

DEPARTMENT OF SPANISH AND PORTUGUESE
UNIVERSITY OF IOWA
GRADUATE PROGRAM MANUAL
Spring 2023

Graduate Program Manual, Department of Spanish & Portuguese

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GRADUATE PROGRAM MANUAL

Spring 2020

Overview

The Department of Spanish and Portuguese offers the degrees of Master of Arts (MA), Master of Fine Arts (MFA) and Doctor of Philosophy (PhD) in Spanish. The Master of Arts program aims to provide training in literary analysis and linguistic structure, to provide a thorough knowledge of principal areas of Hispanic literature and Hispanic linguistics, and to help develop the candidate's oral and written language skills to a high degree of proficiency. The Master of Fine Arts in Spanish creative writing is a terminal degree with the goal of helping the candidate to fully develop his or her creative writing skills, via writing workshops across genres, courses in the history and criticism of Hispanic literatures, and community outreach. At the doctoral level, two programs are available. One is dedicated to Hispanic literatures and one to Hispanic linguistics. In literary studies, students are trained in textual analysis and literary history, criticism, and theory; in linguistic studies, students are trained in linguistic analysis and theory. Specific course and examination requirements for each degree program are detailed below. In total, completion of the MA requires 30 post-baccalaureate semester hours (s.h.); completion of the MFA requires 48 post-baccalaureate semester hours, and completion of the PhD requires 72 post-baccalaureate semester hours.

The graduate policies and practices in the Department of Spanish and Portuguese are governed not only by departmental policies but also by the policies of the Graduate College, the College of Liberal Arts and Sciences, and The University of Iowa. Students are encouraged to consult the Graduate College website (<http://www.grad.uiowa.edu/>), which includes the *Graduate College Manual of Rules and Regulations*, the list of deadlines, and information on funding.

Application

Admission to the graduate programs in Spanish is a competitive process based on a comparative evaluation of all applications received. In order to be considered for admission, applicants should meet the minimum requirements described below. Because the process is competitive, fulfilling the minimum requirements for admission does not ensure admission to the program. Initial review of graduate applications begins in the first

week of January and continues on an on-going basis thereafter as completed applications are received. In order to receive full consideration for financial aid, applications should be received by December 31st for the following academic year. Prospective students may also apply to begin graduate studies in the spring semester, but financial aid is not always available at that time.

Minimum Requirements: Applicants to the MA program must have completed the equivalent of an undergraduate Spanish major with at least a 3.00 grade point average in courses for the major. An undergraduate within no more than four semester hours (s.h.) of graduation may be admitted to the Graduate School provided all undergraduate requirements are completed during the first semester of graduate studies. Applicants to the MFA program must have an undergraduate degree in a relevant field, with at least a 3.50 grade point average. Applicants to the PhD program must have completed the equivalent of an MA in Spanish or an MFA in Spanish Creative Writing with at least a 3.50 grade point average.

English Proficiency Requirements for International Students: For international students whose native language is other than English, admission to the Graduate College requires a score of 550 or higher on the paper-based (PBT) TOEFL, a score of 213 or higher on the computer-based test (CBT), or a score of 81 on the Internet-based test (IBT). Applicants with scores below these cut-off points will not be admitted. Newly admitted graduate students who present TOEFL scores below 600 on the PBT, below 250 on CBT, or below 100 on the IBT are required to complete an English Proficiency Evaluation on campus before their first registration for classes. Students are required to complete any English as a Second Language course work specified as a result of this evaluation (typically within the first year of study). The TOEFL is given worldwide throughout the year. There is a fee for the examination and payment must accompany your order or it will be returned to you. The University's TOEFL school code is 6681.

As an alternative to the TOEFL, the Graduate College also accepts the International English Language Testing Service exam (IELTS), based in the UK. It covers the same four basic skill sets as the TOEFL (speaking, listening, reading, writing) and is graded on a scale of 1-9. A minimum aggregate score of 7 is required with no one skill set exam being below 6. See <http://www.uiowa.edu/admissions/graduate/international/english-grad.htm> for more information.

The Department of Spanish and Portuguese accepts only the results of the Internet-based test for the purpose of determining an admitted student's eligibility for a teaching assistantship, which is our primary form of financial aid. An overall IBT score of 100 or higher, with a minimum score of 26 on the speaking component, is required before an offer of financial aid can be made.

Application Procedure: The application procedure for the MA, MFA and the PhD program requires the submission of (1) the University of Iowa Graduate College application form, (2) three letters of recommendation from faculty members familiar with the student's record, or, for applicants to the MFA, letters from writers familiar with the student's writing, (3) a one- to two-page clearly articulated statement of purpose, (4) official transcripts from all universities and/or colleges attended.

(5) the IBT TOEFL score, when necessary. In addition, applicants to the MA program must submit a paper that shows ability to do linguistic or literary analysis. If this paper is written in English, then an additional writing sample in Spanish must also be submitted. Applicants to the MFA must submit a sample of creative work in Spanish of at least 30 (but no more than 50) pages of prose fiction or theater or 20 pages of poetry that demonstrate excellent creative potential and native-like proficiency in Spanish. Applicants to the PhD program must submit a minimum of two research papers which demonstrate achieved excellence in literary or linguistic analysis and argumentation. In the case of intent to write a dissertation with a creative component, applicants must also submit a sample of their creative work in Spanish. Usually these are papers and projects written during the course of the applicant's MA/MFA study. At least one of these papers must be in Spanish.

Advising

The advising relationship between student and faculty advisor is an integral part of graduate education. The Linguistics/Literature graduate coordinators initially advise each graduate student during his or her first year in the MA and PhD programs. During their second semester, MA and PhD students select an individual faculty advisor in consultation with the DGS. The selection of an advisor should be made in accordance with the student's areas of interest and the faculty member's areas of research expertise. In their second semester, students meet with either the DGS or their chosen and approved advisor before the registration period to ensure that they receive advice regarding programming their third-semester course-work. Once the faculty advisor has been chosen, students meet with that advisor for continued course and exam planning. In addition, a student may consult at any time with the DGS.

The Director of the MFA program initially advises each student in that program. During the second semester students select an advisor in consultation with the Director of the MFA and in accordance with the genre in which the student plans to write his or her creative writing thesis.

A student may request a change of advisor at any time by writing to the DGS. The DGS will forward the request to the DEO (the Departmental Executive Officer, the title for the chair of the department). Assignment of a new advisor will again be made in accordance with the student's areas of interest and the faculty member's areas of research or writing expertise. At all times the selection of an appropriate advisor should be guided by academic concerns and reflect the student's chosen areas of focus.

Once selected by the student, the faculty advisor, in consultation with the student, will propose an advisory committee. MA advisory committees consist of four departmental faculty members and typically also constitute the MA examination committee. MFA advisory committees consist of three members, with at least two being faculty members of the Spanish creative writing program and the third being either a faculty member from the Department of Spanish and Portuguese who is not part of the creative writing program or a faculty member from a related extra-departmental unit. PhD advisory committees consist of five departmental faculty, or four departmental faculty and one faculty from a

related department such as the Department of Linguistics, the Department of Cinematic Arts or other departments and programs in the Division of World Languages, Literatures and Cultures. It is the responsibility of the advisor to officially contact the relevant faculty members in order to inquire as to their willingness to participate. The student, of course, retains the right to meet with potential advisory committee members individually. For all students, the advisor submits the proposed committee for approval by the DGS and the DEO, via the departmental form for proposal of graduate committees. As part of the approval process, there will be consultation between these individuals and the advisor.

All advisory committees must be formed by the end of the third week of the student's third semester of enrollment (for students who begin in the fall, this will generally be the first week of March), and must meet with the student prior to the departmental annual review of graduate student progress. The advisory committee for MA students should meet again in the first half of the third semester of enrollment in order to ensure timely preparation for the MA exams in the fourth semester. The advisory committees for PhD students may choose to meet in the third semester of enrollment to review the student's progress or, in the case of students in the linguistics track, to discuss the first research paper. All PhD advisory committee should meet again in the fourth semester of enrollment to review the student's plan of study, approve the three reading lists (for exams in the literature track), and finalize plans for the comprehensive examination. At these meetings, the departmental plan of study form is updated and a copy is placed in the student's file. Copies may also be given to the student and to the members of the advisory committee.

The departmental faculty meets in the spring semester, no later than the last week in March, to evaluate the academic standing of all departmental graduate students. Prior to this meeting, all the student advisory committees that have been constituted by that time should have met.

On page 31 this Graduate Manual can be found a section on "Principles of Good Practice Relating to Mentoring of Graduate Students", from the University of Iowa Graduate College, and on page 33 a section on "Professional Ethics and Academic Responsibility: Responsibilities to Students", from the *University of Iowa Operations Manual*. See also page 27 for the departmental policy on conflict-of-interest situations in the formation of graduate student committees.

Registration

A normal full time course-load for graduate students who hold a 50% teaching assistantship is three graduate courses a semester, that is, 9 s.h. for a total of 18 s.h. an academic year. Minimum course registration is 2 s.h. (See the Graduate College rules below regarding registration for students who have completed all requirements but the dissertation). Students who fail to register for a period of 12 months or more must apply for readmission to the Graduate College.

Maximum registration is 15 graduate s.h. for fall or spring semester and 12 graduate hours for the 12-week summer session. Teaching assistants appointed for one-quarter or one-third time are permitted to register for the maximum 15 s.h. per semester and 8 s.h. during

Summer. Half-time assistants may register for no more than 12 s.h. in the regular semester or 9 s.h. in the 12-week summer session. Additional hours require approval of the Graduate College.

MA students in the fourth semester of enrollment who are taking the MA exam and who may have fewer than three courses left to fulfill the degree requirements or PhD students who are presenting the comprehensive exam and also have fewer than three courses left to fulfill the degree requirements may register for fewer than 9 s.h. In such cases the student must file a short hours form, available from the Graduate Student Academic Coordinator.

Continuous Registration after Completion of the Comprehensive Examination: The student is required to register each semester after passing the doctoral comprehensive examination until the degree is awarded. If a student fails to register, he or she may not be readmitted to doctoral candidacy unless the adviser, the DEO of the Department of Spanish and Portuguese, and the Dean of the Graduate College approve the readmission.

In order to maintain continuous registration, a doctoral student may register (1) for required and/or elective courses, research, and thesis hours to complete the plan of study, or (2) for Doctoral Continuous Registration (GRAD:6002). Doctoral Continuous Registration requires a 1 s.h. tuition and fees payment. If a temporary lapse in a student's academic program is required due to military service, medical leave, maternity leave, or personal/family leave, a student may petition the Graduate College to be allowed to register for PhD Post-comprehensive Registration (GRAD:6000), which allows for the assessment of a special minimum fee.

All registrations should accurately reflect the amount and type of work undertaken, the use of University facilities, and the amount of consultation with the faculty. ***Students who are actively working on their dissertations are strongly encouraged to register for 2 s.h. of thesis hours each semester with their dissertation director.***

Reapplication: If a student's enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions (including the Spring, Summer, and Fall sessions but excluding the Winter session), the student must apply for readmission. The readmission application form must be used. The Graduate College will not require new letters of recommendation, a new Personal Statement section, a written explanation of the reasons for the absence, or a plan for degree completion. However, the Department of Spanish and Portuguese requires that a graduate student whose enrollment has lapsed for any reason should reapply to the DEO with a letter of intent that states the student's goals in pursuing a graduate degree in Spanish at The University of Iowa. The student should also request a letter of support from his or her advisor, who should address the student's prospects for completion of the degree program. The departmental executive committee will advise the DEO on readmission.

PROGRAM REQUIREMENTS

Master of Arts in Spanish

The Master of Arts program in Spanish has two emphases: (i) a literature emphasis, which aims to provide training in literary analysis and to provide a broad knowledge of representative works in principal areas of Hispanic literature, or (ii) a linguistics emphasis, which aims to provide training in linguistic analysis and argumentation and to provide a broad knowledge of the principal subfields of Hispanic linguistics.

Thirty (30) semester hours (10 courses) are needed for graduation; they must all be taken as a graduate student. All courses taken toward the 30 s.h. requirement must be taken on a graded basis; no graduate credit is awarded for a grade lower than C-. To remain in good standing in the Graduate College, MA students must maintain a cumulative grade-point average of 2.75.

MA Course Work

Literature Emphasis

WLLC:5000 Teaching & Learning Languages	3 s.h.
1 course in Spanish linguistics (SPAN:4000 and above)	3 s.h.
2 courses in Spanish (peninsular) literature (SPAN:4000 and above)	6 s.h.
2 courses in Spanish American literature (SPAN:4000 and above)	6 s.h.
1 course in literary theory	3 s.h.
3 elective courses	9 s.h.

Of the four literature courses listed above, one must be pre-1700 (either peninsular or Spanish American). Of the ten courses above, at least eight must be taken in the Department of Spanish and Portuguese. The remaining two may be taken in either the Department of Spanish and Portuguese or in related departments, subject to the approval of the DGS.

No more than two (2) Literature 4000-level courses may count towards fulfilling MA requirements.

Linguistics Emphasis

WLLC:5000 Teaching & Learning Languages	3 s.h.
1 course in Spanish or Spanish American Literature (SPAN:4000 and above)	3 s.h.
2 courses in phonetics/phonology*	6 s.h.
2 courses in syntax*	6 s.h.
1 course in language acquisition/applied linguistics	3 s.h.
1 course in history of the Spanish language or sociolinguistics/language variation	3 s.h.
2 electives	6 s.h.

At least six of the ten courses above must be taken in the Department of Spanish and Portuguese. The remaining four may be taken in either the Department of Spanish and Portuguese or the Department of Linguistics.

*If a student has taken as part of his/her undergraduate program an introductory course in phonology or an introductory course in syntax (equivalent to our SPAN:4100 or SPAN: 4150, respectively), then one of these courses may be substituted by another course in linguistics. If a student has taken both an equivalent introductory course in syntax and an equivalent introductory course in phonology, only one such substitution may be made.

Special Work: For both the literature and the linguistics emphases, no more than 3 semester hours earned for independent study ("Special Work") may be applied toward the 30 semester hours required for the MA. Exceptions may be made under extraordinary circumstances and must be pre-approved by the DGS and the DEO. The department discourages students from including an independent study in their MA coursework. In order to include an independent study in their MA coursework, the student must complete the "Department of Spanish and Portuguese Independent Study Contract for Graduate Students" form, obtain the approvals of the DGS and DEO, and submit a copy of the form to the Graduate Student Academic Coordinator, before the first day of the semester of enrollment. Only students in good standing may enroll for an independent study.

MA Language Tool Requirement: The equivalent of one year of college study of any approved second foreign language is required; Portuguese is highly recommended. This requirement may be satisfied either by examination or through courses at the U.I. or another accredited university; such coursework does not count towards the 30 s.h. required for the MA. If a student has taken the equivalent of one year of college-level study of another language as an undergraduate or in previous graduate work, this will normally be accepted toward the MA language tool requirement, assuming that this coursework appears on the undergraduate or graduate transcript. Language courses taken to fulfill the language tool requirement may be taken on a Satisfactory/Unsatisfactory basis. If the requirement is satisfied by examination, documentation of the examination results must appear in the student's file.

Transfer Credit for the MA: The student may request that a maximum of six graduate s.h. be transferred from other institutions to fulfill the 30 s.h. course requirement. All requests must be cleared with the DGS. Candidates should submit a request in writing in the first semester of graduate study to have all transfer credits evaluated. It is helpful and sometimes necessary in evaluating such requests that a course syllabus be provided. The Graduate College requires 24 s.h. resident credit (i.e., courses taken at the University of Iowa) for the MA.

Master of Arts Final Examination

The Final Examination for the MA in Spanish includes both a written and an oral component. In consultation with the advisory committee, the student chooses three exam areas. The written portion of the exam consists of a two-hour examination in each of these three areas. The oral examination follows the written examinations and is usually one to one-and-a-half hours in duration. The examining committee is comprised of four members of the graduate faculty in the Department of Spanish and Portuguese (usually, but not

always, the members of the student's advisory committee). For exams in the linguistics emphasis, one member of the committee may be a faculty member from the Department of Linguistics. Typically, of the four committee members, three direct the exam areas and the fourth is simply an additional examiner. However, it may be the case that a given area is co-directed by two faculty members. It is required that all four members of the examining committee have areas of expertise related to the three exam areas. In no case shall an individual faculty member be the sole director of more than one of the three exam areas. An individual faculty member may direct one area and co-direct an additional area.

As with advisory committees, the candidate's advisor contacts the relevant faculty members to request their participation in the examining committee, and then submits the proposed committee for approval by the DGS and the DEO. The approval process will include consultation between these individuals and the advisor. This should be done as early as possible during the semester preceding the examinations, but not later than fifteen weeks prior to the start of examinations.

MA Final Examinations taken in the fall must be completed no later than Wednesday of the 14th week of classes (not counting the week of Thanksgiving break). In the spring, the MA written exams must be presented in the ninth week of classes (the week after spring break), and the oral exam must be completed no later than April 15.

MA Examination Areas: The possible exam areas are listed below, and are grouped into six categories: (a) Hispanic Linguistics Group I, (b) Hispanic Linguistics Group II, (c) Spanish peninsular literature, (d) Spanish-American literature, (e) Luso-Brazilian literature, and (f) Latin American film.

Candidates following the literature emphasis may choose either three literature areas, or two literature areas and one linguistics area, Luso-Brazilian literature, or Latin American film. At least one literature area must be in Spanish literature and at least one must be in Spanish American literature. If three literary areas in Spanish and Spanish-American are chosen, at least one must represent literature written before 1700 (peninsular and/or Spanish American).

Candidates following the linguistics emphasis may choose either three linguistics areas or two linguistics areas and one literature or film area. At least one of the linguistics areas must be in syntax or phonology.

Hispanic Linguistics, Group I

Spanish phonology: Theory and analysis

Spanish syntax: Theory and analysis

Hispanic Linguistics, Group II

Applied linguistics/Pedagogy

History of the Spanish language

Language acquisition

Sociolinguistics

Spanish Peninsular Literature

Medieval literature

Renaissance and Baroque literature

18th and 19th centuries

20th and 21st centuries

Spanish American Literature

Colonial Spanish American literature

Spanish American Literature, 19th century

Spanish American Literature, 1900-1960

Spanish American Literature, 1960 to the present

U.S. Latina/o/x Literature

Luso-Brazilian Literature

Brazilian literature

Portuguese literature

Latin American Film

For the literature areas, each area has a standard core reading list. For each of the five Spanish American Literature and the four Spanish Peninsular Literature lists, there is a standard list of fifteen works to which the student, in consultation with the examining faculty member, will add ten additional works, for a total of twenty five. Among the ten additional works, the list may include up to five secondary works. For the linguistics areas, each area has a standard list of fundamental readings and a list of exam topics from which the student chooses two to three topics; the final reading list is made up by the student in consultation with the examining faculty member on the basis of the topics chosen. The students must have taken a minimum of one course in the selected area during the MA program. The reading lists and topic lists for the MA exam areas are available on the Spanish Graduate Program page on ICON and in the Appendix #1 of the Graduate Manual. By Graduate College policy, the MA Final Examination may not duplicate course examinations.

MA Examination Procedure: Graduate students planning to take the MA Final Examination must file the departmental "Notification of Intent to Take MA or PhD exams" form with the Graduate Student Academic Coordinator, by the third week of the relevant semester.

The Graduate College requires that written and oral exams be completed within a 15- week period. The oral exam is scheduled at least one week after the last written exam. Between the time of the written exams and the oral exam, examining faculty individually evaluate and discuss the written exams with the candidate. The information provided in this evaluation should guide the candidate in final preparation for the oral component of the examination; however, it does not include specific questions to be asked in the oral, nor does it limit the questions that may be asked. The oral examination provides the opportunity for further development of the written examinations as well as examination of other aspects of the candidate's reading lists. At the end of the oral exam, the candidate will be asked to leave the examining room in order for the committee to determine its evaluation of the exam. S/he will then be invited to return to the room in order to learn of the committee's evaluation of the exam, including an appraisal of specific areas of strength and/or weakness and recommendations for future academic work.

The official evaluation of the examination as reported to the Graduate College is satisfactory or unsatisfactory. When an examination is judged by the committee to be unsatisfactory, the student has the right to retake the examination. If only one area of the exam is evaluated as unsatisfactory, the committee may require that only that area be retaken. If more than one area is evaluated as unsatisfactory, the entire exam must be retaken. The faculty member(s) supervising the failed exam area(s) should write a paragraph explaining to the student the reasons for his or her failure, and then submit it to the chair of the committee, who will incorporate this paragraph into a letter notifying the student of failure. The re-examination must take place in the following semester; as per Graduate College rules, the examination may be repeated only once.

Students must be registered during the semester in which they take the MA Final Examination. If all course work has been completed prior to that semester, then the student should register for Master's Final Registration (GRAD:6001), which requires a 2 s.h. tuition/fee payment.

Students who anticipate receiving the MA degree must file an application for degree with the Registrar's Office by the deadline announced for that semester (usually not later than ten weeks after the start of the semester or one week after the start of the summer session).

PROGRAM REQUIREMENTS

Master of Fine Arts Program in Spanish Creative Writing

The Master of Fine Arts degree in Spanish Creative Writing requires 48 s.h. of graduate credit taken over four semesters in residence at The University of Iowa. As detailed below, the program also includes an outreach component. Work toward the degree culminates in a creative thesis, completed during the final semester in the program.

All courses taken toward the 48 s.h. requirement must be taken on a graded basis; no graduate credit is awarded for a grade lower than C-. All courses earn 3 semester hours. To remain in good standing in the Graduate College, MFA students must maintain a cumulative grade-point average of 2.75.

MFA Course Work

A. Required workshops* 16 s.h.

SPAN:6210 Fiction Workshop (taken twice, once in each year in the program) 4 s.h.*2

SPAN:6220 Poetry Workshop (taken twice, once in each year in the program) 4 s.h.*2

B. Three additional workshops, chosen from the following list 12 s.h.

SPAN:6235 Film Script/Theater Workshop 4 s.h.

SPAN:6251 Workshop on Editing a Literary e-Journal 4 s.h.

SPAN:6260 Detective Narrative Workshop 4 s.h.

SPAN:6280 Non-Fiction Workshop 4 s.h.

SPAN:6231 Graphic Novel/Comic Script Workshop 4 s.h.

SPAN 6290 Professionalization Workshop 4 s.h.

SPAN 6241 Creative Project Development I 4 s.h.

SPAN 6241 Creative Project Development II 4 s.h.

C. Other Coursework 15 s.h.

Three graduate-level courses in the Department of Spanish and Portuguese 9 s.h.

Two graduate-level courses in the Department of Spanish and Portuguese or from related departmental units 6 s.h.

D. Thesis 5 s.h.

Thesis I (3rd semester) 2 s.h.

Thesis II (4th semester) 3 s.h.

The candidate must satisfactorily complete four semesters of graduate work, totaling at least 48 semester hours.

Related extra-departmental units may include the interdisciplinary Center for the Book, the Iowa Writer's Workshop, the Program in Comparative Literature, the International Writing Program, the Division of World Languages, Literatures and Cultures, the Department of Cinematic Arts, the Literary Translation Program, the Nonfiction Writing Program and departments in the Division of Performing Arts. In all cases, the appropriate courses for an individual student's program is determined by the student in consultation with his or her faculty advisor.

*For students who hold a teaching assistantship, one of these courses will be the required course WLLC:5000 Teaching & Learning Languages. If an MFA student wishes to request that this requirement be waived because of previous course work in foreign language teaching methods, the decision to waive the requirement is the responsibility of the Director of the Spanish Language General Education Program. Permission to waive the requirement does not entail the awarding of transfer credit toward the 48 s.h. required for the MFA.

Aditional Requirements

Students are encouraged to participate in activities in the community. All students must do a final public reading of their creative work in the spring semester of the second year of their studies.

Thesis

During the last semester of registration students submit their creative writing thesis. Works of fiction or non-fiction must be of at least 80 pages in length, graphic novels or works of theater at least 60 pages in length, and poetry manuscripts or other brief forms at least 50 pages in length. All theses must include an introduction about the creative experience of the project itself, of at least 1500 words.

The thesis committee is composed of a minimum of three members. Two are faculty members of the Spanish Creative Writing Program, and the third is either a faculty member from the Department of Spanish and Portuguese who is not part of the creative writing program, or a faculty member from a related extra-departmental unit.

The thesis must be presented to the committee for an oral defense before being submitted to the Graduate College MFA theses may be submitted to the Graduate College in electronic format or as a hard (paper) copy.

Students who anticipate receiving MFA degree must file an application for degree with the Registrar's Office by the deadline announced for that semester (usually not later than ten weeks after the start of the semester or one week after the start of the summer session).

PROGRAM REQUIREMENTS

Doctor of Philosophy in Spanish

The PhD degree is a research-oriented degree with two different tracks: Literatures and Cultures, and Hispanic Linguistics. Both tracks require a specified number of semester hours of coursework of which 30 s.h. (10 courses) may be counted from the MA in Spanish or MFA in Creative Writing in Spanish at the University of Iowa or elsewhere (as approved by the Director of Graduate Studies). The PhD also requires from 3 to 15 s.h. of thesis credits (SPAN 6999), for a total of 72 semester hours. Beyond the course work requirements, the PhD requires successful completion and defense of a dissertation representing original research or creative work.

All courses taken toward fulfilling the semester hour requirement for the degree must be taken on a graded basis; no graduate credit is awarded for a grade lower than C-. To remain in good standing in the Graduate College, PhD students must maintain a cumulative grade-point average of 3.00.

The program requirements are described separately for each track.

Literatures and Cultures Track¹

Course Work [Literatures and Cultures Track]

Course Work

All students must take a Proseminar focused on Professional Training and Development (1 s.h.) and a faculty-supervised Pedagogical Practicum (2 s.h.).

In addition, students must take a minimum of 12 courses (36 s.h.) beyond the MA/MFA, for a total of 22 courses beyond the undergraduate degree, combining the MA/MFA and the PhD.

Of these 12 courses, at least 3 (9 s.h.) must be in Spanish American literature or culture; at least 3 (9 s.h.) must be in Spanish literature or culture; 1 of these 6 courses must be pre-1700.

Students approved for a dissertation with a creative component can take 1 graduate course in Spanish Creative Writing beyond the MFA. This course cannot be taken during the first three semesters in the PhD program.

3 graduate courses may be taken in any Department, subject to the approval of the Advisory Committee.

Students are encouraged to complete a graduate certificate such as those listed below. UI Graduate Certificates that complement this track include:

Book Studies/Book Arts and Technologies (18 s.h.)
College Teaching: Fine Arts and Humanities (12 s.h.)
Gender, Women's, and Sexuality Studies (16 s.h.)
Literary Translation (15 s.h.)
Online Teaching (12 s.h.)
Public Digital Humanities (15 s.h.)

The specific plan of study for each student, tailored to his/her area of emphasis, must be approved

¹ Changes to the PhD in Literatures and Cultures were approved by the graduate faculty in April 2019. Further changes to Course Work requirements limiting creative writing workshops to one (1) were approved in May 2020.

by the student's advisory committee by the end of the student's first semester in the PhD program. PhD coursework (post MA/MFA) must be at the 5000 to 7000 level.

PhD students who hold a teaching assistantship in the department are required, as a condition for the assistantship, to take the course in foreign language teaching methods (WLLC:5000 Teaching & Learning Languages). A PhD student who has not earned the MA/MFA degree at the University of Iowa may request that this requirement be waived because of previous course work in foreign language teaching methods. The decision to waive the requirement is the responsibility of the Director of the Spanish CLAS Core. Permission to waive the requirement does not entail the awarding of transfer credit toward the 72 s.h. required for the PhD.

Transfer Credit

The department accepts up to, but not more than, 30 s.h. for a MA in Spanish or MFA in Creative Writing in Spanish done at the University of Iowa or at another institution.

No credit is awarded for coursework done after the MA/MFA but prior to entrance into the PhD program. If, in the course of doctoral study, the advisory committee recommends the student take coursework at another institution, the student may petition the DGS—well in advance of undertaking the coursework—for approval of up to 9 s.h. of transfer credit. The Graduate College requires that 39 s.h. of the 72 s.h. required for the degree be resident credit (credit from course work at The University of Iowa).

Language Tool Requirements

Candidates in the literatures/cultures track must complete the equivalent of three years of college-level study of one language.

Students who will write dissertations on topics in Spanish or Spanish American literature before 1700 are strongly encouraged to select Latin, Arabic, or an Amerindian language to satisfy this requirement; students should consult specialists in their field to determine which language is most appropriate. Students may take more than two languages if their course work permits.

Language tool course work below the third-year college level does not count toward the 72 s.h. required for the degree. Courses taken to fulfill the language tool requirements may be taken Pass/Non pass (Satisfactory/Unsatisfactory). If the language tool requirements are satisfied by examination, the exam results must be documented in the student's file.

Timeline, Post-MA/MFA

By the end of the fourth semester of enrollment, students should have completed all their required coursework. Students normally present their PhD comprehensive examination at the beginning of their fifth semester of enrollment. They should develop the various parts of the comprehensive portfolio in conjunction with their PhD coursework. The two broad area reading lists (see below) can be developed while taking graduate-level courses in the department, and the article should be based on a research paper written in a graduate course in the department. Students are encouraged to complete their comprehensive examinations before October 15 (in the fall semester) or March 15 (in the spring semester) and to present and defend their dissertation prospectus before the end of the same semester. Note: Some grants require students to have completed their doctoral examination and prospectus defense before they apply, so it is recommended that students finish the examinations early in the semester.

Doctoral Comprehensive Examination

The purpose of the PhD Comprehensive Examination is to determine whether the candidate has gained sufficient breadth and depth of research knowledge in Hispanic literatures and cultures to enter the profession. The examining committee is comprised of five members of the Department, or

four members from the Department and one from a closely related department or program. It is required that all five members of the examining committee have areas of expertise related to the exam areas. In no case shall an individual faculty member direct more than two of the four exam areas or elements. The oral exam is part of the Doctoral Comprehensive Examination.

As with advisory committees, the candidate's advisor contacts the relevant faculty members to request their participation in the examining committee, and then submits the proposed committee for approval by the DGS and the DEO. The DGS and DEO will consult with the advisor as part of the approval process. This should be done as early as possible during the semester preceding the examinations, but not later than fifteen weeks prior to the start of examinations (see section below).

Examination Structure

The PhD Comprehensive Examination in Literature has written and oral components. The written component includes four elements: two broad areas, one specialized area, and one article, each under the supervision of a committee member. The elements of the written component are as follows:

1. Two 2-hour written examinations, one for each of two broad areas of literary history, one Spanish and one Spanish American. The broad area lists should consist of approximately 35 readings. Selection of the two broad areas should be tied to the student's PhD coursework (particularly the courses taken after admission to the PhD program). The lists must be developed in consultation with the advisory committee and approved by the broad area supervisors before being submitted to the rest of the committee for final approval. The written examination may include questions of textual analysis and aesthetics as well as historical periodization and literary criticism.
2. One position paper in a specialized area related to the thesis. The specialized area list should include approximately 10-15 works that define the area. The narrow area is examined via a 10-15 page position paper, i.e., a critical synthesis, particularly of the secondary readings. The list and position paper should be written in consultation with a faculty supervisor and must be approved by that supervisor at least one month before the date of the exam. This position paper is expected to form part of the introduction to the dissertation.
3. One research essay: This part of the examination is a 20-25 page research essay. Usually, this essay is a substantially revised version of a paper written in one of the required graduate courses. The essay should be revised in consultation with the professor who taught the course for which the paper was originally written and with a second member of the exam committee. The research essay must be approved by both faculty members at least one month before the date of the exam.

The oral examination will last for approximately two hours. Approximately half the oral will be devoted to an examination of the two broad areas and the other half will examine the research essay and position paper.

Examination Procedure [Literatures and Cultures Track]: Graduate students planning to take the PhD Comprehensive Exam must file the departmental "Notification of Intent to Take MA or PhD exams" form with the Graduate Student Academic Coordinator, **by the third week of the relevant semester**. By departmental policy, students presenting the comprehensive exams cannot have more than one coursework requirement left to be completed, including courses for the fulfillment of the language tool requirements, after the semester in which the exams are presented. Typically, students either have finished their coursework requirements prior to presenting the comprehensive exams, or they are finishing them in the semester of the exams.

The Graduate College requires that written and oral exams be completed within a 15- week period. The research essay and position paper should be given to the

Comprehensive Examination Committee at least one month before the oral exam, after approval by the respective faculty supervisors. The two written examinations are usually scheduled over a two-week period and must be finished at least one week before the oral exam. Between the time of the written exams and the oral exam, examining faculty individually evaluate and discuss the exams with the candidate. The information provided in this evaluation should guide the candidate in final preparation for the oral component of the examination; however, it does not include specific questions to be asked in the oral, nor does it limit the questions that may be asked. The oral examination provides the opportunity for further development of the written examinations as well as examination of the position paper and research essay. At the end of the oral exam, the candidate will be asked to leave the examining room in order for the committee to determine its evaluation of the exam. S/he will then be invited to return to the room in order to learn of the committee's evaluation of the exam, including an appraisal of specific areas of strength and/or weakness and recommendations for future academic work.

The official evaluation of the examination as reported to the Graduate College is satisfactory, reservation, or unsatisfactory. If reservations are imposed, the examination committee must send a letter to the student specifying the reservations to be met and the deadline for removal, with copies to the student's file, the DGS and the Graduate College.

Students must be registered during the semester in which they take the comprehensive examinations. If all course work has been completed prior to that semester, then the student should register for 2 semester hours of special work (SPAN:6998) with her/his advisor, on a satisfactory/unsatisfactory basis. Students may not register for thesis credits (SPAN:6999) during the semester of the comprehensive examinations.

Linguistics Track

Course Work [Linguistics Track]

A minimum of 27 s.h. (9 courses) beyond the MA, for a total of 19 courses beyond the undergraduate degree. The following minimum distribution must be completed, some of which can be met by courses from the MA. All courses are 3 s.h., unless otherwise noted.

In the Department of Linguistics:

LING:3005 Articulatory and Acoustic Phonetics [offered in fall semesters]

LING:5010 Introduction to Syntax [offered in fall semesters, with the co-requisite LING:5000, 4 s.h. total]

LING:5020 Introduction to Phonology [offered in spring semesters, prerequisite LING:3005]

LING:6010 Syntactic Theory [offered in spring semesters, prerequisite LING:5010]

In the Department of Spanish & Portuguese:

SPAN:6110 Spanish Phonology

SPAN:6120 Spanish Syntax

SPAN:6150 Topics in Spanish Language Acquisition

SPAN:6190 Topics in Comparative Romance Linguistics

1 seminar in Hispanic linguistics (SPAN:7000 level or equivalent)
SPAN:6999 Thesis (2-15 s.h.)

In either department:

- 1 course from one of the following areas: language acquisition/psycholinguistics, historical linguistics, sociolinguistics/language variation
- 1 additional course in the intended area of dissertation research (phonology, syntax, language acquisition, sociolinguistics)

The specific plan of study for each student, tailored to his/her area of emphasis, must be approved by the student's advisory committee. PhD coursework (post MA) must be at the graduate level (courses in the 5000 tier and above), with the exception of LING 3005 and the required third-year level course in Portuguese (see below). No more than 3 semester hours earned for post-MA independent study ("Special Work") may be applied toward the 72 semester hours required for the PhD. Exceptions may be made under extraordinary circumstances and must be pre-approved by the DGS and the DEO. In order to include an independent study in their PhD coursework, the student must complete the "Department of Spanish and Portuguese Independent Study Contract for Graduate Students" form, obtain the approvals of the DGS and DEO, and submit a copy of the form to the Graduate Student Academic Coordinator, before the first day of the semester of enrollment. Only students in good standing may enroll for an independent study.

PhD students who hold a teaching assistantship in the department are required, as a condition for the assistantship, to take the course in foreign language teaching methods (WLLC:5000 Teaching & Learning Languages). If a PhD student who has not earned the MA degree at the University of Iowa wants to request that this requirement be waived because of previous course work in foreign language teaching methods, the decision to waive the requirement is the responsibility of the Director of the Spanish Language General Education Program. Permission to waive the requirement does not entail the awarding of transfer credit toward the 72 s.h. required for the PhD.

Transfer Credit [Linguistics Track]: The department accepts up to, but not more than, 30 s.h. for an MA in Spanish done at another institution. No credit is awarded for coursework done after the MA but prior to entrance into the PhD program. If, in the course of doctoral study, the advisory committee recommends the student take coursework at another institution, the student may petition the DGS—well in advance of undertaking the coursework—for approval of up to 9 s.h. of transfer credit. The Graduate College requires that 39 s.h. of the 72 s.h. required for the degree be resident credit (credit from course work at The University of Iowa).

Language Tool Requirements [Linguistics Track]: Candidates in the linguistics track must complete the equivalent of three years of college-level study of Portuguese (that is, one Portuguese course at the third-year level) and the equivalent of one year of college-level study for each of two other languages, one of which must be Latin for students specializing in historical linguistics. These requirements may be satisfied either by examination or through coursework at The University of Iowa or another accredited university. The language tool course work at the first- and second-year level does not count

towards the 72 hours. Courses taken to fulfill the language tool requirements may be taken on a satisfactory/unsatisfactory basis, except for third-year level study of Portuguese language and/or linguistics. This course must be taken on a graded basis and can be counted toward the 72 hours. If the first- and/or second-year level language tool requirements are satisfied by examination, documentation of the examination results must appear in the student's file.

Other Requirements [Linguistics Track]

Candidates in the linguistics track must complete two extended revised research papers, from two different sub disciplines from the following list: syntax, phonology, first language acquisition, second language acquisition, language variation/sociolinguistics, historical linguistics. They must also present two colloquia related to these research papers.

The purpose of **Research Paper 1** is to provide evidence that the student understands the theoretical concepts and issues in the subdiscipline, can appropriately synthesize research by others, and can critically evaluate linguistic analyses and arguments. The paper must focus on some particular research problem in the chosen subdiscipline; it may but need not present an original analysis of that problem. Typically Research Paper 1 will be a revised version of a paper written for a course. The paper will be evaluated by the following criteria:

- How clearly it presents and motivates the research problem it addresses
- How clearly it presents existing analyses of this problem
- How well it evaluates the arguments and claims of these analyses
- How well it supports its claims, either in support of one of the analyses presented, in support of an analysis which combines aspects of the analyses examined, or in support of an original analysis

The paper must be submitted to the student's advisory committee by the day after Labor Day of fall semester of Year 2 in the PhD program (see timeline below). The advisory committee will have three weeks to evaluate the paper; the only options are Acceptable (which may include the request for minor revisions) or Unacceptable. The paper will not be accepted if there are more than two "Unacceptable" votes. If the paper is accepted, the student will then go on to present a colloquium, in the departmental Hispanic Linguistics Colloquium, on the topic of the paper by the end of the fall semester.

If the paper is not accepted, the student may revise the paper; the revised paper must be submitted no later than the first day of classes in the following spring semester. The advisory committee again has three weeks to evaluate the paper. If the second version is deemed "Acceptable," the student will then proceed to the colloquium presentation during that semester. A copy of the final version of the paper will be placed in the student's file. If the second version of the paper is deemed "Unacceptable," ***the student cannot continue in the program after the end of the spring semester.***

The purpose of **Research Paper 2** is to provide evidence that the student has the ability to carry out original research in the intended sub discipline of the dissertation. It is therefore

written on a topic in that sub discipline; in the ideal case, this will be the topic of the dissertation. ***The criterion for this paper is that it be of publishable quality in an appropriate journal in that sub discipline.***

The paper must be submitted to the student's advisory committee by the end of exam week of spring semester of Year 2 in the PhD program. The advisory committee will have 3 weeks to evaluate the paper; the only options are "Acceptable" (which may include the request for minor revisions) or "Unacceptable". (There may be informal consultation among the members of the advisory committee during this time.) Each faculty member of the advisory committee votes on the exam. The paper will not be accepted if there are more than 2 "Unacceptable" votes.

If the paper is accepted, the student can proceed to comprehensive exams in the following fall semester, according to the timetable. The student will also do a colloquium presentation based on Research Paper 2 in this fall semester. Alternatively, the related colloquium presentation may be done in the spring semester preceding the submission of the paper.

If the paper is not accepted, the student has until the first day of classes of the following fall semester to revise the paper. The advisory committee again has three weeks to evaluate the paper. If the second version of the paper is deemed "Acceptable," the student can proceed to comprehensive exams, following the standard timetable. If the second version is deemed "Unacceptable," ***the student is not allowed to proceed to the comprehensive examinations, and cannot continue in the program after the end of the semester*** (fall semester of the third year, following the timeline below).

Timeline, Post-MA [Linguistics Track]

Year 1	Fall	3 courses
	Spring	3 courses
Year 2	Fall	3 courses Submission of Research Paper 1 by the day after LaborDay First colloquia presentation no later than this semester
	Spring	1-2 courses (remaining requirements, tool courses, etc.) Second colloquia presentation (based on Research Paper 2), if not in Fall, Year 3
Year 3	Fall	Comprehensive exams [see below] Written exams: last two weekends in September Oral exam: no later than mid-October Second colloquia presentation Submission of dissertation prospectus no later than December 15
	Spring	Oral defense of prospectus no later than week 2 (If prospectus is finished earlier in the fall, oral defense can be in fall)

Doctoral Comprehensive Examination [Linguistics Track]

The purpose of the PhD Comprehensive Examination is to determine whether the candidate has gained sufficient breadth and depth of research knowledge in Hispanic linguistics to enter the profession. The examining committee is comprised of five members of the Department, or four members from the Department and one from a closely related department or program such as the Department of Linguistics or the doctoral program in Second Language Acquisition. It is required that all five members of the examining committee have areas of expertise related to the four exam areas. In no case shall an individual faculty member direct more than two of the four exam areas.

As with advisory committees, the candidate's advisor contacts the relevant faculty members to request their participation in the examining committee, and then submits the proposed committee for approval by the DGS and the DEO. As part of the approval process, there will be consultation between these individuals and the advisor. This should be done as early as possible during the semester preceding the examinations, but not later than fifteen weeks prior to the start of examinations.

Examination Structure [Linguistics Track]: The PhD Comprehensive Exam includes both a written and an oral component. The written component consists of Research Paper 2 and two written exams in two sub disciplines distinct from the sub discipline of the intended dissertation research, chosen by the candidate from the list of sub disciplines above. The exams are exams of linguistic analysis and are weekend take-home exams. Each of these exams will be written by the appropriate faculty member or members, but will be evaluated by the entire exam committee.

The oral exam is two hours, with one hour devoted to discussion of Research Paper 2 and the other hour devoted to follow-up questions on the written exams.

Examination Procedure [Linguistics Track]: Graduate students planning to take PhD Comprehensive Exams must file the departmental "Notification of Intent to Take MA or PhD exams" form with the Graduate Student Academic Coordinator, **by the third week of the relevant semester**. By departmental policy, students presenting the comprehensive exams cannot have more than one coursework requirement left to be completed, including courses for the fulfillment of the language tool requirements, after the semester in which the exams are presented. Typically, students either have finished their coursework requirements prior to presenting the comprehensive exams, or they are finishing them in the semester of the exams.

The Graduate College requires that written and oral exams be completed within a 15- week period. The written examinations in linguistic analysis must be finished at least one week before the oral exam. Between the time of the written exams and the oral exam, examining faculty evaluate and discuss the exams with the candidate; as well, members of the committee may provide feedback on Research Paper 2. The information provided in these evaluations should guide the candidate in final preparation for the oral component of the examination; however, it does not include specific questions to be asked in the oral, nor does it limit the questions that may be asked. The oral examination provides the

opportunity for defense and questions on Research Paper 2 as well as follow-up questions on the exams of linguistic analysis. At the end of the oral exam, the candidate will be asked to leave the examining room in order for the committee to determine its evaluation of the exam. S/he will then be invited to return to the room in order to learn of the committee's evaluation of the exam, including an appraisal of specific areas of strength and/or weakness and recommendations for future academic work.

The official evaluation of the examination as reported to the Graduate College is satisfactory, reservation, or unsatisfactory. If reservations are imposed, the examination committee must send a letter to the student specifying the reservations to be met and the deadline for removal, with copies to the student's file, the DGS and the Graduate College.

Students must be registered during the semester in which they take the comprehensive examinations. If all course work has been completed prior to that semester, then the student should register for 2 semester hours of special work (SPAN:6998) with her/his advisor, on a satisfactory/unsatisfactory basis. Students may not register for thesis credits (SPAN 6999) during the semester of the comprehensive examinations (see below).

The Dissertation

Dissertation Committee: After the PhD comprehensive examination, the candidate requests that one member of the departmental graduate faculty serve as the dissertation director, in accordance with the proposed topic of the dissertation and faculty expertise. The dissertation director, after discussion with the candidate, proposes a dissertation committee of five members, at least four of whom are faculty members of the department and are chosen in accordance with their areas of expertise. The fifth member may also be from the departmental faculty or may be from outside the department. It is strongly recommended that an outside member be someone whose area of expertise is related in some way to the proposed dissertation topic, and who is able to read Spanish in cases of dissertations to be written in that language. A professor on phased retirement can serve as a co-director of a dissertation or as a committee member. It is the responsibility of the dissertation director to contact the faculty members to request their participation on the committee. The entire committee, including the dissertation director, must be approved by the DGS and the DEO. As part of the approval process, there will be consultation between these individuals and the advisor/dissertation director. The dissertation director will also serve as the student's advisor during the dissertation period.

The Dissertation Prospectus: Guidelines and Organization (Literatures and Cultures)

Dissertations can: (a) present a research project within literary/cultural history and/or theory in the form of a monographic study; (b) present a research project within literary/cultural history and/or theory in the form of a set of journal-article-style research essays, accompanied by an in-depth theoretical and critical reflection that will comprise 20-30 pages; (c) offer a major creative project, accompanied by an in-depth theoretical and critical reflection; (d) a critical edition of a literary work, accompanied by an in-depth theoretical and critical reflection; (e) a translation of a literary work, accompanied by an in-depth theoretical and critical reflection. Note: theoretical and critical reflections for options (c), (d) and (e) will comprise no less than 50 pages.

The first step in the dissertation process is the submission and defense of the dissertation prospectus. This prospectus consists of two sections: (1) a narrative which describes in detail the dissertation topic, the work done in the field previously on this topic, the research, theoretical or creative methodology, a preliminary description of chapter divisions, and (2) a preliminary bibliography and a timetable for completion of the research and writing of the dissertation. A more detailed description of the content and structure of a dissertation prospectus in literature and a dissertation prospectus in linguistics can be found below. Typically, the entire prospectus will be from 35 to 40 pages long, although this can vary from one discipline to another.

As per the timelines outlined in the respective sections on the literature and linguistics tracks, the prospectus should ideally be handed in to the dissertation director by the end of the semester in which the comprehensive examination was successfully completed. To be considered to be making adequate progress toward the degree, a student should turn in the prospectus no later than the fourth week of the semester following the comprehensive exam.

After the dissertation director has given preliminary approval of the prospectus, he or she will schedule the prospectus defense. The defense is a meeting of the dissertation committee at which the candidate gives a brief oral presentation of the prospectus and answers questions that the committee members may have. The committee members should receive the written

prospectus at least two weeks prior to this meeting. At this time two members of the dissertation committee, in addition to the director, will agree to read the dissertation on a chapter-by-chapter basis. Once approved, a copy of the prospectus and the departmental prospectus approval form are handed in to the Graduate Student Academic Coordinator by the dissertation director, to be placed in the student's file.

The Dissertation Prospectus: Guidelines and Organization (Linguistics)

1. Overview/Statement of the problem: Present the basic data to be examined and the basic empirical or theoretical issue to be resolved. Identify in particular what the new contribution of your dissertation will be: what are the particular aspects of the linguistic phenomenon or phenomena that you are investigating that have not yet been satisfactorily explained? What are your basic research questions?
2. Theoretical working assumptions: Identify the basic theoretical framework in which this research is to be carried out, and the particular assumptions that guide this project.
3. Review of the literature: Present the existing research on this phenomenon or these phenomena, identifying the gaps in explanation.
4. Methodological statement/Preliminary hypotheses/Timetable: For empirically based work such as research in language acquisition and language variation, explain how your data will be collected. For both empirically-based work and formal linguistic analyses, describe briefly your preliminary hypothesis or hypotheses. Provide a tentative schedule from now until the defense date. Keep in mind the Graduate College rules regarding First and Final Deposit of the dissertation.
5. Conclusion: Identify what you hope to find out in the course of your investigation and how your work will be a novel contribution to the field.

Post-comprehensive Registration: Graduate College regulations require that students be registered during each semester after passing the comprehensive examination until the degree is awarded, excluding summers (but, students who take a degree in the summer session must be registered that summer). Students must take at least 2 and as many as 15 semester hours of thesis credits (SPAN:6999), to complete the required 72 s.h. for the PhD. The earliest semester in which registration for SPAN:6999 is possible is the semester following the semester in which the comprehensive examination was taken. After completing 72 s.h., in order to maintain continuous registration, a doctoral student may register for Doctoral Continuous Registration (GRAD:6002), which requires a 1 s.h. tuition/fee payment. In the final semester, doctoral students may register for Doctoral Final Registration (GRAD:6003), which requires a 1 s.h. tuition/fee payment. However, as noted in the section of this manual on Registration, students who are actively working on their dissertations and consulting with their dissertation committee should continue to register for thesis credits. Students who fail to register for a period of 12 months or more must apply for readmission to the Graduate College.

Presentation of the Dissertation and Final Examination: One electronic copy of the dissertation, complete and in final form, must be presented at the Office of the Graduate College by that semester's deadline (See "Theses and Dissertations" on the Graduate College website for submissions guidelines and help.) Graduate College regulations regarding preparation of the dissertation copy must be strictly followed. In planning a

timetable for the final semester of study, the student and his/her advisory committee should keep in mind the following filing dates on the Graduate College calendar: Application for Degree, PhD Plan of Study, Request for Final Examination, Examination Reports, and Final Deposit (of the dissertation). The candidate should provide the final copy of the dissertation to committee members sufficiently in advance of the defense date so as to allow committee members time for a careful reading (*minimally*, one month). It is expected that prior to distribution of the final draft to the entire committee the dissertation reader and the two close readers have indicated that the dissertation is adequate for defense.

The Graduate College is shifting to electronic committee verification of theses submitted via ProQuest. Instead of tracking signatures on a hard copy approval form, committee members may simply sign off on the thesis through an email link. Electronic verification will replace the signed Report of Thesis Approval. Students will no longer need to provide proof of thesis on ProQuest. Instead, committee members will receive an email directly from ProQuest that provides a link to the finalized (post-formal review) thesis and prompts them to verify the manuscript electronically. Committee verification will now happen after the Graduate College's format review, not before.

Progress Toward Degree, Post-comprehensive Examinations: The expected timeline up to the comprehensive examinations for each track (literature and linguistics) is noted in the section for each track. Assuming that the PhD comprehensive examinations are completed in the fifth semester (Fall semester of Year 3 in the PhD program), subsequent typical and expected progress toward the PhD is as follows:

Year 3 (Post-MA):

Semester 5 completion of comprehensive examination; presentation of prospectus (end of semester)

Semester 6 defense and approval of prospectus (if not done at the end of semester 5); research and work on dissertation; application for post-comprehensive research awards

Year 4:

Semester 7 research and work on dissertation

Semester 8 research and work on dissertation; application for dissertation year fellowships.

Year 5:

Semester 9 writing of final drafts of dissertation, job search

Semester 10 draft of dissertation complete, defense of dissertation; degree awarded

At least once every semester after passing comprehensive examinations, students must show progress on their dissertation by submitting their work to their dissertation director and the two members of the dissertation committee who act as main readers. They will then evaluate the student's progress as *adequate* or *inadequate*. If the dissertation advisor and main readers deem the student's progress to be inadequate, they will report to the program faculty and to the DGS. If a majority of the faculty concurs with the dissertation committee's evaluation, the student will be warned in writing and a meeting of the committee, the DGS and the student will be convened. Failure to report dissertation progress to the dissertation director and readers or 3 semesters of progress deemed inadequate will lead to a special meeting of the dissertation committee, the DGS and the DEO, who may act to dismiss the student from the program.

Financial Aid for MA, MFA and PhD Candidates

The Department is committed to providing financial aid to MA, MFA and PhD candidates in Spanish to support their graduate studies and to enhance their development as teachers and scholars. Our primary means of financial support is through teaching assistantships awarded competitively. Students who maintain good academic standing (GPA of at least 3.25), meet expectations in their progress toward degree, and maintain a good teaching record may normally expect two years of support while completing the MA or MFA degree and four years of post- MA support while pursuing the PhD (two years of support while completing the PhD coursework and two years of support while presenting comprehensive examinations and writing the dissertation). After four years of support during PhD study, students lose priority for financial aid. Support beyond four years for the PhD is contingent on evidence of student progress toward the degree and the availability of assistantships. Please refer to the Department of Spanish and Portuguese *Manual for Teaching Assistants*. Students who wish to be considered for financial support should apply directly to the department.

The department offers one competitive fellowship, the Ruth Davis Fellowship Award, which provides full summer support for one advanced doctoral student for one summer. The department can nominate up to two students a year for a CLAS Dissertation Writing Fellowship and typically one student a year for a Ballard-Seashore Dissertation Fellowship for the final semester of dissertation work. The department encourages students to seek out and apply for extra-departmental funding opportunities to support their graduate studies. PhD students in particular should apply for fellowships to support their dissertation research and writing; the application process presents an opportunity to develop skills that will contribute to your professionalization. Sources of internal funds include the Graduate College, the College of Liberal Arts and Sciences, the Graduate Student Senate, International Programs, and other units in the University. The Division of Sponsored Programs maintains a list of external fellowships and grants available for graduate students and provides assistance in preparing applications for outside funds.

Conference Support: The Department may provide up a modest amount to defray travel expenses for a limited number of graduate students per year who present papers or make similar academic presentations at international or national scholarly conferences, when funds are available. A departmental form is available for applying for this assistance.

https://login.uiowa.edu/uip/auth.page?type=web_server&client_id=workflow-hris&redirect_uri=http://workflow.uiowa.edu/auth/login&response_type=code&scope=workflow.gui+workflow.api+workflow.api.gui

Travel funds are also available from the Graduate Student Senate (<http://www.uiowa.edu/~gss/travel/>) and, for international travel, from International Programs (<http://intl-programs.uiowa.edu/grants/graduate/index.html>). Post-comprehensive doctoral students (ABDs) who are members of the MLA can apply for a Graduate Student Travel Grant to attend the annual MLA conference; information is available on their website (<http://www.mla.org>).

Policies and Procedures

Departmental Policies and Procedures

All departmental policies and procedures elaborated in this manual, as well as MA examination reading lists, have been approved by a vote of the tenure-track faculty of the Department of Spanish & Portuguese. Changes approved by the faculty during an academic year go into effect the following fall semester and are included in the departmental *Graduate Program Manual* published yearly in August. Graduate students are expected to fulfill the requirements in effect the semester they entered a graduate degree program. If there are changes to the requirements, the student is given the option of completing new requirements or staying with the requirements in force at the time of entering the degree program.

Conflict of Interest Policy on Student Committees

In the case that two faculty members of a graduate student's committee (advisory, examining, thesis or dissertation) are in a conflict-of-interest situation as defined by the University of Iowa and by the College of Liberal Arts and Sciences (<http://clas.uiowa.edu/faculty/professional-policies-faculty-responsibilities-conflict-interest-employment-nepotism>), the student will be notified of this fact by the DEO and the committee may be modified in accordance with departmental policy.

Dismissal Procedures

If a student is failing to meet departmental standards, the department shall warn the student of this fact in writing. The notification shall specify in what way(s) the student is failing to meet the standards. The student shall be provided a reasonable amount of time to meet the standards prior to departmental dismissal. If conditions such as conditional admission or probation are imposed, the department shall give at the time of its imposition written explanation of this status and its time limits.

A student who will not be permitted to re-register for failure to meet standards shall be notified of this fact in writing with reasons for the action provided. Such dismissal may follow failure to meet conditions of admission, conditions of probation, preannounced departmental grade-point requirements or other standards, or failure of a regularly scheduled examination or formal evaluation.

In the event that a student is dismissed from the graduate program for academic reasons, he or she may request a formal review of the dismissal. The departmental grievance committee as defined above will also serve as an academic dismissal review committee, again with the proviso that a particular member of the committee may be replaced by the DEO to avoid conflicts of interest when these arise. To initiate a formal review of the dismissal, the student shall send written request for this review to the DEO. The steps for

convening the committee, considering the dismissal, and making a final recommendation shall be the same as those outlined above. As with other formal grievance procedures, the student may appeal the departmental recommendation to the Graduate College.

Academic Grievance Procedures for Graduate Students

Graduate students are associated in various ways with both the University of Iowa and the Iowa City communities, and therefore may share characteristics and responsibilities of many other groups. Within the University, graduate students are first and foremost students, but many will, at some time in their graduate career, be employed as Teaching Assistants (TAs) or Research Assistants (RAs). A TA or RA works under the supervision of a faculty member and may be assigned duties such as teaching classes, supervising laboratories or studios, advising and counseling undergraduate students, grading course work, obtaining and analyzing data, etc. Other graduate students find employment in a surprisingly large array of university programs and offices (not always related to their academic programs or goals) or in the community. Still other graduate students may not be employed nor have responsibilities aside from those required by their department and degree program.

As members of the University of Iowa community, the *University of Iowa Code of Student Life*, published each year as an insert to The Daily Iowan, governs personal behavior of students (including graduate students). The *Graduate College Manual of Rules and Regulations* contains general rules and procedures governing graduate education. Each graduate program has more detailed Departmental or Program Guidelines that specify how that degree program operates within general Graduate College policies, and what graduate students can expect during their graduate career. There may also be College Academic Policies/Handbooks with information concerning the role of graduate students, particularly the instructional roles they may play.

The University has a **collegial** system of governance. This implies a shared interest among faculty, staff, and students (the University community), which is manifested in common interests and ways of debating issues and of internally resolving differences. The collegial system attempts to resolve issues at the lowest possible level and in a manner most consistent with the shared interests of all members of the community. Open and free communication is a hallmark of this system, which is meant to prevent issues from evolving into conflict or dispute. However, conflicts and disputes may develop, and students are encouraged to seek advice as soon as they occur. The collegial system of resolving difficulties and conflicts includes a set of **informal** steps: discourse between the involved individuals, followed, if necessary, by consideration by the department(s), the college(s), and finally an appropriate administrative officer. A complainant also may elect to proceed by one of several **formal** procedures, generally by filing a written **grievance** alleging a specific violation, misinterpretation, or improper application of specific rules, regulations, or procedures.

Although most students proceed without difficulty through their graduate degree program, others may experience difficulties with another student, faculty member, staff member, or

supervisor; or with departmental rules or procedures. Because graduate students may serve in several possible roles, several different University rules and regulations, each with its own set of procedures for resolving complaints or grievances, may at times apply. It is important to note that those various formal procedures may have different time frames within which they must be filed.

The *University of Iowa Operations Manual* contains University rules, regulations, policies, and procedures, along with references to some of the procedures established by the Board of Regents which govern all of the Regents' institutions. Procedures for handling violations of the Operations Manual rules are codified under Section II, Ch. 29. Some of these rules are directly applicable to graduate students: For example, Section III, Ch. 30 contains the **Student Employee Grievance Procedure** governing non-academic employment of students (including graduate students); Section III, Ch. 15 governs **Professional Ethics and Academic Responsibility of Faculty**. (This section applies to graduate students both as students and as teachers. Conflicts between graduate students and faculty under this section are administered by the Office of the Provost.) Section III, Ch. 12.4 includes the **Graduate Assistant Dismissal Procedure**. In addition, the Office of Equal Opportunity & Diversity maintains procedures for handling complaints and grievances related to **sexual harassment** and **discrimination**. The Graduate College maintains the **Graduate Academic Grievance Procedure (AGP)** for resolving complaints and grievances relating to general academic issues.

For a graduate student, the particular grievance procedure to employ for a complaint will depend upon the area involved (student life, academic difficulties, employment, etc.). Generally, graduate students first explore how to pursue a grievance with their advisor or with an appropriate departmental administrator (department head or graduate coordinator). However, if students are uncomfortable or dissatisfied using this route, the Associate Dean for Academic Affairs of the Graduate College will counsel them on the options available. In addition, the Counseling Service, the Office of the Ombudsperson, and the Office of Equal Opportunity & Diversity will counsel graduate students on a confidential basis and will assist them in selecting an appropriate grievance procedure.

The Graduate College administers the **Academic Grievance Procedure (AGP)** for pursuing resolution of complaints and grievances for most academic aspects of a graduate student's program. This includes issues related to the program of study and research, scholarship, or artistic production, which comprise the core of graduate degree programs. The objective of the AGP is to achieve a fair and equitable resolution of complaints or grievances at the earliest possible time and at the lowest possible level. A graduate student who elects to pursue a complaint or grievance through the Graduate College AGP is first advised by the Associate Dean of the different possible ways to proceed. The student then elects whether first to pursue a complaint using an **informal** process or whether to file a grievance and to proceed by a more **formal** process.

Informal Academic Complaint Procedure of the Graduate College

Academic complaints generally involve students experiencing difficulty in their academic program, or disputes concerning students' status or progress in their academic programs. Generally, graduate students should bring complaints to the Graduate College only after

attempts have been made to resolve them in a collegial manner at the department/program level. However, if for any reason a graduate student feels uncomfortable pursuing a complaint through his/her department/program, the complaint may be brought directly to the Graduate College.

Students should always seek resolution via the Informal Academic Complaint Procedure before initiating the Formal Academic Grievance Procedure. To begin the informal process, the student should approach the Associate Dean for Academic Affairs of the Graduate College, who will serve as a mediator. S/he will work diligently to help the parties resolve the complaint in a mutually-agreeable fashion. This process may take an indeterminate time. Generally, the Associate Dean provides information to the parties on the progress of the negotiations at regular intervals.

If the student decides to file a grievance, a formal procedure is used to obtain information and to reach a decision.

Formal Academic Grievance Procedure (AGP) of the Graduate College

A Formal Academic Grievance is filed only if the Informal Academic Complaint Procedure has failed. When a Formal Academic Grievance is filed, a formal procedure is used to obtain information and to reach a decision. A grievance is a written allegation that there has been a violation, misinterpretation, or improper application of University, Graduate College, or Department/Program rules, regulations, or policies governing a graduate academic program. No grievance may be filed later than two years from the event that gave rise to the complaint.

Step 1: The AGP is initiated by a **statement of allegations** submitted to the appropriate department/program, with a copy to the Associate Dean for Academic Affairs of the Graduate College. This statement should clearly and completely state the allegation(s), including times, places, and individuals concerned, and must be signed and dated by the complainant. The information provided should form the basis for a thorough investigation of the allegation(s). The statement should also contain a preferred remedy. The Department will be asked to respond to the allegations within ten working days (excluding break periods between academic sessions). If the complainant is dissatisfied with the response of the Department, he/she can appeal the decision to the Graduate College. The appeal should be a written statement to the Associate Dean indicating the basis on which the student believes the Departmental response is unsatisfactory, and must be filed within 25 working days of the Department response.

Step 2: The Associate Dean for Academic Affairs in the Graduate College, who should already be familiar with the case as a result of the Informal Academic Complaint Procedure, or an appropriate designee, will undertake to ensure that all relevant information pertinent to the AGP has been collected into a file. Depending upon the exact situation, the Associate Dean may need to summarize the results of his or her discussions with the concerned individuals. This must be done without prejudice. The Associate Dean will then submit the file to the Dean of the Graduate College. Step 2 will ordinarily be completed within ten days.

Step 3: The Dean will review the contents of the file. The Dean will ordinarily appoint an Inquiry Committee, although s/he may render a decision without appointing a committee

if s/he feels that the case is sufficiently clear cut. If the Dean renders a decision without appointing an Inquiry Committee, the student may appeal within twenty days and request an inquiry (Step 4).

Step 4: The Dean appoints an Inquiry Committee composed of at least two faculty members and at least one graduate student (often members of the Graduate Council). The Inquiry Committee will review the report of the investigation, request any additional documents the Committee believes germane to the inquiry and conduct a hearing to receive any additional testimony the student may wish to present or the Committee may wish to solicit. The student may have the assistance of another person while presenting to the Committee. If the student is assisted by counsel, the Office of the General Counsel will assist the Committee in the conduct of the hearing. The first meeting of the Inquiry Committee may be convened by either the Dean or the Associate Dean for Academic Affairs. After that, the Committee will organize its own activities.

The Committee may rule on the relevance of information or testimony and otherwise conduct the hearing. The Committee may close part or all of the hearing, so as to (1) ascertain the truth, (2) conserve time, and (3) protect confidentiality and privacy of members of the University community. The Committee will make a record of the hearing. The Inquiry Committee will report to the Dean on progress at intervals of about ten working days, and will ordinarily make a recommendation to the Dean within twenty-five working days (excluding break periods between academic sessions). The Dean may accept or reject the recommendation, or may request the Inquiry Committee to explore other issues surrounding the grievance.

The decision of the Dean is final unless appealed to the Provost within twenty working days.

Principles of Good Practice Relating to Mentoring of Graduate Students

1. Departments should have procedures which facilitate the process of students becoming acquainted with faculty and research areas and the process for selecting a mentor. Students should receive information and be involved in these processes as soon as possible and practical after entering the graduate program.
2. Departments should have admissions processes which carefully assess the potential of students to conduct research in the areas represented in the department as well as the likely match between students' expressed interests and the expertise of the faculty. Students accepted on these bases should be made aware early in their program that they have the primary responsibility for making an informed selection of a research mentor and that they must obtain the agreement of the faculty member to serve in this capacity. Provided the student has a satisfactory record of work in the department and is willing to work in areas represented by the faculty, there should not be a problem in reaching an agreement on selection of a mentor. There also may be instances in which it is possible to establish arrangements acceptable to the department for the student to work in areas outside the primary areas of expertise of department faculty through a co-chair arrangement with a qualified faculty member in another unit. In cases in which the

student's performance in the program does not meet expected standards, or in which the student insists upon working in an area not represented among the faculty's expertise, the department is not obligated to appoint an unwilling mentor.

3. Faculty have the right and obligation to clearly inform potential advisees of their expectations before the student makes a choice of research mentor. They should also be informed of departmental policies regarding authorship, ownership of intellectual property, work commitments, etc., to which all members of the department must adhere.
4. Once the selection of a research mentor has been agreed to, both parties have an obligation to work in good faith to accomplish the student's educational goals and the research required for the degree.
5. There must be provision for a student to change a mentor and/or research area for valid reasons or for incompatibility. Neither the department nor administrative officials can coerce professional relations between persons who are incompatible. In establishing departmental policies for changing mentors, careful consideration should be given to what constitute valid bases for either students or mentors to request approval for a change, and to include documentation of agreements to make such changes.
6. When a change of mentor and terms of severance of the relationship are agreed to, both parties must abide by the agreement. Retaliation by either party would almost certainly constitute a violation of University Policy on Professional Ethics and Academic Responsibility (Operations Manual, 20.290) or other applicable policies, and could constitute the basis for a grievance.

Professional Ethics and Academic Responsibility: Responsibilities to Students

(section III-15.2, *University of Iowa Operations Manual*) (<https://opsmanual.uiowa.edu>)

As a teacher, the faculty member has the responsibility for creating in his or her classroom or laboratory a climate that encourages the student to learn. The faculty member should exemplify high scholarly standards and respect and foster the student's right to choose and pursue his or her own educational goals.

(a) The faculty member must make clear the objectives of the course or program, establish requirements, set standards of achievement, and evaluate the student's performance.

(b) The faculty member has the responsibility to meet classes as scheduled and, when circumstances prevent this, to arrange equivalent alternate instruction.

(c) The faculty member has the responsibility to teach courses in a manner that is consistent with the course description and credit published in the catalogue and with the announced objectives of the course. He or she must not intentionally interject into classes material or personal views that have no pedagogical relationship to the subject matter of the course.

(d) In order to facilitate student learning, faculty members should present the appropriate context for course content. While challenge is essential to good teaching, challenge is ordinarily most effective when students are adequately prepared to deal with course

materials. On controversial issues within the scope of the course a reasonable range of opinion should be presented. When the faculty member presents his or her own views on such issues, they should always be identified as such. Wherever values, judgments, or speculative opinions constitute part of the subject matter, they should be identified as such and should not be offered as fact.

(e) The faculty member owes to the student and the University a fair and impartial evaluation of the student's work. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, or political views, or be based on the student's agreement with the teacher's opinion pertaining to matters of controversy within the discipline.

(f) Every student is entitled to the same intellectual freedom which the faculty member enjoys. The faculty member must respect that freedom. Restraint must not be imposed upon the student's search for or consideration of diverse or contrary opinion. More positively, the faculty member has an obligation to protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action.

The classroom must remain a place where free and open discussion of all content and issues relevant to a course can take place. While students remain responsible for learning class material and completion of course requirements, faculty should respect reasonable decisions by students, based on their exercise of their own intellectual freedom, to not attend part or all of a particular class session.

(g) The faculty member has obligations as an intellectual guide and counselor to students. He or she has a responsibility to be available to students for private conferences. In advising students, every reasonable effort should be made to see that information given to them is accurate. The progress of students in achieving their academic goals should not be thwarted or retarded unreasonably because a faculty member has neglected his or her obligation as adviser and counselor.

(h) The faculty member should conduct himself or herself at all times so as to demonstrate respect for the student. He or she should always respect the confidence deriving from the faculty- student relationship.

(i) The faculty member must avoid exploitation of students for personal advantage. For example, in writings and oral presentations due acknowledgment of their contributions to the work should be made.

Additional Information

Academic Activities

Graduate students are strongly encouraged to participate in the variety of academic activities available at the University of Iowa, both at the departmental level and outside the department. The Department of Spanish and Portuguese sponsors departmental colloquia in which both members of the department and invited speakers give presentations on their research or creative work. Related departments and programs, such as Cinematic Arts, Comparative Literature, French and Italian, and Linguistics, also sponsor regularly scheduled colloquia and guest speakers, as does the Division of World Languages, Literatures and Cultures. The Department of Spanish and Portuguese sponsors or co-sponsors screenings of films from Latin America and Spain and participates in colloquia and events organized by International Programs. As well, the MFA program in Spanish creative writing regularly sponsors or co-sponsors readings of creative work in the department or at other locations in Iowa City.

Graduate students from all programs in the Division of World Languages, Literatures and Cultures are encouraged to participate in the World Languages Graduate Organization (WLGO). Every spring WLGO sponsors a one-day conference in which graduate students present their research or creative work.

Academic Resources and Extra-departmental Organizations

Students are encouraged to familiarize themselves with the wide range of resources available on campus. The catalog (Infhawk) of the Main Library is available on-line, as is accessibility to other databases such as the Modern Language Association Bibliography and Linguistics and Language Behavior Abstracts. The Language Media Center in 120 Phillips Hall provides a broad range of services and facilities, and has an extensive collection of media resources in Spanish and Portuguese.

Student Services and Student Organizations

1. The **Graduate Student Senate** is the graduate student representative organization, with representatives elected annually from each University department with a graduate degree program. The senate's purpose is to serve the interests of the graduate student body, and advises the dean of the Graduate College on matters pertaining to the college.
2. The **Division of Sponsored Programs**, located in 2 Gilmore Hall, maintains a repository of information on federal and nonfederal sources of funding for study and research projects by faculty, staff and graduate students. The division searches out potential support, helps

faculty, staff and students take advantage of funding opportunities, and matches proposed projects with potentially interested funding agencies. Its staff members specialize in major discipline areas. Of particular interest to graduate students is their section on Graduate Student Resources.

3. **International Programs** and the **International Center** serves members of the University community who have international interests. Its facilities and programs are designed to encourage interaction among people of all cultures. International Students and Scholars Services (ISSS) is also located in the International Center, 1111 University Capitol Centre.

4. **Student Health and Wellness** is located in the Westlawn building on the University health center campus. All students registered at the University, except those registered in off-campus courses, are eligible for outpatient care at Student Health. Visits are free, but charges are made for laboratory procedures, X-rays, accident examinations, minor surgery, and some special procedures. Health insurance is mandatory for all new students. A University-sponsored group insurance is available for students in individual or family plans. Graduate students who have teaching assistantships receive health insurance as part of their employee benefits.

5. **University Counseling Service maintains** a staff of professional psychologists, social workers, and advanced doctoral students offering learning disability assessment, career and personal counseling and individual, couple, or group therapy. UCS also offers programs, workshops, and consultation activities. Most of its services are available to students without cost, but there is a minimal fee for psychological testing.

6. **Women's Resource and Action Center (WRAC)** provides services to meet educational, cultural, social, and personal needs of University and community members. WRAC offers a variety of events such as workshops, lectures, films and classes; sponsors support and discussion groups, and offers one-to-one problem-solving sessions. WRAC maintains an information and referral system, a speakers bureau, and an active volunteer program.

7. **Cultural Centers** (The Afro-American Cultural Center, The Latino Native American Cultural Center, The Asian Pacific American Cultural Center; Lesbian, Gay, Bisexual, Transgender Resource Center): The Cultural Centers provide a permanent setting where students from various cultures can be nurtured and enhanced on The University of Iowa campus. The centers have become the focal point of cultural enrichment and diversity, academic development, and personal growth. They also create an atmosphere that allows students, faculty, and staff to interact with the Iowa City community in order to establish cultural ties and exchange knowledge.