APPENDIX B

THE UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN A NEW DOCTORAL DEGREE
OR FIRST PROFESSIONAL DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING:  Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program.Authorization to establish, and the planning activity to follow, do not guarantee that authorization to establish will be granted. Requests (5 copies) may be submitted annually, by September 15 of each year.

Date:  15 December 2008

Constituent Institution:  North Carolina State University

CIP Discipline Specialty Title:  Hispanic Studies

CIP Discipline Specialty Number:   160905  Level:  D:  X  1st Prof._______

Exact Title of the Proposed Degree:  Doctorate in Hispanic Studies

Exact Degree Abbreviation (e.g. Ph.D., Ed.D.):  Ph.D.

Does the proposed program constitute a substantive change as defined by SACS?

Yes_________ No_____ X______

a)  Is it a more advanced level than those previously authorized?  Yes____ No____ X____

b)  Is the proposed program in a new discipline division?  Yes____ No____ X____

Approximate date for submitting the Request to Establish proposal (must be within two years of date of authorization to plan):  15 December 2008

Proposed date to establish degree:  month August year 2010 (Date should allow at least three months for review of the request to establish, once submitted.)
NC State
SIGNATURE PAGE

RECOMMENDED BY:

_______________________________________________________________________
Department Head/Director of Graduate Programs

ENDORSED BY:

_______________________________________________________________________
Chair, College Graduate Studies Committee

_______________________________________________________________________
College Dean(s)/Associate Dean(s)

DELTA (If DE Program)

APPROVED:

_______________________________________________________________________
Dean of the Graduate School

_______________________________________________________________________
Provost

_______________________________________________________________________
Chancellor
Ph.D. in Hispanic Studies
Request for Authorization to Plan a New Degree Program

1. Describe the proposed new degree program.
a. Brief description of the program and a statement of educational objectives

The proposed Ph.D. program in Hispanic Studies, which merges the study of language and literature with the study of history, culture, economics and society, dovetails with a number of recommendations of the University of North Carolina Tomorrow Commission (December 2007), as well as the NC State response to the report (UNC Tomorrow: NC State Response May 2008). Indeed, Hispanic Studies is cited, along with Sociolinguistics and Public History in the NC State response as one of the new Ph.D. programs that can “broaden the impact of teaching, research, and engagement (p.17) as NC State seeks to expand its comprehensive range of disciplines. Additionally, the Hispanic Studies doctoral program is consonant with the recommendation (4.4.4) that the UNC system “should promote the arts and cultural enrichment in all regions of the state,” the recommendation (4.7.1) that “UNC should apply, translate, and communicate research to broader audiences,” and the recommendation (4.7.3) that “UNC should create a mechanism for applying research and scholarship to addressing significant regional and statewide issues.” It further address issues related to linguistic diversity and public education (Section 4.3), a high priority in terms of literacy and academic achievement for students in North Carolina. North Carolina has one of the fastest growing Hispanic populations in the country. According to the U.S. Census Bureau the Hispanic population grew 394% from 1990 to 2000, for a total of 378,693 in 2000. An economic study at UNC—Chapel Hill (in 2006) reports that the Hispanic population in North Carolina totaled 600,913 (in 2004).1 As a result, there is a growing demand statewide for persons trained in Spanish in many fields, especially education, where there is a shortage of new teachers and professors of Spanish literature, linguistics, and area studies.

With this in mind and as the only other university in the UNC university system that has a “doctoral research-extensive” status according to the Carnegie Foundation, we are proposing a new Ph.D. program with an option to specialize in either Hispanic literature and culture or Hispanic Linguistics.2

Over the years, the study of Spanish has steadily increased in prominence within foreign language, literature, linguistics and area studies programs. With economic and cultural globalization, our links as a nation with Spain and Latin America have become much closer via agreements like NAFTA and MERCOSUR. Spanish, no longer a foreign language for us, has become—much like French in Canada—a de facto second language in the United States. With a Hispanic population of 37 million, the United States has the fifth largest Spanish-speaking population in the world. Additionally, Spanish is the fastest growing field in the humanities today; enrollment in Spanish courses accounts for over 50 percent of all language classes in the United States.

As recently as January 2007, a panel of top foreign language professors organized by the Modern Language Association recommended that the traditional model of studying literature exclusively

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2 “NC State: Response to UNC Tomorrow”, 5.
http://www.ncsu.edu/unctomorrow/docs/UNCTResponse.pdf
should be replaced by programs that “merge study of language and literature while adding more study of history, culture, economics and society,” thus creating more “area studies programs.”

With this in mind and as the only other university in the UNC university system that has a “doctoral research-extensive” status according to the Carnegie Foundation, we are proposing a new Ph.D. program with an option to specialize in either Hispanic literature and culture or Hispanic Linguistics. Our proposal is part of NC State’s UNC Tomorrow Report to expand the College of Humanities and Social Sciences and thereby make the university comprehensive, and to develop doctoral programs in public history, sociolinguistics, and Hispanic Studies. The Spanish section of the Department of Foreign Languages and Literatures (FLL) at NC State is already especially noted for its faculty strengths in the areas of Latin American literature and culture, and Spanish literature and culture. The program in Hispanic Studies represents an attempt to integrate these areas of expertise into a unified doctoral program that will be consonant with our scholarly interests and strengths. The Hispanic Studies model situates literary and cultural studies in their specific socio-political and historical contexts. Scholars who work in this field study such diverse aspects of cultural production as: film, literature, non-fictional works (essays, for instance), artworks, museums as archives of nationhood, and comparisons between cultural representations in both Spain and Latin America during the same historical moment. This preparation will enable graduates to successfully teach in higher education following the new program proposed by the Modern Language Association, a contextualized cultural studies model.

The program in Hispanic Linguistics will be an interdisciplinary program offered in conjunction with the Linguistics program, and, specifically, with the proposed Ph.D. in Sociolinguistics in the NC State English Department. In addition to working closely with several specialists in Hispanic Linguistics and Sociolinguistics in the FLL department, students will be able to take classes in the Linguistics program. The major focus of the Hispanic Linguistics program will be on sociolinguistics, which is the study of language variation and change. Sociolinguistics is founded on the premise that language is studied in its social context, which incorporates regional and cultural variation in the Spanish-speaking world. The NC State program in Linguistics, headed by Dr. Walt Wolfram, William C. Friday Distinguished Professor, is one of the top sociolinguistics programs in the world.

**Ph.D. Degree in Hispanic Studies**

<table>
<thead>
<tr>
<th>I. Core: Hispanic Literature and culture</th>
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<tr>
<td>Concentrations: a) Spanish Literature and Culture or b) Latin American literature and culture;</td>
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<tr>
<td>II. Core and Concentration: Hispanic Linguistics</td>
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4 “NC State: Response to UNC Tomorrow”, 5.  
http://www.ncsu.edu/unctomorrow/docs/UNCTResponse.pdf

5 Ibid. 17.
Both the Hispanic Literature and Culture and the Hispanic Linguistics tracks will benefit from NC State’s recently established international center at the University of Concepción in Chile; and we are attempting to do the same with several universities in Spain in order to provide our students with the opportunity of spending one or more semesters abroad, giving them extensive access to expert faculty members outside of the NC State community. At the same time, we gain from the diversity created by students from these partner institutions attending NC State for a semester or longer. The Ph.D. program with tracks in Hispanic Literature and Culture and Hispanic Linguistics will offer doctoral training that encompasses knowledge about culture and linguistics in Latin American, Peninsular, and U.S. contexts and scholarly research and writing. While Hispanic Literature and Culture will prepare students to develop knowledge, theories and skills along traditional lines by focusing on literary movements and histories, students will also be trained to analyze film, art and music, though these will be secondary areas in the doctoral program. The Hispanic Linguistics track will focus on linguistics in a socio-historical framework, but will also afford students a foundation in the broader field of Linguistics. Consequently, the doctoral students’ preparation will allow them to contend for academic and non-academic positions. Both tracks will provide students with the preparation for advanced appointments in teaching and administration in the public school system, tenure-track faculty and research positions at colleges and universities in the United States and abroad, and professional positions in policy-oriented institutes, the government, and non-governmental organizations dealing with educational policy and/or policy regarding foreign languages in the United States. Further, the doctoral program will graduate students who are highly qualified to provide leadership in research, innovation, and teaching of Spanish and Latin American literature, culture and linguistics in K-12 and in higher education.

The projected doctoral program will build upon NC State’s established M.A. program in Hispanic Studies. Currently we have 31 students in our Master’s program. Five of our recent graduates have returned to their teaching jobs with ‘M Licensure’; three are teaching in community colleges in North Carolina, and another is now the Undergraduate Teaching Education Coordinator in our Department. Four of our M.A. students have gone on for doctoral studies at Princeton University, the University of California—Davis, Vanderbilt University and the University of North Carolina—Chapel Hill. Ten of our recent graduates, current and in-coming students have expressed an interest in pursuing the Ph.D. at NC State pending approval of the program. The Ph.D. program will be an innovative and rigorous on-campus degree that includes 42 hours of graduate course work (54 hours if the M.A. is completed at another university) and a dissertation, which will furnish students with comprehensive grounding in research and writing in Spanish and Latin American literatures and cultures or linguistic theories and applications, depending on their specialization.

Doctoral students in our program will achieve the following objectives:

1. Develop interpretive academic arguments surrounding pertinent issues in Latin American and Iberian cultures, literary traditions or linguistics.

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6 “NC State: Response to UNC Tomorrow”, 11.
http://www.ncsu.edu/unctomorrow/docs/UNCTResponse.pdf
2. Broaden and deepen their knowledge of traditional and innovative linguistic/cultural theoretical frameworks and related analytical constructs.

3. Apply and build upon such theories and constructs in original research projects.

4. Acquire intercontinental perspectives on Hispanic studies through collaborative research projects with international scholars at the NCSU campus and/or at other top-ranked research universities in Spain and Latin America.

Upon graduation our doctoral students will interview at the Modern Language Association, become finalist for positions, and obtain employment as:

1. Professors who can effectively teach cultural or linguistic knowledge to undergraduate, graduate and public audiences in community colleges, colleges and universities in the United States and abroad.

2. Professional literary scholars or linguists who hold university or college posts in the United States or abroad, engage actively in research, and participate in local, national and international conferences, or become experienced teachers who are able to communicate their knowledge through their activity in the classroom, take on leadership positions as heads of language sections, or work as administrators in K-12 schools in North Carolina and nationwide.

3. Researchers working for non-governmental or governmental agencies in the United States or abroad who have expertise in Latin American and Spanish cultures or sociolinguistics.

Over the last five years there has been a need for new faculty positions in English and Foreign Languages. A recent study conducted by the Modern Language Association shows that listings for faculty positions in higher education continue to increase in number and have been doing so steadily since 2003.7

b. The relationship of the proposed new program to the institutional mission and how the program fits into the institution’s strategic plan

According to the new strategic plan (2006), NC State is enhancing “its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines. NC State provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.” The plan specifically targets investing in and strengthening “our commitment to a broader, more comprehensive range of disciplines” in the next five years. It calls for the transformation of NC State into a “comprehensive university” intent on “developing additional outstanding scholarly and teaching programs in the liberal arts.” Indeed, more recently, the UNC Tomorrow Report (2008), written

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7 MLA Office of Research, “Report on the MLA Job Information List”, September 2008. The report states that in “2007–08 the number of jobs advertised in the MLA Job Information List (JIL) continued its recent upward trend, increasing by 33 (1.8%) in English and 89 (5.6%) in foreign languages since 2006–07.”
by NC State, says the following about the direction the university is taking:

As many commentators have said, the future belongs to those who can creatively combine the sciences and humanities. NC State is the ideal institution to bring these intellectual forces into synergy for the benefit of students, communities, and businesses. Under this initiative, NC State will broaden and deepen its disciplinary scope by strengthening existing graduate programs and establishing new graduate programs and research centers in the humanities and social sciences. Establishing and expanding humanities, arts, and social sciences graduate and undergraduate degree programs will help our students and North Carolina better understand the regional and global forces that have shaped and will continue to shape its language, culture, economy, and society.8

The proposed Ph.D. in Hispanic literature and culture and Hispanic Linguistics will advance NC State’s goal of becoming a comprehensive university by creating a new and unique interdisciplinary doctoral program within the College of Humanities and Social Sciences and will help achieve the goal of providing intellectual leadership to the state, the nation and the world (particularly the Spanish-speaking world, thanks to our academic agreements with the University of Concepción in Chile and university agreements we are working on in Spain). According to the UNC Tomorrow Report, to “prepare our students to develop globally relevant and significant responses to local, state, national, and international challenges, NC State must renew and reinvigorate its commitment to excellence in a comprehensive range of academic disciplines.” To that end, the Report highlights the proposed doctoral program in Hispanic Studies as one of doctoral programs that will be developed during the period 2008-2010.9

There has been a continual increase in enrollment of students in undergraduate and graduate courses in Spanish at universities nationwide since 1998. Of the enrollment in Foreign Language studies, 53.4% are in Spanish.10 And there has been a parallel demand for instructors and tenure-track faculty to teach the burgeoning Spanish sections and programs across the country, on campuses in the University of North Carolina system, and in private colleges and universities in our state. NC State would be the only institution in the state offering a Ph.D. in Hispanic Studies, and will thus help prepare doctoral students for much needed faculty (and other) positions at institutions of higher learning. Moreover, NC State will have one of the pioneering programs in the nation dedicated to training M.A. and Ph.D. students in Hispanic Studies, a cutting-edge field that has gained in prominence and importance in the last ten years. In concert with NC State’s enrollment strategies, the FLL department will be capitalizing on “emerging research to drive research-based graduate program development.” It will therefore be providing jobs in an innovative area for institutions in the United States and abroad with departments of foreign and modern languages and literatures or Spanish & Portuguese. The potential for furnishing leadership in this area is great.

In concert with the strategic mission of NC State, the program in Hispanic Studies will also foster international ties, develop “relevant research and active teaching”, apply “global perspectives to

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9 “UNC Tomorrow: NC State Response”, 17.
local issues” and use “proven, local strategies to address global problems” by including a study abroad component at the University of Concepción (as well as at other Spanish and Latin American universities with which NC State has official agreements). The program strongly recommends that doctoral students take one semester of study in a Ph.D. program at a university in Spain or Latin America and will encourage and recruit students from Spain and Latin America to take a minimum of one semester’s graduate coursework in our department. Further, faculty members in our department will teach mini-seminars, semester-long courses, give lectures and/or conduct research at the University of Concepción and other equivalent Latin American and Spanish universities accredited by SACS, which will allow for the sharing of research resources and methods. Likewise, professors at the University of Concepción and other accredited universities in Spain and Latin America will come to NC State to teach graduate courses and/or conduct research. The Ph.D. program in Hispanic Studies will thus promote and stress the type of international links NC State is interested in pursuing based on its strategic plan.

c. The relationship of the proposed new program to other existing programs at the institution

The proposed Ph.D. program in Hispanic Studies will be housed in the FLL Department. The Hispanic Linguistics degree track will be interdisciplinary, with a minor in Linguistics in the English department. The Literature and Culture track will also highlight interdisciplinarity by requiring a minor in a related discipline (e.g.—English, French, Sociology, Communication, History, and Political Science). Given the increasing numbers of majors and minors in our department, the size and success of our M.A. program, and the interest of our current and former M.A. students as well as graduate students from other universities in a doctoral-level program, the Ph.D. program will also fill a need that can be provided by core faculty, courses, and resources in the current in M.A. program.

Courses: The current M.A. program in Spanish offers an “M Licensure” track to K-12 teachers, as well as a non-licensure track for those who are not currently teachers and especially those who wish to pursue doctoral studies at another university. As such, these graduate students take courses in linguistics, second language acquisition, and Spanish and Latin American literature and culture in order to enhance their education and acquire a broad yet firm grasp of these realms. The proposed Ph.D. curriculum in Hispanic Literature and Culture will develop new specific interdisciplinary courses to provide a solid foundation on which the remainder of the M.A. courses and, in the long run, the Ph.D. courses will rest. The curriculum in Hispanic Linguistics at the Ph.D. level will include foundation courses such as Introduction to Hispanic Linguistics, Spanish Phonology, and Spanish Syntax, as well as advanced courses in sociolinguistics, dialectology, historical linguistics, and sociolinguistic field methods. This track will also include generalized and specialized sociolinguistics and second language acquisition courses to be taken in the English department. Most of the current M.A. courses will serve as the framework for the curriculum in the Ph.D. in Hispanic Studies (see Appendix I). M.A. coursework will comprise the introductory courses for the Hispanic Linguistics track as well. The doctoral program will then offer more specialized and theoretically informed courses designed to give the students a comprehensive knowledge of their specialized area of study.

11 For instance, Steven Wiley, an associate professor of Communication and Fulbright scholar, is currently teaching and doing research at the University of Concepción.
Ph.D. students choose a general field, a concentration field, and a minor, all planned in consultation with the Director of Graduate Studies in the Department. The general field must be geotemporally defined and may include such areas as twentieth-century Hispanic literature and culture, colonial and Golden Age literature and culture, nineteenth century Hispanic literature and culture, and linguistics. Courses for the general field may not be double-counted for the concentration field. Concentrations, which provide the foundation for the dissertation, may be in Latin American, Peninsular, or Transatlantic literature and culture, or sociolinguistics, syntax and morphology, phonetics and phonology or dialectology. Courses for the concentration field may not be double-counted for the general field. Likewise, in consultation with the Director of Graduate Studies, the student will select a minor field in a related discipline (e.g.—English, French, Sociology, History, Political Science, and Communication).

**Faculty:** Faculty for the proposed program will be drawn from the Spanish section of the Department of Foreign Languages and Literatures, consisting of 11 tenure-track and tenured faculty teaching and conducting research in sociolinguistics, Spanish literature and culture and Latin American literature and culture (see Appendix II), and the English Department, consisting in 5 sociolinguistics faculty—including Distinguished University Professor, Walt Wolfram. From Fall 2009 to Fall 2010, we will need to hire two assistant professors in Spanish peninsular literature and culture to strengthen our graduate program.

**Facilities:** Both CHASS and the Department of Foreign Languages and Literatures have the facilities to house a doctoral degree program. The program will use the existing classroom facilities (particularly, but not exclusively, in Withers Hall), CHASS language computer labs, and facilities available to the campus through the NC State libraries.

**Other Resources:** Although the undergraduate book and journal collection in Peninsular and Latin America literature and culture is quite good, the graduate-level collection will need to be expanded some. In consultation with Senior Collection Manager Darby Orcutt at D.H. Hill and John Vickery, Collection Manager for social sciences, library holdings will need to be increased, particularly in Latin American and Peninsular studies. We will need to add some primary and secondary books and journals to the current collection. We plan to cover the cost of the book purchases with enrollment increases.

d. Special features or conditions that make the institution a desirable, unique or appropriate place to initiate such a degree program.

NC State is a desirable place to offer the proposed doctorate because of our M.A. degree in Spanish, which is the only one of its kind in North Carolina. It affords a diverse range of courses in linguistics, literature, cultures of Spain and Latin America, and Transatlantic studies. It also highlights comparisons between the two areas, with an emphasis on “Trans-Atlantic studies.” The existing M.A. program has attracted a number of talented K-12 teachers in the Triangle and beyond, as well as students who plan to continue their studies at the doctoral level. Our M.A. program has the good fortune of drawing upon some of the most outstanding graduates of our B.A. program and of having nationally prominent faculty in the disciplinary areas needed for the
Ph.D. program. Given that situation we are poised to become the most productive and organized Spanish section in the region.

As the reference letters from the chairs at the University of North Carolina at Chapel Hill and Duke University indicate, the projected Ph.D. program will enhance our ongoing ties with those institutions. Several of the faculty members in the Spanish section at NC State participate in area studies working groups with UNC and Duke, and have taught graduate courses and served on doctoral committees at these institutions. The new doctoral program would strengthen and broaden collaborations among graduate faculty and students at all three institutions, stimulating the creation of a productive academic community of specialists in Hispanic studies.

Ranked 29th among academic research libraries in North America, The North Carolina State University Libraries hold more than 3.5 million volumes, and provide access to nearly 50,000 current print and electronic serial titles. Since the D.H. Hill Library on the NC State campus is a member of the Triangle Research Libraries Network, NC State students and faculty also have physical and electronic access to the holdings of our partner institutions—Duke University and the University of North Carolina at Chapel Hill—via Tripsaver (interlibrary loan). The total collections available for research amount to approximately 15 million volumes, making the area resources second in the nation behind Harvard University.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.

There are no Ph.D. programs in Hispanic Literature and Culture or Hispanic Linguistics in North Carolina. Duke University offers a doctoral degree in Spanish and Latin American studies with an interdisciplinary approach, but the program focuses mostly on theory, with less of an emphasis on a broader socio-historical understanding of cultural phenomena. By contrast, our program will focus on an examination of literature and culture seen through the lens of various disciplines (e.g.—sociology, history, political science, anthropology, art and others) and will combine theory with socio-historical approaches to literature and culture. UNC has a traditional Ph.D. in Romance languages and literatures with a major concentration in either Latin American or Peninsular literature and with an emphasis on the chronological understanding of those areas. Consequently, theory and interdisciplinarity are less prevalent in their programs than they will be in ours. Moreover, neither Duke nor the University of North Carolina—Chapel Hill offers a doctoral program in Hispanic linguistics. We will furnish a top-rate linguistics Ph.D. in Spanish in collaboration with the Sociolinguistics Ph.D. program being proposed in the English Department here at NC State. Walt Wolfram, internationally recognized scholar in sociolinguistics, currently directs a highly productive M.A. program in that discipline and is spearheading a Ph.D. proposal also under consideration at this time, which will establish a long term program in sociolinguistics. As noted, the Department Chairs of Romance Languages at Duke and UNC wholeheartedly support our initiative.

3. Estimate the number of students who would be enrolled in the program during the first year of operation: Full-Time: 5 Part-Time: 2
4. **Estimate the current and projected demand for graduates of the proposed new degree program. Provide information about the sources of data used to estimate demand figures.**

Graduates of the Ph.D. program will be prepared primarily for higher education and K-12 administrative positions, but they will also be very qualified for non-academic positions.

The University of North Carolina System will experience a dramatic increase in enrollment in the next ten years. Estimates are that by 2017 student numbers will climb from the current figure of 202,381 to 300,000. More importantly for our purposes, high school graduates will grow by 30,000, and 22,000 of those will be Hispanic students. All told, Hispanic students will make up 25% of high school graduates in North Carolina. A much higher percentage of the Hispanic high school graduates will be attending college in the next ten years than the current 2.7%. This trend will likely increase the number of undergraduate Spanish majors and students interested in graduate study.

While it is difficult to estimate the number of those students who be interested in Hispanic Studies at the undergraduate and graduate levels, there is no question that there will be increased demand for highly qualified bilingual teachers with advanced degrees, administrators in the K-12 system in the state, and instructors and professors in the university system in North Carolina and nationwide. Based on student demand at UNC—Chapel Hill and Duke University—the only institutions with Ph.D. programs in Spanish in North Carolina—(see the tables below), we believe we will be able to attract prospective doctoral students, retain them, and create a productive program.

**UNC Chapel-Hill, Student demand and enrollment, 2007-2008**

- Total applicants for graduate program: 45
- Accepted, total enrolled: 31
- Total applicants for the Ph.D. program: 11
- Accepted: 8 (6 in Spanish American; 2 in Peninsular)

**Duke University, Student demand and enrollment (Ph.D. only)**

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<td>Applications</td>
<td>73</td>
<td>101</td>
<td>96</td>
<td>56</td>
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<tr>
<td>Accepted</td>
<td>19</td>
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<tr>
<td>New students</td>
<td>3</td>
<td>16</td>
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<tr>
<td>Enrollment</td>
<td>43</td>
<td>57</td>
<td>52</td>
<td>58</td>
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We anticipate reaching a steady number of 20 teaching assistants and 8 part-time students by the fourth year of the doctoral program. Beginning in the fourth year of the program we estimate that we will be graduating 5 students per year on average.

A 2004 survey of placement outcomes for modern language Ph.D.s conducted by the Modern Language Association demonstrates that Spanish Ph.D. recipients are very successful in finding jobs upon completion of the doctoral degree. While the placement figures for tenure-track university positions are much lower in other modern languages (37.5%), in Spanish and Portuguese 60.5% of the degree holders secured tenure-track positions. The remaining graduates were able to find employment as full-time non-tenure-track faculty (18.5%), as teachers in higher education (8.7%), as post-doctoral fellows (.5%), or outside of higher education (3.6%). Only 2.6% were not able to find employment.13

5. If there are plans to offer the program away from campus during the first year of operation:
   a) Briefly describe those plans, including potential sites and possible method(s) of delivering instruction.

   There are no plans to offer this program away from campus during the first year of operation or during the first year of the student’s doctoral studies.

   b) Indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private)

   There are no similar or related programs offered off-campus in North Carolina.

6. Describe the procedures to be used to plan the proposed program. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program

Discussion among the Foreign Languages and Literatures faculty has established a consensus on the need for, ability to provide, and willingness to create a Ph.D. program in Spanish to complement and expand the M.A. program currently in place. We have consulted with the Departments of Romance Languages at the University of North Carolina—Chapel Hill and Duke University about the viability of the program (see the reference letters at the end of this document for the Chairs’ support of our program). The Head of the Department of Foreign Languages and Literatures, Dr. Ruth Gross, has approved the formation of a committee of the faculty charged with implementing the Request for Authorization to Plan, conducting the planning effort, and preparing the necessary documents and procedures to establish and implement the degree. This committee gathered information and input from the Program Faculty. The members of this committee are:

Greg Dawes, Professor, Department of Foreign Languages and Literatures

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Jorge Mari, Associate Professor, Department of Foreign Languages and Literatures
jmari@unity.ncsu.edu

Tonya Wolford, Assistant Professor, Department of Foreign Languages and Literatures
tewolfor@chass.ncsu.edu

Given the strength of the Master’s Degree program, the attraction of a new approach to the study of linguistics, literature and culture (Hispanic Studies), the official agreement and interaction with the administration and faculty at the University of Concepción in Chile, and the demand for tenure-track university professors in Spanish, faculty members in the Spanish section felt there was a need for and desire to establish a Ph.D. program.

7. Describe the method of financing the proposed new program (e.g., potential sources of funding) and indicate the extent to which additional state funding may be required.

While linguists in the doctoral program in Hispanic Studies will be able to secure some grants from the National Science Foundation and the National Endowment for the Humanities, we cannot establish nor sustain the program on the basis of outside funding. To implement the Ph.D. and help it develop successfully, the Spanish Program will have the following budgetary needs:

1) Hires:

a. At the end of the 2007-2008 academic year, we hired Agustín Pastén, Associate Professor of Latin American literature and culture who has experience with the Ph.D. program at the University of Nebraska and can help us plan and implement our doctoral program. Funding for this position comes from the College of Humanities and Social Sciences.

b. An Assistant Professor of Peninsular literature and culture. We should conduct this search during the 2009-2010 academic year pending approval from Interim Dean Jeff Braden and Provost Larry A. Nielsen.

c. An Assistant Professor of Peninsular literature and culture. We should conduct this search during the fall of 2009-2010 academic year pending approval from Interim Dean Jeff Braden and Provost Larry A. Nielsen.

2) Teaching and Research Assistantships:

Currently there are 31 M.A. students in the program, 13 of those students are full-time. We provide funding for 10 of those 13 full-time students. (The majority of the remaining part-time students are full-time K-12 teachers working on their advanced licensure.) To begin the Ph.D. program we would need to ask for five new assistantships for each of the first four years (all with GSSP), in order to attract M.A. students currently enrolled in our M.A. program, our partner universities in Chile and Spain and other universities abroad, and from top B.A. and M.A. programs across the country. While Provost Nielsen has promised the department a budget for
the Ph.D. program in Hispanic Studies, funds are still pending. Students will be interested in our Ph.D. program because of its unique focus (Hispanic Literature and Culture and Hispanic Linguistics), the internationally renowned faculty and the competitive stipends and financial aid we will be able to offer.

3) A Graduate Administrative Assistant who would assist the Director of Graduate Studies and act as a liaison with the graduate students.

As noted in this proposal, the Ph.D. program in Hispanic Studies will be one of two offered in the University of North Carolina system. With recruitment of new faculty we will have a very competitive program nationally. However, it must be reiterated that we can only partially depend on external funding—as linguists will be more likely to secure it via the National Science Foundation and other sources—thus the program cannot begin nor can it sustain itself without substantial support from the university.

This intent to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor James L. Oblinger
Appendix I
Letters of Support

Walt Wolfram, William C. Friday Professor of English, NCSU

Richard Slatta, Professor of History, NCSU

Robert Nagel, Professor and Director of Graduate Programs of Mechanical Engineering, NCSU

Steven Wiley, Associate Professor of Communication, NCSU

Larry King, Chair, Department of Romance Languages, University of North Carolina—Chapel Hill

Margaret R. Greer, Chair, Department of Romance Studies, Duke University
December 13, 2007

Dr. Ruth Gross, Head, Foreign Languages and Literatures
Dr. Greg Dawes, Chair, Ph.D. Proposal Committee
Department of Foreign Languages and Literatures
Withers Hall, Campus Box 8106
Raleigh, NC 27695-8106

Dear Dr. Gross and Dr. Dawes:

It is with great enthusiasm and anticipation that I write in support of your proposed doctoral program in Hispanic Studies. The demographic and cultural transformation taking place in North Carolina and beyond makes such a program imperative as the State of North Carolina looks forward to serving its diverse citizenry. The need for advanced education, research, and application in the Hispanic Studies is critical, and the Department of Foreign Languages and Literatures stands in a unique position to offer the advanced training necessary to meet current and future educational needs in this area.

The Linguistics Program in the English Department is more than happy to complement the expertise of your Linguistics faculty in sociolinguistics by offering general courses in sociolinguistic research, methods, and theory. Your track in Hispanic Sociolinguistics also converges synergistically with the proposed Sociolinguistics doctoral program currently being submitted to the UNC administration in English, making NC State one of the premier institutions for advanced graduate training in Sociolinguistics.

Our faculty and program look forward to working with your faculty and students in providing optimal education, research opportunities, and engagement experience in Hispanic Sociolinguistics.

Sincerely,

Walt Wolfram
William C. Friday Distinguished Professor
Phone/Voice Mail: 919-513-2229
Home Page: http://social.chass.ncsu.edu/slatta/
Email: Slatta@ncsu.edu

Dr. Greg Dawes
Foreign Languages
NCSU

Dear Dr. Dawes:

I am both pleased and excited to review your department’s proposal for a new doctoral degree in Hispanic Studies. As a specialist in Latin American history, I too have observed the sharply rising demand for such expertise in North Carolina and across the country. The program’s unique combination of cultural and linguistic approaches should well meet this demand and meshes very well with faculty strengths on this campus.

At present, I teach HI 553, the history of US-Latin American relations, which will appeal to some of your future students. I would also like to discuss with you possible topics for another advanced course that would support your program as well as the needs of history and international studies majors, whose numbers are also increasing. For example, a few years ago I taught a one-time seminar on Latino history.

Please keep me informed on the proposal’s progress.

Sincerely,

Richard W. Slatta
Professor of History
November 30, 2007

Professor Gregory Dawes
Dept of Foreign Languages and Literatures
North Carolina State University

Dear Professor Dawes,

I am happy to learn that your department is proposing a doctorate program in Hispanic Studies. We in Mechanical & Aerospace Engineering have contacts and various exchanges with both Mexico and Chile, and we would welcome the existence of a doctorate program that enhances our prestige and ability to interact with Hispanic students and faculty. The richness that your program will bring to our campus will provide a definite asset with respect to our ability to both prepare our faculty and students to interact with Hispanic organizations and to attract faculty and students from such places. In addition to the enhanced prestige your program will bring to our university, we welcome both the prospect of improved ties with those institutions with whom we now interact, and opportunities for future interaction with additional Hispanics institutions.

For these reasons I would like to offer my support for your effort to start this program. I fully endorse your efforts and believe that the initiation of such a doctorate program will only help all departments on campus and consequently the overall status of the North Carolina State University.

Sincerely,

[Signature]

Professor Robert T. Nagel
Director of Graduate Programs for the
Department of Mechanical & Aerospace Engineering
e-mail: nagel@eos.ncsu.edu
Gregory Dawes, Ph.D.
Professor of Latin American Literature and Culture
Department of Foreign Languages & Literatures
North Carolina State University
Raleigh, NC 27695-8106

Dear Professor Dawes:

I am writing in support of the proposed Doctorate in Hispanic Studies, an interdisciplinary Ph.D. program incorporating the study of Hispanic literature, culture, and linguistics. I have reviewed the proposal and believe that it is innovative and well-conceived. As the proposal makes clear, NC State has an opportunity to develop a unique and significant new program that would advance graduate education in an area of substantial need, broaden interdisciplinary understanding of an increasingly important cultural field, and take advantage of growing ties between NC State and partner institutions in Latin America.

The program proposal is timely, given the increasing enmeshment of local and national cultures in hemispheric and global networks of trade, migration, and culture. That trend is clearly evidenced by the growing significance of Hispanic culture in the U.S. and particularly in North Carolina. The state has one of the fastest rates of growth of Spanish speakers in the country, which creates both challenges and opportunities for educators and policy makers. Across the state, teachers and administrators in primary and secondary education are faced with substantial challenges as classrooms become more culturally and linguistically diverse. In many cases, educational leaders are unprepared to meet such challenges creatively and effectively. The proposed doctoral program would help to create a new generation of experts in Hispanic culture and linguistics who will be better qualified to turn the challenges of cultural change into opportunities for effective education and cultural enrichment. Because the demographic trends evident in North Carolina mirror broader U.S. trends (and indeed, global processes), the proposed Ph.D. is also poised to produce scholars who will be in demand nationally and internationally.

The proposed doctoral program is also innovative in its design, promising to extend interdisciplinary understanding of a complex and important cultural field. The program will encompass linguistics, literature, and cultural studies, allowing students to develop both breadth and depth in their conceptualization, analysis, and study of Hispanic culture. NC State's Department of Foreign Languages and Literatures boasts a number of renowned faculty in Spanish and Latin American literature, and that strength will be complemented by the nationally-recognized scholarship of the linguistics program in the Department of English. Students in the new Hispanic Studies Ph.D. will also be able to develop cutting-edge expertise in Latin American and Hispanic cultural studies, given the strength and breadth of faculty in other CHASS departments such as Sociology & Anthropology, History, Political Science, and Communication. In my home department, for example, three tenured or tenure-track faculty currently conduct research on Latin American and U.S. Hispanic media and communication, and two others are nationally-recognized cultural studies researchers. Thus, the proposed doctoral program is in a position to draw together a range of experts already present at NC State who can offer students a rich interdisciplinary research community focused on the study of Latin American and Hispanic cultures.

Finally, I would like to comment on the special opportunity students of the proposed doctoral program will have to deepen their knowledge and expertise through residency and graduate study in a Spanish-speaking country. NC State has recently signed formal agreements for institutional partnerships with a
number of universities, including the Universidad de Concepción, one of the top research universities in Chile. In fact, CHASS is at the forefront of this move toward international partnership, having recently approved college-level memoranda of understanding that will facilitate the exchange of faculty and graduate students between NC State and the Universidad de Concepción. Within this special partnership, graduate students at NC State will benefit from the presence of visiting Chilean faculty specializing in Latin American literature, linguistics, and cultural studies. They will also have the option (strongly recommended by the program) to spend a semester or more in Chile. Through this experience of immersion, students will have an unparalleled opportunity for language mastery and cross-cultural understanding. At the same time, advanced graduate work at the host institution will expose students to faculty and research opportunities they would not be able to find in the U.S. Given the growing number of research collaborations between NC State faculty and colleagues at the Universidad de Concepción, graduate students in the proposed doctoral program will be able to count on robust academic networks and coherent, well-coordinated doctoral committees of international breadth.

In sum, this proposal for a Ph.D. in Hispanic Studies is timely, innovative, socially significant, and in line with NC State's emerging emphasis on interdisciplinary study and international collaboration. I strongly support the authorization to plan the program and applaud its designers for their intellectual vision and academic leadership.

Sincerely,

Stephen B. Wiley, Ph.D.
Associate Professor
Department of Communication
Past Board Member, Latin American Studies Association Section on Culture, Power, and Politics
June 4, 2008

Professor Gregory A. Dawes
Department of Foreign Languages and Literatures
North Carolina State University
Raleigh, NC 27659

Dear Greg:

I enjoyed talking with you about the proposed Ph.D. program in Spanish at North Carolina State. I am very impressed with the state-of-the-art structure of the program that includes both linguistics and literature, and that requires a cultural studies and interdisciplinary approach to the study of literature. I am certain that this new program will compete well for students both nationally and locally. I hope that your addition of a Ph.D. program will also promote more cooperation between Raleigh and Chapel Hill.

Sincerely,

Larry D. King
Interim Chair
June 15, 2008

Professor Ruth Gross, Head
Department of Foreign Languages and Literatures
North Carolina State University
Raleigh, North Carolina 27695

Dear Professor Gross,

I am happy to add my support to the proposal for a Hispanic Studies PhD program at North Carolina State University. From my recent experience as Chair of Romance Studies at Duke (2003-2007), I can say that both PhD tracks proposed would meet real needs for doctoral programs in North Carolina.

Although I cannot claim to know all the professors in your department, I know three of them quite well. Jordi Mari recently taught a course in contemporary Spanish film, literature, and culture in Romance Studies at Duke, to the entire satisfaction of students and faculty. Elvira Vilches is a much-appreciated colleague in my own field of early modern Spanish and Colonial Studies. She has a wonderful interdisciplinary book, *Haunted by the Indies: Gold, Money, and the Quest for Value in early modern Hispanic culture* in publication with one of the most distinguished presses in our field, the University of Chicago Press. She was also a valuable member of an interdisciplinary transatlantic working group sponsored by DUNCLAS, the Duke-UNC-Chapel Hill Latin American Studies program. Our Duke graduate students told me they learned more from Elvira than from any other member of the group. When Kathryn Burns, UNC-Ch History professor specialized in Colonial Studies, and I taught an interdisciplinary, transatlantic graduate seminar, "The Transatlantic Picaresque" in the spring of 2006 (with students from History, and English as well as Romance Studies), we invited Amy Wright to lead one of the seminars, hoping she could share with our students her knowledge of 18th-century Mexico and Spain. Because of her other obligations at the time, she could not do that, but I would like to find another opportunity for our students to learn from her. In sum, on the basis of these three professors alone, I know you have the intellectual capital to support a Ph.D. program.

The two Ph.D. tracks you have designed will find a receptive and qualified group of applicants, I am sure. The definition of the Hispanic Studies track as a serious cultural studies focus combining literature and culture is in tune with the interests of the most interesting scholars and students at present; the most creative work takes place at the intersection of disciplines, I believe, when students receive adequate training in the "outside" discipline, as your minor track provides. My own department moved toward an interdisciplinary, cultural studies orientation some 15 years ago now, signaling that emphasis by changing the department's name from Romance Languages to Romance Studies. It regularly attracts a strong group of applicants; however, we are only allowed to enroll 3 or 4 per year. Although Romance Languages at UNC-Chapel Hill has a distinguished history in Hispanic literature, they have not been able to rebuild their department harmoniously and progressively since it was put in receivership and their focus at present is quite traditionally literary. The program you propose would make your Ph.D. program a much more compatible sister to our own, and would invite complementary cooperation with Romance Studies at Duke.

To the best of my knowledge, there is no good PhD program concentrating on sociolinguistics this side of Georgetown's program in Washington, D.C. With the enormous increase in Hispanic residents in the U.S. as a whole and from North Carolina to Georgia,
there is a real need for students trained to study the sociolinguistic phenomena associated with that change.

I wish you all the best in establishing this Ph.D. program.

Sincerely yours,


Margaret R. Greer
Professor of Spanish / Latin American Studies
Appendix II

Proposed Curriculum Guidelines and Courses

1. At least two residence credit points secured in continuous semesters' residence as a graduate student at the University.

2. Doctoral degrees at North Carolina State University require a minimum of 72 graduate credit hours beyond the bachelor's degree. For a student who has a master's degree from a university other than NC State, a maximum of 18 hours of relevant graduate credit from the master's degree may be applied toward this minimum, upon the recommendation of the student's Graduate Advisory Committee. If a student completes a master's degree at NC State and continues for a doctoral degree without a break in time, up to 36 credit hours taken while in master's status may be used to meet minimum requirements for the doctoral degree.

3. Each student must complete a Plan of Work in the first semester of enrollment.

4. A grade of B or better is required for all coursework included in the Plan of Work.

5. Students may take two 400-level courses at the M.A. level, but none at the Ph.D. level.

6. Students may transfer up to 12 credit hours into the Ph.D. program from graduate programs in other accredited universities.

7. A preliminary comprehensive examination (written and oral components), a dissertation and a successful dissertation defense are required for the Ph.D. degree.

8. Ph.D. students choose a general field, a concentration field, and a minor, all planned in consultation with the Director of Graduate Studies in the Department. The general field must be geographically defined and may include such areas as twentieth-century Hispanic literature and culture, colonial and Golden Age literature and culture, nineteenth century Hispanic literature and culture, and linguistics. Courses for the general field may not be double-counted for the concentration field. Concentrations, which provide the foundation for the dissertation, may be in Latin American, Peninsular, or Transatlantic literature and culture, or sociolinguistics, syntax and morphology, phonetics and phonology or dialectology. Courses for the concentration field may not be double-counted for the general field. Likewise, in consultation with the Director of Graduate Studies, the student will select a minor field in a related discipline (e.g.—English, French, Sociology, History, Political Science, and Communication).
Proposed Curriculum (for students holding a B.A. For students hold an M.A. from another university, the requirement would be 54 hours)

A. Literature and Culture Track

Core requirements (9 hrs.)

FLS 502 Linguistic Structure of Spanish  
FLS 507 College Teaching for Foreign Language Teachers  
FL 541 Critical Approaches to Literature and Culture

General Field (21 hrs., one course from each)

FLS 793 Studies in Golden Age Literature and Culture  
FLS 794 Don Quijote  
FLS 795 Studies in Nineteenth-Century Spanish Literature and Culture  
FLS 796 Studies in Twentieth and Twenty-first Century Spanish Literature and Culture  
FLS 797 Studies in Colonial Latin American Literature and Culture  
FLS 798 Studies in Twentieth and Twenty-First Century Latin American Literature and Culture  
FLS 799 Seminar in the Literature and Culture of one Latin American Country

Concentration Field (15 hrs.) Indicates a concentration in either Latin American or Spanish Literature and Culture based on five more courses in the areas outlined under the General Field.

Seminars (6 hrs.) One seminar to be taken at the FLS 592 level and one at the FLS 792 level.

Minor Field (9 hrs.) These courses will be selected in consultation with the Director of Graduate Studies. Students will be asked to take a minor in a related field, such as History, English, French, Sociology, Communication or Political Science.

Written and Oral Examination
Written and oral exams in general and concentration fields.  
FLS 890 Doctoral Preliminary Examination

Foreign Language Proficiency (3 hrs.)
A student may fulfill this requirement by 1) enrolling in and passing a course offered by the Department of Foreign Languages & Literatures with a 401 number, or 2) by passing a two-part, two hour language exam in the Department. In special cases, a student may petition the Director of Graduate Studies to waive this requirement.

Doctoral Examination and Dissertation (9 hrs.)
FLS 893 Doctoral Supervised Research  
FLS 895 Doctoral Dissertation Research
B. Linguistics Track

Core requirements (9 hrs.)

FLS 502 Linguistic Structure of Spanish
FLS 507 College Teaching for Foreign Language Teachers
FL 541 Critical Approaches to Literature and Culture

General Field (21 hrs./no more than 9 hrs. in ENG)
FL 744 Second Language Theories and Research
FL 745 Sociocultural Theory and Second Language Acquisition
FLS 503 Spanish Applied Linguistics
FLS 509 Spanish Phonetics & Phonology
FLS 742 Spanish Syntax
FLS 743 History of the Spanish Language
ENG 523 Language Variation Research Seminar
ENG 524 Language Change Research Seminar
ENG 533 Bilingualism and Language Contact
ENG 746 Language & Gender

Concentration Field (15 hrs./no more that 6 hrs. in ENG) Indicates a concentration in sociolinguistics based on five more courses in the areas outlined under the General Field or in the English department.
FLS 511 Spanish Sociolinguistics
FLS 510 Spanish Dialectology
FLS 749 Spanish in Contact
FLS 750 Spanish in the U.S.
FLS 790 Special Topics (in Romance Linguistics)
ENG 525 Variety in Language
ENG 584 Studies in Linguistics

Seminars (6 hrs.) One seminar to be taken at FLS 592 level and one at the FLS 792 level.

Minor Field (9 hrs.) These courses will be selected in consultation with the Director of Graduate Studies. Typically students will take a minor in linguistics (housed in the English Department).

Written and Oral Examination
Written and oral exams in general and concentration fields.
FLS 890 Doctoral Preliminary Examination

Foreign Language Proficiency (3 hrs.)
A student may fulfill this requirement by 1) enrolling in and passing a course offered by the Department of Foreign Languages & Literatures with a 401 number, or 2) by passing a two-part, two hour language exam of the Graduate School Foreign Language Testing Program. In special cases, a student may petition the Director of Graduate Studies to waive this requirement.
Doctoral Examination and Dissertation (9 hrs.)
FLS 893 Doctoral Supervised Research
FLS 895 Doctoral Dissertation Research

New courses proposed

I. Hispanic Literature and Culture: Existing courses and soon to be approved courses will meet the degree requirements proposed below of the new courses. These following courses may be taken twice, providing the topic is different each time.

FLS 792 Graduate Research Seminar in Hispanic Literature and Culture
FLS 793 Studies in Golden Age Literature and Culture
FLS 794 Don Quijote
FLS 795 Studies in Nineteenth-Century Spanish Literature and Culture
FLS 796 Studies in Twentieth and Twenty-first Century Spanish Literature and Culture
FLS 797 Studies in Colonial Latin American Literature and Culture
FLS 798 Studies in Twentieth and Twenty-First Century Latin American Literature and Culture
FLS 799 Seminar in the Literature and Culture of one Latin American Country

II. Hispanic Linguistics

FL 744 Second Language Theories and Research
FL 745 Sociocultural Theory and Second Language Acquisition
FLS 742 Spanish Syntax
FLS 743 History of the Spanish Language
FLS 749 Spanish in Contact
FLS 750 Spanish in the U.S.
FLS 790 Special Topics (in Romance Linguistics)
FLS 792 Graduate Research Seminar in Hispanic Linguistics

III. Other courses pre-assigned by the Graduate School

FLS 885 Doctoral Supervised Teaching
FLS 890 Doctoral Preliminary Examination
FLS 893 Doctoral Supervised Research
FLS 895 Doctoral Dissertation Research
FLS 899 Doctoral Dissertation Preparation

Sample Schedule for Ph.D. student in Hispanic Literature and Culture track

First Semester
Critical Approaches to Literature and Culture
Studies in Golden Age Literature and Culture
College Teaching

Second Semester
Don Quijote
Studies in Twentieth and Twenty-first Century Spanish Literature and Culture
Studies in Nineteenth Century Spanish Literature and Culture

Third Semester
Linguistic Structure of Spanish
Studies in Colonial Latin American Literature and Culture
Language requirement

Fourth Semester
Studies in Twentieth and Twenty-First Century Latin American Literature and Culture
Seminar in the literature and culture of one Latin American country
History elective

Fifth Semester
Studies in Twentieth and Twenty-First Century Spanish Literature and Culture (different topic)
Studies in Nineteenth Century Spanish Literature and Culture (different topic)
Research Seminar (492/592)

Sixth Semester
Research Seminar (692)
Studies in Golden Age Literature and Culture (different topic)
History elective

Seventh Semester
Doctoral Preliminary Exams
Doctoral Research
History elective

Eighth Semester
Doctoral Dissertation
Doctoral Dissertation (6 hrs.)
Sample Schedule for Ph.D. student in Hispanic Linguistics track

First Semester
Linguistic Structures of Spanish
Spanish Phonetics & Phonology
College Teaching

Second Semester
Spanish Syntax
History of the Spanish Language
English Elective

Third Semester
Spanish Applied Linguistics
Spanish Dialectology
Research Seminar

Fourth Semester
Spanish Sociolinguistics
Research Seminar
English Elective

Fifth Semester
Critical Approaches
Spanish in the US
English Elective

Sixth Semester
Language Requirement
Doctoral Preliminary Exams
Doctoral Research

Seventh Semester
Doctoral Dissertation
Elective
Elective

Eighth Semester
Doctoral Dissertation
Doctoral Dissertation
Elective
### Appendix III
### Program Faculty

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<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
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<tr>
<td>Greg Dawes</td>
<td>Mark Darhower</td>
<td>Shelley Garrigan</td>
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<td>Thomas Feeny</td>
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