UNIVERSITY of VIRGINIA

DEPARTMENT of
SPANISH ITALIAN & PORTUGUESE

GRADUATE HANDBOOK 2026-2027

CONTENTS

Introduction

Departmental Policies on the PhD in Spanish

1. Advising and Mentoring
2. Coursework
3. GHSS 6050 Introduction to Graduate Studies
4. Statement of Research Interests
5. GHSS 7050 Professional Life After Graduate School
6. Second-Year Portfolio
7. Comprehensive Examination
    a. General Description
    b. The Comprehensive Exam Committee
    c. The Comprehensive Exam Portfolio
    d. The Oral Exam
8. Dissertation Proposal
    a. The Dissertation Committee
9. Language Requirement
10. Dissertation
11. Additional Matters

Other Policies and Procedures

1. Funding
2. Taking Courses as a Graduate Student
3. Teaching and Working in the Department
4. How to Leave the Program Temporarily or Permanently, With a Degree or Without One.
5. Orientation, Professionalization, and Professional Life After Graduate School
6. Graduate Student Governance
7. The Del Greco Essay Prize
8. Departmental Activities
9. Resources Outside the Department

INTRODUCTION

This handbook serves as a guide to policies and procedures governing graduate education in the Department of Spanish, Italian, and Portuguese at the University of Virginia, and is meant for use by faculty, staff, and students. Every effort has been made to ensure that it is accurate and up-to-date. In case of apparent errors, inconsistencies, or omissions, please notify the Director of Graduate Studies in Spanish. Students should be aware that although the handbook provides links to many of the policies of the Graduate School of Arts and Sciences (GSAS) and of the University of Virginia, no attempt has been made to provide comprehensive access to all relevant policies. Further information can be found on the University's website, particularly the pages devoted to GSAS. All University and GSAS policies that officially govern graduate study at UVA are outlined in the Graduate Record.

The policies stated herein apply to students who matriculate in the Fall Semester of 2026. Returning students have the option of following the policies stated in the edition of the Graduate Handbook that was in effect when they first matriculated, or the ones stated in this edition.

Any questions about the graduate program should be referred to the Director of Graduate Studies.

DEPARTMENTAL POLICIES ON THE PHD IN SPANISH

The PhD program in Spanish admits students holding either a B.A. or an M.A. at the start of their course of study. The requirements for the PhD in Spanish are stated in the *Graduate Record*, outlined here, and explained in the pages that follow. Please keep in mind that a student must be registered for a minimum of 12 credits in any given semester to be considered full-time. Non-Topical Research credits are used to round out the total when the student is taking fewer than 12 credits of coursework.

YEAR ONE	
Fall Semester (1)	**Spring Semester (2)**
Course 1 (3 credits)	Course 4 (3 credits)
Course 2 (3 credits)	Course 5 (3 credits)
Course 3 (3 credits)	Course 6 (3 credits)
	SPAN 8998: Non-Topical Research (3 credits)
SPAN 8998: Non-Topical Research (3 credits)	Submit Statement of Research Interests by April 15
GHSS 6050: Intro to Grad Studies (1 credit)	
Summer **Work on Reading Lists and/or Language Requirement. Revise a seminar paper.**	
YEAR TWO	
First Semester (3)	**Second Semester (4)**
Course 7 (SPAN 8210, 3 credits)	Course 10 (3 credits)
Course 8 (3 credits)	Course 11 (3 credits)
Course 9 (3 credits)	Course 12: SPAN 7900 – Portfolio (3 credits)
SPAN 8998: Non-Topical Research (3 credits)	SPAN 8998: Non-Topical Research (3 credits)
	Submit Second-Year Portfolio by April 15
Summer **Develop Reading Lists and Exam Questions for Comprehensive Exams**	

<table>
<tr><th colspan="2">YEAR THREE</th></tr>
<tr><td>Fall Semester (5)

SPAN 8998: Non-Topical Research (12 credits)
Submit Reading Lists and Comprehensive Exam Questions by September 1</td><td>Spring Semester (6)

SPAN 8998: Non-Topical Research (12 credits)
Submit Comps Portfolio by Jan 30
Complete Oral Exam by March 1
Develop and Defend PhD Dissertation Proposal by April 30
Complete Language Requirement by the end of the semester</td></tr>
<tr><td colspan="2">Summer
Dissertation Work</td></tr>
<tr><th colspan="2">YEAR FOUR</th></tr>
<tr><td>Fall Semester (7)

SPAN 9998: Doctoral Research (12 credits)</td><td>Spring Semester (8)

SPAN 9998: Doctoral Research (12 credits)</td></tr>
<tr><td colspan="2">Summer
Dissertation Work</td></tr>
<tr><th colspan="2">YEAR FIVE</th></tr>
<tr><td>Fall Semester (9)

SPAN 9998: Doctoral Research (12 credits)</td><td>Spring Semester (10)

SPAN 9998: Doctoral Research (12 credits)</td></tr>
<tr><td colspan="2">Summer
Continue Dissertation Work</td></tr>
<tr><th colspan="2">YEAR SIX</th></tr>
<tr><td>Fall Semester (11)

SPAN 9998: Doctoral Research (12 credits)</td><td>Spring Semester (12)

SPAN 9998: Doctoral Research (12 credits)
Submit and Defend Dissertation by the end of the semester</td></tr>
</table>

1. Advising and Mentoring

Advising and mentoring are essential to graduate student success. In August of the first year in the program, the DGS will assign a faculty advisor to each graduate student. In principle, that person will serve as the student's advisor until the student identifies a dissertation director in the second semester of the third year, although students are free to change advisors as they develop relationships with individual faculty members. The student should discuss such a change with the DGS and allow the DGS to notify faculty members.

Students will be provided with a blank **Academic Plan** when they enter the program. Additional copies of the Academic Plan can be found on the Resources tab of the Spanish Graduate Program website. They should complete this form in consultation with their advisor, keep it up to date as their plans evolve, and submit a copy to the DGS and Linda Newman (Linda@virginia.edu). Students should also consult the User's Guide that appears in the appendices for a list of semester-by-semester recommendations.

The following guidelines are intended to build a positive working relationship between students and faculty members. Discussing these expectations will help faculty understand student concerns and simultaneously help students maintain accountability and flourish in the profession.

1. **Communication.** A positive student-professor relationship is based in open, frequent, and respectful communication. Students and faculty should respond to all email communication within 72 hours. Please do not send your advisor more than one email per day. Students should communicate with advisors if they are in crisis, when they meet or miss deadlines, and when they have major accomplishments. Communicate with your advisor **before** taking on any kind of conference presentation, speaking opportunity, employment, professional obligations, fellowship or job applications inside or outside the graduate program; if students don't communicate with advisors in advance, they may decline to support student participation in these opportunities.

2. **Deadlines.** Students will set and meet their own deadlines in consultation with advisors. In the case that a student will not meet a deadline, they should indicate this to the advisor at least one week in advance.

3. **Example Materials.** Consult with other students and your advisor regarding sample exam lists, field descriptions, exam field papers, dissertation prospectuses, dissertation chapters, and fellowship applications. Share your materials with other students and ask them for theirs.

4. **Attendance at Events.** Graduate students are expected to attend TT job talks, sponsored events, and invited speakers in the Spanish program. Students learn how to give a good talk in part by attending talks by others, regardless of personal interest

in the field in question.

5. **Feedback.** It is reasonable to expect feedback after two weeks for dissertation chapters, fellowship applications, portfolios, exams, or job materials. Students should first submit all dissertation chapters, exam materials, and job documents to their advisor for feedback and approval before soliciting any feedback from other professors. Students should then submit all final materials to committee members at least two weeks in advance of these milestones for their review (or by the date specified in the SIP Graduate Handbook—whichever comes first). Students should circulate materials to committee members only after securing their advisor's approval.

6. **Letters of Recommendation.** Please plan your applications ahead of time. Many professors require at least one month's notice to write recommendations for jobs, fellowships, and other opportunities. It is standard practice to send faculty members application materials 2 weeks before the deadline. Provide timely notification—especially over summer and winter recess.

7. **Office Hours.** Faculty members have office hours every week—please use them! Let professors know in advance what you would like to discuss, especially if you need feedback.

8. **How to seek help.** When in doubt, first consult the SIP Graduate Handbook, the website for the UVA Graduate School of Arts and Sciences; then speak with other students, your advisor, and the DGS.

2. Coursework

Students must complete 12 graded, three-credit courses at the University of Virginia. They must also complete GHSS 6050 "Introduction to Graduate Studies". During their coursework period, students are expected to pursue a diversified course of study that balances work in their prospective research field with work in other fields of literature and culture, as well as cognate disciplines. To achieve this end, each student must meet the following distribution requirements. A single course may fulfill more than one requirement. Students are expected to select their courses in consultation with their advisor. They are also encouraged to integrate part of their work into a coherent curriculum that will become the secondary field of interest in the comprehensive exams. If that field lies outside the department, it is expected that the student will work with faculty competent in that field.

1. One course on media (archival sciences, oral, manuscript and/or print culture).
2. One course in the History of the Spanish Language.
3. Two courses in theory of the humanities and/or social sciences.
4. One course from an area of study different from that of the student's proposed dissertation research (i.e. a student specializing in Latin America must take at least one course about Peninsular Spain).
5. A minimum of two graduate courses outside the Spanish program. Students are allowed to take up to 3 courses outside the department, including those that they used to satisfy other coursework requirements stated here. Taking a fourth course requires

approval of the advisor and the DGS.
6. SPAN 8210, Teaching Foreign Languages
7. SPAN 7900, Second Year Portfolio Development

With prior approval of the DGS and the Graduate Committee, students may satisfy any of these requirements, except SPAN 8210, with a Tutorial (SPAN 8570) of between 1 and 3 students or Independent Study courses (SPAN 9995: Guided Research), keeping in mind that such courses may not reproduce standard courses offered by the department or the University, and require the participation of a supervising faculty member.

The Academic Plan and User's Guide that appear as appendices to this handbook can be useful in planning out coursework and making sure program requirements are met.

3. GHSS 6050 Introduction to Graduate Studies

First-year students are required to take GHSS 6050 "Introduction to Graduate Studies," a one-credit course that covers a variety of topics having to do with research, publication, wellness, and professionalization. The DGS is the instructor of record for this course, but most sessions will be led by department faculty, staff from the UVA Library, and the University's PhD+ program.

4. Statement of Research Interests

At the end of their first year, students are required to submit a two-page statement outlining their current research interests and their plans for pursuing them. The statement should include the student's plans for satisfying the language requirement (no. 9 below). This statement should be developed in consultation with the student's advisor and must be submitted to the advisor and the DGS by April 15. The advisor and DGS will assess the SRI and will provide written feedback to the student by May 1. The student should spend time over the summer reviewing the comments on the research statement and revising seminar papers written during the first year. The student will revise this statement during second year and include it in their Second-Year Portfolio (see below).

The rubric that will be used to evaluate the Statement of Research Interests can be found on the department website and should be consulted before students begin work on this document.

5. Career Design in the Humanities

During the second semester of year 2, students will complete a 1-credit course offered by Ph.D. Plus that introduces them to professional life after graduate school.

6. Second-Year Portfolio

By April 15 of year 2, all students will submit a Second-year Portfolio for evaluation. This portfolio will consist of the following:

1. One heavily revised course paper or a published article.
2. A revised Statement of Research Interests that includes a one-page bibliography (see above).
3. A sample course syllabus in the intended field of specialization.
4. A statement of Teaching Philosophy that includes examples from the student's teaching experience.
5. The names of 3 tenure-track professors who have agreed to serve as **comprehensive examination committee members** (See below for details).
6. An unofficial transcript showing all courses taken during the first two years of graduate study, and grades received during the first three semesters.

A member of the tenure-track faculty will serve as instructor of record for SPAN 7900, and will assist with the development of the portfolio, but the portfolio itself will be evaluated by all members of the tenure-track Spanish faculty who have taught the student. It will be assessed using an established rubric. That rubric can be found on the department website, and should be consulted before a student begins work on the portfolio. By May 15, the instructor for SPAN 7900 will provide the student feedback on their performance. Should the faculty decide that the student's performance does not warrant continuation in the program, the student will be granted a terminal MA. Otherwise, students are urged to spend their second summer developing the contents of the Comprehensive Exam Portfolio (see below).

7. Comprehensive Examination

General Description

During the Fall and Spring Semesters of year 3, the student will enroll in 12 credits of SPAN 8998, Non-Topical Research, and devote themselves to developing their comprehensive exam portfolio (see below). The reading lists and accompanying questions must be finalized by September 1. The portfolio in its entirety must be submitted by January 30. The committee will evaluate the contents of the portfolio and conduct an oral exam (described below) no later than March 1.

The Comprehensive Exam Committee

The comprehensive exam committee must consist of at least two members of the department's tenure-track faculty. The third member must be a tenure-track faculty member at UVA but may be from outside the department.

The Comprehensive Exam Portfolio

The Comprehensive Exam Portfolio will consist of the following (Items 2-4 are further described in the following paragraph):

1. A table of contents and a 3-5 page statement framing the contents of the portfolio.

2. Three Reading Lists (Primary Research Field, Secondary Research Field, General Area) as finalized by September 1. The Primary and Secondary Research Field lists must come accompanied by questions that will guide the composition of the field papers.
3. Two Field Papers, one for each of the research fields, primary and secondary, described below.

Reading Lists: Each student shall construct three reading lists for the comprehensive exam, as well as two questions that will guide the composition of the two field papers, one question per paper. The lists and questions will be created in consultation with and approved by their Comprehensive Exam Committee. Students are encouraged to begin constructing these lists during their two years of coursework but must have them approved by the Comprehensive Exam Committee by September 1 of the Fall semester of third year. It is the student's responsibility to inform the DGS and the Senior Student Services Coordinator that their lists have been approved.

1) **Primary Field of Research:** Roughly 40 texts, including both primary and secondary sources. Fields can be organized in a variety of ways, including but not limited to period, genre, and/or theoretical approach. The list must be accompanied by a question that will guide the composition of the field paper about this list.
2) **Secondary Field of Research:** This list may cover, but is not limited to, a theoretical approach, a cognate discipline or field, and/or a methodological approach, and will consist of roughly 30 texts, including both primary and secondary sources. The list must be accompanied by a question that will guide the composition of the field paper about this list.
3) **General Area List:** This list encompasses a broad series of texts/objects from an identifiable field of Hispanic or Luso-Hispanic studies. Roughly 30 texts. Examples include but are not limited to: Modern Iberian Literary and Cultural Studies; Latin American Literature; Islamic Iberia; Modern Narrative; Text and Image. This list does not require a field paper, but the committee may ask questions about it in the oral exam.

Field Papers: In conjunction with the comprehensive exam committee, the student will develop one broad exam question that covers the major texts, genres, themes, issues, and controversies of each of the two research fields. In devising these questions, the student and the committee should keep in mind that the purpose of these papers is to frame the basic issues, questions, and approaches of the field of study in question. The student will finalize the questions and the lists, and have them approved by their Comprehensive Exam Committee, by September 1. The student will answer that question in a paper of roughly 30 pages, including bibliography and notes. These essays are considered "open book," and the student may consult with faculty members as necessary. Students are encouraged to draw upon written work completed in prior semesters, but they are expected to heavily revise whatever materials they reuse. The General Area List does not require a question or a field paper.

The Oral Exam

The oral examination will be held no later than March 1 of the student's third year. During the exam, the Comprehensive Exam Committee will be free to ask about any aspect of the

comprehensive exam portfolio, including the three lists and two field essays. Students should expect questions concerning the written work submitted as part of the portfolio, as well as broader theoretical, methodological, and field-oriented questions. The exam is expected to last about 80-90 minutes.

Oral exams in our department are public. They are open to all members of the department, as well as friends and relatives, and graduate students are encouraged to attend. If for some reason the student cannot attend an in-person meeting, the oral exam may be held online.

Evaluation

The Comprehensive Exam Committee will assess the student's work using the rubric available in the Spanish Graduate Program Box folder and the department website and inform the student of the results shortly after concluding the exam. This evaluation will determine whether the student passes or fails the comprehensive exams. The committee may require the student to make revisions to the written work included in the portfolio or retake the oral exam. In that case, the student will be expected to complete any outstanding requirements by May 15 of year 3.

A note for students with disabilities: It is possible to alter the format and timing of the exams to meet accommodations that have been determined in consultation with the Student Disability Access Center (SDAC). Please make sure to speak with the SDAC, your advisor, as well as the DGS as soon as possible.

8. Dissertation Proposal

The Dissertation Committee

Following the comprehensive examination, the student will form a dissertation committee in consultation with the DGS. According to GSAS, this committee will be chaired by the student's primary advisor and will consist of a minimum of four tenured or tenure-track members of the faculty of the Graduate School of Arts and Sciences (including the advisor). One member of the committee will serve as a representative of the Graduate School of Arts and Sciences to affirm that the student has been assessed fairly and with due rigor. This representative is appointed by the student's director of graduate studies and must hold a primary appointment outside of the student's department. This representative may be drawn from the tenured or tenure-track faculty of other graduate schools at the University, but must hold a Ph.D. A director of graduate studies may petition to permit a reader from outside the University who holds a Ph.D. to serve as one of the four core members of the committee by providing the associate dean with the reader's CV and a statement regarding the reader's particular suitability for the committee. This external reader may not serve as the representative of the Graduate School. Once these minimum requirements have been met, additional committee members from within the University or other institutions may be added.

The members may or may not include the individuals who comprised the comprehensive

exam committee. Students are expected to finalize their dissertation committee no later than May 1 of their third year. Students must inform the DGS in writing in a timely manner if they wish to change the composition of their dissertation committee.

Dissertation Proposal

During the spring semester of their third year, after successfully completing the comprehensive exams, the student will develop an 8-10 page dissertation proposal under the supervision of the dissertation committee. The proposal will clearly state the research question that the student proposes to answer, will describe the materials and the methods that the student will use in answering that question, and will state a preliminary hypothesis. The proposal will also include a bibliography of relevant primary and secondary sources, as well as a research plan. The student must submit the proposal to the dissertation committee two weeks before the agreed-upon proposal defense date. The proposal defense must be held by April 30 of year 3.

PhD Candidacy

A student who is at the dissertation stage is considered to be a PhD Candidate, or to be in PhD Candidacy. In order to advance to candidacy for the PhD, students are expected to have completed all pre-dissertation requirements, including coursework, language proficiency examinations, the comprehensive exam, and the dissertation proposal defense, by the conclusion of their third year of study. Students who fail to advance to candidacy by the end of the sixth semester will need to request a special extension from the DGS.

9. Language Requirement

Students will demonstrate a competent reading knowledge of two foreign languages (other than Spanish and English), or mastery of one. Students planning to fulfill the requirement with languages taught outside the department are urged to contact the relevant department for more details about the examinations they administer, or to speak with the DGS. For languages taught by the department, please visit the webpage on Proficiency Certification.

The language or languages to be used will be decided by the student in consultation with his or her advisor. The language requirements should be met prior to entering candidacy. (Languages are intended to serve as research tools.)

Students who have not met the language requirements by the stated time or within the grace period allowed by the Graduate School, will be obliged to take a leave of absence or withdraw until they fulfill all requirements necessary to continue in the program.

10. Dissertation

The Dissertation

A student who is at the dissertation stage is considered to be a PhD Candidate, or to be in PhD Candidacy. In order to advance to candidacy for the PhD, students are expected to have completed all pre-dissertation requirements, including coursework, language proficiency examinations, the comprehensive exam, and the dissertation proposal defense, by the conclusion of their third year of study.

The student will complete an original dissertation, guided by the Dissertation Director, and in close consultation with the rest of the dissertation committee. The dissertation must conform to the regulations of the Graduate School of Arts and Sciences as stated here: **https://graduate.as.virginia.edu/thesis-submission-and-graduation**.

The dissertation may be written in English or Spanish. The final text of the dissertation must be provided to the Director and the other readers at least six weeks before the oral defense of the dissertation is scheduled. Students are encouraged to share chapters of the dissertation with committee members prior to final submission.

In the spring of their fifth year, students will give a dissertation talk open to the department. This talk, which will last roughly one hour including a question and answer period, has several purposes: it is a culminating celebration of the student's scholarly work and an opportunity to practice presenting an academic lecture in a professional context, an essential skill for the academic job market.

The Dissertation Defense

The student will defend the dissertation orally before the established dissertation committee, which will consist, as a minimum, of a Dissertation Director, two other members of the department's tenure-track faculty, and a tenure-track faculty member from outside the department who will serve as the Dean's representative (see 8 above). It is expected that the student will defend their dissertation during Spring semester of the sixth year, and graduate that May, although it is also possible to delay the defense and the graduation until the summer after sixth year, provided the committee members are available. Note that students do not receive funding for the summer after sixth year.

Students who are in good academic standing and require additional time to complete their dissertation can move to an affiliate status that allows them to retain access to e-mail and electronic library holdings while completing their dissertations remotely. (For details, the polices on Continued Enrollment and Degree Conferral in Absentia, below)

Dissertation Defenses in our department are public: they are open to all members of the department, as well as friends and relatives, and graduate students are encouraged to attend. The dissertation is defended, the defense may be held online.

The Dissertation Director presides over the Dissertation Defense. The candidate offers an opening statement about the dissertation topic, including the research methods, its findings, and its significance to the field. The bulk of the defense is the questioning period, usually starting with the extra-departmental committee member, Dean's Representative, Departmental second Reader, then Director. Then questions from the audience are allowed. After the questioning is concluded, the members of the committee will move into a break-out room or move the candidate and the audience out of our space. The committee will then discuss in private the dissertation and the defense and vote on a determination, Approved, Not approved, or Approved with Changes. If the defense is not approved, the candidate will be able to discuss with the committee members why and what needs to be done, and the candidate will have a second opportunity later to defend the dissertation after anything significant has been corrected and approved by the Director. If approved with minor changes, the candidate makes them very quickly and returns the completed dissertation to the Director to ensure that the changes have been made, and finally, the candidate files the dissertation with the Grad School

11. Additional Matters

Statute of Limitations: Students are normally expected to complete the program within six years. Exceptions may be granted, where deemed necessary, by the DGS in consultation with the Department. Students planning to take a semester or year off must notify the DGS in writing by March 1. See the policy on Leaves of Absence below.

Satisfactory Progress toward the Degree: Students in the PhD program must provide evidence of progress toward the degree. Such progress is normally defined as the completion of all graded course work with a grade of B- or higher, of GHSS 6050 and 7050 with a grade of “Credit,” and of the Comprehensive Exams (SPAN 8900) and the Dissertation Proposal (SPAN 8901) with a grade of “Satisfactory.” Courses in which students receive a grade lower than B- do not count toward the degree.

Other Departmental Policies and Procedures

1. Funding

1.1. **Standard Financial Package:** Students are guaranteed six years of support, contingent upon satisfactory progress toward the degree. Further details about the funding package, which is granted by GSAS, not the department, can be found here. The standard funding package includes:

- Two years (the first and fifth) of full fellowship funding with no teaching obligations. Students may elect to take the second fellowship year during their sixth year instead.
- Four years of teaching in the department. The normal teaching load is 1-1.
- A stipend for each summer after the first through fifth years. No stipend is given for the summer after the sixth year, or any subsequent year if the student remains in the program beyond that point.

Some students may receive additional support from extra-departmental sources.

1.2. **Extension for Significant Life Events**: Students who experience what the University calls a "significant life event," such as the birth of a child or a major illness, during their graduate studies may request a one-semester extension of the normal time limits associated with the program. Details here.

1.3. **Staying More than Six Years:**

- As a rule, funding is not available beyond the standard six-year package. If you have not completed all degree requirements by the end of the sixth year, you will be able to continue in the program but will have to seek funding from other sources.
- The department often hires Academic General Faculty Members to teach in the department. These positions are filled through a national search and are usually limited to one year. UVA students who are about to finish their PhD, or have recently graduated, are welcome to apply, though employment is never guaranteed.

1.4. **Funding Conference and Research Travel:** It is expected that graduate students will attend a variety of regional, national, and even international conferences to present their work over the course of their time at UVA. It is also expected that students will need to travel to specialized libraries and archives, particularly during the summer. Students should speak with their advisor about this early and often in their graduate career.

1.4.1. **Guaranteed Travel Support:** Students may apply to the DGS for funds to attend a conference in which they will be presenting work, or to conduct research at a remote site. All currently funded students in good standing are guaranteed one grant of $1000 per year, for this sort of travel. Students may request amounts

in excess of $1000, but approval will depend upon availability of funds. In order to request this grant, send an email to the DGS with the following information:

- Purpose of trip: attending a conference or conducting research. Prospective conference attendees must provide the title of the paper they will deliver. Prospective researchers must explain the purpose of the research.
- Destination and dates
- A detailed budget, with information about pertinent fees (i.e. conference registration), travel, and lodging.

1.4.2. **Additional Conference and Research Travel:** Many students will want to attend more than one conference or will need to travel to specialized libraries and archives to pursue their research. Talk with your advisor about what your needs may be, so that you can plan well in advance. In order to apply for an additional conference, follow the procedure outlined in 1.4.1 above. In order to apply for research funding, consider the following options:

- **Summer Research Fellowships (Departmental):** Provides funding in various amounts to support summer research travel by graduate students. All students are invited to apply, regardless of year in the graduate program. To apply, submit a description of the project, an explanation of how the fellowship would contribute to your professional development, and a budget to the DGS by **February 28, 2025**.

- **Arts, Humanities and Social Sciences Summer Research Grants (GSAS):** Awards of up to $5000. Applications accepted from January 15 to March 1. Awards announced in April. Details available here.

- **Dumas Malone Graduate Research Fellowships:** If your research requires more than just a summer, you can apply for one of these fellowships, which replaces one semester of teaching obligations with one semester of fellowship support, allowing you to spend an entire semester at a remote library or archive. Details available here.

- **Scholar's Lab Fellowships in the Digital Humanities (Scholar's Lab, UVA):** Students interested in DH should familiarize themselves with the opportunities made available by UVA's Scholars Lab.

- **Jefferson Fellowship (Jefferson Foundation)**: Students who have entered PhD candidacy or have a plan to do so by the end of the year of application may compete for the Jefferson Scholars Foundation Fellowship, which provides fellowship support without teaching responsibilities, guaranteed research funds, and health insurance. This award is meant to recognize and support top doctoral candidates at UVA.

- **Other Sources:** Speak with your advisor and/or the DGS about other possibilities.

1.5. **Funding Language Study:** All students are expected to have mastery of English and Spanish, as well as to demonstrate proficiency in two other languages, or mastery of a third. Many students, moreover, will need to use one or more of these languages in their research. The department and the University provide a variety of resources for developing these language competencies.

- **The Charles Gordon Reid Summer Language Fellowship** (Departmental): Provides a stipend of approximately $3,000 for a student who wishes to pursue language study. All students are invited to apply, regardless of year in the graduate program. To apply, submit an explanation of how the fellowship would contribute to your professional development, and a budget to the DGS by **February 28, 2027**.

- **Del Greco Library Travel Stipend for Summer Study in Salamanca (Departmental):** Non-native speakers who wish to enhance their **proficiency in Spanish** may apply for this award. These funds are available thanks to a generous bequest from the family of Arnold Del Greco, who was a professor in the department for many years. The bequest specifies that the study take place at the University of Salamanca, which sponsors summer Spanish language-study programs of 5-6 weeks in length. Submit a letter of interest to the DGS by **February 28, 2027**. The fellowship will be awarded each year depending on the availability of funds. The coursework completed at Salamanca will not be counted toward the degree.

- **Charles Killian Woltz Summer Fellowships (Departmental):** Non-native speakers who wish to enhance their **proficiency in Spanish** may apply for a summer stipend to study in a Spanish American country of their choice for the summer. Submit a letter of interest to the DGS by **February 28, 2027**. The fellowship will be awarded each year depending on the availability of funds. The coursework completed at Salamanca will not be counted toward the degree.

- **Summer Language Fellowships (Departmental):** Provides funding in various amounts to support **summer language study** by graduate students. All students are invited to apply, regardless of year in the graduate program. Generally, these awards will be given to students who need the language for specific research purposes, not just to satisfy the departmental language requirement. To apply, submit a letter of interest to the DGS by **February 28, 2027.**

- **The Center for American English Language and Culture (UVA):** Offers a variety of language assessment and training programs for non-native speakers of English. All graduate students are required to take the UVELPE assessment of English proficiency administered by CAELC before matriculating in the program. The results of this assessment may lead to recommendations for further English-language training. Students may take CAELC courses during the academic year without charge. In exceptional circumstances, the department may fund summer learning opportunities with CAELC. Inquire with the DGS.

2. Taking Courses as a Graduate Student

2.1. **Picking Courses**: Students should pick their coursework in close consultation with their advisor. Everyone is encouraged to use their "Academic Plan" to plan ahead, making sure to meet all requirements for the degree and for whatever certificate(s) they want to complete. Completed Academic Plans should be shared with the advisor and with the DGS. Updated Academic Plans should also be emailed to Linda Newman (Linda@virginia.edu)

2.2. **Registering for Courses:** New students register for courses during orientation in August. Continuing students register late in the Spring semester for Fall courses and late in the Fall semester for Spring courses. Details about registration procedures can be found here. Registration for all courses is handled via SIS, except when a student wishes to register as an Auditor. See 2.5 below.

2.3. **Number of Courses:** Students should follow the program outlined in the chart above in order to complete their coursework in a timely manner. Ordinarily, students are expected to maintain **full-time status**, which requires them to be registered for a minimum of 12 credits per semester. During the first two years, this requirement is met by enrolling in three courses per semester, and three credits of SPAN 8998 or SPAN 9998, "Non-Topical Research." In other semesters, a student may need to enroll in 12 credits of SPAN 8998 or SPAN 9998 in order to meet the minimum credit requirement. These are so-called "formal courses," which do not meet and have no requirements.

2.4. **Dropping or Withdrawing from a Course:** There is a limited amount of time during the beginning of the semester during which students may freely drop or add courses to their schedules without consequence. After the add/drop deadline a student may only withdraw from a course, which leaves a record on the student transcript. The relevant deadlines are available here.

2.5. **Auditing a Course:** Students have the option to audit a course, as long as they have the permission of the instructor. Auditors are expected to do the reading and participate in class but are not expected to complete assignments and do not receive either a grade or credit toward the degree. Audited courses do not count toward the 12-credit minimum for full-time status. In order to register for an audit, the student must submit a request via e-mail to the Director of Graduate Studies, **including the course name and five-digit SIS class number**. If the DGS approves the request, the DGS will forward this e-mail to the GSAS Registrar, who will enroll the student as an auditor in the course. It is not possible to enroll as an auditor via SIS.

2.6. **Attendance:** It is assumed that graduate students will attend each and every meeting of a course in which they are registered, unless illness or a personal emergency prevents them from doing so.

2.7. **Incomplete Grades:** Graduate students may request a grade of "Incomplete" (IN) from their instructor in any course. If the request is granted, then the student will

have 200 days from the end of the term in which the Incomplete was received to finish all coursework. **At the completion of 200 days, SIS will automatically convert any IN to an F on the student's transcript.** To avoid a failing grade (thus jeopardizing enrollment and good standing status in the Graduate School), students must complete the coursework for an IN grade prior to the 200-day deadline. Upon completion of the coursework, the instructor of the course must submit a grade change through SIS, indicating the old IN grade as well as their new earned grade. Students who receive more than one grade of IN in a single semester will be placed on academic probation by the Graduate School. Students with an Incomplete (IN) grade in any class will not be allowed to take the comprehensive exams.

2.8. **Passing Grades:** No grade below a B- is considered passing in the Graduate School of Arts and Sciences. In our department, a grade of B or B- represents marginal work.

3. Teaching and Working in the Department

3.1. Teaching During the Academic Year

3.2. **Teaching Requirement:** Teaching is an essential part of graduate training, so all graduate students are required to teach, usually during their second, third, fourth, and sixth years in the program. Fellowship support is provided for years one and five. There are also opportunities to teach during the summer. See 3.8 below for details. Teaching outside the department may be possible, depending on curricular needs in the College and the department. Speak with the DGS and DUP by March 1 in the year *before* you hope to teach outside the department.

3.3. **Teaching Orientation and SPAN 8210:** All students who will be teaching for the first time are required to attend the teaching orientation that is held in late August, usually the week before classes start. They are required to take SPAN 8210 during the semester it is offered for their cohort, as determined by the DGS.

3.4. **Teaching Assignments**: The department plans its budget and curriculum for any given year during the Fall semester of the previous year, and usually concludes the process by the end of October. It is in the course of this planning process that graduate students are assigned their teaching obligations, taking into account both departmental needs and individual preferences. If you want to change your teaching assignment after this planning process is concluded, then you must make a request in writing to both the Director of Graduate Studies, and the Director of Undergraduate Studies. The department will do its best to honor requests made for legitimate academic reasons, or that stem from some personal emergency. Once you sign your offer letter in the summer, your teaching assignment is final, and you will be expected to teach the course you have been assigned unless you take a leave of absence or withdraw

altogether from the program. Please note that if you plan to take your second year of fellowship during the sixth rather than the fifth year, you must inform the department of these plans by October 1 of your fourth year. Changes are possible after that point but are not guaranteed.

3.5. **Supervision:** All graduate teaching assistants who are assigned to the 1000 and 2000 levels will be supervised by the Director of the Language Program. All those teaching at the 3000 and 4000 levels will be assigned to a faculty mentor responsible for the specific course to which he or she has been assigned. Students teaching at that level should also be in communication with the Director of Undergraduate Programs in Spanish, who supervises the major and the minor.

3.6. **Cancellation of Classes** is NOT allowed. You are expected to teach your class every day. If you cannot teach your class due to an emergency or university business (illness, job interview, conference), you must find a substitute from among the staff of the department. If you cannot find a substitute, call your Course Coordinator. As a last resort **call** (do not text or email) the Director of Language Programs or the Director of Undergraduate Programs. There is no reason to cancel a class, since there are plenty of people who will be willing to take over for you. Once you have arranged for your substitute, inform the Director of Language Programs or the Director of Undergraduate Programs of your plans, specifying who will be teaching your course and when. Any faculty member (Tenure Track or Academic General Faculty) can serve as a substitute, as can any graduate student who has completed or is currently enrolled in SPAN 8210. Please note that failure to show up to even a single class is considered a serious offence and may constitute sufficient grounds for the termination of your Teaching Assistantship.

3.7. **Inclement Weather:** In case of extreme weather conditions (such as snowstorms), UVA may cancel classes. Check the university website or call 434-924-SNOW (7669). If classes are not cancelled, but it is too dangerous for you to drive into work, please find a substitute or contact your course coordinator (or the Language Program Director, for 1000-2000 level) about teaching on Zoom.

3.8. Teaching During the Summer

- **Eligibility**: In order to be eligible for these opportunities, you must: a) be enrolled as a graduate student during the academic year immediately prior to the summer in which you wish to teach; b) have completed SPAN 8210 by the time you assume the summer teaching assignment; and c) have plans to return as a student the fall semester immediately afterward. The final requirement may be waivedat the discretion of the DLP.

- **Summer Session in Charlottesville**: The department offers a variety of classes, usually in the lower division, during the summer sessions. Instructors are selected by the Summer Session Chair (usually the Director of the Language Program) together with the Graduate Committee, on the basis of (1) demonstrated excellence in teaching and in all teaching-related duties, and (2) seniority in the graduate program. When a choice must be made between candidates with equal seniority, it

may be made on the basis of teaching experience or by drawing lots. New teaching jobs sometimes appear late in the spring, and teachers on the "stand-by list" will be offered those positions. **Applications will be requested in October for the following summer**. Assignments will be made during the spring semester, when it becomes clear how many sections will be available.

- **The Summer Language Institute (SLI) in Charlottesville:** Two or three graduate students may be employed in this program. The selection of instructors is based upon: (1) demonstrated excellence in teaching and in all teaching-related duties; (2) seniority in the graduate program; (3) other factors such as excellent interpersonal skills, good leadership abilities, the ability to handle challenges professionally, and a sense of responsibility, maturity, compassion, and patience. **Applications will be requested in October for the following summer**. Assignments will be made during the spring semester, when it becomes clear how many sections will be available. For more information, speak with the Director of the Summer Language Institute.

- **Summer Teaching in Valencia, Spain**: Two or three positions are generally available to lead the summer program in Valencia (late May- early July). Responsibilities include advertising the program among UVA students, teaching two classes in Valencia (four hours per day), and travel with participating students from Washington, D.C., and working with the resident faculty in Valencia. Ideal candidates should have a high level of energy, good organizational skills, generosity of spirit, and knowledge of Spanish and Spanish institutions, demonstrated leadership qualities, and teaching skills, plus a deep sense of responsibility, maturity, and patience. The positions require a round-the-clock commitment to the program. Compensation includes a salary for teaching, accommodation in Valencia, and round-trip transportation. Contact the Director of the Valencia program with questions.

3.9. Teaching at UVA After You Graduate

- **Temporary Positions:** Recent graduates, and students in their final year of study, may apply for temporary teaching positions when they are announced. The department conducts national searches for such positions and current students or recent graduates must compete for them with a national and international pool of applicants. Such positions are usually not renewable or have limited renewability.

3.10. Other Employment

- **General:** Teaching, taking courses, preparing for exams, and writing a dissertation are demanding responsibilities, and when combined, constitute much more than full-time work. Nevertheless, some students may find that they need to take on work beyond the Teaching Assistantship. In considering such opportunities, please follow the guidelines below. Remember that if you are an international student, *you may not accept paid employment outside UVA.*

- **Jobs You Can Take Without Question:**
    - **Temporary, part-time teaching or translating jobs**, announced via email by the Chair or the DGS.
    - **Del Greco Librarian:** A small administrative job offered by the department which pays $25/hour for 60 hours of work over the course of the academic year.
    - **Research Assistantships** offered by individual faculty members with grant funds. Please inform your advisor and the DGS if you have taken a research assistantship.
    - **Internships** offered by UVA entities such as PhD Plus. Please inform your advisor and the DGS if you plan to take an internship, since it may qualify you for a teaching reduction.

- **Jobs You Should Think Twice About:**
    - Any tutoring job, particularly those offered by the Athletic department, could create a conflict of interest. You never want to tutor a student who is taking one of your classes.

- **Jobs For Which You Must Ask Permission:**
    - Any job that requires a substantial weekly commitment (i.e. 10+ hours/week).

4. How to Leave the Program Temporarily or Permanently, with a Degree or Without One

If you are a full-time student in residence at UVA, you can apply to graduate via SIS once you have scheduled your dissertation defense. For more information, check with Linda Newman. Check out the GSAS website if you want to do any of the following:

- Take a break (Leave of Absence) from graduate school
- Return to grad school after a Leave of Absence or a voluntary withdrawal.
- Pursue degree requirements (like dissertation research) while away from UVA but maintaining your full-time status.
- Leave UVA (perhaps to accept a job) but continue working on your dissertation, without having to pay full tuition
- Apply for your degree after having left UVA and abandoned full-time status
- Request an extension of the seven-year limit for completing all degree requirements
- Withdraw from graduate school

5. Orientation, Professionalization, and Professional Life After Graduate School

5.1. **New Student Orientation**: The department holds an orientation session for all new graduate students the week before classes start. Details will be provided by email as the date approaches.

5.2. **GHSS 6050, Introduction to Graduate Studies:** This one-credit course provides a series of workshops meant to introduce first year students to the fundamentals of life as a graduate student. It is offered in conjunction with other humanities and social science departments, the UVA Library, and the PhD Plus program. It is obligatory for all graduate students in the first semester of their first year in the Spanish program. Students in other years are welcome to join individual sessions as needed. The department may also offer other orientation activities *ad hoc*.

5.3. **Career Design in the Humanities:** This one-credit course provides a series of workshops meant to invite reflection about professional aptitudes and goals, and to develop concrete plans for professional life after graduate school, whether in the academe or outside it. It is offered by the PhD Plus program. It is obligatory for all graduate students in the second semester of their second year in the Spanish program. Students in other years are welcome to join individual sessions as needed.

5.4. **Job Market Preparation:** The department offers academic job preparation to students, including feedback on cover letters CVs and mock interviews. Please discuss your intentions with regard to the job market with your dissertation advisor early in the fifth year of study, and with the DGS **no later** than the spring before the year in which you plan to graduate.

6. Graduate Student Governance

6.1. The graduate students of our department are represented by two elected individuals: 1) the Graduate Student Representative; and 2) the GSAC Representative. Individuals hold these positions for a term of one year. Elections are held at the end of the academic year and are organized by the current office holders. The results of the election are reported to the DGS.

6.2. Responsibilities of the **Spanish Graduate Student Representative** include**:**

- Attend departmental faculty meetings and graduate committee meetings, both to present student input and to report to the graduate students on those meetings.
- Discuss general concerns of the graduate students as a whole with the Director of the Language Program, the DGS, and the Department Chair. Graduate students with specific, personal concerns should bring those concerns directly to the Director of the Language Program, the DGS, or the Department Chair.

- Encourage other graduate students to organize and run graduate student events, such as any lecture series that the students may want to hold.

6.3. Coordinate with the Graduate Student Representative in any way necessary. Responsibilities of the **GSAC Representative** include**:**

- Attend all meetings of the Graduate Student Council (GSAC).
- Report on the activities of the GSAC to the graduate students in the department.
- Coordinate with the Graduate Student Representative in any way necessary.

7. The Del Greco Essay Prize:

7.1. **The Del Greco Essay Prize** is a cash award conferred annually at the beginning of the fall semester for the best essay written by a graduate student on any topic having to do with Spanish and/or Spanish American language, literature, or culture.

7.2. **Requirements for Entry:**

- Essays may be written in English, Spanish, or Portuguese.
- All entries must have been written during the previous academic year (from September 1 of the prior year to August 31 of the year of submission)
- No entry may exceed 9,000 words, including notes and bibliography.
- All entries should be formatted according to MLA or University of Chicago norms.
- The author's name should appear only on a cover page submitted with the essay and there should be no internal references to the identity of the essay's author.
- Essays must be submitted to the DGS by September 1.

7.3. **Selection Process:** The Graduate Committee will judge the entries and select a winner. Should the membership of the Committee not draw sufficiently from across the various fields represented by the research faculty, the DGS may choose to invite other faculty members to assess submissions. The results will be announced on or before October 1. The prize committee may choose a single winner, two winners, or no winners at all.

8. Departmental Activities

8.1. **The Gerszten Family Visiting Professor**: Each year, through the generosity of SIP alumni Peter and Robert Gerszten, the department hosts a noted scholar or writer for three-day visit, during which our guest teaches a graduate seminar, gives a public lecture, and meets with faculty and students on an informal basis. Graduate students are encouraged to participate in all these events.

8.2. **Departmental Lectures, Workshops, Symposia:** Faculty and/or graduate students often organize a variety of events that take place throughout the academic year,

often in collaboration with other units like the Institute for Humanities and Global Cultures. All graduate students are encouraged to think of these events as a vital part of their education, and to attend all they can.

8.3. **Sigma Delta Phi** is an honor society for Spanish undergraduates and graduate students are eligible for membership. Please contact Matthew Street for information about membership and activities.

8.4. **The Spanish Merienda** is held weekly at Casa Bolívar. It is designed to foster relaxed conversation in Spanish, bring together native speakers in the Charlottesville area, graduate students, and undergraduates. This is a very useful activity for language students, even in first-year courses; you are urged to persuade your students to go, and to attend regularly yourself. There is also a Mesa Portuguêsa. For more information, contact Prof. Lilian Feitosa.

8.5. **The Spanish Department Play:** Prof. Operé organizes and directs a play in Spanish in the spring of most years. Casting begins in the fall. Those interested in participating in any way should contact Prof. Operé directly.

8.6. **SIP Film Festival:** The department sometimes sponsors an annual festival of films in Spanish, Italian, and Portuguese. There are also film showings at Casa Bolívar over the course of the academic year.

9. Resources Outside the Department

9.1. UVA offers all sorts of resources and services for graduate students. The following represents a partial list of some of the most prominent ones. Remember, just because you don't see it here doesn't mean it does not exist!

9.2. **Student Health**: UVA health and wellness service for students, covering medical, counseling, and disability access services. See Counseling and Psychological Services and Resources for Wellbeing at the Contemplative Commons.

9.3. **Student Disability Access Center:** Part of Student Health. The place to go if you need to arrange for accommodations surrounding a disability or simply have questions about disability access.

9.4. **Office of Equal Opportunity and Civil Rights:** The place to go if you have a hostile workplace issue to report or discuss.

9.5. **PhD Plus:** An internship and mentoring program designed to enhance career success.

9.6. **Graduate Diversity Programs:** A host of programs designed to address issues of diversity and inclusion, and to support students from underrepresented groups.

9.7. **The Graduate School of Arts and Sciences:** The school in which you are enrolled! Lots of information about policies and funding opportunities.

9.8. **Institute of the Humanities and Global Cultures:** Speakers, workshops, humanities labs, and funding opportunities.

9.9. **The Center for Global Inquiry and Innovation:** Like IHGC, but different.

9.10. **Digital Humanities Center:** The hub for training and events in the Digital Humanities, which also offers opportunities for graduate fellowships through The Scholars' Lab.

9.11. **The Center for Poetry and Poetics:** Poetry in a global age.

9.12. **Latin American Studies:** LAST is an undergraduate program, but it runs a lunchtime speaker series for faculty and grad students.

9.13. **Center for American English Language and Culture:** The place to go if you want to improve your English (speaking and writing).