

Interdisciplinary PhD in Hispanic Studies

Emory University

Graduate Handbook

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How to Use This Handbook

This handbook is a comprehensive resource for policies and procedures that pertain to the Hispanic Studies interdisciplinary doctoral program. However, the program recognizes there is a *hidden curriculum* beyond our written academic curriculum. This hidden curriculum consists of implicit rules, assumptions, and expectations of academic culture. We hope this handbook provides greater transparency for students, faculty, and administrative staff not only of the program's academic expectations but of our holistic expectations for doctoral student success.

All students are responsible for acquainting themselves with the contents of the Student Handbook. The best way to use your handbook is to read it cover to cover. The handbook becomes a reference document only once you understand what it contains in full. Reading and understanding program requirements equips you to take control of your Emory journey.

Two Handbooks

The graduate program handbook is intended to work in concert with the [Laney Graduate School handbook](#) and with university-level policies. Unless the handbook outlines a specific customization of an LGS policy (i.e. [pedagogical training](#)), scholars should follow the rules of the LGS handbook. Where an LGS-level policy is not addressed in this handbook, scholars should follow the LGS policy (see blue box below for examples.)

Examples of LGS versus Hispanic Studies Policies

LGS Policies not included in this handbook

- [parental leave](#)
- [withdrawals and leaves of absence](#)
- [grading system](#)

Hispanic Studies policies not included in LGS handbook

- [program expectations](#)
- [foreign language requirement](#)
- [comprehensive exam process](#)

When the Handbook Doesn't Cover It

If you are uncertain how to interpret a requirement in the handbook, please reach out to any member of the graduate administrative team for assistance.

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Program Profile

Interdisciplinary PhD in Hispanic Studies

Overview

The Ph.D. Program in Hispanic Studies prepares a highly select and diverse group of graduate students in the interdisciplinary study of language, discourse, and cultural production of the Spanish-speaking communities of the Americas and Spain (with an emphasis, albeit not exclusive, on Latin America). The program trains students to analyze a diverse range of historical and contemporary texts across a variety of media and genres. To accomplish this, our program introduces students to a range of theories and methods – drawn from the humanities and the qualitative social sciences – that facilitate the undertaking of projects related to one or more of three thematically-defined research foci:

- Narratives/performance of identity and citizenship
- Empire, colonialism and post-coloniality
- Translating language and culture

These foci represent central concerns for Hispanists; they are areas of study shared by scholars from the humanities and social sciences, from which we draw our expanded faculty; and, while respecting established disciplinary traditions of Hispanism, they present unique opportunities to generate innovative research questions. Our conceptualization of Hispanic Studies is sufficiently broad to engage study of Lusophone cultures, particularly those of Brazil, and will permit students to engage in research and teaching on the Lusophone world, as a complement to their work in Hispanic Studies.

The program of study is likewise structured to support our interdisciplinary vision of Hispanic Studies. The curriculum is comprised of three core seminars and nine additional electives. The core seminars center on fundamental knowledge and skills: theories/methods relevant to the three research foci, scholarly writing, and pedagogy of language and culture. The electives foster in-depth study of topics that instantiate the three foci and/or develop students' knowledge of disciplinary issues and approaches in Hispanic Studies or other disciplines/fields. The program of study also moves students early in their career toward design and implementation of dissertation research projects. Given the importance of teaching within Spanish/Hispanic Studies, students receive thorough training in the teaching of language, texts and culture, as well as a broad range of teaching experience. In accord with the changing parameters of graduate education, our program prioritizes professional development workshops and activities; these are ongoing throughout students' careers in LGS.

Ultimately, we aim to graduate bilingual scholars, teachers and communicators who can successfully seek employment in academia or the public and private sectors, and, in alignment with Emory's priorities, contribute in meaningful ways to the public good, within local communities as well as nationally and internationally.

Mission and Focus

The mission of the Ph.D. program in Hispanic Studies is to provide a cogently focused,

intensive education to a select group of well-qualified doctoral students who will acquire knowledge and expertise in the study of language, discourses and cultural production of Spanish-speaking societies of the Americas and Spain (with an emphasis, albeit not exclusive, on Latin America), as well as a critical understanding of the evolving field of Hispanic Studies itself (and its connections with Lusophone Studies). The program will train students to creatively and rigorously apply a range of theories and methods drawn from the humanities and qualitative social sciences to a range of historical and contemporary texts. Setting aside rigid geographical and chronological divisions, this scholarly competence will be uniquely foregrounded in a program of study that centers on three thematic foci. These research foci were chosen because they capture existing commonalities in the research goals and interests of our faculty, but they are also intended to be generative of new connections and new lines of inquiry. All three reflect recognized areas or topics of research, though these are often presented in more fragmented form; our aim is to bring them together in novel ways that will enhance interdisciplinary scholarship and lead to the formation of innovative research questions and projects:

- **Narratives of identity and citizenship:** stories, histories and performances of (civic) belonging and exclusion throughout the Spanish-speaking world (and, in comparative perspective, the Portuguese-speaking world), with reference to contemporary questions of local, national, and global citizenship. We are particularly interested in negotiations and remappings of the relationship of the individual and the community (understood at the local, regional, national, international, and global levels), including exploration of nested and overlapping communities and the complex identities associated with them. There are, for instance, particular flashpoints which today are drawing the attention of scholars, such as medieval Spain, colonial Latin America (e.g., past and present contact between European and indigenous communities), and today's migratory contact zones (e.g., US Latino communities, Muslims in contemporary Spain, and other diasporic communities in Latin America).
- **Empire, colonialism, and post-coloniality:** the discursive construction of empire/colony and post-independence nation-states within the Hispanic world, as well as the Hispanic world as it has participated in and generated discussions about the relationship between coloniality and modernity, with particular emphasis on how those discussions have emerged at different times and in various places, as well as their past and present impact. We are interested in promoting connections between domains that have been narrowly defined by chronology (e.g., early modern vs modern), geography (e.g., Spain vs Latin America), discursive genre (e.g., literary vs non-literary discourse) and discipline (e.g., literary/cultural studies vs history vs anthropology vs linguistics). Again, our approach moves between and beyond these divisions to foster new lines of inquiry which are not constrained by these established divisions.
- **Translating language and culture:** translation as a multi-functional phenomenon and a metaphor of communication that links literary and cultural studies with intercultural discourse analysis and notions of communicative and cultural competence in a wide range of contexts, with both theoretical and practical dimensions. Our aim here is not to train students in methods of translation, but rather to explore *translatio* ('crossing from one side to another'), as a past and present practice of everyday life in the cross-cultural

contacts that have characterized all Hispanic (and Lusophone) communities. We are interested in the study of translation in a broad sense, as a process of communication that entails (mis)understanding, negotiation and transformation. This critical approach to the study of translation and intercultural discourse will include exploration of literary translation, indigenous communities' negotiation of imperial language and practices of power (e.g., as manifested in the legal system), and practices of bilingualism (e.g., Spanglish and similar phenomena as multifaceted sets of linguistic practices and as metaphors and emblems of cultural hybridity).

So organized around these interrelated research foci, and drawing on approaches from the humanities and qualitative social sciences, graduate education in our doctoral program positions students at the nexus of interdisciplinary and integrative study, which is the hallmark of evolving trends in Hispanic Studies. Students will pursue interdisciplinary work through individually-taught and team-taught seminars as well as through lecture series, graduate conferences, self-constituted research groups, collaborative undertakings between graduate students and faculty members, and additional opportunities for intellectual exchange with visiting faculty and peers in programs and departments which students themselves come to identify as cognate with our own. In support of interdisciplinary research, students will be introduced to a wide body of theoretical and methodological approaches. This training will enable students to create new understandings about the languages, discourses and cultures of the Hispanic/Latino world (along with the Lusophone world) and to communicate this knowledge to scholars and the general public. Students will also be trained in grant writing and -- depending on particular student interests -- will be encouraged to develop competency in individual and collaborative scholarship, digital humanities and/or community engagement. Pedagogical training will reinforce students' training for effective communication and enable them to make informed decisions regarding classroom practice and curriculum design. By incorporating best practices in graduate education in the humanities – a well-developed plan for scholarly, pedagogical, and professional training and a system of multiple, interdisciplinary mentorship and advising – the Ph.D. program in Hispanic Studies will equip graduate students with the knowledge and skills necessary to assume leading roles in higher education as scholars, teachers and administrators, as well as occupy positions in non-academic career settings, which may include foundations, libraries, non-profits, and international/global institutions and businesses.

Learning Outcomes

For students to communicate persuasively research findings, arguments, and protocols to a wide variety of stakeholders, including fellow scholars, funding agencies, and the general public, their graduate training targets necessary methods and skills.

By the time they complete the Ph.D., students will be able to:

- demonstrate a broad knowledge of culture, history, theory and research across several sub-disciplines in the field, and in-depth knowledge of one area of expertise related to one or more of the doctoral program research foci.
- critically evaluate scholarly work and conduct and present original, publishable research in the field.
- prepare effective, audience-appropriate oral presentations as well as written short- and long-form publications.

- prepare effective grant applications.
- teach effectively across the curricular spectrum in Spanish, write a thoughtful teaching philosophy, and plan effective undergraduate courses.

The program trains graduate students to meet the challenges and opportunities of the professoriate, academia, and the global professional arena. Graduates can expect to find excellent positions in universities and colleges in a variety of capacities, and can also apply their research, planning, and communication skills to careers beyond the academy in libraries, museums, foundations, non-profits, consulting, government, international/global institutions, and business.

Methods and Approaches

To support interdisciplinary research, students are introduced to a wide body of theoretical and methodological approaches. This introduction to a range of theories and methods enables students to determine the approaches that best suit their research goals and plans, and to take necessary steps to deepen their knowledge of the most relevant approaches. It also encourages students to articulate new research questions and new approaches that respond to both old and new topics and questions. Ultimately, scholars graduating from the program will create new understandings about the languages, discourses and cultures of the Hispanic/Latino world and communicate this knowledge to scholars and the general public.

Aside from their own research projects, students pursue interdisciplinary work through individually-taught and team-taught seminars that reflect the uniquely interdisciplinary composition of the Hispanic Studies core faculty. These are supplemented with lecture series, graduate conferences, self-constituted research groups, collaborative undertakings between graduate students and faculty members, and additional opportunities for intellectual exchange with visiting faculty and peers in programs and departments that students themselves come to identify as cognate with our own.

Students will also be trained in grant writing and – depending on particular student interests – are encouraged to develop competency in individual and collaborative scholarship, digital humanities, and/or community engagement.

Pedagogical training reinforces students’ training for effective communication and enables them to make informed decisions regarding classroom practice and curriculum design. By incorporating best practices in graduate education – a well-developed plan for scholarly, pedagogical, and professional training and a system of multiple, interdisciplinary mentorship and advising – the Ph.D. program in Hispanic Studies equips graduate students with the knowledge and skills necessary to assume leading roles in higher education as scholars, teachers and administrators, as well as to occupy positions in non-academic career settings, which may include foundations, museums, libraries, non-profits, and international/global institutions and businesses.

Interdisciplinarity

In the 21st century the advance of economic and cultural globalization, global migrations, and changing demographics in the United States converge in a way that positions graduate education in Hispanic Studies at the nexus of integrative and interdisciplinary study that responds to this changing environment. The languages, discourses, and cultures that we study are the patrimony

of approximately 600 million people (including speakers of Spanish and Portuguese) spread across Europe, Latin America, Africa, and the U.S.

Recognizing this complexity, we offer a truly interdisciplinary program, applying both humanities and qualitative social sciences approaches to the study of questions that emerge from our three research foci, thereby creating new and generative spaces for the production and dissemination of knowledge about Hispanic (and Lusophone) cultures as well as contributions to theory based on such research. True to this vision, the program boasts an interdisciplinary faculty drawn from multiple Emory graduate programs and departments: Spanish and Portuguese, History, Anthropology, Religion, and Linguistics. Additionally, the core faculty is complemented by a group of affiliated faculty in departments and graduate programs from across the Laney Graduate School, including Comparative Literature, Sociology, French and Italian, Islamic Civilization Studies, German Studies, Political Science, the School of Public Health, and the School of Nursing.

This design will prepare students not only to produce cutting-edge interdisciplinary research but also to design equally innovative courses and curricula. Indeed, students in their fourth and fifth years of study will have opportunities to teach advanced interdisciplinary seminars cross-listed across two or more departments.

Progression to Degree

The program is designed to ensure thorough preparation and completion of degree within five years.

Graduation Requirements at a Glance:

- Coursework: 4 core courses and 8 electives
- Comprehensive Exam
- Prospectus
- Dissertation and Defense

Plan of Study:

Year 1 Fall: 3 courses, Spring: 3 courses

Year 2 Fall: 3 courses, Spring: 3 courses

Year 3 Fall: Doctoral Exam, Spring: Prospectus (must be completed by September of Year 4)

Year 4 Application for Candidacy with LGS, Dissertation Research and Writing

Year 5 Completion of Dissertation and Job Applications or application for advanced year funding

Administrative Structure

The Ph.D. program in Hispanic Studies is overseen by the Director of Graduate Studies (DGS), who collaborates with the Graduate Studies Committee and the Chair of the Department of Spanish and Portuguese and reports to the Dean of the Laney Graduate School. The DGS will be supported by the Graduate Program Coordinator who is a full-time staff member in the office of the Department of Spanish and Portuguese; his/her principal responsibilities include the fundamental procedural and administrative duties associated with the doctoral program.

The DGS will oversee the Graduate Studies Committee and the Graduate Admissions Committee, each of which will be composed of rotating subsets of 3-4 members of the

entire graduate faculty. Decisions regarding the curriculum and procedures to advance students through the program will be vetted by the Graduate Studies Committee. Members of the Graduate Admissions Committee will plan and implement strategies for the recruitment of students, and will make preliminary recommendations based on their evaluation of applications that are received; all graduate faculty, however, will contribute to admissions decisions. The DGS will be responsible for forming these two committees in consultation with the entire graduate faculty. To facilitate discussion of planning and program policies and procedures, the full graduate faculty will meet regularly.

Graduate Recruitment and Admissions

Basic Admission Requirements: The Program considers mastery of the Spanish and English languages the indispensable basis for undertaking graduate work in the Program successfully. At the time of admission, students should have an excellent command of Spanish and, preferably, a reading knowledge of another language (i.e. Portuguese). Applicants should also provide compelling evidence of research trajectory.

Decisions on admission and special fellowships are based on all available applicant information: letters of recommendation, transcripts, a required writing sample in Spanish (term paper or thesis; additional writing sample in English or Portuguese also accepted), and an interview.

The Application Process and Faculty Review: Prospective students may begin submitting applications in September, concluding their submissions by the deadline in early December (please check the website for the specific deadline). Applications are only accepted fall of the coming academic year; no admissions are granted for the spring semester. All questions about the application process or the Program in general should be addressed to the Graduate Program Coordinator or the Director of Graduate Studies.

Shortly following the deadline for submitting applications, the Graduate Admissions Committee will meet to review the applications and make recommendations about admissions offers and special fellowship nominations. The full graduate faculty has access to all applicants' dossiers and may weigh in on decisions regarding particular candidates.

The Graduate Admissions Committee: The DGS will oversee the Graduate Admissions Committee, which will be composed of a rotating subset of 3-4 members of the entire graduate faculty. Members of the Graduate Admissions Committee will plan and implement strategies for the recruitment of students, and will make preliminary recommendations based on their evaluation of applications that are received; all graduate faculty, however, will contribute to admissions decisions. The DGS will be responsible for forming the committee in consultation with the entire graduate faculty.

Graduate Recruitment Weekend: Admitted students are usually invited to visit the Emory campus in February or March. The Department sponsors the invitees, providing airfare (or reimbursement for gas or mileage), lodging, and most meals during their visit.

During their visit, the candidates will participate in events such as the following:

- Interviews with the graduate faculty
- Dinner with select graduate faculty and grad students
- A symposium, lecture, or seminar with the current Graduate Students
- A tour (guided by current graduate students) of the Emory campus, community, and available housing
- A social evening with faculty, graduate students, and other members of the Program and the Department of Spanish and Portuguese
- Free time to explore the campus and the community

Nomination for Special Fellowships: Special fellowships for entering graduate students include the Woodruff Fellowship, the Centennial Fellowship, and the Laney Graduate School of Arts and Sciences Fellowship (please check the LGS website for current award amounts and descriptions). Qualifying applicants are nominated by the Graduate Faculty. No action is needed on the applicant's part.

Advising

All students must be familiar with the guidelines, rules and deadlines of the Graduate School, especially in matters such as registration, submission of materials for specific degree-granting dates, etc. It is not the responsibility of the DGS, the Chair, or the student's dissertation advisor to ensure a student's compliance with official Graduate School regulations. Exceptions and/or exemptions from any of the Department's or the Graduate School's requirements or schedules are granted, if at all, only under extenuating circumstances after consulting with and writing a request to the appropriate official.

Students should consult with the DGS as early as possible, and as soon as any question arises that concerns requirements, overall progress toward the degree, deadlines, etc. All students must consult with the DGS before preregistration or registration.

Faculty Advisors

Until a graduate student confirms a primary advisor, the DGS will serve as that student's advisor in consultation with a mentoring group of at least two other faculty members. The student is encouraged to discuss with the DGS the process of selecting those faculty as soon as possible.

No later than the fourth semester—but earlier, if appropriate—each student will choose a faculty advisor who will chair the student's preliminary doctoral exam committee and, under normal circumstances, will become the dissertation director. However, at all stages of their career students are strongly encouraged to seek advice from a range of graduate faculty beyond the DGS and primary advisor. They will also receive feedback from course coordinators and assigned teaching mentors, creating a system of multiple mentorship.

The Doctoral Exam Committee

Form and Timing

Each student should consult with their chosen faculty advisor and form the exam committee no later than the beginning of their fourth semester in the program. The exam committee will consist of three faculty members, including the faculty advisor, who will chair the exam committee. The student is charged with approaching the relevant faculty and asking if they will serve on the committee. The faculty member approached has the option of deciding whether or not to undertake the project. Any member of the Hispanic Studies program core or affiliated faculty may serve on the exam committee. Students may also, in consultation with their advisor, elect to invite Emory faculty who are not affiliated with the Hispanic Studies program whose research interests are germane to the focus and subject matter of the student's project.

Committee Functions

Guide Student Research: The exam committee members will help guide students in the identification of the three topics that are an integral part of their emerging research interests. Reflecting the scholarly foci of program faculty, these areas might be defined by chronological period, geographical region, genre, theoretical or methodological approach, intellectual problematics, media, and/or language/linguistic study. Beginning normally in the fourth semester of study, the student will work in close consultation with the members of the exam committee to design the reading lists corresponding to each of these three areas. These lists should be completed by the beginning of the semester during which exams will be written, and submitted with the one-page statement outlining the IRO.

Review the IRO Plan: Prior to the student sitting for the written exam, the exam committee will review the formalized IRO plan, which the student must submit for review no later than the beginning of the semester during which he or she will take the preliminary doctoral exam. The approved IRO plan will serve as the basis for the fourth section of the student's written exam (the full IRO), which the student will complete and submit along with the other three sections of the written exam.

Evaluate the Written and Oral Exam: The exam committee will evaluate the three essay sections of the written exam and the full IRO to determine whether each is of passing quality before the student advances to the oral examination. Once it is determined that the student should proceed, the committee will oversee the oral examination, which will normally be conducted in both Spanish and English. Following the oral exam, the committee will discuss their observations of the student's performance and determine whether the exam was of passing quality. The student's advisor will contact the Director of Graduate Studies and the graduate program coordinator with the exam results, which will then be communicated to the student.

Dissertation Committee

Form and Timing

Students beginning the process of writing the dissertation prospectus should consult with their advisor and confirm the faculty members who will serve as their dissertation committee. This committee will consist of the advisor and at least two other readers, consulted in advance by the advisor and/or student about their willingness to serve in this capacity. Usually the committee will be the same as those who served on their exam committee. Per LGS regulations, the

dissertation committee must contain at least three faculty members in the Laney Graduate School of Arts and Sciences.

If a student wishes to have a professor from another university join his/her dissertation committee, the student should consult his/her advisor about the selection. The advisor or student must then submit a written request to the DGS (with cc to the Graduate Program Coordinator), petitioning permission for the external faculty member to be on the reading committee. A copy of the outside reader's curriculum vitae must accompany the petition. The DGS will review the selection, and, if s/he agrees, send the request with a letter of support and the student's dissertation committee form to the Dean of the Graduate School for approval.

Students may also invite members of the Emory community who possess expertise relevant to the dissertation project but who are not in the LGS to be a part of their exam committee. In these instances, the student should follow the same protocol as for requesting to include a reader from another institution. Once the committee members are confirmed, students should file a dissertation committee form (available on the LGS website) to obtain LGS approval for their committees.

Changes to the Committee

Students should submit a change of dissertation committee form as soon as possible in the event that the membership of their dissertation committee needs to change. Further, the Laney Graduate School requires that the membership of the dissertation committee upon degree completion match the members listed on the most recently filed dissertation committee form.

Status and Progress

Program Expectations

By May 15th of the spring semester each year, students are required to submit an Annual Activity Report to the Graduate Program Coordinator. The **Annual Activity Form** may be found on the Hispanic Studies program Canvas website as well as in the appendices of this program handbook. The form should be submitted electronically as a PDF document. Students should contact the DGS or Program Coordinator with questions about the form.

The Program evaluates student work at every stage of progression to degree. Instruments include assessment of students' performance in coursework, the preliminary doctoral exam, the dissertation prospectus and the dissertation writing and defense, as well as evaluation of students' teaching. The Program expects students to present papers at internal seminars and professional conferences. Prior to graduating (at the latest, normally while still completing coursework), students will be expected to submit to a peer-reviewed journal at least one manuscript for publication. Additionally, close oversight of students by the DGS and their faculty advisors, as well as graduate faculty members and other colleagues involved in teaching supervision – all part of a system of multiple mentorship and advising – can be expected to

keep students on track, minimize attrition and expedite timely progress to degree completion.

Degree Completion Time

Though most students will complete their degree in the program by the end of their fifth year, all students are required to complete their dissertation and apply for their degrees no later than the end of their seventh year in the program. If a student has not completed their degree by the end of their seventh year, the program may grant a one-year extension by filing a notice of extension to the Dean of the LGS no later than August 1st prior to the start of the student's eighth year. Students seeking an extension should prepare a completion timeline to be signed by the student and the dissertation committee chair or co-chairs.

NOTE: Students enrolled during an extension year will be responsible for some tuition, as detailed in the LGS handbook (Section 2.4 of the LGS handbook).

The LGS allows that, “if a student has not completed the degree at the end of the eighth year, the student may continue work for at most one additional academic year and only with approval from the Dean. To obtain approval, the program must submit a request to the Dean no later than August 1 of the eighth year (before the ninth year). The request must (a) outline the reasons the student has not completed, (b) consider whether the student needs to repeat any part of the qualifications for candidacy or obtain approval of a new dissertation prospectus, and (c) present a detailed completion timeline signed by both the student and the dissertation committee chair or co-chairs. Students who enroll for this extension year will be responsible for some tuition, as detailed in 2.2.1 (A).”

Annual Student Evaluation

We evaluate our graduate students and provide feedback to them at several points. Initially, the DGS serves as primary advisor for incoming students. During the second semester, students receive feedback on writing from the instructor of HISP 520 and from the specialist project advisor.

Annual review of students is conducted by the Hispanic Studies graduate faculty in the Spring semester. The DGS will collect Annual Activity Reports from all students, which will include a statement of dissertation research plans. Additionally, the DGS will solicit feedback from faculty who, having worked with students in any capacity, can evaluate their performance in such areas as coursework, independent study, exam/prospectus preparation, dissertation writing, or teaching. Based on the information collected, the DGS will provide the student with an annual review using an Annual Graduate Student Evaluation Form that indicates strengths and areas requiring improvement under the categories of Academic Performance, Teaching Performance, and Professionalization. In addition, reviews will also provide expectations for the summer and following academic year.

Students are required to meet with the DGS and their advisors as a follow-up to the annual review they have received. All students must meet the Laney Graduate School's definition of good standing and due progress to continue in the program. Of course, students are strongly urged to consult with additional faculty, as noted above, and should seek assistance at their earliest opportunity if they are experiencing difficulty in the program.

Students who are teaching (beginning in the second year) will receive structured feedback from course coordinators (100- and 200-level classes), faculty observers, and/or designated teaching mentors (300- and 400-level classes). See Appendix for the Annual Graduate Student Evaluation Form.

Advising and Evaluation of Students in Candidacy

Once admitted to Candidacy, students will continue to receive annual evaluation feedback, as described in the preceding section, and are expected to meet regularly with their faculty advisor to discuss their dissertation progress and research. The student and dissertation advisor will establish a calendar of meetings with members of the dissertation committee, but these should take place at least once a semester. Each student's progress will also be communicated to the Graduate Studies Committee, which will provide feedback during the annual review evaluation.

In addition to meeting the Laney Graduate School's definition of good standing, students in Candidacy should be conducting research judged satisfactory by their dissertation advisor and dissertation committee. Each student should also meet at least once a semester with the DGS to discuss progress and plans. Any students not making sufficient progress are brought to the attention of the DGS, who will then work with the students and their advisors to get the student back on track to meet expected milestones. In addition, they will receive an Unsatisfactory in 799R and will be placed on probation by the Laney Graduate School. Students will also receive feedback on research through presentations at internal seminars and professional conferences.

Evaluation of the Program

The Graduate Admissions Committee and the Graduate Studies Committee will meet regularly to discuss and evaluate efforts in recruiting, program structure, student progress, graduation rates and placements. In addition, the DGS surveys students annually to gather information about each one's progress, chosen specialization, and elective classes they would like to have offered in the Ph.D. program. The DGS regularly meets with program faculty and Laney Graduate School administrators to discuss any issues or needed improvements.

Our evaluation of success in placing students is conducted through regular monitoring and reporting of student placement outcomes. We track not only students' first job placements but also their subsequent professional career development.

Ph.D. Program Requirements

Coursework

The curriculum includes three required core seminars (one, with variable content, taken twice) and eight additional electives. The core seminars center on fundamental knowledge and skills: theories/methods relevant to the three research foci; scholarly and professional writing; pedagogy of language and culture. The electives foster in-depth study of topics related to the three research foci and develop students' knowledge of disciplinary and interdisciplinary issues as well as approaches to research in Hispanic Studies or related disciplines/fields.

Required core seminars:

1) HISP 510R: Understanding Hispanic Studies: Theories and Methods

Students are required to take this seminar twice, usually in Fall semester of their first and second years; content will vary.

Content focuses on methods of research in the humanities and qualitative social sciences, ranging from the close reading and critical analysis that is central to the study of literature, to archival and ethnographic research methods more traditionally associated with the fields of history, sociolinguistics, and anthropology. Study of these varied approaches highlights the analytical and ethical choices that confront researchers.

This seminar proposes a dialogue with theoretical approaches as well as the history and polemics surrounding the field of Hispanism. It will introduce students to the contested boundaries of this evolving field, with particular attention to the program's three research foci. It will also introduce them to the practice and ethics of public scholarship. Students are also introduced to grant writing and are expected to develop grant proposals for their own projects.

2) HISP 520: Research and Writing Workshop

All students are required to take this course before the end of their second year of study.

Instruction will focus on approaches to developing and writing research papers, with the final goal of submitting a publishable article to a peer-reviewed journal. Students may develop a paper written for a seminar in the previous semester or may initiate a new project. The course also addresses types of journals, journal audiences, the mechanics and ethics of manuscript submission, and the ethics and politics of choosing to publish in Spanish, Portuguese, or English.

3) HISP 610: Pedagogy of Language and Culture

Students are required to take this course in their third semester, at the same time as they begin teaching undergraduate Spanish courses. HISP 610 presents the fundamental theories and methods of teaching second/foreign languages, texts/discourse, and culture, with particular attention to the goals and challenges of teaching language and Iberian/Latin American/Latinx cultures within North American educational institutions. It integrates throughout critical approaches to the teaching of language, culture, and intercultural communication, along with attention to curriculum design for courses at all levels of the undergraduate language and culture program. Students with extensive pedagogical training and teaching experience may request a waiver for HISP 610. This request must be submitted to the DGS for their approval.

Elective courses:

The program offers elective courses on varying topics under the following course headings:

HISP 710: Topics in Identity and Citizenship

HISP 720: Topics in Imperial and Post/Colonial Culture

HISP 730: Topics in Intercultural Discourse and Translation

HISP 740: Topics in Texts and Culture

HISP 750: Topics in Language and Communication

Plan of Study:

All students (those entering with a BA or an MA) must complete 12 courses, or 36 credit hours during the spring and fall semester of year 1 and year 2 of doctoral study. Of these courses, 4 belong to the required core curriculum (HISP 510, taken twice with two separate iterations of content; HISP 520; HISP 610). The remaining 8 electives are prospective in nature, offering models of scholarship for students as they prepare for doctoral exams and are engaged in

conducting thesis research. Students will complete this coursework during Semesters 1-4 (assuming a standard load of 3 courses per semester. In Semester 5 students take their comprehensive doctoral exams, enrolling in HISP 599R (9 credit hours). In Semester 6 they submit their dissertation prospectus, enrolling in HISP 797R (9 credit hours).

Every summer, students are enrolled in 9 credit hours in order to maintain their enrollment status with the Laney Graduate School. In year 1 and 2 students enroll in HISP 597R (Individual Research). Once a student reached candidacy (usually in summer of year 3), they will enroll in HISP 599R (Independent Study/Research). Once a student completes their doctoral dissertation committee form, they will enroll in HISP 797R (Independent Study (Research)).

Of the required coursework, four must be courses conducted principally in Spanish. Usually, these will be the 4 required core courses in the program. Other courses may be taken in English (and it is expected that some must be). The goal is to professionalize students in both English and Spanish. However, the program recognizes the interdisciplinary approach and the reality that many courses must be taught in English to attract a wider graduate audience. The program wishes to provide opportunities for to students to engage in research and scholarship in Spanish and other languages.

Following consultation with the DGS and/or their faculty advisors, students are encouraged to enroll in seminars in other Laney Graduate School doctoral programs that are relevant to their chosen field(s) of inquiry and/or continuing professional development. One of the required courses that students must complete may be fulfilled, with permission of the DGS, by enrolling in a 3-credit Independent Study course (HISP 597R) with Hispanic Studies or other LGS faculty as well as scholars outside Emory University. Courses taken to satisfy program requirements must be taken for a letter grade.

Following completion of required coursework, students enroll in HISP 599R while preparing for their doctoral preliminary exam.

Students are also expected to meet the LGS requirements for completion of the TATTO program and the Jones Program in Ethics. Guidance can be found on the LGS website.

Sequence of Study

The following table provides a detailed overview of the prototypical sequence of study. Students may have opportunities to engage in collaborative research within the program or beyond it (e.g., with affiliated faculty), and these opportunities may require some flexibility in the application of this schedule.

Progression of Study	
Semester 1	<p>Hispanic Studies Program Orientation Meeting with DGS and formation of mentoring team Three courses: HISP 510R Understanding Hispanic Studies: Theories and Methods; 2 electives Jones Program in Ethics (LGS): JPE 600 and two JPE 610 One Professionalization Workshop (LGS)</p>
Semester 2	<p>Three courses: 3 electives* (HISP 520, if offered) Jones Program in Ethics (LGS) Two Professionalization Workshops (LGS) Preparation and submission of grant applications (PDS) Annual Activity Report</p>
Summer after the first year	<p>Independent Study/Research (HISP 597R)</p>
Semester 3	<p>Laney Graduate School Orientation to Teaching (TATTO 600) Hispanic Studies Teaching Orientation Three courses: HISP 510R Understanding Hispanic Studies: Theories and Methods; HISP 610 Pedagogy of Language and Culture (this seminar coincides with teaching of first undergraduate language-culture course; see Teaching for more information); 1 elective Teaching 100 or 200 level Spanish undergraduate course 2 Professionalization Workshops (LGS) Preparation and submission of grant applications</p>
Semester 4	<p>Three courses Teaching 100 or 200 level Spanish undergraduate course Selection of faculty advisor; formation of exam committee and preliminary discussion reading list and IRO 2 Professionalization Workshops (LGS) Preparation and submission of grant applications Annual Activity Report</p>
Summer after the second year	<p>Independent Study/Research (HISP 597R) Preparation for Comprehensive Exams</p>
Semester 5	<p>Beginning of semester: Submission of Exam Committee Form and Exam Scheduling Form to Graduate Program Coordinator End of semester: Comprehensive Exam Grant applications (if needed) 2 Professionalization Workshops (LGS)</p>
Semester 6	<p>Formation of dissertation committee Preparation and submission of dissertation prospectus; prospectus colloquium Teaching 300 level Spanish undergraduate course</p>

	Deadline for completion of language requirement Grant applications (if needed) Annual Activity Report
Semesters 7 and 8 (fourth year)	LGS deadline (September 15): Dissertation Committee Form Dissertation research (including field or archival research) and writing Teaching commitment (1 additional course in Year 4 or 5) Grant applications (if needed) Annual Activity Report
Semesters 9 and 10+ (fifth year+)	Completion of dissertation Application for advanced-year funding Job search workshops and applications Dissertation defense Annual Activity Report

Registration

Students Enrolled by Graduate Program Coordinator:

The Graduate Program Coordinator will register all first- and second- year graduate students following their consultation with DGS and/or their advisor. Students who wish to enroll in seminars outside of the Program (courses without an HISP course number) must request permission to enroll from the instructor; students should forward approval emails to the Graduate Program Coordinator.

All graduate students who have completed required coursework will be registered for full-time credit in the following sections during the fall and spring semesters (students cannot register themselves in these sections):

- Students who have finished all graduation requirements or who need to be enrolled during the summer: HISP 597
- Students preparing their comprehensive doctoral exams: HISP 599
- Students writing their dissertation prospectus: HISP 797
- Students writing their doctoral dissertation: HISP 799

Summer Registration

Since all students in the program receive funding during the summer months, they are required to be enrolled year-round. The Graduate Program Coordinator will register graduate students for the summer semester.

Students may take courses during the summer at no extra cost. The course fees are included in the tuition scholarship. If a graduate student wishes to take a course during the summer semester, they must contact the Graduate Program Coordinator, who will adjust the registration hours to fit that student's needs.

Directed Reading (HISP 597):

Students wishing to take an independent study or directed reading course should consult first with the DGS and then with the professor with whom they wish to study. Upon approval from the DGS, the Graduate Program Coordinator (Elizabeth Hallett Mills) will enroll the student in HISP 597. The student should ask the instructor with whom they plan to work to send an email to the Graduate Program Coordinator with the following information:

- the name of the student who will be participating in the directed reading,
- the term in which the course will be taken,
- the number of credit hours, and
- whether the course will be graded or Satisfactory/Unsatisfactory.

Only 1 (3 credit hours) of the minimum number of courses that students must complete may be fulfilled, with permission of the DGS, by enrolling in an Independent Study course (HISP 597R) with Hispanic Studies or other LGS faculty as well as scholars outside Emory University.

Professional Development Workshops

The program collaborates with LGS and other programs to organize professional development (professionalization) workshops which will complement the required coursework and which students are expected to attend. Some of these are oriented primarily towards beginning students, others primarily to more advanced students (such as those who are actively seeking employment). Topics included in these workshops, which are offered on annual or biennial basis, include the following:

- Publishing in refereed journals (in conjunction with HISP 520): choosing journals, expectations and protocols for submission of journal articles, and how these vary from journal to journal (particularly important in an interdisciplinary program).
- Conference presentations: why attend conferences, choosing the best conference for sharing one's research, crafting an audience-appropriate presentation (particularly important in an interdisciplinary program, which can include reading aloud of papers as well as poster and semi-scripted PowerPoint presentations)
- Career pathways within the academy (especially geared to new students);
- Career pathways beyond the professoriate (especially geared to new students)
- Introduction to digital humanities and publishing: what they are, examples, and where to find resources on campus and beyond
- Introduction to public and community-engaged scholarship/pedagogy: ethics, goals, methods, campus resources
- Understanding university organization and cultures: how does they work, who does what, diversity of views and approaches

- Involving undergraduate students in research and integrating research into teaching (geared to more advanced students)
- Becoming a new faculty member: responsibilities and opportunities (especially geared to advanced students).
- Job market workshops: preparing the dossier, choosing where to apply, preparing and practicing for interviews (geared to students on the job market)

Language Requirements

Spanish and English Language Requirements

It is essential that all graduates of the Department have a strong command of **both** Spanish and English.

- Non-native speakers of one or the other language who need to improve their skills are expected to do so speedily and professionally.
- All incoming students should take every step to ensure that their Spanish and English skills are going to meet satisfactory standards by the end of their first year in the Program.

International Students Taking ELSP Courses:

- Every graduate student entering the Program whose first language is other than English is required to take the ELSP assessment, regardless of citizenship status; some exceptions permitted at LGS discretion.
- ELSP coursework, whether required or recommended, does not substitute for elective coursework in the Hispanic Studies Program.

For specific information regarding the ELSP Program, please visit:
<http://www.gs.emory.edu/academics/elsp/index.html>.

Foreign Language Requirement

Students are required to demonstrate an appropriate level of proficiency in at least one language other than Spanish and English (the research and career goals of some students may require them to acquire some level of proficiency in one or more additional languages). For each student, the language(s) and type/level of proficiency to be attained will be determined in consultation with the DGS and/or advisor, keeping in mind the research and career goals of the student. Minimum types/levels of proficiency will range from functional reading proficiency to advanced proficiency in spoken and written communication.

Fulfilling the Language Requirement

This language requirement must be satisfied by the sixth semester, by means of one of the following:

- a) Evidence of research successfully conducted in the language(s)
- b) Completion of relevant coursework. A student may gain approval from the DGS for a foreign language course credit earned at an institution prior to the student's coming to Emory or may take an approved foreign language course at Emory: The language requirement may be fulfilled by passing with a grade of "B" or better an approved graduate or advanced undergraduate course in a foreign language. Students who select this option must have the permission of the DGS and/or Graduate Committee prior to taking the course.
- c) Passing a translation examination (for reading knowledge). Students may repeat an exam without penalty until they pass.

- d) A written and oral exam (for advanced proficiency).

Translation Exams for other Programs

Students in other graduate program who wish to take a translation exam in Spanish or Portuguese should send an email to the Hispanic Studies DGS, who will work with them to prepare and schedule the exam.

Pedagogical Training

Teaching experience at a range of curricular levels, and development of a strong pedagogical vision are highly valued aspects of the doctoral program in Hispanic Studies. Teaching and pedagogical training therefore play an important role in the program as we strive to prepare students for the academic job market and a range of career outcomes. Such training also enhances students' communication and leadership skills.

Key features of the teaching program include:

- Teaching opportunities. Students are expected to teach four semester-long undergraduate courses during their five years of study.
- Range of teaching. Students teach a wide range of courses, from lower-level language-culture classes to an advanced undergraduate seminar of their own design, normally related to their dissertation research. This unique sequencing of teaching assignments provides students with a range of teaching experience that is not commonly found among recent PhDs in Hispanic Studies and therefore constitutes a tremendous advantage for graduates when they seek academic or other employment.
- Initial course assignment. Doctoral students with no previous teaching experience normally begin by teaching Spanish 101 (Elementary Spanish and Hispanic Cultures). Students entering with more experience may begin their teaching experience at Emory in Spanish 201 (Intermediate Spanish and Hispanic Cultures) or Spanish 212 (Introduction to Hispanic Texts and Contexts).
- Teaching schedule. First-year students do not teach, nor do those who are preparing exams (normally in the fifth semester). Students normally teach during the third and fourth semesters. This allows them to spend an entire year focusing on the development of their teaching and communication skills at an opportune moment during their Emory career, prior to exams and immersion in individualized dissertation research. More advanced courses are taught during years 3, 4, or 5, depending on the students' research schedule.
- Autonomy. Graduate students normally teach their own sections (i.e., they do not serve as assistants to other faculty, but rather take full charge of the teaching of their own section of 15-18 students). At advanced levels, doctoral students are responsible not only for classroom teaching but also for all content and design.
- Seminar on pedagogy. All students enroll in HISP 610 Pedagogy of Language and Culture during the third semester, at the same time that they teach their first undergraduate Spanish class. The course prepares new instructors to teach language and culture at a variety of levels in the curriculum, from beginning to advanced.
- Teaching mentors. At every level, doctoral students are assigned teaching mentors. In 100- and 200-level courses, course coordinators serve as mentors. While teaching at the

Spanish 300 and 400 levels, graduate student instructors are assigned an individual teaching mentor—normally from the tenure-track or lecture-track faculty of the Department of Spanish and Portuguese, and, in many cases, the dissertation advisor—to help them with their teaching responsibilities, provide feedback on their teaching, and to further their pedagogical development.

- Ongoing development. Students have ample opportunities to further their pedagogical development by attending presentations, workshops, and other training experiences organized by the Emory College Language Center, the Emory Writing Center, the Emory Center for Faculty Development and Excellence, the Emory Center for Digital Scholarship, and the Laney Graduate School. This programming includes attention to such topics as online teaching, digital pedagogy, heritage language teaching, languages for the professions, and community-engaged learning.
- Flexibility. Some students may wish to acquire other sorts of teaching experience in other departments, perhaps serving as a teaching assistant in a large lecture class or co-teaching (in Spanish, Portuguese, or English) with a faculty member from Spanish and Portuguese or some other department. Those students who plan to pursue non-academic careers may also substitute the teaching of the fourth course with other experience that is relevant to their career goals, such as team research, community engagement, and digital scholarship.
- Summer teaching. Opportunities exist for additional teaching assignments during the summer, when doctoral students may request to teach (for extra pay) on-campus summer courses or online courses (which can be taught while traveling), or to participate as assistants on study abroad programs in Argentina, Brazil, or Spain.

Teaching Responsibility

All students are expected to teach four full courses during their five years of study. First-year students will not teach, nor will those who are preparing exams (normally in the fifth semester). Students will normally be expected to teach two courses during their second year. This allows students to spend an entire year focusing on the development of their teaching skills at an opportune moment during their Emory career (prior to exams and immersion in individualized dissertation research). However, in some cases, students may petition to delay teaching in Semester 4.

Teaching Schedule

Following the tradition of language studies departments, graduate students normally teach their own sections (i.e., they do not serve as actual assistants to other faculty). In their first year of teaching they are assigned sections of lower-level multi-section courses which have a common syllabus, textbook and exams, as well as an experienced course coordinator who serves as supervisor and mentor. This allows our second-year graduate students to focus on methods and issues of effective classroom teaching. Students entering without teaching experience will teach Spanish 101, Elementary Spanish and Hispanic Cultures, and then progress in the Spring semester to the intermediate course Spanish 202. Students entering with prior teaching experience will begin with Spanish 201 (third-semester intermediate level) and progress to Spanish 202, or they will begin directly in Spanish 212, Introduction to Hispanic Texts and Contexts, the multi-section introductory course to the undergraduate major in Spanish.

Decisions about graduate student teaching assignments will be considered jointly by the DGS, the Director of the Spanish Language Program, and the Chair of the Department of Spanish and Portuguese, and, when appropriate, the student’s advisor and the director of the Portuguese Program. During their final three years, doctoral students will teach two more classes (timing will vary, but a likely schedule would include one course in Spring of the third year (following exams) and another course during the fourth year or the first semester of the fifth year (before entering the job market).

Graduate students in the program will not normally repeat teaching of lower-level courses, but rather progress to advanced-level teaching. Normally, this teaching will include one of the 300-level “foundational courses” of the undergraduate major in Spanish as well as a 400-level research seminar on a topic relating to the student’s dissertation research. The 300-level courses provide structure but also allow much more autonomy than lower-level courses at the 100 and 200 levels. The 400-level seminar requires that the student take full responsibility for the design of a syllabus while taking into account how it will fit within the undergraduate curriculum; syllabi must be approved by the DGS and/or Chair of the Department of Spanish and Portuguese. While teaching at the 300 and 400 levels, graduate student instructors will be assigned a teaching mentor (normally from the tenure-track or lecture-track faculty of the Department of Spanish and Portuguese, and in many cases, the student’s advisor.) to help them with their teaching responsibilities and to further their pedagogical development.

Alternative Teaching Opportunities

We are aware that students may wish to acquire other sorts of teaching experience in other departments, perhaps serving as teaching assistant in a large lecture class or co-teaching (in Spanish or English) with a faculty member from Spanish and Portuguese or some other department. Those students who plan to pursue alternative careers may also substitute the teaching of the fourth course with other experience that will be relevant to their career goals, such as team research, community engagement, and digital scholarship. All these options are open to discussion and will need to be decided on a case-by-case basis in collaboration with the DGS and the dissertation advisor. Some students may also wish to add a fifth semester of teaching experience in order to strengthen their dossier.

Students are encouraged to participate in workshops and other professional development experiences (organized in collaboration with Emory programs and centers, particularly the Emory College Language Center and the Center for Faculty Development and Excellence) that will allow students to develop expertise in online teaching and digital humanities, heritage language teaching, languages for the professions, and community-engaged learning; these may all influence the design of courses which our graduate students choose to teach.

The following table summarizes a prototypical plan for teaching and pedagogical training which will prepare Hispanic Studies doctoral students to become excellent teachers and communicators.

Prototypical schedule for teaching and training for Hispanic Studies doctoral students		
Year and semester	Teaching Assignment	Accompanying Training and Guidance
1 Fall and Spring	No teaching	No required training
2 Fall	Spanish 101 or 201 or 212, according to level of experience and training (=TATT 605)	TATTO 600 (prior to teaching) Departmental Teaching Orientation (before classes begin)

		HISP 610 (while teaching) Guidance and mentoring from course coordinator and other experienced instructors
2 Spring	Spanish 202, 212 or 300-level course (=TATT 610)	Guidance and mentoring from course coordinator and other experienced instructors Optional workshops on teaching, including those sponsored or co-sponsored by the Emory College Language Center, the Writing Center, and the Center for Faculty Development and Excellence (CFDE).
3 Fall	No teaching (exams) NOTE: Students who delay exams may teach during this fifth semester; they will not teach while taking exams in the sixth semester.	
3 Spring	SPAN 212, or 300-level foundational course or alternative career preparation experience	Teaching Mentor Optional workshops on teaching, including those sponsored or co-sponsored by the Emory College Language Center, the Writing Center, and the Center for Faculty Development and Excellence (CFDE).
Years 4 or 5	One 400-level undergraduate research seminar or alternative career preparation experience	Teaching Mentor Optional workshops on teaching, including those sponsored or co-sponsored by the Emory College Language Center, the Writing Center, and the Center for Faculty Development and Excellence (CFDE).

Pedagogical Training

TATTO

Before teaching their first class, doctoral students will complete the TATTO Summer Teaching Workshop (TATTO 600). The Graduate School requires all graduate students, including those who are on merit-based fellowships granted either by Emory or by outside agencies or foundations, to participate in the Teaching Assistant Training and Teaching Opportunity (TATTO) program. This program trains students in effective pedagogical methodologies which

are applicable across the university in many different types of programs. It begins with a Summer Teaching Workshop (typically held in late August just before beginning of Fall semester) which includes presentations on the Liberal Arts curriculum, the media and its effects on conceptions of good teaching, working with students with special needs, attention to diversity issues, and hands-on practice through microteaching. The workshop usually runs for several days prior to the beginning of the Graduate School Orientation period before the student's second year of study. Hispanic Studies graduate students are expected to enroll in the summer workshop following their first year of graduate study at Emory.

Departmental Training and Pedagogy Seminar

Students will also attend a Departmental Orientation to Teaching (led by the Director of the Spanish Language Program and multi-section course coordinators). While teaching their first class (during Fall semester of year 2) they will enroll in HISP 610 Pedagogy of Language and Culture. Given the many challenges and particularities of teaching in a second language, students benefit most by taking the pedagogy course at the same time that they begin teaching; this rich integration of experience and reflection is reinforced by teaching again in the spring semester of year 2. In some cases, students with extensive pedagogical training may petition the DGS for a waiver from the HISP 610 requirement.

Ongoing Pedagogical Preparation. The responsibilities and activities listed above are understood to form part of the graduate student's professional development and socialization into academic life. Many of the most important aspects of teaching are acquired through interaction and dialogue with other professionals, and by talking to students about their learning. Specific ways in which pedagogical training is carried out include:

Professional Concerns Seminars focused on Teaching. These may include presentations or panel discussions on issues related to teaching (e.g., a presentation/workshop on how to respond fairly and clearly to student essays, or a panel discussion on the place of teaching in the academic career). The Committee on Teaching, The Emory College Language Center, the Center of Faculty Development and Excellence and other university units organize workshops and presentations on teaching and learning, and Spanish graduate students are encouraged to attend these when relevant to their interests.

Teaching Observation. The Committee on Teaching, in consultation with the Director of the Spanish Language Program and the DGS, organizes teaching observation for all graduate students. Students are encouraged to observe faculty and advanced graduate student teaching as frequently as possible.

Discipline-specific graduate seminars on pedagogy. Graduate students are encouraged to consider coursework in other departments focusing on teaching in other disciplines which may be relevant to teaching Spanish language and Hispanic cultures. Possible courses of interest include:

- **Linguistics 585*** Critical Approaches to the Teaching of Language and Culture (for experienced graduate student instructors within a year or two of seeking employment; includes preparation of teaching portfolio, design of undergraduate and graduate seminars)
- **French 505*** Problems in Foreign Language Teaching (focusing on first-year language teaching)
- **English 791** Teaching of Composition
- **English 789** Special Topics in Literature: Pedagogy of Literature

- **Comparative Literature 753** Teaching of Literature
- **Women's Gender and Sexuality Studies 720** Teaching Women's Studies
- **Art History 790** Teaching Art History

**Frequently cross-listed with HISP 610.*

MLA Job Interview Preparation. Graduate students who are preparing to enter the job market receive intensive training and preparation over the course of the preceding summer and fall. These training sessions include significant attention to preparation of CV and cover letter, discussion of teaching philosophy and research statement, and mock interviews. In line with changes that characterize how many institutions now conduct academic job searches, faculty also organize mock Zoom interview sessions.

Summer Teaching Opportunities. Graduate students may apply to work as course instructors or program assistants in the summer months. All assignments are contingent upon seniority and the quality of the graduate student's scholarly, teaching, and administrative performance. Such opportunities include the following:

- *Teaching on Emory campus.* Graduate students can acquire useful experience teaching other Spanish courses they have not taught previously (e.g., Spanish 201 or other courses focusing on Spanish in the professions, such as health professions, law, and business).
- *Study Abroad.* The Department and the Center for International Programs Abroad (CIPA) organize several undergraduate summer programs in which Hispanic Studies graduate students may serve as assistants and/or instructors. These include the Summer Program in Spain (Salamanca) and the Summer Program in Argentina (Buenos Aires). Other departments sometimes offer summer study abroad programs which visit Spanish-speaking countries; Hispanic Studies graduate students are encouraged to contact CIPA regarding these possibilities.

Evaluation of Teaching/Administrative Performance

Movement through the sequence is contingent upon a) demonstrated excellence in teaching at each level and b) demonstrated responsible and collegial behavior, including prompt and careful completion of all administrative responsibilities associated with teaching in the department, in order to guarantee high-quality undergraduate teaching. In particular, only students with clearly excellent teaching records will be allowed to design and teach a 400-level seminar.

Like faculty, graduate student instructors are evaluated at least once a year by the departmental Committee on Teaching (usually in the Fall semester), and receive official feedback from the committee on their teaching and administrative performance. These annual evaluations are distributed to graduate students by the DGS.

The Committee on Teaching utilizes undergraduate student course evaluations, class observation reports by faculty, and feedback from coordinators in making its annual evaluation. Graduate student instructors are expected to demonstrate excellence in classroom teaching as well as in administrative performance. Administrative responsibilities include the following:

- Attendance at all meetings scheduled by the coordinator, and active participation in all aspects of activity and test design.
- Participation in design and discussion of the course syllabus or, if assigned a 400-level seminar, submission and discussion of a course syllabus to the Chair and/or DUS for feedback.

- Soliciting of mid-term evaluations from pupils taught and discussion of results with course coordinator, the Director of the Language Program, or other members of the Committee on Teaching.
- Maintaining clear and timely communications with colleagues, course coordinators, Director of the Language Program, DGS, and Chair.
- Active participation in teaching observation organized by the Director of the Language Program and/or the Committee on Teaching.

In cases in which there are identifiable problems with a graduate student instructor's performance in or out of the classroom, the Committee on Teaching will ask a faculty member to observe that instructor's class and/or meet with the instructor to consider ways of improving his/her performance.

Comprehensive Doctoral Examination

Preparing for the Exam

The doctoral exam is prospective in orientation, designed to help students establish a base for their dissertation research. It is composed of four parts: an Individualized Research Overview (IRO) and three related topic areas. In consultation with a three-member exam committee, the student will identify three fields that are an integral part of the student's emerging research interests, as laid out in the IRO, and will serve to organize the exam reading lists. These areas might be defined by chronological period, geographical region, genre, theoretical or methodological approach, intellectual problematics, media, and/or language/linguistic study. Suggested field organization would include Field I (Chronological/Geographical/Genre), Field II (Theory), Field III (Research Project). Beginning normally in the fourth semester of study, each student works in close consultation with the members of the exam committee to design reading lists corresponding to each of these three areas. These lists should be completed by early summer so that the student can spend the summer and fall reading and preparing for exams.

Individualized Research Overview (IRO)

The IRO is a key unifying element of the doctoral exam. In preparation for this part of the written section of the exam, the student writes a one-page single-spaced statement explaining his/her core research interest and including a two-page single-spaced bibliography. Development of this statement begins in the student's first year of the program, at the end of which each student turns in a first long-term research plan. Each student will be asked to submit annually a one-page research statement as part of their annual activities report; these statements will serve as a stimulus to begin thinking about the dissertation project, provide a basis for faculty feedback, and aid each student in identifying grant opportunities.

The one-page IRO plan must be submitted no later than the beginning of the semester during which the student will take the exam; it will be circulated among members of the exam committee for approval and serves as the basis for the IRO, which constitutes the first section of the doctoral exam. The IRO should take the form of an extended discussion of the problematics that will figure prominently in the student's future research endeavors, and should include a review of the bibliography submitted with the initial statement.

Exam Schedule and Structure

Students usually sit for written and oral preliminary doctoral exams at the end of their fifth semester of study.

The written exam consists of the IRO (prepared without time limitations) and three extended essays written in response to one of two questions for each of the three areas of scholarly inquiry. Students will be given 5 business days (Monday to Friday) to complete the three extended essays. The IRO may be written in Spanish or English; of the three exam sections based on areas of research inquiry, two must be written in Spanish and the remaining one in English.

The oral exam consists of a two-hour discussion of the student's written responses and the readings included in the bibliography, with particular emphasis on the relation of these to the IRO. The oral exam is normally divided into parts conducted in Spanish and other parts conducted in English. The linguistic flexibility governing the exam structure is consonant with the program's objective of producing bilingual scholars whose research, teaching and future employment will depend on their ability to communicate effectively, both in writing and orally, in Spanish and English, with diverse audiences in academia and the public and private sectors.

Logistics: The written exams will normally be scheduled in November, in the case of the Fall semester, or within the last week of March and the first week of April, in the case of the Spring semester. Normally a student will receive an electronic copy of the exam via e-mail at 8:00 am on Monday, and send the typed answers by email in attachment form by Friday, 3:00 pm to the Graduate Program Coordinator. The length of each of the answers should be 10-15 pages long, double-spaced, Times New Roman, 12 point (excluding any bibliographical references). Upon receiving the student's email, the Graduate Program Coordinator will circulate the answers among the members of the graduate faculty, who will in turn submit their comments to the Graduate Program Coordinator and the DGS by the stipulated deadline. Before being allowed to proceed to the oral exam, a student may be asked to rewrite any section of the written exam if the first effort is judged to be unsatisfactory by a simple majority of the members of the graduate faculty, in which case the DGS will consult with the graduate faculty before proceeding.

Appeal to retake the Doctoral Exam

A student who fails any one of the exam sections dedicated to the three areas of scholarly inquiry will be allowed one additional opportunity to rewrite the response. Similarly, a student whose IRO is judged not to be of passing quality will be allowed one opportunity to rewrite it. The rewritten sections must be submitted by a date that will be determined by the exam committee, generally no later than the third week of the following semester. A student who fails three or more sections of the exam on the first attempt (either the IRO and two of the three sections devoted to the areas of scholarly inquiry, or all three of latter) will not be allowed to continue in the Ph.D. program. Likewise, a student who does not succeed in passing all sections of the exam on the second attempt will not be allowed to continue in the doctoral program. A student may appeal a failing grade on the written exam to the Graduate Studies Committee.

Prospectus and Dissertation

Prospectus

The prospectus must be completed during the semester following successful completion of the doctoral exam (normally Spring semester of the third year). This document will be prepared in consultation with the dissertation advisor and the dissertation committee, which must be constituted and approved by the LGS by mid-semester (optimally, by March 15th) during this same semester.

The prospectus is 20-30 page document with bibliography that proposes:

- Dissertation topic and significance
- Methods, approaches, object of study
- Scholarship review
- Preparation and qualifications for studying topic
- Preliminary chapter outline

After receiving approval of the written version of the prospectus, each student presents her or his work in a “prospectus colloquium.” In communicating the premises and initial/possible results of their research, and explaining the latter’s significance, students gain useful feedback and participate in a culture of scholarly collaboration. The prospectus colloquium consists of an oral presentation made by the student to the faculty members who comprise his/her dissertation committee, as well as faculty and students from the program who wish to attend, along with other guests the student wishes to invite.

Dissertation Defense

The dissertation defense is the final requirement for the Ph.D. degree. It is an academic exercise open to the general university public.

A date is set in consultation with the dissertation advisor, members of the committee, and the DGS. In most cases the doctoral exam committee will become the dissertation committee, but there may be exceptions. The student should complete the Dissertation Committee Form (available on the LGS website) and submit it to the Graduate Program Coordinator as soon as possible.

Upon completion of the full dissertation manuscript and its approval of by the committee, a public presentation and defense of the dissertation is scheduled.

The defense consists of:

- Short presentation by the student
- Questions and comments by the committee
- Additional questions or comments by others present
- The committee meets privately to vote. If the vote is positive, the student will proceed to prepare the final version for presentation to the Graduate School, with emendations suggested by the dissertation committee during the defense proceedings.

Approved dissertations are archived in an online database: <https://etd.library.emory.edu/>.

Candidacy and M.A. upon Candidacy

In order to qualify for candidacy, students must successfully complete the following:

- Complete all program requirements for candidacy: coursework and other training required by the degree program (including program professional development and professional concerns workshops)

- Demonstrate an appropriate level of proficiency in at least one language other than Spanish and English (the research and career goals of some students may require them to acquire some level of proficiency in more than one language other than Spanish and English).
- Have earned at least 54 credit hours at the 500 level or above
- Complete TATTO 600, TATT 605, TATT 610, JPE 600, and program required JPE training
- Resolve any Incomplete (I) or In Progress (IP) grades
- Be in good standing with a minimum cumulative 3.00 GPA
- Complete a doctoral preliminary exam (both written and oral portions)
- Approval of a dissertation prospectus

A student whose GPA falls below 3.0 *in a given term* while in the Hispanic Studies PhD program will be placed on academic probation. During the probationary semester, the student will not be allowed to take incompletes in any course without permission from the Laney Graduate School; must receive no failing grades; must reduce the number of incompletes on record to one; and must attain a GPA of at least 3.0 in the probationary term. The DGS will meet with the student to discuss the terms and conditions of probation and of reinstatement to good standing.

Per the Laney Graduate School requirements, “Students must reach candidacy by September 15 of their fourth year. Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. These sanctions will be lifted when the student enters candidacy.”

How to Apply

Students apply for Candidacy by completing and submitting to the Graduate Program Coordinator the Application for Admission to Candidacy, available on the LGS website.

At this juncture, a student may also apply for an MA upon Candidacy. To apply students must fill out and submit to the Graduate Program Coordinator the Application for the MA Degree and the Report of Completion of the Requirements for a Master’s Degree, also available on the Laney Graduate School website.

Residence

The Program in Hispanic Studies offers graduate students five years of funding for residence. Full residence in any semester requires satisfactory completion of a minimum of 9 semester hours of course work, research, or directed study acceptable for graduate credit. PhD candidates in the Program in Hispanic Studies are expected to maintain residence both for their own benefit and for the benefit of the program. The presence and participation of graduate students in our academic community contributes to the timely completion of the dissertation, as it ensures ready access to research materials and other important services, and facilitates contact with advisors and committee members.

While in residence, PhD candidates also have greater opportunity to explore their own important contributions to the community of scholars and mentors, both students and faculty at Emory.

graduate students' regular presence enables them to actively engage in ongoing conversations and participate in the intellectual and social events that enhance individual and group training in the Program, including colloquia; workshops (pedagogy, grant writing, dissertation writing, the job market); guest speaker lectures; town hall meetings; recruitment weekend; and graduate student group meetings. This interaction and immediate access to resources equips advanced graduate students to make optimum progress in the research and writing of their dissertations and can better prepare them for the realities of their future academic careers.

Leave for Fieldwork

The Program in Hispanic Studies recognizes that some students will need to spend one or two semesters outside of Atlanta to complete fieldwork necessary to their dissertation research. Students who wish to be exempted from residency requirements for fieldwork must petition the Graduate Studies Committee before the end of the semester prior to the semester(s) they are planning to be away. By the time the student submits this petition, s/he must have met the following criteria:

- Have passed their comprehensive doctoral exams,
- Have had their dissertation prospectus accepted by the Graduate Studies Committee, and
- Have presented to the Graduate Studies Committee the intended research project (explaining the necessity of fieldwork), with a letter from the student's advisor supporting the student's plan.

The petition must then be approved by the Graduate Studies Committee.

To petition for this type of leave, the student must submit a letter addressed to the graduate faculty, including the information listed in the three bullets above. The student must also submit supporting documents to validate the fulfillment of all requirements (these documents may be sent as an attachment via email to the Graduate Program Coordinator).

For more information about petitioning for a leave of absence, please review the Laney Graduate School handbook.

Going on the Job Market

For nearly all students in the Program, a graduate education is also pre-professional training for employment in an institution of higher learning as a scholar and teacher. Although the job search is a few years away for incoming graduate students, they should begin taking preparatory steps for it. Graduate students at all stages of the program should:

- maintain contacts at their undergraduate institutions;
- establish a new network of contacts from readings, conferences, and lectures;
- submit papers to conferences and for publication;
- periodically consult relevant professional publications and *The Chronicle of Higher Education* to keep abreast of the kinds of positions available, trends in the profession, type and number of hiring institutions, and so on;
- try to obtain a broad range of teaching experience;
- cultivate a network of supporting Program faculty (candidates need four, even five strong letters of recommendation);

- attend any meetings scheduled by the Program (or the Graduate School) regarding the job market;
- and, finally, start reserving funds for the job search.

Funding: Students who are on the job market may apply to the Laney Graduate School for Professional Development Support (PDS) funds to attend the MLA for interviews. See the LGS website for the PDS application for conference funding.

Finding Jobs: Students seeking jobs in academic fields should consult the *MLA Job List*, the *Chronicle of Higher Education* and other relevant professional lists, announcements sent via e-mail, and the Program’s graduate student bulletin board.

Planning: Since students apply for as many jobs as possible, they need to set aside a great deal of time for assembling materials to send off to each school. Faculty members usually need several weeks to write letters of recommendation because of their own busy schedules; it is incumbent on the student to provide recommenders with the information needed to write a strong and detailed letter (updated cv – including dissertation title and abstract, copy or draft version of cover letter, and any supporting statements on research or teaching).

Establishing a Dossier: The candidate should establish a dossier. Typically, the dossier includes a detailed form with information much like that on a curriculum vitae, a list of courses taken, and four to six letters of recommendation--which hiring institutions seem to emphasize most. Veterans of job searches encourage candidates to work on their dossiers the summer before the fall in which they intend to apply for jobs. The letter of application takes a long time to write and should be prepared weeks before any announced deadlines.

Documents in the dossier:

- The curriculum vitae:** The cv needs to be carefully constructed and edited because it summarizes, at a glance, the applicant’s qualifications and achievements. The cv will either open the door for extended scrutiny and consideration by a search committee of the materials in an applicant’s dossier, or will promptly shut that door if it appears that the student lacks the required qualifications or is a mismatch with the advertised position. Students should look at various models of cvs and, if possible, have one or more faculty members review the cv for accuracy, clarity, and thoroughness of the presentation of their credentials.
- Students may have to compose additional documents in support of their applications, including a **Statement on Teaching and/or a Statement on Research**. The former discusses teaching philosophy re language and culture/literature; the latter summarizes areas of research interest, gives a summary of the dissertation (questions asked, conclusions arrived at, contributions it makes to the field), and outlines one or more future research projects (beyond the revision and publication of the thesis).
- Recommendation letters from faculty:** students must indicate on the Career Center forms whether or not they choose to waive access to these

recommendations. Search committees generally lend far greater credence to confidential letters. A student should therefore think carefully before deciding that s/he wants to retain the right to access his/her letters.

- d) Some departments request that students send one or more **writing samples** in support of their applications. Appropriate samples include published articles or a chapter (complete or in progress) of the dissertation.

The Application Letter: Since students normally apply to a variety of positions/institutions, they shouldn't try to use a standard cover letter. Each student's letter should be tailored to emphasize his/her strengths based on the type of institution to which they plan to apply. An application to a Class I research university, for example, may emphasize very heavily the dissertation and scholarship/research, while an application to a liberal arts college may emphasize teaching experience and the reciprocity between the applicant's teaching and research interests. Because of the way jobs are subdivided by fields, and because of the ways in which some dissertations overlap these fields, it also may happen that students need different versions of their cover letter to best highlight their qualifications for a multiplicity of positions.

Keeping track of applications: When applying to multiple positions, students need to keep track of different deadline dates, search committee contact information, required application materials, etc. Many students find that entering this data into an Excel spreadsheet allows them to keep a record of what they need to send and when and to whom they need to send it. An MLA Boot Camp is usually held each fall to help students compose job application documents and prepare for interviews. Additional information can be found on the Hispanic Studies Canvas site.

Graduate Certificate in Hispanic Studies

Eligibility criteria

Students eligible to apply for a Certificate will be any students working on a doctoral degree in the Laney Graduate School (except those in the Hispanic Studies doctoral program). Consideration will also be given to students in professional schools who are interested in the Certificate program. Any student interested in applying to pursue the Certificate must provide evidence of language proficiency sufficient to pursue doctoral coursework in Spanish: for example, an oral interview with a member of the graduate faculty or successful completion of advanced undergraduate or graduate courses taught in Spanish. In some cases, a student's necessary language level will depend on the desired course of study. The DGS in Hispanic Studies may determine proper language level in an initial interview with the student.

Course requirements for the Certificate:

In order to successfully complete the Certificate in Hispanic Studies, students must complete four three-credit graduate courses listed or cross-listed in/with the Hispanic Studies doctoral program, for a total of twelve (12) credit hours of coursework, as follows:

- HISP 510 (Understanding Hispanic Studies: Theories and Methods)
- 3 additional HISP electives or courses cross listed with HISP, chosen by the student in consultation with his/her Certificate advisor.

- Courses related to Hispanic Studies issues but not cross listed with HISP must be approved by the DGS of Hispanic Studies (students may be required to submit a syllabus in such cases).
- One of the three electives may be a directed reading in which the student works with a faculty member on a scholarly project or presentation (e.g., research paper, exhibition, community-engaged project, teaching an advanced-level course in Spanish or Portuguese).
- Students must achieve a grade of B or higher in a course in order for it to count toward the certificate program.

Additional requirements ensuring intellectual cohesion of the Certificate course of study

1) Attendance at four scheduled events sponsored by the Hispanic Studies PhD program or other approved relevant event (not for credit). These may include lectures given by visiting faculty, working lunch meetings with visiting faculty, reading group discussions, and professional concerns seminars. The Hispanic Studies PhD program regularly sponsors these events over the course of the academic year. These events may, at times, be co-sponsored with other departments and/or programs. We anticipate as well that these events will provide an opportunity for the Hispanic Studies PhD program to develop units for the Project on Scholarly Integrity: for example, a presentation on the logistics and ethics of Study Abroad administration. Students will be expected to complete this requirement while pursuing coursework for the Certificate. They will be required to document their attendance at each event by notifying the Hispanic Studies Graduate Program Coordinator in writing of the date and nature of their attendance (one-paragraph summary). They will also include this information on their annual student activities report form.

2) A scholarly project (written in Spanish, English, or Portuguese) approximately 20-30 pages in length that is prospective in focus, contributing to the development of the dissertation project and promoting greater professional relevance. The project may take the form of an essay but might also assume other forms (e.g., a translation, a chapter of the dissertation, etc.), with the intent of helping students connect the Certificate work to their own dissertation research.

The project will be evaluated by a committee composed of the Hispanic Studies Certificate advisor and one additional Hispanic Studies faculty member.

To enable students to integrate the Certificate project with their principal PhD research, the timeline for completing this component is flexible. The one stipulation is that students must complete all Certificate requirements by their final semester in their course of study.

Procedures for advising and review of student progress

Student advising

Students pursuing a Certificate in Hispanic Studies will select a Certificate advisor from the Hispanic Studies graduate faculty based on field of specialization (willingness to serve in this role will be formalized by the Certificate advisor's signature on the Certificate in Hispanic

Studies Declaration form). Affiliated faculty in Hispanic Studies may serve as secondary readers. The Director of Graduate Studies in Hispanic Studies will also be available for consultation by the student and/or Certificate advisor as needed. Regular consultation with the advisor in the student's home department or program regarding advising and Certificate requirement integration is also strongly encouraged.

Certificate students should include a member of the Hispanic Studies graduate faculty (normally the Certificate advisor) when selecting faculty to form their dissertation committees in their respective home departments/programs.

Student evaluation

Certificate students will be required to complete an annual activities report form that covers information about their coursework, teaching (if applicable), and other professionally-related activities relevant to Hispanic Studies. A portion of the annual meeting convened by the core graduate faculty in Hispanic Studies to evaluate doctoral student progress will be devoted to an evaluation of Certificate students. Where relevant, input will also be sought from members of the Hispanic Studies affiliated faculty. Students who are not making satisfactory progress toward meeting the requirements may be asked to leave the program.

Certificate students will participate in an exit interview with the DGS to assess how the Certificate has contributed to the student's advancement in interdisciplinary research and publication, teaching, and professional preparation for employment in academic and non-academic positions.

Description of the structure of the Certificate program administrative oversight

The administrative structure of the Certificate program in Hispanic Studies will include the DGS in Hispanic Studies (who will be responsible for general oversight of the program), the Hispanic Studies Graduate Program Coordinator (who will be responsible for administrative paperwork and communication with the LGS), and the Hispanic Studies core faculty who will serve as Certificate advisors. Students interested in pursuing a Certificate in Hispanic Studies should complete a Certificate in Hispanic Studies Declaration Form, available on the website for the PhD in Hispanic Studies. The declaration form should be signed by the student's primary advisor in the home department or program, by the proposed Certificate advisor, and by the Director of Graduate Studies in Hispanic Studies.

Once a student has completed all requirements for the Certificate program, he/she should complete and submit to the graduate program coordinator in Hispanic Studies the Certificate Completion Form to be signed by all advisors and the DGS in Hispanic Studies.

Student participating in a certificate program should also declare their certificate with the LGS to add the certificate participation into the student's OPUS record and ensure that the certificate is noted at the time of graduation. Students should declare as soon as they have started work towards the certificate using the LGS online student action form:
<http://www.gs.emory.edu/academics/policies/certificate.html>.

Annual program evaluation mechanism

The yearly progress of students enrolled in the Certificate in Hispanic Studies program will be evaluated at the annual meeting of the Hispanic Studies graduate faculty devoted to evaluation of the graduate students. Additionally, each student completing a Certificate of Hispanic Studies will be asked to participate in an exit interview with the DGS, who serves as Director of the Certificate Program, in order to discuss how the Certificate in Hispanic Studies has contributed to the student's advancement in research, teaching, professionalization, marketability, and the potential of interdisciplinary publications.

At intervals alumni of the Certificate program will be contacted and asked to report on their professional trajectory and the degree to which they believe that the Certificate in Hispanic Studies has been a contributing factor in their job search and/or other career milestones. The graduate faculty will review that information in order to assess the success of the program.

The Graduate Certificate in Hispanic Studies is designed to achieve the following learning outcomes by students' completion of the requirements:

- 1) Students will be able to demonstrate a foundational knowledge of culture, history, theory and research across disciplines in the field, and be able to incorporate that knowledge in their own disciplinary expertise.
- 2) Students will be able to evaluate critically scholarly work in the field as well as in an interdisciplinary context.
- 3) Students will have acquired a demonstrable level of knowledge in the field adequate to conduct and present original scholarship in the field as well as in an interdisciplinary context.

Each of these learning outcomes is measured by direct and indirect means on the Assessment Report which we submit biennially.