Martín. *La voz y su huella: Escritura y conflicto étnico-social en América Latina 1492-1988*
Naomi Lindstrom, *Twentieth-Century Spanish-American Fiction*
Luis Iñigo Madrigal, *Historia de la literatura hispanoamericana I, II*
Enrique Marini-Palmieri, ed. *Cuentos modernistas hispanoamericanos*
Seymour Menton, *La nueva novela histórica de América Latina*
José Miguel Oviedo, *Historia del ensayo hispanoamericano*
José Miguel Oviedo, *Historia de la literatura hispanoamericana I, II, III, IV*
Enrique Pupo-Walker, ed., *El cuento hispanoamericano ante la crítica* (Cátedra, 1995)
Angel Rama, *La ciudad letrada*
Julio Ramos, *Desencuentros de la modernidad en América Latina*
Margaret Sayers-Peden, *The Latin American Short Story*
Verity Smith, ed. *Encyclopedia of Latin American Literature*
Sommer, Doris. *Foundational Fictions. The National Romances of Latin America*
Zamora. Margarita, *Reading Columbus*
Recommended Spanish-American readings if you plan to continue with your doctoral studies

Guamán Poma de Ayala, *Primer Nueva crónica y buen gobierno* (¿1615?)
  Secciones: “Conquista” 370-395; “Capítulo de los mineros” 526-533;
  “Capítulo primero de consideraciones” 909-915;
  “Comienza el capítulo de la pregunta” 964-965
  (Edición recomendada: Murra, John V. y Rolena Adorno, eds. México: Siglo
  Veintiuno, 1988).

Sor Juana Inés de la Cruz, “Los empeños de una casa”
  (Edición recomendada: Méndez Plancarte, Alfonso y Alberto G. Salceda, eds. México: Fondo de
  Cultura Económica, 1997).  http://www.dartmouth.edu/~sorjuana/

José Joaquín Fernández de Lizardi (1776-1827), *El Periquillo Sarniento* (1816)
  “Prólogo, dedicatoria y advertencias a los lectores”
  “El prólogo de Periquillo Sarniento”
  “Advertencias generales a los lectores”
  Primera parte:
    Capítulo I: “Comienza Periquillo escribiendo el motivo que tuvo para dejar a sus hijos estos
    cuadernos…”
    Capítulo II: “En el que Periquillo de razón de su ingreso a la escuela…”
  Segunda parte:
    Capítulo V: “En el que refiere Periquillo cómo se acomodó con el doctor Purgante…”
  Tercera parte:
    Capítulo XV: “En el que Periquillo refiere la muerte de su amo…”
    Capítulo XVI: “En el que el ‘Pensador’ refiere el entierro de Perico…”
  (Edición recomendada: Spell, Jefferson Rea. *El Periquillo Sarniento*. México:
  Editorial Porrúa, 1974).

José María de Heredia (1803-1839), “En el Teocalli de Cholula” (1820), “Niágara” (1824). (Edición
  recomendada: Caracas: Biblioteca Ayacucho, 1990)

José Martí (1853-1895), *Ismaelillo* (1882): “Príncipe enano,” “Musa traviesa,” “Penachos vívidos”

  burgués,” “El velo de la reina Mab” y “La muerte de la emperatriz de China” (Edición

José Asunción Silva (1865-1896), *Poesías* (1886); *De sobremesa* (1896). (Edición recomendada: *Obra

  (Editorial Porrúa)

Gertrudis Gómez de Avellaneda (1814-1873), *Sab* (1841). (Edición recomendada: La Habana: Instituto

Alfonsina Storni, *Ocre* (1925)

Pablo Neruda, *Canto general* (1950)

Rodolfo Usigli, *El gesticulador* (1938)

Ernesto Sábato, *El túnel* (1948)

Juan Rufo, *El llano en llamas* (1953)

Octavio Paz, *Libertad bajo palabra* (1960)


Gabriel García Márquez, *La increíble y triste historia de la cándida Eréndira y de su abuela desalmada*
  (1972)
HISPANIC LINGUISTICS

Sintaxis y morfología


Fonética y fonología


Historia del español


Dialectología del español


Sociolingüística y sociología del lenguaje

Supplemental Readings
Hispanic Linguistics