Romance Languages

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The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of French-, Italian-, Portuguese-, and Spanish-speaking countries. Students can earn a bachelor of arts (BA) degree in French, Italian, Spanish, or Romance languages; the master of arts (MA) is also available in these areas. The doctor of philosophy (PhD), is awarded in either Spanish or Romance languages (RL). The RL PhD encompasses a primary language and literature and a supporting area. Romance languages is a liberal-arts major, providing a valuable background for students interested in graduate work, teaching, and a wide array of other professional and international careers that require strong analytical and communication skills.

Preparation

The department recommends the following preparation for study leading to a major in any of the Romance languages:

1. As much work as possible in the student's major language. Knowledge of a second Romance language is helpful but not required
2. Knowledge of the history, geography, and politics of the areas where the student's major language is spoken
3. Communication skills, speech, and essay writing that help the student convey ideas logically. In literature and film courses, papers or essay examinations are generally required
4. Experience in literary and cultural studies and linguistics

Careers

Students who graduate with a bachelor of arts degree in Romance languages typically enter a variety of occupations. Language teaching is an obvious possibility. Proficiency in a second language and knowledge of other cultures enhances study and career opportunities in other areas as well. Romance languages majors, especially those who have a second major in another discipline (e.g., art history, business administration, economics, family and human services, history, international studies, journalism, music, or political science) find positions in communications media, government foreign service, international business and law, libraries, social service organizations, and travel and tourist-related agencies, among others.

Faculty

Faculty members in the Department of Romance Languages actively participate in other UO interdisciplinary programs and departments (e.g., African studies, cinema studies, comparative literature, European studies, Latin American studies, linguistics, medieval studies, and women's and gender studies). For descriptions, see those sections of this catalog.

Scholarships

The department administers scholarships for undergraduate and graduate students of Romance languages:

- The Beall Graduate Dissertation Scholarship is awarded to doctoral students to support dissertation writing
- The Françoise Calin scholarship is awarded every year to a French major or minor
- The Leona M. Kail Scholarship supports studies in the Department of Romance Languages (Offered on alternate years.)
- Wayne Andre Gottshall Fund supports undergraduate students in studies in the Department of Romance Languages
- The Emmanuel Hatzantonis Scholarship is awarded every year to a Romance languages major or minor who is studying in Italy with the university's overseas study program
- Dr. Carl L. Johnson Scholarship supports studies in the Department of Romance Languages with preference to French majors.
- The Helen Fe Jones Spanish Student Fellowship supports study abroad in a Spanish-speaking country
- The Perry J. Powers Scholarship is awarded annually to an outstanding Romance languages student
- The Charles Stickles Endowment Scholarship is awarded for study in a Spanish-speaking country
- Nicolette B. Weicker Memorial Scholarship is awarded with preference to students specializing in French or Italian.
- The James T. and Mary Alice Wetzel Graduate Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages

More information may be obtained from the department office in early January or on the department website, rl.uoregon.edu/scholarships (http://rl.uoregon.edu/scholarships/).

Faculty

Maria Licia Aldana Rogers, instructor I (Spanish); BA,

Rafael Arias, senior instructor I (Spanish); BA, 2009, MA, 2011, Oregon (2011)

Jeffrey Contreras, instructor I (Spanish); BA, 2001, Oregon State, MA, 2009, Oregon. (2010)

Amy Costales, senior instructor I (Spanish). BA, 1993, State University of New York, Cortland; MA, 2009, Oregon. (2007)

Lillian Darwin Lopez, senior instructor I (Spanish). BA, 2001, MA, 2007, Oregon. (2007)

Robert L. Davis, professor (methodology and pedagogy, Spanish and Romance linguistics). BA, 1983, Southern Mississippi; MA, 1987, PhD, 1991, North Carolina, Chapel Hill. (1991)

Lauretta De Renzo-Huter, senior instructor (Italian); supervisor and coordinator, first-year Italian programs. Laurea in Lingue e Letterature Starniere Moderne, 1988, Torino; MA, 1992, PhD, 2001, Oregon. (2019)

Juanita Devereaux, senior instructor II (Spanish). BA, 1999, MA, 2001, Oregon. (2001)

Connie Dickey, senior instructor I (French); supervisor-coordinator, first-year French program. BA, 1979, Portland; MA, 1981, Seattle; PhD, 1991, California, Berkeley. (2014)

André Djiffack, associate professor (Francophone literatures, 20th-century French literature, colonial and postcolonial studies). BA, 1987, Maîtrise, 1988, Doctorat de 3e Cycle, 1992, Yaoundé; PhD, 1998, Cape Town. (2000)

Paula Ellister, senior instructor II (Spanish); supervisor and coordinator, first-year Spanish program. BA, 1992, MA, 1994, Oregon. (1994)

Cecilia Enjuto Rangel, associate professor (Spanish and Latin American poetry, transatlantic studies, gender and literary theory). BA, 1998, Universidad de Puerto Rico; MA, 2002, PhD, 2005, Yale. (2005)

Pedro García-Caro, associate professor (19th- and 20th-century literatures of the Americas, postcolonial studies, literary theory). Licenciatura, 1995, Murcia; BA, 1996, Roehampton; MA, 1997, PhD, 2004, University College, London. (2006)

Diana Garvin, assistant professor (Mediterranean studies). AB, 2006, Harvard; PhD, 2016, Cornell. (2019)

Amalia Gladhart, professor (20th-century Latin American literature, theater, feminist studies). BA, 1989, Michigan State; PhD, 1995, Cornell. (1995)

Devin Grammon, assistant professor (Spanish socio-linguistics). BA, 2010; University of Northern Colorado; MA, 2012, University of Colorado, Boulder; PhD 2018, The Ohio State University, Columbus (2018)

Paulo Henriquez, instructor (Spanish); licenciado en castellano, 2000, Universidad Austral de Chile; MA, 2005, PhD, 2012, Oregon. (2012)

Gina Herrmann, associate professor (contemporary Spanish literature, politics and culture, autobiographical studies, gender studies). BA, 1990, Cornell; MA, 1993, Columbia; PhD, 1998, Cornell. (2002)

Nathalie Hester, associate professor (French and Italian Renaissance and baroque literature and culture, travel literature). BA, 1992; MA 1993; PhD, 2001, Chicago. (2001)

Harinder Kaur Khalsa, senior instructor (Italian). BA, 1991, Istanbul; MA, 1996 and 1998, Oregon. (1999)

Kelley León Howarth, senior instructor II (Spanish); cohead, undergraduate advising. BA, 1995, Wisconsin, Eau Claire; MA, 2002, Oregon. (2002)

Sergio Loza, Assistant professor (Spanish heritage language education, Spanish socio-linguistics) BA, 2013, Arizona State University; PhD, 2019, Arizona State University. (2019)

Leah Middlebrook, associate professor (early modern Spanish and French literature and culture, lyric poetry, comparative literature). See **Comparative Literature**.

Lanie Millar, associate professor (20th- and 21st-century Caribbean and Latin American literature, Luso-African literature, global south studies). BA, 2002, Baylor; MA, 2003, Middlebury College; PhD, 2011, Texas, Austin. (2013)

Fabienne Moore, associate professor (French Enlightenment, prose poetry, contemporary France). License, 1987, Toulouse–Le Mirail; PhD, 2001, New York University. (2000)

Heather Quarles, senior instructor II (Spanish). BA, 2000, MA, 2003, Oregon. (2001)

Sergio Rigoletto, associate professor (European cinema, popular culture, gender studies). Laurea, 2002, Catania; MA, 2004, Birkbeck, London; PhD, 2010, Reading. (2012)

Andrew Rothgery, senior instructor II (Spanish). BA 1991, MA, 1994, Oregon. (1994)

Maria Benedita Santos, senior instructor I (Portuguese). BA, 1974, Federal University of Maranhão; MA, 2007, Oregon. (2012)

Jésus Sepúlveda, senior instructor I (Spanish). BA, 1995, Universidad Metropolitana de Ciencias de la Educación; MA, 1997, PhD, 2003, Oregon. (2008)

Analisa Taylor, associate professor (Mexican literary and social history). BA, 1992, Oregon; MA, 1996, PhD, 2002, Duke. (2002)

Claudia Ventura, senior instructor I (Italian). supervisor and coordinator, second-year Italian. Laurea, 1995, Bologna; MA, 2006, Ca' Foscari, Venice. (2005)

David Wacks, professor (medieval Iberian literature and culture, Sephardic studies). BA, 1991, Columbia; MA, 1997, Boston College; PhD, 2003, California, Berkeley. (2003)

Nathan Whalen, senior instructor II (Spanish). BA, 1999, MA, 2001, Oregon. (2001)

Melanie Williams, senior instructor II (French); cohead, undergraduate advising. BA, 1992, MA, 1996, Oregon. (1996)

Alex Zunterstein, senior instructor II (Spanish). BA, 2000, MA, 2002, Oregon. (2002)

Emeriti

Alexandre Albert-Galtier, associate professor emeritus. Licence, 1981, DEA, 1983, PhD, 1988, Lyon II. (1994)

Randi M. Brox, professor emerita. Cand. Philol., 1960, Oslo; PhD, 1965, Illinois. (1965)

Françoise G. Calin, professor emerita. Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; PhD, 1972, Stanford. (1973)

Nadia Ceccacci, senior instructor emerita (Italian). Corso di laurea in Lingue e Letterature Straniere, 1981, Università degli Studi di Perugia; MA, 1986, Oregon. (1989)

Richard H. Desroches, associate professor emeritus. BA, 1947, Clark; PhD, 1962, Yale. (1957)

Juan A. Epple, professor emeritus. Licenciate, 1971, Chile; MA, 1977, PhD, 1980, Harvard. (1980)

Leonardo García-Pabón, professor emeritus (colonial Latin American literature, contemporary Latin American poetry, literary theory). BS, 1980,

Universidad Mayor de San Andrés; MA, 1981, Université Catholique de Louvain; PhD, 1990, Minnesota, Twin Cities. (1990)

Sylvia Giustina, senior instructor emerita. BA, 1956, Marylhurst; MA, 1966, Oregon. (1968)

Evlyn Gould, professor emerita. BA, 1975, California, Irvine; MA, 1977, PhD, 1983, California, Berkeley. (1983)

Mónica Lara, senior instructor emerita (Spanish). BA, 1982, MA, 1992, Oregon. (1992)Massimo Lollini, professor emeritus. Laurea, 1978, Bologna; PhD, 1992, Yale. (1992)

Elisabeth A. Marlow, associate professor emerita. Diplôme, 1953, Hautes Études Commerciales, Paris; MA, 1958, PhD, 1966, Oregon. (1958)

Karen McPherson, professor emerita. BA, 1970, Oregon; MA, 1983, PhD, 1987, Yale. (1998)

Rosario Murcia, senior instructor emerita (Spanish); supervisor-coordinator, second-year Spanish program. BA, 1984, Alicante; MA, 1988, Oregon. (1988)Barbara D. May, associate professor emerita. BA, 1972, MA, 1973, PhD, 1975, Utah. (1976)

Amanda W. Powell, senior lecturer emerita. BA, 1977, Yale; MA, 1983, Boston University. (1991)

F. Regina Psaki, professor emerita. BA, 1980, Dickinson; MA, 1986, PhD, 1989, Cornell. (1989)

Steven Rendall, professor emeritus. BA, 1961, Colorado; PhD, 1967, Johns Hopkins. (1967)

Wolfgang F. Sohlich, associate professor emeritus. BA, 1959, Johns Hopkins; MA, 1970, PhD, 1971, Emory. (1970)

Gloria Zabala, senior instructor emerita (Spanish). BA, 1983, MA, 1989, Oregon. (1989)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

- **Bachelor of Arts: French**
- **Bachelor of Arts: Italian**
- Bachelor of Arts: Spanish **(**p. 4**)**
- **Bachelor of Arts: Romance Languages**
- **Minor: French**
- **Minor: Italian**
- **Minor: Spanish**

Undergraduate Studies

Programs leading to undergraduate degrees are offered in French, Italian, Spanish, and Romance languages (a major that combines advanced study in two languages). Students concentrate on the languages, literatures, and cultures of the Romance world, both modern and historical. They work on understanding, speaking, reading, and writing the modern language; they also focus on the historical roots of these languages and cultures, and on their writings—fiction, poetry, film, theater, criticism, and nonfiction.

To get exposure to the cultures of the countries where Romance languages are spoken, students are urged to study abroad. Visit the department website (http://rl.uoregon.edu/study-abroad/) for more information.

Students who intend to pursue graduate work in Romance languages are advised to begin a second Romance language early in their studies. Courses in English and other literatures are also recommended. A goal of the department is to give students a thorough view of the cultures of the countries where Romance languages are spoken.

Major Requirements

Students are urged to consult their faculty advisors regularly to create balanced programs and avoid mistakes in course selection.

French, Italian, or Spanish

Courses for the major must be taught in the target language and address the target culture; readings in courses taken for the major must be in the target language. Internship credits, always taken pass/no pass, do not apply toward major or minor requirements. Courses must be passed with grades of C– or better beyond the second-year language sequence.

Bachelor of Arts: French

Code	Title	Credits
FR 301	Culture et langage: la France contemporaine	4
FR 302	Culture et langage: Le monde francophone contemporain	4
Select three of the following, or their equivalent:		12
FR 312	French Survey: Francophone Literature [1]	
FR 317	French Survey: Medieval and Renaissance	
FR 318	Monarchy, Liberty, Revolution	
FR 319	French Survey: 19th and 20th Centuries	
FR 416	Advanced Writing in French	4
or FR 425	French-English Translation	
330-level or higher French literature, film, or translation courses [2]		12
Upper-division French electives taught in French [3]		12
Total Credits		**48**

1. Students who have already taken *Culture et langage: identités francophones* (FR 303) cannot receive credit for French Survey: Francophone Literature (FR 312).
2. Taught in residence on the Eugene campus. At least 8 credits must be at the 400 level.
3. May include FR 150. Must address the cultures of the French-speaking world (e.g., courses in literature, language, culture, film).

Bachelor of Arts: Italian

Code	Title	Credits
ITAL 301	Cultura e lingua: l'Italia contemporanea	4
ITAL 303	Cultura e lingua: societa, economia, politica	4
ITAL 307	Oral Skills ((twice) or another 300-level language course)	4
ITAL 317–319	Italian Survey	12
Italian literature courses beyond the surveys. [1]		12

Upper-division Italian electives taught in Italian [2]		12
Total Credits		**48**

1. Taught in residence on the Eugene campus. At least 8 credits must be at the 400 level.
2. Courses must be upper-division, taught in Italian and address the cultures of the Italian-speaking world (e.g. courses in literature, language, culture, film, etc.)

Bachelor of Arts: Spanish with Literature and Culture Concentration

Code	Title	Credits
Lengua y cultura		
Two from the following:		8
SPAN 301	Cultura y Lengua: Identidades Hispanas	
SPAN 303	Cultura y lengua: expresiones artisticas	
SPAN 305	Cultura y lengua: cambios sociales	
SPAN 308	Cultura y lengua: comunidades bilingues	
Advanced Writing		
SPAN 311	Advanced Writing in Spanish [1]	4
or SPAN 312	Spanish in the Media	
Survey Courses		
Three from the following:		12
SPAN 341	Hispanic Cultures through Literature I	
SPAN 342	Hispanic Cultures through Literature II	
SPAN 343	Hispanic Cultures through Literature III	
SPAN 344	Hispanic Cultures through Literature IV	
SPAN 350	Introduction to Poetry	
SPAN 351	Introduction to Theater	
SPAN 353	Introduction to Narrative	
Expertise and Mastery		
Three courses in literature, film, or translation in Spanish: one from SPAN 348 or above; two from SPAN 407, SPAN 436, or above. One course may be RL 407 or LAS 407.		12
Electives		
Upper-division courses in literature, film, or linguistics, taught in Spanish, that address the cultures of the Spanish-speaking world [2]		12
Experiential Learning		
Academic experience that involves using the Spanish language outside the classroom [3]		
Total Credits		**48**

1. Students cannot receive credit for both SPAN 311 and SPAN 312.
2. May include up to 4 lower-division credits from LAS 200, SPAN 150, SPAN 238, or SPAN 248 or SPAN 299.
3. Must involve at least 30 hours of work per term.

Bachelor of Arts: Spanish with Language and Society Concentration

Code	Title	Credits
Lengua y cultura		
SPAN 308	Cultura y lengua: comunidades bilingues	4
One from the following:		4
SPAN 301	Cultura y Lengua: Identidades Hispanas	
SPAN 303	Cultura y lengua: expresiones artisticas	
SPAN 305	Cultura y lengua: cambios sociales	
Advanced Writing		
SPAN 311	Advanced Writing in Spanish [1]	4
or SPAN 312	Spanish in the Media	
Survey Courses		
SPAN 320	Intensive Spanish Grammar Review	4
SPAN 322	Introduction to Hispanic Linguistics	4
SPAN 324	Spanish Pronunciation and Phonetics	4
Expertise and Mastery		
Three from the following: [2]		12
SPAN 348	United States Latino Literature and Culture	
SPAN 420	Spanish Linguistics: [Topic]	
SPAN 424	History of the Spanish Language	
SPAN 425	Literary Translation	
SPAN 428	Spanish in the United States	
Electives		
Upper-division courses in literature, film, or linguistics, taught in Spanish, that address the cultures of the Spanish-speaking world [3]		12
Experiential Learning		
Academic experience that involves using the Spanish language outside the classroom [4]		
Total Credits		**48**

1. Students cannot receive credit for both SPAN 311 and SPAN 312
2. One course may be RL 407 or LAS 407, with course work in the target language; student should discuss with an advisor.
3. May include up to 4 lower-division credits from LAS 200, SPAN 150, SPAN 151, SPAN 238, SPAN 248, or SPAN 299
4. Must involve at least 30 hours of work per term.

Romance Languages

Romance languages majors must complete a minimum of 12 credits in literature, film, translation, and/or linguistics courses on the Eugene campus. At least 8 credits of these 12 must be in courses numbered 407 or higher.

Bachelor of Arts: Romance Languages

Code	Title	Credits
First Romance Language		
Language courses		12
Literature survey sequence for French, Italian, or Spanish: [1]		12
Three of the following in French:		
FR 312	French Survey: Francophone Literature [2]	
FR 317	French Survey: Medieval and Renaissance	
FR 318	Monarchy, Liberty, Revolution	
FR 319	French Survey: 19th and 20th Centuries	
Three of the following in Italian:		
ITAL 317	Italian Survey: Medieval and Renaissance	
ITAL 318	Italian Survey: Baroque and Enlightenment	
ITAL 319	Italian Survey: 19th and 20th Centuries	

Spanish Literature and Culture Concentration (three of the following):		
SPAN 341	Hispanic Cultures through Literature I	
SPAN 342	Hispanic Cultures through Literature II	
SPAN 343	Hispanic Cultures through Literature III	
SPAN 344	Hispanic Cultures through Literature IV	
Spanish Language and Society Concentration:		
SPAN 320	Intensive Spanish Grammar Review	
SPAN 322	Introduction to Hispanic Linguistics	
SPAN 324	Spanish Pronunciation and Phonetics	
Additional literature, film, linguistics, or translation courses		8
Second Romance Language		
Language courses		8
Courses in literature, film, linguistics, or translation		8
Total Credits		**48**

1 For the Spanish survey, choose only **one** of the two concentrations: Literature and Culture ***or*** Language and Society.

2 Students who have already taken *Culture et langage: identités francophones* (FR 303) cannot receive credit for French Survey: Francophone Literature (FR 312).

Departmental Honors

Approval for graduation with honors is granted to any student who meets one of the following requirements:

1. Maintains at least a 4.00 grade point average (GPA) in all upper-division department course work and at least a 3.50 GPA overall, ***or***
2. Maintains at least a 3.75 GPA in all upper-division department course work and at least a 3.50 GPA overall, and submits an honors thesis written under the guidance of a Romance languages faculty thesis advisor. The thesis adviser determines whether the thesis is acceptable and may require the student to register for up to 6 pass/no pass (P/N) credits in Thesis (FR, ITAL, SPAN 403)

If a student wishes to apply for honors by submitting an honors thesis, the application for graduation with honors must be submitted by the end of the term that immediately precedes the term of graduation. If a student is planning on graduating in the spring term, they must apply for graduation through their departmental advisor during the winter term.

Transfer credits and overseas-study work used to fulfill major graduation requirements are typically included in determining the major GPA.

Minor Requirements

Students may earn a minor in French, Italian, or Spanish. Courses taken for the minor must be passed with grades of C– or better and must be in the target language and address the target culture. Further details are available on the department website.

Minor in French

Code	Title	Credits
Upper-division language courses		12
Upper-division courses in literature, linguistics, translation, or film [1]		12
Upper-division electives taught in French [2]		4
Total Credits		**28**

1 Must be taught on the Eugene campus.

2 Courses must be upper-division, taught in French and address the cultures of the French-speaking world (e.g. courses in literature, linguistics, language, culture, film, etc.)

Minor in Italian

Code	Title	Credits
Upper-division language courses		12
Upper-division courses in literature, linguistics, translation, or film [1]		12
Upper-division electives taught in Italian [2]		4
Total Credits		**28**

1 Must be taught on the Eugene campus.

2 Courses must be upper-division, taught in Italian and address the cultures of the Italian-speaking world (e.g. courses in literature, linguistics, language, culture, film, etc.)

Minor in Spanish

Code	Title	Credits
Upper-division language courses		12
Upper-division courses in literature, linguistics, translation, or film [1]		12
SPAN 320	Intensive Spanish Grammar Review	
SPAN 322	Introduction to Hispanic Linguistics	
SPAN 324	Spanish Pronunciation and Phonetics	
SPAN 341	Hispanic Cultures through Literature I	
SPAN 342	Hispanic Cultures through Literature II	
SPAN 344	Hispanic Cultures through Literature IV	
SPAN 348	United States Latino Literature and Culture	
SPAN 350	Introduction to Poetry	
SPAN 351	Introduction to Theater	
SPAN 353	Introduction to Narrative	
SPAN 355	Creative Writing in Spanish	
SPAN 407	Seminar: [Topic]	
SPAN 424	History of the Spanish Language	
SPAN 425	Literary Translation	
SPAN 428	Spanish in the United States	
SPAN 448	National Identities and Border Cultures in the Americas	
SPAN 450	Colonial Latin American Literature: [Topic]	
SPAN 466	Introduction to Spanish Golden Age	
SPAN 480	19th-Century Spanish American Literature: [Topic]	
SPAN 490	20th-Century Latin American Literature: [Topic]	
Upper-division electives taught in Spanish [2]		4
Total Credits		**28**

1 Must be taught on the Eugene campus.

2 Courses must be upper-division, taught in Spanish and address the cultures of the Spanish-speaking world (e.g. courses in literature, linguistics, language, culture, film, etc.)

Study Abroad

One of the best ways to learn a language and its culture is the experience of immersion in it. The Department of Romance Languages strongly encourages students to participate in one of the numerous study-abroad programs that the UO offers. Visit the department website (http://rl.uoregon.edu/study-abroad/) for more information.

The department sponsors programs for the study of French, Italian, Portuguese, and Spanish languages and cultures. Students live, study, and travel in Europe, Africa, and the Americas, in countries such as Argentina, Bolivia, Brazil, Ecuador, France, Italy, Mexico, Morocco, Peru, Senegal, and Spain. Cosponsoring programs include IE_3 Global, the Council on International Educational Exchange, the School for International Training, and the National Student Exchange.

To ensure success in goals of language and cultural study, majors and minors in the department need to identify the program that best fits their academic requirements, financial situation, and personal interests. The list of programs posted on the department website is recommended based on their outstanding academic, linguistic, and cultural opportunities and strong on-site support.

Before traveling abroad, students should consult their assigned major or minor advisor about the selection of a program and the courses to be taken within that program.

Tips for Selecting a Study-Abroad Program

- Choose a program that offers a maximum of immersion (e.g., living with host families or local students, course work entirely in the target language, direct university enrollment opportunities)
- Longer programs offer you more opportunity to acclimate to the language, to be more fully immersed in the local culture, and to form meaningful relationships with people from the host country
- Courses in which the readings and lectures are in English **do not** count toward majors or minors in the Department of Romance Languages or the UO bachelor of arts second-language requirement
- Students in all UO overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. Advisors can help students determine course equivalencies to maximize the credits applied to requirements for the degree
- The department offers scholarships to help students with travel expenses for language learning and research projects. For more information, visit the scholarships page (http://rl.uoregon.edu/scholarships/).

For additional information and to obtain applications for specific programs, contact the Office of International Affairs at (541) 346-3206. For questions on applying study-abroad credit to majors or minors, students should visit their assigned departmental advisor.

Cultural Ambassador Program in Spain

The Ministry of Education of Spain offers more than 1,200 openings for U.S. and Canadian language and culture assistants (termed “cultural ambassadors”). The positions are offered in Spain’s equivalent of the K–12 school system of public education.

Teaching Assistant Program in France

This program is coordinated by the French Embassy and offers 1,500 positions for native English speakers with a demonstrated knowledge of French to teach and its overseas department in France, to assist French teachers with English courses for a period of six to nine months, or both. The positions are offered in elementary and high schools (*écoles primaire, collèges*, and *lycées*). This is an excellent opportunity for graduating seniors with interest in education and experience abroad. It is open to United States citizens or permanent residents under 29 years of age with a demonstrated knowledge of French—not just majors or minors. The Department of Romance Languages does not administer the program, but simply offers guidance to interested students, and gives information and advice on the application process and on the program itself.

Kindergarten through Secondary School Teaching Careers

Students who complete a degree with a major in French, Spanish, or Romance languages are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available from the department’s education advisor, Robert Davis; see also the **College of Education** section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- French **(**p. 6**)**
- Italian **(**p. 7**)**
- **Spanish**

Bachelor of Arts in French

Course	Title	Credits Milestones
First Year		
Fall		
FR 101	First-Year French	5
FR 150	Cultural Legacies of France	4
General-education course in science		4
Participate in the Romance Languages Opportunities Fair in October		
Take a lighter course load in your first term as you adjust to college		
	Credits	**13**
Winter		
FR 102	First-Year French	5
WR 121	College Composition I	4
General-education course in arts and letters (Minor or second major course, if applicable)		4
Study skills or time management course		1
Talk with advisors about study abroad or other experiential learning options		
	Credits	**14**
Spring		
FR 103	First-Year French	5
WR 122 or WR 123	College Composition II or College Composition III	4

General-education course in arts and letters		4
General-education course in social science		4
Meet with University Career Center advisor to discuss potential major(s) and career ideas		
	Credits	**17**
	Total Credits	**44**

Course	Title	Credits	Milestones
Second Year			
Fall			
FR 201	Second-Year French	4	
General-education course in arts and letters		4	
General-education course in social science (Minor or second major course, if applicable)		4	
General-education course in science (Minor or second major course, if applicable)		4	
Participate in the Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
FR 202	Second-Year French	4	
General-education course in social science		4	
General-education course in science		4	
Multicultural course		4	
	Credits	**16**	
Spring			
FR 203	Second-Year French	4	Declare French major
General-education course in social science		4	
General-education course in science		4	
Elective course		4	
Confirm study-abroad or experiential learning plans, and work with advisor to verify progress toward degree			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Choose two from the following:		8	
FR 301	Culture et langage: la France contemporaine		
FR 302	Culture et langage: Le monde francophone contemporain		
FR 320	Intensive French Grammar Review		
Electives or courses for minor or second major		8	
Participate in Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
FR 312 or FR 317	French Survey: Francophone Literature or French Survey: Medieval and Renaissance	4	
French language or survey course		4	
Electives or courses for minor or second major		8	
Apply for Romance languages scholarships			
	Credits	**16**	
Spring			
FR 318 or FR 319	Monarchy, Liberty, Revolution or French Survey: 19th and 20th Centuries	4	
FR 330	French Poetry	4	
Electives or courses for minor or second major		8	
Meet with advisor to confirm major progress and plan for senior year			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
French survey course		4	
French elective course		4	
Elective or courses for minor or second major		8	
	Credits	**16**	
Winter			
FR 407	Seminar: [Topic]	4	
French elective course		4	
Elective or course for minor or second major		4	
	Credits	**12**	
Spring			
FR 407	Seminar: [Topic]	4	Apply for graduation, including any certificates
French elective course		4	
Elective or course for minor or second major		4	
	Credits	**12**	
	Total Credits	**40**	

Bachelor of Arts in Italian (Focus in Italian Studies)

Course	Title	Credits	Milestones
First Year			
Fall			
ITAL 101	First-Year Italian	5	
ITAL 150 or ITAL 152	Cultural Legacies of Italy or Desire and Resistance: Italian Cinema	4	
General-education course in science		4	
Participate in the Romance Languages Opportunities Fair in October			

Take a lighter course load in your first term as you adjust to college		
	Credits	**13**
Winter		
ITAL 102	First-Year Italian	5
WR 121	College Composition I	4
ITAL 252	The Italian-American Experience	4
Study skills or time management course		4
Talk with advisors about study abroad or other experiential learning options		
	Credits	**17**
Spring		
ITAL 103	First-Year Italian	5
WR 122 or WR 123	College Composition II or College Composition III	4
General-education course in arts and letters		4
General-education course in social science		4
Meet with University Career Center advisor to discuss potential major(s) and career ideas		
	Credits	**17**
	Total Credits	**47**

Course	Title	Credits	Milestones
Second Year			
Fall			
ITAL 201	Second-Year Italian	4	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
Participate in the Romance Languages Opportunities Fair in October			
Talk with advisors about study abroad or other experiential learning options			
	Credits	**16**	
Winter			
ITAL 202	Second-Year Italian	4	
General-education course in social science		4	
General-education course in science		4	
Multicultural course		4	
Apply for Romance languages scholarships			
	Credits	**16**	
Spring			
ITAL 203	Second-Year Italian	4	Declare Italian major
General-education course in social science		4	
General-education course in science		4	
Course for minor or second major		4	
Confirm study-abroad or experiential learning plans, and work with advisor to verify progress toward degree			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
ITAL 301	Cultura e lingua: l'Italia contemporanea	4	
ITAL 319	Italian Survey: 19th and 20th Centuries	4	
Courses for minor or second major		8	
Participate in the Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
ITAL 305	Cultura e lingua: arte, musica, i mass media	4	
ITAL 318	Italian Survey: Baroque and Enlightenment	4	
Courses for minor or second major		8	
Apply for scholarships			
	Credits	**16**	
Spring			
ITAL 303	Cultura e lingua: societa, economia, politica	4	
ITAL 407	Seminar: [Topic]	4	
Courses for minor or second major		8	
Meet with advisor to confirm major progress and plan for senior year			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
ITAL 320	Intensive Italian Grammar Review	4	
ITAL 491	20th-Century Literature: [Topic]	4	
Courses for minor or second major		8	
Participate in the Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
ITAL 449	Humanism and the Renaissance	4	
Course for minor or second major		4	
	Credits	**8**	
Spring			
ITAL 317	Italian Survey: Medieval and Renaissance	4	Apply for graduation, including any certificates
ITAL 407	Seminar: [Topic]	4	
Course for minor or second major		4	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Arts in Spanish (Focus in Language and Society)

Course	Title	Credits	Milestones
First Year			
Fall			
SPAN 101	First-Year Spanish	5	
SPAN 150	Hispanic and Latinx Cultures	4	
General-education course in science		4	
Participate in Romance Languages Opportunities Fair in October			
Take a lighter course load in your first term as you adjust to college			
	Credits	**13**	
Winter			
SPAN 102	First-Year Spanish	5	
WR 121	College Composition I	4	
General-education course in social science		4	
Study skills or time management course		4	
Talk with advisors about study abroad or other experiential learning options			
	Credits	**17**	
Spring			
SPAN 103	First-Year Spanish	5	
WR 122 or WR 123	College Composition II or College Composition III	4	
ARH 211	Survey of Latin American Arts	4	
HIST 248	Latinos in the Americas	4	
Meet with University Career Center advisor to discuss potential major(s) and career ideas			
	Credits	**17**	
	Total Credits	**47**	

Course	Title	Credits	Milestones
Second Year			
Fall			
SPAN 201	Second-Year Spanish	4	
LING 301	Introduction to Linguistics Analysis	4	
General-education course in arts and letters		4	
General-education course in science		4	
Participate in Romance Languages Opportunities Fair in October			
Talk with advisors about study abroad or other experiential learning options			
	Credits	**16**	
Winter			
SPAN 202	Second-Year Spanish	4	
LING 296	Language and Society in the United States	4	
General-education course in arts and letters		4	
General-education course in science		4	
Apply for Romance languages scholarships (if you have already declared a major or minor in Spanish)			
	Credits	**16**	
Spring			
SPAN 203	Second-Year Spanish	4	Declare Spanish major
General-education course in science		4	
Courses of minor or second major		8	
Confirm study abroad or internship plans, and work with advisor to verify progress toward degree			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
SPAN 301	Cultura y Lengua: Identidades Hispanas	4	
SPAN 308	Cultura y lengua: comunidades bilingues	4	
Courses for minor or second major		8	
Participate in Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
Choose one from the following:		4	
SPAN 320	Intensive Spanish Grammar Review		
SPAN 322	Introduction to Hispanic Linguistics		
SPAN 324	Spanish Pronunciation and Phonetics		
SPAN 311 or SPAN 312	Advanced Writing in Spanish or Spanish in the Media	4	
Courses for minor or second major		8	
Apply for scholarships			
	Credits	**16**	
Spring			
Choose one from the following:		4	
SPAN 320	Intensive Spanish Grammar Review		
SPAN 322	Introduction to Hispanic Linguistics		
SPAN 324	Spanish Pronunciation and Phonetics		
300-level course with SPAN subject code		4	
Courses for minor or second major		8	
Meet with advisor to confirm major progress and plan for senior year			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Choose one of the following:		4	
SPAN 320	Intensive Spanish Grammar Review		
300-level course with SPAN subject code		4	
Courses for minor or second major		8	
SPAN 322	Introduction to Hispanic Linguistics		
SPAN 324	Spanish Pronunciation and Phonetics		

Participate in Romance Languages Opportunities Fair in October		
	Credits	**16**
Winter		
SPAN 348	United States Latino Literature and Culture	4
SPAN 424	History of the Spanish Language	4
Course for minor or second major		4
	Credits	**12**
Spring		
300-level course with SPAN subject code		4
Course for minor or second major		4
	Credits	**8**
	Total Credits	**36**

- Master of Arts: French **(**p. 11**)**
- **Master of Arts: Italian**
- Master of Arts: Spanish **(**p. 11**)**
- **Master of Arts: Romance Languages**
- **Doctor of Philosophy: Romance Languages**
- **Doctor of Philosophy: Spanish**

Graduate Studies

The Department of Romance Languages offers programs of study leading to the degree of master of arts (MA) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (PhD) in Romance languages or Spanish.

The master's degree program provides solid grounding and broad coverage in the literatures and cultures of each of the language areas. The PhD program allows students to focus on a specific literary and/or cultural field of interest.

Students follow these degree programs in an intellectually stimulating and supportive environment, characterized by close personal supervision, interdisciplinary approaches to literary and cultural studies, and professional training in both research methods and foreign-language pedagogy.

The university's library resources for research in French, Italian, and Spanish support the department's graduate programs; in some fields they are outstanding. The library's holdings of learned periodicals are extensive.

Admission

An applicant for admission to the master of arts (MA) program should have completed an undergraduate major in a Romance language and literature or its equivalent (e.g., licence, laurea, licenciatura). Students with a degree in another discipline may apply, provided they have a good knowledge of at least one Romance language and are familiar with one Romance literature.

An applicant for admission to the PhD program should have completed a master of arts degree in a Romance language and literature or its equivalent. Students should have at least a reading knowledge of a second Romance language upon entering the PhD program.

Admission Procedure

Applications may be made online at rl.uoregon.edu/graduate/admissions (http://rl.uoregon.edu/graduate/admissions/). Applicants are required to

- upload transcripts
- submit a 750-word statement of purpose describing academic experience, the reasons for wanting to do graduate work in the Department of Romance Languages, and eventual career goals. Students applying to the PhD program are encouraged to specify research interests
- submit three letters of recommendation from faculty members who can directly comment on the applicant's language competence and aptitude for graduate studies in literature. One letter may refer to potential teaching ability

International students must demonstrate proficiency in English to the Division of Graduate Studies and the Department of Romance Languages by one of the following three methods:

1. Submit an acceptable score from the Test of English as a Foreign Language (TOEFL) examination, currently offered in paper-based (written) or Internet-based formats. A minimum score of 575 on the paper-based test or 88 on the Internet-based test is required. More information on Division of Graduate Studies admission requirements may be found at gradschool.uoregon.edu/academic-programs?page=gradProgramInfo (http://gradschool.uoregon.edu/academic-programs/?page=gradProgramInfo)
2. Submit an acceptable score from the International English Language Testing System (IELTS) examination. The minimum IELTS (academic module) overall band score for graduate admission is 7.0
3. Submit degree transcripts proving that you have received a bachelor's degree or higher from an accredited U.S. institution or from an institution in the following countries: Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom

If applying to the PhD program, submit a substantial writing sample (e.g., master's thesis graduate seminar paper or master's-level research paper on a relevant topic).

In addition to the application, send all official transcripts showing college-level work as of the date of application to the department's graduate coordinator at the following address:

University of Oregon
Department of Romance Languages
1233 University of Oregon
Eugene, Oregon 97403-1233

Priority is given to applicants whose files are complete by January 6. The department's graduate admissions committee reviews the completed file and notifies each applicant of its decision. New students are typically admitted to the program for fall term.

Graduate Employee Opportunities

Graduate employee (GE) opportunities are available each year for new graduate students in the department. Students should apply to the department by January 6 for fall admission and appointment priority. In exceptional cases, these fellowships may be supplemented by academic scholarships and awards.

Students who hold a graduate employee (GE) appointment are required to register and complete a minimum of 9 graduate credits during each

quarter of their appointment, all of which must apply toward their degree programs. GTF support to complete the master's degree program is two years.

Master of Arts Program

Students entering the MA program may specialize in French, Italian, or Spanish, or combine two of these fields for a major in Romance languages. The master of arts program consists of course work, written examinations, and a research project. The program is designed to be completed in two years.

To help students navigate requirements, a faculty advisor is assigned by the department during fall term of the first year. Students may change advisors later if they wish.

Degree Requirements

All courses must be taken on a graded basis. Course work must be completed with grades of B– or better, and a grade point average (GPA) of 3.00 or better must be maintained.

A student whose knowledge of the language or languages is found to be deficient must take remedial work—an advanced writing class, additional study abroad, or some form of language immersion.

Master of Arts: French

Code	Title	Credits
RL 608	Workshop: [Topic] [1]	2-4
RL 620	Graduate Study in Romance Languages [2]	2-4
RL 623	Romance Languages Colloquium: [Topic] [3]	2-4
RL 607	Seminar: [Topic] [3]	2
Two graduate-level courses in medieval and Renaissance literature		8
Two graduate-level courses in 17th–18th centuries literature		8
Two graduate-level courses in literature from 1830 to 1945		8
Two graduate-level courses in literature from 1945 to the present		8
French language courses		12
Research project		
Total Credits		**52-58**

1. Taken fall term of first year.
2. Taken winter term of first year.
3. Taken in preparation for second-year fall forum.

Master of Arts: Italian

Code	Title	Credits
RL 608	Workshop: [Topic] [1]	2-4
RL 620	Graduate Study in Romance Languages [2]	2-4
RL 623	Romance Languages Colloquium: [Topic] [3]	2-4
RL 607	Seminar: [Topic] [3]	2
Two graduate-level courses in medieval literature		8
Two graduate-level courses in Renaissance literature		8
Two graduate-level courses in 17th–19th century literature		8
Two graduate-level courses in literature from 20th century to the present		8
Italian language courses		12
Research project		
Total Credits		**52-58**

1. Taken fall term of first year.
2. Taken winter term of first year.
3. Taken in preparation for second-year fall forum.

Master of Arts: Spanish

Code	Title	Credits
RL 608	Workshop: [Topic] [1]	2-4
RL 620	Graduate Study in Romance Languages [2]	2-4
RL 623	Romance Languages Colloquium: [Topic] [3]	2-4
RL 607	Seminar: [Topic] [3]	2
Two graduate-level courses in literature from 11th century to 1605		8
Two graduate-level courses in literature from 1605 to 1810		8
Two graduate-level courses in literature from 1810 to 1939		8
Two graduate-level courses in literature from 1939 to the present		8
Spanish language courses		12
Research project		
Total Credits		**52-58**

1. Taken fall term of first year.
2. Taken winter term of first year.
3. Taken in preparation for second-year fall forum.

Master of Arts: Romance Language

Code	Title	Credits
RL 608	Workshop: [Topic] [1]	2-4
RL 620	Graduate Study in Romance Languages [2]	2-4
RL 623	Romance Languages Colloquium: [Topic] [3]	2-4
RL 607	Seminar: [Topic] [3]	2
Graduate-level course in each literary period in major language (see Literary Periods list)		16
Graduate-level course in each of two periods in major language		8
Graduate-level course in each literary period in minor language		16
Research project		
Total Credits		**48-54**

Literary Periods

- French
  - medieval and Renaissance
  - 17th–18th centuries
  - 1830–1945
  - 1945 to the present
- Italian
  - medieval
  - Renaissance
  - 17th–19th centuries
  - 20th century to the present
- Spanish

- 11th century–1605
- 1605–1810
- 1810–1939
- 1939 to the present

Master of Arts Research Project

The degree requires a research project (either a master's essay or a pedagogy portfolio) that allows a student to expand his or her expertise in literary and cultural studies or in teaching language, literature, and culture. A faculty member oversees the development of the final product and evaluates it. The student must identify a faculty member willing to serve as director and secure his or her signature of approval for the project by the ninth week of spring term of the first year.

The research project should be between 6,000 and 9,000 words. In consultation with the research project director, the student chooses whether to write the project in a Romance language or in English.

Research projects are approved by the director and are referred to the student's MA examination committee (see below) for remediation if the work is found to be deficient or in need of revision. The director submits a final copy of the approved essay or portfolio to the department office by the last day of classes in spring term of the second year.

Essay in Literary and Cultural Studies

This essay allows students to widen their knowledge in one or more Romance languages, literatures, and cultures. In addition, the essay permits students to focus in greater depth on writing formal academic prose, presenting an interpretation, constructing an argument, documenting sources and references, and honing persuasive strategies. At the end of the first year of study, the student chooses one of the seminar papers that he or she submitted during the first three terms of course work. During the summer session immediately following, the student expands and polishes the paper.

Students who plan to apply for the PhD program in Romance languages at the University of Oregon must complete an essay in literary and cultural studies.

MA Pedagogy Portfolio in Teaching Language, Literature, and Culture

This project allows students to explore in depth specific issues of teaching a Romance language, its literature and cultures. The portfolio is designed in consultation with the director and serves to demonstrate the student's professional expertise. The portfolio may include the following documents: a coherent collection of teaching materials supported by a theoretical rationale; a description, personal assessment, and third-party evaluation of an internship experience (e.g., a participatory learning experience at the UO); a formal "philosophy of teaching" statement; documentation of participation in a professional conference; and other components as recommended by the director.

Students who plan to apply for the doctoral program in Romance languages at the University of Oregon must complete a master of arts essay in literary and cultural studies.

Examinations

The master of arts examination comprises two four-hour exams taken in the seventh week of spring term in the second year.

For students studying for the MA in French, Italian, or Spanish, the first exam consists of one specific question in each of the four literary periods. The second exam consists of a detailed analysis of a short text in two parts: a close reading of the text and a consideration of the text in its social, historical, cultural, and/or literary contexts. The student, in consultation with the examination committee, chooses in which of the four periods this second exam is done.

The exams for the Romance languages MA are similar to those for French, Italian and Spanish. However, in the first exam students are asked to draw on examples from both their major and minor literatures in their answer to at least one of the questions. They are encouraged (but not required) to refer to both literatures in their answers to the other three short questions.

The graduate secretary informs the students and the examination committee members of the scheduled exam date.

Examination Committee

By the sixth week of fall term in the second year, students submit to their advisors and to the director of graduate studies an MA Examination Committee form with the names of faculty members suggested to cover other examination periods and signed by the committee chair.

By the end of the tenth week of fall term in the second year, students submit a preliminary examination reading list of literary works on which to be examined to the members of their exam committees and to the director of graduate studies.

Examination Reading List

Students construct a reading list, drawn up in consultation with the exam committee, using the departmental reading list and the syllabuses and bibliographies of the seminars they have taken, as well as the summer reading done in preparation for the fall forum.

For students studying for the MA in French, Italian, or Spanish, the reading list consists of at least ten items in each of the four periods, drawn up in consultation with the exam committee. Of the ten works in each period, at least five must be chosen from the departmental reading list. The other works can be suggested by the student, based on his or her own interests and readings.

For students studying for the MA in Romance languages, the reading list consists of at least twelve items in each of the four periods: eight in the major language and four in the minor. Of the eight works in the major language, at least four must be chosen from the departmental reading list; all texts in the minor language must be chosen from the departmental reading list.

The examination reading list also contains two additional secondary readings (usually literary histories or general literary surveys) that cover the four periods, also drawn from the departmental reading list.

The final version of the examination reading list must be approved and signed by the student's exam committee and filed with the graduate secretary by the end of winter term of the second year. Students are responsible for distributing the approved reading list to the MA committee members as soon as the list is approved.

Examination Questions

In all fields, one of the two exams must be answered in the candidate's major language; the other can be written in the major language or in English. Choice of language is to be determined in consultation with the committee chair.

The four members of the MA exam committee work together to prepare the questions for the candidate. The exam committee chair is responsible for collecting questions from the committee members and submitting them to the graduate secretary. On the first exam, the candidate answers four questions, choosing between two questions in each of four periods. On the second exam, the candidate chooses between two possible selections for the close reading analysis. The four members read and grade both exams and come to an agreement on the final grade to be submitted for each exam. The committee chair moderates this discussion, submits the grades to the graduate secretary, and communicates the results to the candidate. The student passes when the average grade for each exam is satisfactory (*low pass, pass* or *high pass*).

The master's examination is a closed book exam and therefore without footnotes or a bibliography. The exam must be typed using a twelve-point font, double-spaced.

Students who fail the master of arts examination in whole or in part will be allowed to take it over (in whole or in part) once. They are encouraged to do so during the course of the following term (usually the summer session) and no later than six months after failing. If they fail again, they are disqualified.

Research: [Topic] (FR 601), Research: [Topic] (ITAL 601), or Research: [Topic] (SPAN 601) and Practicum: [Topic] (FR 606), Practicum: [Topic] (ITAL 606), or Practicum: [Topic] (SPAN 606). Students who hold a GTF appointment may register for 2 credits of Practicum or one credit of Research in order to complete the nine credits per term required by the Division of Graduate Studies (two graduate courses constitute 8 credits). During the first quarter of their first year, students holding a GTF appointment use Practicum to develop their teaching skills in practical application. Students not holding a GTF appointment are encouraged to take a third course (for a total of 12 credits) or 1 credit of Research to work on an independent research project.

Reading and Conference: [Topic] (FR 605), Reading and Conference: [Topic] (ITAL 605), or Reading and Conference: [Topic] (SPAN 605). Students may request to do a Reading and Conference course to address a specific problem on which no course currently exists. Before the end of the term preceding the Reading and Conference course, the student prepares a project proposal and submits it to the faculty member with whom he or she wants to work. The project proposal should include a statement of the problem the student wants to explore and a tentative reading list of primary and secondary sources. Only one 4-credit Reading and Conference course may be used to satisfy requirements for the MA degree.

Reading and Conference: [Topic] (RL 605). The purpose of this required independent reading course is to motivate students to begin reading during the summer following their first year in the MA program in preparation for the exams that will take place in the spring term of their second year.

During the spring term of the first year of the MA program, students present to their advisors a reading list of eight to ten works to be studied during the summer. The books must belong to no more than two of the periods defined by the MA program, and five of the books must be taken from the departmental reading list. At least one of the texts should be a literary history or a similar text about the period. This approved list (signed by the faculty advisor) will be submitted to the director of graduate studies before the end of the spring term.

In fall term, students will register for a 2-credit, graded Reading and Conference course with the director of graduate studies as the instructor of record.

In the third week of the fall term of the second year, students present the findings of their summer study in a public forum. This one-day forum is organized as a professional meeting, with a chair for each session, a discussion following the presentations, and refreshments. Most Romance language faculty members are present during these presentations, as well as all MA students.

Presentations are fifteen minutes long and delivered in English. Presentations focus on the main themes that students have explored in their readings. Students should be able to discuss both literary techniques and historical context of the period selected, providing examples from the books they have read. Plot summaries should be avoided.

At the end of the presentations, the faculty members meet to evaluate the presentations. On satisfactory completion of this exercise, students receive 2 graded credits for the course. If the faculty members find that a presentation was deficient, they recommend that the student do supervised reading with the faculty specialist in the period before being assigned a grade and receiving course credit.

Incompletes

Incompletes are strongly discouraged. However, students who find it necessary to ask for an incomplete are urged to complete their incompletes as rapidly as possible. Agreements for obtaining and completing incompletes must be filed with the department. Graduate students must convert a graduate course incomplete into a passing grade within one calendar year of the assignment of the incomplete. Any student who has more than 5 credits of incompletes is making unsatisfactory progress toward the degree.

Doctor of Philosophy: Romance Languages

The PhD program in Romance languages is designed to provide

- a thorough familiarity with several fields (e.g., a movement, a genre, a period, or a literary problem)
- the opportunity to situate the student's special interests in the wider context of Romance languages and literatures as well as in the context of trends inside and outside Western European culture
- the tools necessary to engage literary issues at a high level
- the ability to examine new and challenging literary or theoretical perspectives

Students who enter the PhD program with no knowledge of a second Romance language are required to start learning one as soon as possible during their graduate studies.

The PhD program has five components: course work, comprehensive examination, dissertation prospectus, original dissertation, and final oral defense.

Course Work

The PhD degree requires a total of 84 graduate-level credits—32 credits in addition to the 52 required for the master's degree. Course work applied to the degree must be taken for letter grades, and a grade point average (GPA) of 3.00 or better must be maintained.

Students must complete at least 21 graduate seminars in the department (at least 84 credits in all) beyond the bachelor's degree. PhD students

must thus take at least 8 graduate courses (32 credits) beyond the 13 courses (52 credits) required for the master's. Only one of these 8 courses (4 credits) may be satisfied in the form of a Reading and Conference course (Reading and Conference: [Topic] (FR 605), Reading and Conference: [Topic] (ITAL 605), or Reading and Conference: [Topic] (SPAN 605)).

Of the twenty-one courses (84 credits), three (12 credits) must be taken in a second Romance language.

As many as three of the twenty-one courses (12 of the 84 credits) may be taken outside the department, with the authorization of the advisor, and provided that the courses bear directly on the student's program of study.

Doctoral students are also strongly encouraged to take Romance Languages Colloquium: [Topic] (RL 623) for at least two credits. Colloquium may either be taken as a 2-credit pass/no pass course (in which case it does not count toward the 52 credits required for the degree) or as a 4-credit graded course.

Students with an MA in French, Italian, Spanish, or Romance languages from the University of Oregon may count a maximum of two graduate courses completed during the MA program toward PhD course requirements, provided that these courses were not used to fulfill MA requirements.

Graduate students with an MA in French, Italian, Spanish, or Romance languages from another institution must take a minimum of 40 credits in the Department of Romance Languages. The department's graduate committee evaluates previous graduate course work and determines whether additional work is necessary to fill any gaps in a student's preparation. This may result in a student having to take more than 40 credits at the University of Oregon—up to a maximum of 68 credits. If the candidate is found to be seriously deficient or if the master's degree is in a field other than Romance languages, the graduate committee may admit the student into the master's program. In this case, the student may submit a petition to the committee to transfer a maximum of three courses toward the twelve courses required for the MA This petition may be submitted after the student has completed four graduate-level courses with grades of mid-B or better in the Romance languages master's program.

*Students typically will register for RL 601 or RL 605 during the terms that they are preparing for exams or writing their prospectus, and will register RL 603 Dissertation (18 credits) while writing their dissertation.

Comprehensive Examination

Students entering the PhD program should develop, as soon as possible but no later than the third term of course work beyond the master's degree, a field of interest that forms the basis of their research for the PhD comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the areas of concentration represented on the comprehensive examination.

The comprehensive examination consists of two written examinations and an oral examination. Each written examination covers a subfield that pertains to the student's field of interest. The subfields should be defined and prepared with three members of the Romance languages faculty who constitute the PhD examination committee. One of these faculty members should represent the student's second Romance language. A fourth member may be added from another department. In consultation with the members of the examination committee, the student creates a reading list for each of the subfields. The reading list must be approved by the examination committee no later than four weeks before the date of the exam. Student are responsible for distributing the reading list to the committee members of the examination committee as soon as the list is approved.

The written examinations take the form of two essays that respond to questions formulated by members of the PhD examination committee. Each written examination covers one of the subfields and is a maximum of twenty double-spaced, typed pages in length. The student has two weeks to write each of the two essays.

Two weeks after the successful completion of the written essays, the student takes an oral examination. The oral examination attempts to integrate the subfields addressed in the written examinations with the other facets of the student's declared field of interest. In a two-hour conversation, the candidate and the committee members examine and elaborate on ways in which the written essays help to define a project within the student's field of interest.

Typically undertaken during the fifth term of study following the master's degree, the comprehensive examination should result in clarification of the dissertation's subject matter and possible approaches to it. The exam should, in other words, yield at least a tentative dissertation topic.

A student who fails the PhD examination in whole or in part will be allowed to take it over (in whole or in part) once. The student is encouraged to do so no later than six months after failing. A second failure results in disqualification.

It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

With the successful completion of the PhD comprehensive exam, the student will advance to candidacy and begin preparing the dissertation prospectus.

Dissertation Prospectus

The prospectus, typically completed during the sixth term of study following the master's degree, defines the scope of the dissertation and demonstrates the originality of the project. It consists of an eight- to ten-page description of the proposed dissertation project and a substantial research bibliography of primary and secondary material.

Students are responsible for putting together a dissertation committee, which typically consists of four members: one director and two readers from the Department of Romance Languages, and one reader from another department. A student may also choose to have two codirectors in the Department of Romance Languages (plus two further members of the department).

When the student has a solid draft of the prospectus, she or he schedules a meeting with the dissertation committee members for a presentation and discussion of the prospectus. Following this conversation, the student will make final revisions to the prospectus. Once the committee has given its final approval, the student submits the prospectus to the department for filing.

Students are reminded that they must have a dissertation committee in place and proper documents filed with the Division of Graduate Studies six months before the dissertation defense.

Any student making significant changes to the dissertation project after the final approval of the prospectus must schedule a meeting with the dissertation committee before proceeding.

Dissertation

The dissertation constitutes an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature literary interpretation, informed and reasoned argument, and an awareness of the means and goals of research.

It is the student's responsibility to ascertain the rules and deadlines of the Division of Graduate Studies for proper filing of the dissertation. Students are strongly encouraged to familiarize themselves with the stringent formatting and structure guidelines for the dissertation provided by the Division of Graduate Studies (available online).

A final copy of the dissertation must be distributed to the dissertation committee for final approval at least three weeks before the dissertation defense.

Final Oral Defense

When all members of the dissertation committee have approved the dissertation, a final public oral presentation and defense of the work is held.

Doctor of Philosophy: Spanish

Coursework for the PhD in Spanish allows students to:

· acquire exposure to a broad range of theoretical perspectives and methodological approaches;

· develop expertise in a primary and secondary field;

· broaden and deepen their conception of the Ph.D. Scholarly Project/ dissertation;

. acquire exposure to interdisciplinary comparative approaches, transnational connections, and minority languages and cultures;

· join and/or establish professional networks in their chosen discipline(s).

Course requirements depend on students' credentials when admitted. Students entering with a B.A must complete 80 credits; students holding an M.A. degree in an appropriate field (see Admissions section) must complete 40 credits. All credits must be taken graded and at the graduate level (500-600). Distribution of course requirements for the PhD is as follows:

1. RL 616 Language teaching methods (4 credits)
2. RL 620 Graduate Study in RL (4 credits)
3. RL 623 RL Colloquium (4 credits)
4. 4 courses in primary area (16 credits)
5. 3 courses in secondary area (12 credits)
6. RL 603 Dissertation (18 credits)

Students typically will register for RL 601 or RL 605 during the terms that they are preparing for exams, and for RL 603 when writing their prospectus.

PhD students who are teaching take Span 609 1st year Pedagogy or Span 609 2nd year Pedagogy (2 credits), which requires weekly meetings with their teaching supervisor and provides training that prepares them further to teach their classes successfully.

ourses should come primarily from the Romance Languages department, but this distribution can be met with courses from any department on campus, with approval from the student's advisor(s). Of the 6 courses taken in Primary and Secondary areas, at least 4 of them should be in Spanish. For courses taken outside RL, research papers should deal with the Spanish language and/or the communities where it is used, and serve to prepare the student for the Scholarly Project and/or dissertation (see below).

Second-language requirement

In addition to Spanish, students must demonstrate proficiency in a second language that is relevant to their research interests and that will allow them to participate in additional academic discourse communities. This may be another Romance language taught in the department (French, Italian, or Portuguese) or another language relevant to their research (Latin, Arabic, or Ladino; Basque, Catalan, or Galician; Nahuatl, Quechua, or Yucatec Maya; Caló or Spanglish, etc.). Students will justify their choice of second language and how they will evidence competency in the annual review at the end of their first year.

Students can fulfill the second-language requirement in several ways, as follows:

· Completing one graduate course (4 graded credits) in a second Romance language: French, Italian, Spanish or Portuguese or RL-prefix course structured around readings in one of these languages.

· Completing one graduate course (4 graded credits) in an approved language outside the Romance Languages department.

With the approval of the adviser(s) and the Director of Graduate Studies, students may design a program of study or language experience on or off campus (e.g., a study abroad program) that evidences/results in a proficiency level appropriate for research.

The students' faculty adviser(s) will indicate that the second-language requirement has been satisfied through one of the options above by submitting an email to the Director of Graduate Studies and the Graduate Program Coordinator.

Students entering the SPAN PhD program with a BA will need take a total of 20 courses (80 credits) to complete their PhD requirements:

1. 3 courses (12 credits) of RL required courses (RL 636, 620, 623)
2. 11 courses (40 credits) in the Romance Languages department. At least 9 courses must have a SPAN prefix; up to two courses may have an RL prefix when the written coursework is completed in Spanish.
3. 3 courses (12 credits) outside the department in fields related to their research (i.e.: Linguistics, Philosophy, History, English, Anthropology, Ethnic Studies, Women and Gender Studies, Education Studies, Comparative Literature).
4. 3 courses (12 credits) with the RL prefix (RL, ITAL, PORT or FR), or in other departments if the courses are related to their primary and

secondary fields. (One of these courses may also satisfy the second language requirement).

Students entering the SPAN PhD with an MA will complete a total of 10 courses (40 credits),with their Primary and Secondary Field-satisfying courses drawn from any of the categories below:

1. 3 graduate courses (12 credits) of RL required courses (RL 636, 620, 623)
2. 4 graduate courses (16 credits) in the Romance Languages Department with SPAN prefix
3. 3 graduate courses (12 credits) in Romance Languages, SPAN, FR, PORT, ITAL, or outside the department. (One of these courses may also satisfy the second language requirement).

*Students who have taken RL 636, RL 620, and RL 623 in the course of completing an MA in the Romance Languages department at UO will be considered to have met these requirements.

Benchmarks

Graduate Portfolio: Students will file the materials they create throughout their progress in the program (Coursework essays, Pre-professional Experience Internship, Prospectus, publications, and their dissertation) in a Portfolio that will allow their committees to track their academic progress and their intellectual commitment to the field.

Professional Development Experience

Students interested in exploring alternative careers as future professional opportunities are encouraged to undertake an internship or a comparable experience in the community in Eugene in the summer or during the year, or in another state or any other Latin American country or Spain, in a place where they can use their Spanish linguistic skills while developing administrative skills. This is not a mandatory professional experience. Faculty advisors or/and the Career Center will work with students to locate appropriate opportunities. This professional development experience is envisioned to train further our graduate students for a career paths outside the academia. The experience does not have to be local; students can contemplate diverse options nationally or internationally. For example, some options would be to work as a volunteer interpreters in a court of law or in a hospital, as assistant teacher in a public school, internship in a government facility, administrative assistant or Public relations in a business, assistant or interpreter in an NGO such as Centro Latinoamericano in Eugene, or another NGO related to their field in the US, Latin America or the Iberian peninsula. The internship or voluntary work could range from 15 hours to 30 hours. It may be completed at any time during their years of study; it is an optional experience, not a requirement. Students must submit a brief reflection (500-1000 words) on their experience to their graduate advisor; the reflection should address how the experience has been formative, and how it affected their thinking about future career option once they finish their PhD. The reflection should also speak to how it may connect to their course of study and enrich their preparation as graduate students. The reflection should be shared with the contact person in the institution they worked with, who should also send a brief letter certifying that the student did the voluntary work.

Annual Meeting: Students provide a progress report, a future plan of study term by term, and meet with their advisor annually during the spring term. We will have a template for the progress report with an advising checklist to assure consistency.

DISSERTATION PROGRESS MEETING In the fall term of the first full year of dissertation writing, the student meets with the advisor and one other member of the dissertation committee to discuss the progress, status and trajectory of the dissertation, potential publications associated with it, and any factors impeding the work or troubling the student. The student will submit all drafted work to the advisor and second committee member at least one week before the meeting takes place. After this meeting, the advisor will submit a brief description of the student's qualitative and quantitative progress to the Director of Graduate Studies. Please use the First Year Dissertation Status Meeting form to document the meeting. Students may find it useful to have a fall term progress meeting with two members of their committee during each year of dissertation writing. Advisors should submit a Progress Meeting form to the Director of Graduate Studies.
FIRST CHAPTER REQUIREMENT By the last day of classes of winter term of the first full year of dissertation writing, the student must submit a fully drafted chapter of the dissertation to the Dissertation Advisor and the Graduate Coordinator. "Fully drafted" implies a chapter whose argumentative structure is complete, and which has been proofread and includes references, but which might not be considered "polished" or final text. Students who do not meet this milestone work must meet with the Director of Graduate Studies to discuss available resources and strategies to support their progress and to craft and execute a writing plan. (Such meetings are available to all students at any point of the degree.) As per the GDRS, graduate students must be making satisfactory progress toward degree. Students who fail to submit a fully drafted chapter of the dissertation to the Graduate Coordinator by the end of winter term of the first full year of dissertation writing risk losing their GE appointments, unless the advisor or the DGS can provide and document the reasons for an extension of this submission. Note: It is worth emphasizing that the first fully drafted chapter may be submitted as part of the dissertation progress meeting during the fall term and that, ideally, students will have progressed well beyond a single chapter draft at the end of the first full year of dissertation writing. At the same time, individual paths and timelines to a complete dissertation vary widely among students.

Guided Readings: Taken in the final term of coursework before the Ph.D. exams, these readings have two objectives: (1) to help students prepare for the Ph.D. exams and to reinforce coverage of the areas of expertise students will need as they begin preparing for the dissertation project and (2) to acquire knowledge in areas not covered in their coursework. By the completion of the guided readings (2-4 credits) as Span 605, students should submit two **Annotated Bibliographies** of Primary Works in the Primary Field (15 works; one page per work); and Annotated Bibliography of Primary Works in their Secondary Field(s) (10 works; one page per work).

Ph.D. Statement & Plan of Study: Students work with their primary adviser to compose a one-page statement that explains their interests, the connections among their fields of study, the beginnings of their primary project, and a term-by-term plan of work. The statement is approved by the primary adviser and shared with the members of the Ph.D. exam committee. The statement should be completed by the beginning of the term when students will take their Ph.D. exams. The statement should serve as another academic tool to prepare for the Exams.

Ph.D. Comprehensive Examinations

The comprehensive examination consists of two written exams and an oral defense. Students will submit two **Annotated Bibliographies** the term before their Ph.D. exams (after completing their Guided Readings),

which will then serve as the basis for their Ph.D. exam reading lists. Each written examination covers a subfield that pertains to the student's primary fields of interest. The subfields should be defined and prepared with three RL faculty members who will constitute the Ph.D. exam committee. Students will be encouraged to include a fourth member from another UO department. By week 2 of the term of their Ph.D. exams, students submit a form with the signature of each member of the committee, verifying that they have received the final reading list for exams and that they are prepared to participate in the examination committee. The exam committee is selected by the student and the advisor, according to the student's fields of research and in consultation with the faculty members the student has been working with throughout their graduate studies.

In consultation with the members of this committee, students create a reading list for their designated primary field and secondary field. In consultation with their adviser, they may opt to add a third subfield. Students will prepare a list of critical, methodological, and/or theoretical works that support their primary and secondary fields, which they will then incorporate into their preparation for the second exam. This reading list must be approved by the exam committee no later than week 2 of the term of the exams. Students are responsible for distributing the reading list to each of the committee members as these members sign the exam form. Each written exam will take the form of an essay (maximum 25 pages, double-spaced) that responds to one of two questions formulated by members of the Ph.D. exam committee, and will cover one or more of the subfields. Students will have two weeks to write each of these essays. Two weeks after the successful completion of these written essays, students will then take an oral examination. The oral exam will allow students to integrate the areas addressed in the written exams with the other facets of their declared fields of interest. In this two-hour conversation, the committee members help students to articulate how their written essays will best lead to the development of the dissertation project. Exam 1 should be received in Week 4, turned in in Week 6; Exam 2 should be received in Week 6 and submitted in Week 8; the oral defense should be in Week 10.

Undertaken by the sixth term of study following the M.A., the comprehensive examination should result in clarification of both the subject matter of the dissertation and possible approaches to it. The exam should, in other words, yield a dissertation topic. It is the responsibility of the students to initiate the scheduling of both the written and the oral portions of the comprehensive examination. Upon successful completion of the Ph.D. comprehensive exam, students are formally advanced to candidacy and may begin preparing the dissertation prospectus. Students who fail one or both components of the Ph.D. exam will be allowed to retake it (in whole or in part) once. The Graduate Coordinator and the DGS will make sure that the student retakes the exams no later than 6 months after their first attempt. If their second attempt is deemed unsatisfactory, they are disqualified from Ph.D. candidacy and must withdraw from the graduate program, the department will award them a terminal MA.

During the term the students are taking the Ph.D. Exams they would not be taking courses, but 8 credits RL 600 Exam course.

Prospectus

Students are responsible for putting together their dissertation committee, which normally consists of four members: one director and two readers from the Department of Romance Languages, and one reader from another department. Students must submit a form—either digitally or on paper—two weeks before the defense of the prospectus or by week 7 at the latest—with the signature of each member of this committee, verifying that they have received the final draft of the prospectus and agree to serve on the committee.

Students will submit a ten- to fourteen-page prospectus accompanied by a substantial research bibliography of primary and secondary material to the dissertation committee members in the term following successful completion of their PhD Exam. This prospectus should define the scope of the dissertation; demonstrate the significance and originality of the project; explain the methodology and theoretical grounding; and provide a short summary of each chapter and its main arguments. Occasionally, a student may choose to have two co-directors in the Department of Romance Languages (plus two additional members, one from the department and one from another department).

Students are responsible for putting together their dissertation committee, which normally consists of four members: one director and two readers from the Department of Romance Languages, and one reader from another UO department. Students are expected to consult with each of their committee members while drafting the prospectus. The defense of the Prospectus must be scheduled by week 2 of that term, and it must occur by week 10. Students must submit a form - either digitally or on paper - two weeks before the defense of the prospectus or by week 7 at the latest -- with the signature of each member of this committee, verifying that they have received the final draft of the prospectus and agree to serve on the committee.

Once the dissertation director notifies the Ph.D. candidate in writing that all members of the committee have approved the prospectus, the candidate will schedule a meeting with the dissertation committee members for a presentation and discussion of the prospectus. Following this conversation, the candidate will make final revisions to the prospectus. Once the committee has given its final approval, the student will file the prospectus with the department.

It is the candidate's responsibility to have a dissertation committee in place and to have filed all necessary documents with the Division of Graduate Studies six months before the dissertation defense. Upon completion of the Prospectus Defense, the student will be advanced to candidacy.

Any student making significant changes to the dissertation project after the final approval of the prospectus must schedule a meeting with the dissertation committee before proceeding.

Scholarly Project or Versatile Ph.D. Project: The student chooses a seminar paper or project to develop into an article or other scholarly project that complements the student's chosen professional goals and plan of study. Students preparing for an academic job are strongly encouraged to pursue publication of one scholarly articles or a Translation project. Working with their adviser or in the context of a graduate course, they prepare the article or text, choose a publication venue, and submit the article or translation for publication by the end of the fourth year. Students may propose and prepare other versatile Ph.D. projects, however, in consultation with their advisers and the DGS. Students will also be encouraged to develop an Individual Development Plan (IDP) to actively prepare for jobs outside the academia.

Dissertation/Thesis

Students must form a dissertation committee (at least 4 members; 3 from Romance Languages and one UO faculty member from outside the RL department), defend their dissertation proposal to their committee, must take a minimum of 18 dissertation credits while writing the

dissertation, submit at 6-3 weeks in advance the final dissertation to the committee (if the committee does not receive the dissertation 3 weeks in advance the defense has to be postponed) and give an oral defense of their dissertation. All UO Division of Graduate Studies dissertation requirements must be adhered to.

RL 607 Professionalization and Dissertation Workshop This course will be offered every other year for students who have submitted their prospectus, and before or while they enter the job market. While the course will allow students to examine the range of career opportunities within and outside the academic job market, the focus will be on drafting cover letters, teaching statements, CVs, and grant proposals; throughout the term, workshop participants will draft a journal article, most likely from a dissertation chapter in progress, and identify an appropriate journal for submission and peer review. As part of this course requirements the students will be developing **Professional Portfolio**, and an **Individual Development Plan (IDP**) to explore professional, career opportunities outside the academia, and how to prepare for them competitively.

Original Dissertation/Oral Defense

Students must complete a PhD Thesis Progress form at least 6 weeks before the defense of their dissertation with the signature of each member of the committee, verifying that they have received the final draft of the dissertation and that they will participate in the defense.

The dissertation should constitute an original and significant contribution to scholarship in the student's field of expertise. It should be characterized by mature literary, cinematic, linguistic, and/or cultural interpretation; by informed and reasoned argument; and by an awareness of the means and goals of research. In the context of a PhD in Spanish this means that their dissertation will be showing the new paths of Latin American and/or Iberian Studies, for example in dialogue with African Studies, Mediterranean Studies, Caribbean Studies. Dissertations might be written in Spanish or in English, making its contribution in a wide range of fields such as Translation Studies, Linguistics, Gender Studies, Holocaust or Memory Studies, and Visual Culture, among many others.

Students must also, of course, familiarize themselves with the stringent formatting and structure guidelines for the dissertation (the information is provided by the Division of Graduate Studies and is available online or in pamphlet form). A final copy of the dissertation must be distributed to the dissertation committee for final approval at least six weeks before the dissertation defense.

Final Oral Dissertation Defense

When all members of the dissertation committee have agreed that it is a defensible the dissertation, a public oral presentation and defense of the work is held. If a member of the committee does not think that the dissertation can be defended then they must notify the advisor three weeks in advance of the defense.

Admission

An applicant for admission to the PhD in Spanish program should have completed an undergraduate major in Spanish, a Romance language and literature or its equivalent (e.g., licence, laurea, licenciatura) or in a Humanities or Social Science major. Students with a degree in another discipline may apply, provided they have a near native Skills or very advanced knowledge of Spanish.

Admission Procedure

Applications may be made online at rl.uoregon.edu/graduate/admissions (http://rl.uoregon.edu/graduate/admissions/). Applicants are required to

· upload transcripts

· submit a 750-word statement of purpose describing academic experience, the reasons for wanting to do graduate work in the Department of Romance Languages, and eventual career goals. Students applying to the PhD program are encouraged to specify research interests

· submit three letters of recommendation from faculty members who can directly comment on the applicant's language competence and aptitude for graduate studies in literature. One letter may refer to potential teaching ability

International students must demonstrate proficiency in English to the Division of Graduate Studies and the Department of Romance Languages by one of the following three methods:

1. Submit an acceptable score from the Test of English as a Foreign Language (TOEFL) examination, currently offered in paper-based (written) or Internet-based formats. A minimum score of 575 on the paper-based test or 88 on the Internet-based test is required. More information on Division of Graduate Studies admission requirements may be found at gradschool.uoregon.edu/academic-programs?page=gradProgramInfo (http://gradschool.uoregon.edu/academic-programs/?page=gradProgramInfo)

2. Submit an acceptable score from the International English Language Testing System (IELTS) examination. The minimum IELTS (academic module) overall band score for graduate admission is 7.0

3. Submit degree transcripts proving that you have received a bachelor's degree or higher from an accredited U.S. institution or from an institution in the following countries: Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom

If applying to the PhD program, submit a substantial writing sample (e.g., master's thesis graduate seminar paper or master's-level research paper on a relevant topic).

In addition to the application, send all official transcripts showing college-level work as of the date of application to the department's graduate coordinator at the following address:

University of Oregon
Department of Romance Languages
1233 University of Oregon
Eugene, Oregon 97403-1233

Priority is given to applicants whose files are complete by January 6. The department's graduate admissions committee reviews the completed file and notifies each applicant of its decision. New students are typically admitted to the program for fall term.

Students typically reside on campus, specially if they are teaching as a GE in Spanish in the department and taking courses.

Funding

All post-MA work, including the dissertation, is typically completed in four to five years of study. PhD students making satisfactory progress toward the degree are eligible for funding packages in the form of graduate employee (GE) opportunities. These fellowships include stipends for teaching, as well as tuition waivers. Satisfactory progress entails

completing all courses taken for credit with a grade of mid-B or better; passing the PhD comprehensive examination; timely submission of an acceptable dissertation prospectus; and regular and timely progress on the dissertation itself.

French Courses

FR 101. First-Year French. 5 Credits.
Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

FR 102. First-Year French. 5 Credits.
Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.
Prereq: FR 101.

FR 103. First-Year French. 5 Credits.
Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.
Prereq: FR 102.

FR 111. Intensive Beginning French. 5 Credits.
Intensive study for experienced language learners; introduction to French culture. Sequence. Cannot be combined with FR 101, FR 102, FR 103 for more than 15 credits of first-year French.
Prereq: previous study of French or competence in another Romance language.

FR 112. Intensive Beginning French. 5 Credits.
Intensive study for experienced language learners; introduction to French culture. Cannot be combined with FR 101, FR 102, FR 103 for more than 15 credits of first-year French.
Prereq: FR 111.

FR 150. Cultural Legacies of France. 4 Credits.
French civilization in France and beyond. Possible topics are the Francophone world; premodern, early modern, and modern France; French film, architecture, and painting. Conducted in English.

FR 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

FR 201. Second-Year French. 4 Credits.
Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence.
Prereq: first-year language competence.

FR 202. Second-Year French. 4 Credits.
Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence.
Prereq: FR 201.

FR 203. Second-Year French. 4 Credits.
Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence.
Prereq: FR 202.

FR 301. Culture et langage: la France contemporaine. 4 Credits.
Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Conducted in French.
Prereq: FR 203.

FR 302. Culture et langage: Le monde francophone contemporain. 4 Credits.
Training in language and cultures of the French-speaking world using literary texts, websites, videos. Grammar review and vocabulary enrichment.
Prereq: FR 203.

FR 307. Oral Skills. 2 Credits.
Repeatable. Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. Repeatable once for maximum of 4 credits.
Prereq: FR 203 or equivalent.

FR 312. French Survey: Francophone Literature. 4 Credits.
Introduction to major authors and texts of the French-speaking world outside of France.
Prereq: FR 301 or FR 302.

FR 317. French Survey: Medieval and Renaissance. 4 Credits.
Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts.
Prereq: FR 301 or FR 302.

FR 318. Monarchy, Liberty, Revolution. 4 Credits.
Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts.
Prereq: FR 301 or FR 302.

FR 319. French Survey: 19th and 20th Centuries. 4 Credits.
Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history.
Prereq: FR 301 or FR 302.

FR 320. Intensive French Grammar Review. 4 Credits.
Promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts.
Prereq: FR 203.

FR 330. French Poetry. 4 Credits.
Poems from the Middle Ages to the 20th century, literary movements, introduction to textual analysis and modern critical approaches.
Prereq: FR 301, FR 302.

FR 331. French Theater. 4 Credits.
Explores important aspects of French theater. Reading plays from different periods. Emphasizes formal aspects and critical reading.
Prereq: FR 301, FR 302.

FR 333. French Narrative. 4 Credits.
Covers important aspects of French narrative. Reading texts from different periods. Emphasis on formal aspects and critical reading.
Prereq: FR 301, FR 302.

FR 361. French Cinema for Nonmajors. 4 Credits.
An introduction to the major movements of French cinema for nonmajors. No prior knowledge of film studies or French culture required. Taught in English.

FR 362. French Film. 4 Credits.
Focuses on the differences between American culture and French and Francophone cultures. Addresses a sensitive issue exemplified by the attitude of the international movie industry.
Prereq: FR 301, FR 302.

FR 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
Prereq: FR 301 or FR 302.

FR 403. Thesis. 3-6 Credits.
Repeatable.

FR 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

FR 407. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre.
Prereq: two survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 408. Workshop: [Topic]. 1-12 Credits.
Repeatable.

FR 409. Terminal Project. 1-12 Credits.
Repeatable.

FR 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

FR 416. Advanced Writing in French. 4 Credits.
Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary.
Prereq: FR 301, FR 302.

FR 425. French-English Translation. 4 Credits.
Offers an overview of translation theory and practice from English to French and French to English.
Prereq: FR 301, FR 302.

FR 451. Baroque Theater: [Topic]. 4 Credits.
Intensive study of representative plays by Moliere, Racine, or Corneille with emphasis on modern criticism. Repeatable when topic changes for maximum of 16 credits.
Prereq: two survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 460. 18th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century. Repeatable when topic changes.
Prereq: two survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 480. 19th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 19th-century French literature. Repeatable when topic changes.
Prereq: two survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 490. 20th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 20th-century French literature. Recent topics include African Identities, The French Novel in 2000, Postcolonial Africa. Repeatable when topic changes.
Prereq: two survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 507. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre.

FR 508. Workshop: [Topic]. 1-12 Credits.
Repeatable.

FR 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

FR 551. Baroque Theater: [Topic]. 4 Credits.
Intensive study of representative plays by Moliere, Racine, or Corneille with emphasis on modern criticism. Repeatable when topic changes for maximum of 16 credits.

FR 560. 18th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century. Repeatable when topic changes.

FR 580. 19th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 19th-century French literature. Repeatable when topic changes.

FR 590. 20th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 20th-century French literature. Recent topics include African Identities, The French Novel in 2000, Postcolonial Africa. Repeatable when topic changes.

FR 601. Research: [Topic]. 1-6 Credits.
Repeatable.

FR 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

FR 606. Practicum: [Topic]. 1-12 Credits.
Repeatable.

FR 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

FR 609. Terminal Project. 1-12 Credits.
Repeatable.

Italian Courses

ITAL 101. First-Year Italian. 5 Credits.
Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.

ITAL 102. First-Year Italian. 5 Credits.
Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.
Prereq: ITAL 101.

ITAL 103. First-Year Italian. 5 Credits.
Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.
Prereq: ITAL 102.

ITAL 104. Intensive First-Year Italian. 5 Credits.
Covers in two terms the work of ITAL 101, ITAL 102, ITAL 103. Sequence. Cannot be taken in any combination with ITAL 101, ITAL 102, ITAL 103 to total more than 15 credits of first-year Italian.

ITAL 105. Intensive First-Year Italian. 5 Credits.
Covers in two terms the work of ITAL 101, ITAL 102, ITAL 103. Sequence. Cannot be taken in any combination with ITAL 101, ITAL 102, ITAL 103 to total more than 15 credits of first-year Italian.
Prereq: ITAL 104.

ITAL 150. Cultural Legacies of Italy. 4 Credits.
Italy's contributions to world cultures includes topics such as modern Italian life, Italians in America, Italian cinema and its influence, the Italian Renaissance, Roman art, opera. Conducted in English.

ITAL 152. Desire and Resistance: Italian Cinema. 4 Credits.
The theories and works of the major Italian filmmakers; topics in Italian history and culture; introduction to film analysis.

ITAL 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ITAL 201. Second-Year Italian. 4 Credits.
Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.
Prereq: first year language competence.

ITAL 202. Second-Year Italian. 4 Credits.
Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.
Prereq: ITAL 201.

ITAL 203. Second-Year Italian. 4 Credits.
Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.
Prereq: ITAL 202.

ITAL 252. The Italian-American Experience. 4 Credits.
Overview of the Italian-American experience investigating the process of assimilation of Italians into American life through the analysis of different cultural artifacts.

ITAL 301. Cultura e lingua: l'Italia contemporanea. 4 Credits.
Analysis of Italian history and society since the unification of Italy through the readings of a short novel. Vocabulary enrichment activities and grammar review.
Prereq: ITAL 203.

ITAL 303. Cultura e lingua: societa, economia, politica. 4 Credits.
Analysis of Italian society, its economy and politics from 1950 to present. Readings of short stories and magazine articles, viewing of films. Vocabulary enrichment activities and grammar review.
Prereq: ITAL 203.

ITAL 305. Cultura e lingua: arte, musica, i mass media. 4 Credits.
Artistic expressions over time and the influence of the mass media on the social structures and language.
Prereq: ITAL 203.

ITAL 306. La cultura culinaria. 4 Credits.
This course, taught in Italian, focuses on food in the arts to teach Italian history.
Prereq: ITAL 203.

ITAL 307. Oral Skills. 2 Credits.
Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in addition to language laboratory work. Repeatable twice for maximum of 6 credits.
Prereq: ITAL 203 or equivalent.

ITAL 317. Italian Survey: Medieval and Renaissance. 4 Credits.
Introduction to major themes and ideas in Italian literature and art from the medieval and Renaissance periods. Conducted in Italian.
Prereq: ITAL 203.

ITAL 318. Italian Survey: Baroque and Enlightenment. 4 Credits.
Introduction to major themes and ideas in Italian literature from the baroque and Enlightenment periods through the reading of representative texts. Conducted in Italian.
Prereq: ITAL 203.

ITAL 319. Italian Survey: 19th and 20th Centuries. 4 Credits.
Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history.
Prereq: ITAL 203.

ITAL 320. Intensive Italian Grammar Review. 4 Credits.
Bridges second- and third-year culture and literature courses. Provides review, synthesis, consolidation, and elaboration of linguistic knowledge gained from lower-division courses.
Prereq: ITAL 203.

ITAL 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable when topic changes.

ITAL 403. Thesis. 3-6 Credits.
Repeatable.

ITAL 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ITAL 407. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include Il canzoniere, Italian Folktales, Italian Epic, Pirandello, Literary Analysis.
Prereq: one from ITAL 317, ITAL 318, ITAL 319.

ITAL 408. Workshop: [Topic]. 1-12 Credits.
Repeatable. Special group activities such as production of Italian plays.

ITAL 409. Terminal Project. 1-12 Credits.
Repeatable.

ITAL 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

ITAL 449. Humanism and the Renaissance. 4 Credits.
Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Ariosto, Castiglione, Colonna, Franco, Leonardo, Machiavelli, Michelangelo, Tasso). Includes essays in criticism and theory. Conducted in Italian.
Prereq: ITAL 317 or ITAL 318 or ITAL 319.

ITAL 491. 20th-Century Literature: [Topic]. 4 Credits.
Topics about issues or figures in 20th-century Italian literature (e.g., Modern Lyric Poetry, Postmodern Narrative). Conducted in Italian. Repeatable when topic changes.
Prereq: ITAL 317 or ITAL 318 or ITAL 319.

ITAL 507. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include Il canzoniere, Italian Folktales, Italian Epic, Pirandello, Literary Analysis.

ITAL 508. Workshop: [Topic]. 1-12 Credits.
Special group activities such as production of Italian plays.
Prereq: ITAL 203 or equivalent.

ITAL 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

ITAL 549. Humanism and the Renaissance. 4 Credits.
Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Ariosto, Castiglione, Colonna, Franco, Leonardo, Machiavelli, Michelangelo, Tasso). Includes essays in criticism and theory. Conducted in Italian.
Prereq: work in literature.

ITAL 591. 20th-Century Literature: [Topic]. 4 Credits.
Topics about issues or figures in 20th-century Italian literature (e.g., Modern Lyric Poetry, Postmodern Narrative). Conducted in Italian. Repeatable when topic changes.
Prereq: previous work in literature.

ITAL 601. Research: [Topic]. 1-6 Credits.
Repeatable.

ITAL 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

ITAL 606. Practicum: [Topic]. 1-4 Credits.
Repeatable.

ITAL 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

ITAL 609. Terminal Project. 1-12 Credits.
Repeatable.

Latin American Studies Courses

LAS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

LAS 200. Introduction to Latin American Studies. 4 Credits.
Introduction to the history, peoples, and cultures of Latin America and of the Latino population in the United States.

LAS 211. Latin American Humanities: [Topic]. 4 Credits.
Focuses on the comparative study of Latin American cultural and intellectual traditions. Introduces scholarship in the humanities about Latin American and U.S. Latinos. Repeatable once for a maximum of 8 credits when topic changes.

LAS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

LAS 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

LAS 401. Research: [Topic]. 1-4 Credits.
Repeatable.

LAS 403. Thesis. 1-4 Credits.
Repeatable.

LAS 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

LAS 405. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

LAS 407. Seminar: [Topic]. 4 Credits.
Repeatable.

LAS 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

LAS 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

LAS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

Portuguese Courses

PORT 101. First-Year Portuguese. 5 Credits.
Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing, and listening comprehension skills. Sequence with PORT 102, PORT 103.

PORT 102. First-Year Portuguese. 5 Credits.
Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing, and listening comprehension skills. Sequence with PORT 101, PORT 103.
Prereq: PORT 101 or equivalent.

PORT 103. First Year Portuguese. 5 Credits.
Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing and listening comprehension skills. Sequence with PORT 101, PORT 102.
Prereq: PORT 102 or equivalent.

PORT 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PORT 201. Second Year Portuguese. 4 Credits.
Development of Brazilian Portuguese speaking, reading, writing and comprehension; study of short literary and cultural materials. Sequence with PORT 202, PORT 203.
Prereq: PORT 103

PORT 202. Second-Year Portuguese. 4 Credits.
Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence with PORT 201, PORT 203.
Prereq: PORT 201 or equivalent.

PORT 203. Second-Year Portuguese. 4 Credits.
Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence with PORT 201, PORT 202.
Prereq: PORT 202 or equivalent.

PORT 301. Cultura e Lingua: Expressoes Artisticas. 4 Credits.
Develops advanced language skills through the study of key representations in Brazilian art, literature, film, and music. Taught in Portuguese. Prereq: PORT 203 or equivalent. Offered alternate years.
Prereq: PORT 203 or equivalent.

PORT 305. Cultura e lingua: Brasil ontem e hoje. 4 Credits.
Introduction to Brazilian history and culture. Topics include geography; indigenous, European, and African presence; trends of authoritarianism and democratization; issues in migration and urbanization; racial and ethnic identities; women's roles. Taught in Portuguese.
Prereq: PORT 203 or equivalent.

PORT 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
Prereq: PORT 203.

PORT 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

Romance Languages Courses

RL 151. Mediterranean Foodways. 4 Credits.
Mediterranean foodways show how Italy, France, and Spain connect through common politics, geography and trade routes. This course uses food as a lens to introduce you to Southern European culture and to examine broader questions of national identity in global Europe.

RL 152. Feminist Lens: Italian and French Cinema. 4 Credits.
The theories and works of the major Italian filmmakers; topics in Italian history and culture; introduction to film analysis. We focus on films produced by Italian and French female directors, introducing you to the brilliant women behind the cameras from the 1970s to today.

RL 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

RL 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

RL 404. Bilingual Internship. 2 Credits.
Bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Repeatable once for a maximum of 4 credits in another term.
Prereq: third-year language competence.

RL 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Changing topics on issues relevant to study in two or more Romance languages. Recent topics include Travel Writing, Testimonial Writing, Caribbean Women Writers.
Pre-req: One 300-level literature course in any Romance language.

RL 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

RL 503. Thesis. 1-16 Credits.
Repeatable.

RL 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Changing topics on issues relevant to study in two or more Romance languages. A recent topic is Travel Literature.

RL 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

RL 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

RL 603. Dissertation. 1-16 Credits.
Repeatable.

RL 604. Bilingual Internship. 2 Credits.
A bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Repeatable twice for a maximum of 6 credits in another term.
Prereq: third-year language competence.

RL 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

RL 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

RL 608. Workshop: [Topic]. 1-16 Credits.
Teaching Methods offered fall term only. Other workshops may be offered. Repeatable when topic changes.

RL 609. Terminal Project. 1-16 Credits.
Repeatable.

RL 620. Graduate Study in Romance Languages. 2-4 Credits.
Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional development.

RL 623. Romance Languages Colloquium: [Topic]. 2-4 Credits.
Seminar organized around a series of speakers exposes students to critical and theoretical issues central to the study of Romance languages and literatures. Repeatable for a maximum of 8 credits.

RL 636. Teaching and Learning Romance Languages. 4 Credits.
Specialized training in teaching and learning French, Italian, and Spanish.

Spanish Courses

SPAN 101. First-Year Spanish. 5 Credits.
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.

SPAN 102. First-Year Spanish. 5 Credits.
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 101.

SPAN 103. First-Year Spanish. 5 Credits.
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 102.

SPAN 111. Intensive Beginning Spanish. 5 Credits.
Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement. Sequence. Conducted in Spanish. Cannot be combined with SPAN 101, SPAN 102, SPAN 103 for more than 15 credits of first-year Spanish.
Prereq: previous study in Spanish or competence in another Romance language.

SPAN 112. Intensive Beginning Spanish. 5 Credits.
Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement. Sequence. Conducted in Spanish. Cannot be combined with SPAN 101, SPAN 102, SPAN 103 for more than 15 credits of first-year Spanish.
Prereq: SPAN 111.

SPAN 150. Hispanic and Latinx Cultures. 4 Credits.
This course provides students with an overview of the cultures of the Hispanic/Latinx world (Spain, Latin America, US)

SPAN 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

SPAN 200M. Temp Multilist Course. 4 Credits.

SPAN 201. Second-Year Spanish. 4 Credits.
Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish.
Prereq: first year language competence.

SPAN 202. Second-Year Spanish. 4 Credits.
Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish.
Prereq: SPAN 201.

SPAN 203. Second-Year Spanish. 4 Credits.
Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish.
Prereq: SPAN 202.

SPAN 218. Latino Heritage I. 5 Credits.
Designed for heritage learners—students who grew up with Spanish in their community and want to build communication skills in Spanish. Content focuses on personal experiences in U.S. Latino communities.Cannot be combined with SPAN 201, SPAN 202, SPAN 203 for more than 15 credits of second-year Spanish.
Prereq: placement through self-identification or placement by Spanish heritage language placement test.

SPAN 228. Latino Heritage II. 5 Credits.
Designed for heritage learners—students who grew up with Spanish in their community and want to continue developing communication skills in Spanish. Content focuses on personal experiences in U.S. Latino communities. Cannot be combined with SPAN 201, SPAN 202, SPAN 203 for more than 15 credits of second-year Spanish.
Prereq: SPAN 218 or placement by Spanish heritage language placement test.

SPAN 238. Spanish Around the World. 4 Credits.
Introduction to language variation (dialects) through the study of the places, peoples, history, and social differences that make the Spanish language what it is today.
Prereq: SPAN 103 or SPAN 112 or equivalent proficiency in Spanish language.

SPAN 299. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

SPAN 301. Cultura y Lengua: Identidades Hispanas. 4 Credits.
Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Taught in Spanish.
Prereq: SPAN 203 or SPAN 228.

SPAN 303. Cultura y lengua: expresiones artisticas. 4 Credits.
Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Taught in Spanish.
Prereq: SPAN 203 or SPAN 228.

SPAN 305. Cultura y lengua: cambios sociales. 4 Credits.
Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counter-revolution.Taught in Spanish.
Prereq: SPAN 203 or SPAN 228.

SPAN 307. Oral Skills. 2 Credits.
Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. Repeatable once for maximum of 4 credits.
Prereq: SPAN 203 or SPAN 228.

SPAN 308. Cultura y lengua: comunidades bilingues. 4 Credits.
Designed for heritage learners—students who grew up with Spanish in their community and want to continue developing communication skills in Spanish. Explores socio-linguistic dynamics of communities in which Spanish is in contact with another language. Open to all students. Taught in Spanish.
Prereq: SPAN 203 or SPAN 228.

SPAN 311. Advanced Writing in Spanish. 4 Credits.
This requirement for the Spanish major provides additional language development for students early on in the major, emphasizing academic writing skills in Spanish.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 312. Spanish in the Media. 4 Credits.
Designed for heritage learners. Examines the role of Spanish in various forms of media such as television, Internet, and literature. Students practice advanced writing skills necessary to participate in argumentative writing and close textual readings.
Prereq: SPAN 308 or any two from SPAN 301, SPAN 303, SPAN 305; SPAN 308 is recommended.

SPAN 320. Intensive Spanish Grammar Review. 4 Credits.
Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage.
Prereq: SPAN 203 or SPAN 228.

SPAN 322. Introduction to Hispanic Linguistics. 4 Credits.
Linguistic description of the Spanish language, including phonetics and phonology, morphology, syntax, history, and social and geographical variation.
Prereq: SPAN 308; one course from SPAN 301, SPAN 303, SPAN 305, SPAN 311, SPAN 312.

SPAN 324. Spanish Pronunciation and Phonetics. 4 Credits.
Study of Spanish sounds, rhythms, and intonation; supervised pronunciation practice. Offered alternate years.
Prereq: SPAN 308; one course from SPAN 301, SPAN 303, SPAN 305, SPAN 311, SPAN 312.

SPAN 341. Hispanic Cultures through Literature I. 4 Credits.
Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from 1100 to 1600.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 342. Hispanic Cultures through Literature II. 4 Credits.
Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 16th century to the Latin American independences.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 343. Hispanic Cultures through Literature III. 4 Credits.
Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the revolutionary wars to the Spanish Civil War.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 344. Hispanic Cultures through Literature IV. 4 Credits.
Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 20th century into the 21st.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 348. United States Latino Literature and Culture. 4 Credits.
Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors; emphasis on literary trends and themes.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 350. Introduction to Poetry. 4 Credits.
Explores important aspects of Spanish poetry; reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 351. Introduction to Theater. 4 Credits.
Explores important aspects of Spanish theater; reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 353. Introduction to Narrative. 4 Credits.
Explores important aspects of Spanish narrative; reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.
Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

SPAN 355. Creative Writing in Spanish. 4 Credits.
This course aims to expand the students' creative capabilities in Spanish through writing exercises in poetry and fiction. Students will develop their literary sensitivity as well as their critical judgment and interpretative skills. Writing creatively diversifies the students' experience with the Spanish language.
Prereq: SPAN 311 or SPAN 312; one course from SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 350, SPAN 351, SPAN 353.

SPAN 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

SPAN 403. Thesis. 3-6 Credits.
Repeatable.

SPAN 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

SPAN 406. Practicum: [Topic]. 1-12 Credits.
Repeatable.

SPAN 407. Seminar: [Topic]. 1-6 Credits.
Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature. Repeatable.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 408. Workshop: [Topic]. 1-12 Credits.
Special on-campus activities in Spanish. Repeatable.

SPAN 409. Terminal Project. 1-12 Credits.
Repeatable.

SPAN 410. Experimental Course: [Topic]. 1-4 Credits.
Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity. Repeatable.

SPAN 420. Spanish Linguistics: [Topic]. 4 Credits.
Variable topics in Spanish linguistics, including advanced grammar, history of the Spanish language, the language of Iberia, Spanish sociolinguistics. Repeatable when topic changes.
Prereq: Two from SPAN 320, SPAN 322, SPAN 324.

SPAN 424. History of the Spanish Language. 4 Credits.
Linguistic changes and social-historical influences on the development of Spanish from its roots in Latin to the diversity of modern dialects. Offered alternate years.
Prereq: Two from SPAN 320, SPAN 322, SPAN 324.

SPAN 425. Literary Translation. 4 Credits.
Variable topics include con textos, first issues, and cultural translation-transculturation in practice.
Prereq: SPAN 311 or SPAN 312; one course from SPAN 320, SPAN 322, SPAN 324, SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 428. Spanish in the United States. 4 Credits.
The history and description of the linguistic characteristics of and narratives about the use of Spanish within the United States. Offered alternate years.
Prereq: two from SPAN 320, SPAN 322, SPAN 324.

SPAN 448. National Identities and Border Cultures in the Americas. 4 Credits.
Examines 19th and 21st century national formation and alternative forms of collective identity in the Americas through literary texts, historical documents and film. Offered alternate years.
Prereq: SPAN 311 or SPAN 312; and two from SPAN 320, SPAN 322, SPAN 324, SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 348.

SPAN 466. Introduction to Spanish Golden Age. 4 Credits.
Survey of major figures and cultural issues in the Spanish Golden Age, c. 1500s–1700s.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 480. 19th-Century Spanish American Literature: [Topic]. 4 Credits.
Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo. Repeatable twice when topic changes for maximum of 12 credits.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 490. 20th-Century Latin American Literature: [Topic]. 4 Credits.
Explores major literary trends, authors, and works. Recent topics are Avant-garde in the Mexican Revolution, Testimonial Literature, Latin American Theater. Repeatable twice when topic changes for maximum of 12 credits.
Prereq: SPAN 311 or SPAN 312; and two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 507. Seminar: [Topic]. 1-6 Credits.
Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature. Repeatable.

SPAN 508. Workshop: [Topic]. 1-12 Credits.
Repeatable.

SPAN 510. Experimental Course: [Topic]. 1-4 Credits.
Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity. Repeatable.

SPAN 520. Spanish Linguistics: [Topic]. 4 Credits.
Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. Repeatable when topic changes.

SPAN 524. History of the Spanish Language. 4 Credits.
Linguistic changes and social-historical influences on the development of Spanish from its roots in Latin to the diversity of modern dialects. Offered alternate years.

SPAN 525. Literary Translation. 4 Credits.
Variable topics include con textos, first issues, and cultural translation-transculturation in practice.
Prereq: SPAN 520 recommended.

SPAN 548. National Identities and Border Cultures in the Americas. 4 Credits.
Examines 19th and 21st century national formation and alternative forms of collective identity in the Americas through literary texts, historical documents and film. Offered alternate years.

SPAN 566. Introduction to Spanish Golden Age. 4 Credits.
Survey of major figures and cultural issues in the Spanish Golden Age, c. 1500s–1700s.

SPAN 580. 19th-Century Spanish American Literature: [Topic]. 4 Credits.
Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo. Repeatable twice when topic changes for maximum of 12 credits.

SPAN 590. 20th-Century Latin American Literature: [Topic]. 4 Credits.
Explores major literary trends, authors, and works. Recent topics are Avant-garde in the Mexican Revolution, Latin American Theater. Repeatable twice when topic changes for maximum of 12 credits.

SPAN 601. Research: [Topic]. 1-6 Credits.
Repeatable.

SPAN 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

SPAN 606. Practicum: [Topic]. 1-4 Credits.
Repeatable.

SPAN 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

SPAN 609. Terminal Project. 1-12 Credits.
Repeatable.

SPAN 680. Advanced 19th-Century Spanish American Literature: [Topic]. 4 Credits.
Selected Latin American topics from literary periods, authors, genres, and aesthetic trends. Repeatable twice when topic changes for maximum of 12 credits.

SPAN 690. Advanced 20th-Century Latin American Literature: [Topic]. 4 Credits.
Selected topics from literary periods, authors, genres, and aesthetic trends. Repeatable twice when topic changes for maximum of 12 credits.