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Introduction

Latin American Studies is an interdisciplinary master's degree program that promotes a greater understanding of Latin America within a context of regional and global change. Housed at the Center for International Studies of Ohio University, and partnered with other university programs and initiatives, Latin American Studies offers its students a diverse academic and work environment and a range of opportunities for intellectual exchange, research collaborations, internships, study abroad, and language acquisition. Students take a combination of Latin America-content core courses and have the opportunity to pursue a field of specialization in a discipline or theme that caters to their particular intellectual and professional interests. The different components of the Latin American Studies program enable students to acquire a specific set of skills and to learn to apply their acquired knowledge to the study and critical analysis of the region, its people, culture, and realities. The field of specialization also facilitates the completion of a graduate certificate program, such as Development Practice, Environmental Sustainability, Museum Studies, Women and Gender Studies, or others. Finally, the methods course and graduate seminar requirements ensure students get the methodological, theoretical, and critical thinking skills they need to succeed academically and professionally.

The nearly thirty Latin American Studies affiliated faculty, from more than ten disciplines, are dedicated scholars whose fieldwork in Brazil, Chile, Ecuador, Honduras, Mexico, Nicaragua, Paraguay, and elsewhere has resulted in an impressive list of academic publications. The faculty's research and extensive experience in the region support a rich intellectual environment that challenges and nurtures students as they pursue their own questions about Latin America. The program’s annual speaker series, sustained in part by the McKay Costa endowment, brings Latin American scholars and activists to campus and puts students in contact with some of the most influential people in the field.

Students find that the program’s curricular flexibility, language options, supportive faculty, and sponsored events provides them with the types of academic and professional experiences they need to successfully pursue their career goals.

Since its inception in 1970, the master’s program in Latin American Studies of the Center for International Studies at Ohio University (LAS) has strived to attain and maintain excellence, increase standards, and suit the needs of its faculty and students. In an effort to accomplish these goals, we regularly update our handbook with the latest changes to our curriculum and requirements. This edition of the LAS Graduate Student Handbook contains the most current information about the MA program and provides guidelines for our policies and practices. Changes may be implemented during the academic year, however, in accord with the requirements of the Center for International Studies. University-wide policies and practices also apply and are outlined in the Graduate Catalog for your entry year (2019-2020), available online (http://www.ohio.edu/graduate/catalog/).

Please direct questions about any material in the Handbook to the Program Director, Dr. Arthur Hughes <hughesa@ohio.edu>.
Program Requirements

Ohio University’s academic calendar is based on the semester system. Students normally register for 12 to 15 credit hours per 14-week semester. Students enrolled in less than 12 credits are considered part-time and are ineligible for a scholarship (GRS, GA, TA). Most graduate courses are 3 or 4 credit hours. A minimum of 48 credit hours (approximately four semesters of coursework) is necessary to complete the master’s program in Latin American Studies (LAS).

The requirements are:
- 12 credit hours (thesis/project options) or 15 credit hours (comps option) of core courses
- Two Latin American-content graduate seminar (6-8 credit hours)
- One methods graduate course (3-4 credit hours)
- 12 credit hours of coursework in a field of specialization
- Capstone option:
  - Comprehensive Exams: students complete two four-hour written exams, one in their field of specialization and the other in a core discipline of their choice, during week 10 of their final semester. They complete an oral exam with a three-person committee (their two examiners and the program director) during week 13 of their final semester. Students are advised to register for 4 credit hours of independent studies during their final semester to prepare for their exams.
  - Professional Project: students work with a faculty advisor to develop a creative, research, or community outreach project, among other possibilities, and prepare a 25-50 page narrative describing their project goals, methodology, outcomes, and relevance to the field of Latin American Studies. They present their project to an evaluating three-person committee (their faculty advisor and two other faculty members) by week 13 of their final semester. Students are advised to register for 8 credits in professional project hours during their second year.
  - Thesis: students work closely with a faculty advisor to develop their research agenda and produce a master’s thesis that satisfies the academic expectations of the program and contributes a scholarly discussion to the field of Latin American Studies. Students will be responsible for forming a three person committee (their thesis advisor and two other faculty members), meeting the university timeline for thesis defense, and following the university thesis guidelines (see: http://www.ohio.edu/graduate/etd/). Students are advised to register for 8 credits in thesis hours during their second year.
- Fluency in one Latin American language (usually Spanish or Portuguese)
  This requirement may be fulfilled through native proficiency, testing, or the successful completion of at least two years of college course work with a grade of “B” or better. Students admitted to the program with the required language skills are encouraged to pursue a second Latin American language. Credit hours of language courses will count towards the 48-total credit hours students are required to complete; up to 3 credit hours of language can count towards the field of specialization requirement.
Suggested Distribution of Requirements:

Thesis/Project Options:

1st semester
Core course (3-4 hrs)
Core course (3-4 hrs)
Seminar (3-4 hrs)
[4th course if necessary]

2nd semester
Core course (3-4 hrs)
Field course (3-4 hrs)
Methods course (3-4 hrs)
[4th course if necessary]

3rd semester
Field course (3-4 hrs)
Seminar (3-4 hrs)
Thesis/project (4 hrs)
[4th course if necessary]

4th semester
Field course (3-4 hrs)
Elective
Thesis/project (4hrs)
[4th course if necessary]

Comprehensive Exams Option:

1st semester
Core course (3-4 hrs)
Core course (3-4 hrs)
Seminar (3-4 hrs)
[4th course if necessary]

2nd semester
Core course (3-4 hrs)
Field course (3-4 hrs)
Methods course (3-4 hrs)
[4th course if necessary]

3rd semester
Core course (3-4 hrs)
Field course (3-4 hrs)
Seminar (3-4 hrs)
[4th course if necessary]

4th semester
Field course (3-4 hrs)
Elective
Ind. Study (4hrs)
[4th course if necessary]
The successful completion of the Latin American Studies Program will depend on the student’s performance in the capstone requirement. Students may opt to write an academic thesis, develop a professional project, or take comprehensive exams. Students must declare their choice of capstone requirement by the end of their second semester in the program and submit a Capstone Requirement Approval Form to the administrative office of the Center for International Studies. All other forms must be submitted after completion of the capstone option. Forms are available for download and printing on the program’s website.

**Thesis**

Students who opt to write a thesis to fulfill their capstone requirement will be expected to produce a scholarly work of 80 to 100 pages (bibliography included). A master’s thesis must be based on original research, collection and analysis of data, and review of the relevant literature, and contribute a scholarly discussion to the field of Latin American Studies. The thesis option is highly recommended for students who wish to continue their graduate studies after obtaining an MA degree, or whose professional interests include research and writing. International students whose home country requires the submission of a thesis to validate their American degree (as is the case in Brazil) should pursue this capstone option.

Ohio University offers a variety of resources to help students complete their master’s thesis, from guidance on how to apply to grants and fellowships to tutorials and workshops on how to write and format their work. For more information on these resources, students should consult regularly the graduate college website (http://www.ohio.edu/graduate/) and Graduate Writing and Research Center website (http://ougradwritingcenter.wordpress.com/). For information on deadlines and university-wide requirements, students can refer to the Thesis and Dissertation Services webpage (http://www.ohio.edu/graduate/etd/).

Students who opt to write a thesis are strongly advised to develop a thesis idea and find a faculty member to supervise their research and writing by the beginning of their second semester in the LAS program. They will work closely with the program director and their supervisor, and follow a few necessary steps, to ensure the completion of the thesis in a timely fashion.

**First Semester:** Students will work towards meeting their core course and seminar requirements, and familiarize themselves with the LAS faculty and university-wide research resources. Students will also identify grants, fellowships, internships or study abroad programs they can apply to for the summer.

**Second Semester:** Students will identify a field of specialization and start taking courses to complete that requirement, as well as a methods course that will support their research and writing. Students must also identify faculty members with whom they would like to work closely and inquire whether one of them would be available and willing to serve as their thesis director. Finally, students will prepare a preliminary thesis proposal and present it to their thesis advisor and program director for feedback by week 13. The preliminary proposal will define their research and reading agenda for the summer. Students who plan to conduct research that involves human subjects must apply for IRB approval before the study can begin. (http://www.ohio.edu/research/compliance/human-subjects.cfm)
**Summer Break:** The summer between the first and second years of the program is the ideal time for students to develop their research and work on their literature review. Students should attempt (though are not required) to find a study abroad or internship program that can help them develop their research. Moreover, they will be expected to work diligently on the compilation of a thesis bibliography and a literature review that will help them refine their thesis topic and working hypothesis, and to prepare a thesis proposal.

**Third Semester:** By the beginning of their second year, students, in consultation with the program director, will select two faculty members who can contribute useful feedback to their research, and will invite them to serve on their thesis committee. The committee will be chaired by the thesis adviser and must include at least two Latin American Studies affiliated faculty. Students will prepare and defend their thesis proposal to their committee and submit the necessary forms. Defenses must be scheduled by week 4, at which time the proposal will be due to the committee, and held no later than week 6. Students will also have at least one chapter of their thesis submitted to their thesis adviser, revised, and ready by the end of the semester. It is recommended that students sign up for 4 credits of thesis hours.

**Fourth Semester:** It is recommended that students sign up for 4 credits of thesis hours. Students will complete work on their thesis and, during week 8, schedule a defense time that suits the schedule of their committee members. Students may only defend their thesis after their work is approved and deemed complete by their advisor. The defense must be held during the 10th to 12th week of the semester and the thesis must be submitted to committee members two weeks before the defense date. There are three possible evaluations of the thesis: satisfactory; unsatisfactory; or a letter grade. Students may be asked to make final revisions or additions to the thesis even with a satisfactory or letter grade result. Completion of the thesis, defense, and revisions must meet the deadlines and guidelines that are set by the university; students will need to consult the Thesis and Dissertation Services page to check all relevant dates and guidelines [http://www.ohio.edu/graduate/etd/](http://www.ohio.edu/graduate/etd/). Forms and an electronic copy of the thesis need to be submitted by specific dates to ensure the student qualifies for graduation.

**Professional Project**

The professional project option was designed for students who are interested in developing work, whether a research, creative, community outreach or other type of project, that does not fit the more traditional or specific format of an academic thesis. This capstone option is recommended for students who are pursuing a terminal degree in Latin American Studies but who still want to produce a final original work that represents a culmination of their studies and showcases their specialization. Students interested in applying for jobs or academic programs that require a professional portfolio may benefit from this option as well.

It is expected that the professional project have an interdisciplinary focus and integrate themes, content, and methods from the student’s course of study. Students will develop a study or prepare a public event (an exhibit, play, public reading, development of a cultural or educational program, etc.), as well as write a 25-50 page narrative that describes the project goals, methodology, outcomes, and relevance to the field of Latin American Studies. The project narrative must be submitted to an evaluating committee comprising the student’s project supervisor and two faculty persons (at least two members of the committee must be faculty affiliated with Latin American Studies). It will be the student’s responsibility to form the
committee, in consultation with the program director, and invite the committee to attend any events related to the project. Students who organize an event or program outside the campus environment must adequately document that component of their project for the committee's review. The defense of the project narrative will be held on the 13th or 14th week of the student's final semester.

Students who opt to complete a professional project are strongly advised to develop a project idea and find a project supervisor by the beginning of their second semester in the LAS program. They will work closely with the program director and their supervisor, and follow a few necessary steps, to ensure the completion of the professional project in a timely fashion.

**First Semester:** Students will work towards meeting their core course and seminar requirements, and familiarize themselves with the LAS faculty and university-wide research resources. Students will also identify grants, fellowships, internships or study abroad programs they can apply to for the summer.

**Second Semester:** Students will identify a field of specialization and start taking courses to complete that requirement, as well as a methods course that will support their work on their project. Students must also identify faculty members with whom they would like to work closely and inquire whether one of them would be available and willing to serve as their project supervisor. Finally, students will prepare a preliminary project proposal and present it to their project supervisor and program director for feedback by week 13. The preliminary proposal will define the research, reading and activities students will pursue during the summer. Students who plan to conduct research that involves human subjects must apply for IRB approval before the study can begin. [http://www.ohio.edu/research/compliance/human-subjects.cfm](http://www.ohio.edu/research/compliance/human-subjects.cfm)

**Summer Break:** The summer between the first and second years of the program is the ideal time for students to refine ideas and goals for their project, conduct research, complete a literature review, or develop the activities proposed by the project. Students should attempt (though are not required) to find a study abroad or internship program that can help them achieve their project goals. They will be expected to compile a project bibliography and develop a literature review that will help them refine their topic and working hypothesis, and they must prepare a project proposal.

**Third Semester:** By the beginning of their second year, students, in consultation with the program director, will select two faculty members who can contribute useful feedback to their work, and will invite them to serve on their project evaluation committee. The committee will be chaired by the project supervisor and must include at least two Latin American Studies affiliated faculty. Students will prepare and defend their project proposal to their committee and submit the necessary forms. Defenses must be scheduled by week 4, at which time the proposal will be due to the committee, and held no later than week 6. Students must also demonstrate progress in the organization or execution of their project activities by the end of the semester. It is recommended that students sign up for 4 credits of project hours.

**Fourth Semester:** It is recommended that students sign up for 4 credits of project hours. Students will complete work on their project and schedule or hold the activities they proposed to develop. They will also complete their project narrative and schedule, during week 7, a defense for week 10 at a time that suits the schedule of their committee members. The project narrative must be formatted according to the instructions and preferences of the student's
project supervisor. The committee will evaluate the project as a whole (activities, event, or other, and the project narrative), and decide if it merits an “unconditional pass”, a “conditional pass” (revisions or additional work required), or a “fail”. The student must submit all forms and paperwork to the Center for International Studies office to qualify for graduation.

Comprehensive Exams

Students for whom the master's in Latin American Studies is their terminal degree, or who are not interested in developing a thesis or professional project, will take comprehensive exams during week 10 of their last semester of classes. Comprehensive exams are designed to test a student's knowledge in a core field in Latin American Studies and in their field of specialization, and to test their ability to reflect upon the applications of their specialization to the study and critical analysis of Latin America. Students who choose the comprehensive exams as their capstone option must inform the program director of their decision and select two faculty examiners, one who will serve as a core field supervisor and the other as the student's field of specialization supervisor, by the end of their second semester in the program.

The comprehensive exams option includes two four-hour, online written exams and one oral exam. The two written exams will be taken with 1) an affiliated faculty member of Latin American Studies in a core field of the student's choice (Anthropology, Economics, Geography, History, etc.), and 2) with the faculty member supervising the student's field of specialization. Exams will be based on a field reading list provided by the examiner by the beginning of the student's third semester in the program. A copy of the reading lists must be filed with the program director. Each exam will contain one or two questions. It is recommended that students sign up for 4 credits of reading hours or independent study during their final semester to prepare for their exams.

Procedures for the written exam: It will be the student's responsibility to schedule the written exams for week 10 of their final semester in consultation with the faculty members administering the exams. Students must define a day and four-hour period during which time they will complete their exam. Students should also discuss with their faculty examiners what they require and expect from the students' work (page number, formatting, content, etc.) If a student experiences any difficulty communicating with their examiners, they must contact the program director immediately.

The exam will be administered online through blackboard. Students and examiners will be added to the LAS Comprehensive Exams Course blackboard page and a folder will be created for each student on the page’s content menu. Examiners will post their question(s) to the specified content area and set it up to display the questions only on the day and for the duration of the exam. Students will answer the exam using a word processor and, once completed, will upload their document on Blackboard through safe-assign. Access to the exam content will be limited to the four-hour period of the exam, therefore students must upload their answers by the end of the examination period. If students experience any technical difficulties while taking the exam, they must contact the program director immediately.

Procedures for the oral exam: The oral exam will be conducted by a committee formed by the two faculty examiners and the program director. Students will be responsible for scheduling the oral exam for week 13 or 14 of their final semester at a time convenient for all committee
members. The oral exam will last for no longer than an hour and thirty minutes. It will consist of questions that invite students to expand on or clarify their exam answers, as well as to consider applications of the knowledge they acquired in their two fields to the greater understanding of Latin America. Students can prepare for the oral exam by reviewing their answers to the written exams and by considering how they would expand upon or illustrate better their points of discussion.

**Exam outcomes**: The comprehensive exams will be assigned one of three possible evaluations: “pass”, “pass conditionally” (revisions or additional work required); or “no pass”. Students who receive a “no pass” evaluation on at least one written exam will not be allowed to take the oral exam and must retake both their written exams the following semester. A second “no pass” evaluation will result in a definite fail and termination from the program.

Once all exams are successfully completed, the student must submit the Comprehensive Exams Evaluation Form and any pending paperwork to the Center for International Studies administrative office.

**Graduation**

All students, independent of their capstone option, must apply for graduation early in the semester they wish to graduate. See the Administrative Coordinator in Yamada House for the procedures to apply for graduation. Also check to make sure that all your paperwork is in order and fees paid. Failure to follow the correct procedures may prevent you from graduating on the expected date.
READING LIST FOR COMPREHENSIVE EXAMS (2018-2019)

Short Standard Reading List
Comprehensive Exams in Latin American Studies

For all students entering the Latin American Studies program the following selections will be required reading for the comprehensive exam. They are available in the Reserve Room of Alden Library. The articles (**) can be found on Electronic Reserve under INST500:


—(This page is written in MLA format.)
Master's Certificate Option

Program Overview: Through a combination of interdisciplinary courses with core Latin America content and language courses, the Graduate Certificate in Latin American Studies will advance students' critical knowledge of the region and their ability to apply their professional expertise to a range of national and international activities involving Latin America.

The graduate certificate program in Latin American Studies is intended to complement current Ohio University graduate students' course of study or enrich non-degree students' professional portfolio. Its combination of interdisciplinary courses with core Latin America content (at least 12 credit hours) and language courses (8 credit hours or evidence of proficiency) offers its students critical knowledge of Latin American history, current issues, and culture. This certificate requires a minimum of 20 semester credit hours. Students admitted in the program with intermediary level Spanish or Portuguese may opt out of the language courses and complete coursework with core content courses only.

Opportunities upon Completion: The Graduate Certificate in Latin American Studies prepares its students for jobs in government, development, and aid agencies, as well as in private and public academic institutions and organizations.

Graduation Requirements: Students must complete a minimum of 20 credit hours to graduate, and are expected to take at least 4 credit hours (or 1 course) every semester.

Take at least 3 courses, from a minimum of two different disciplines, to complete 12 credit hours. Select from:

ANTH 5660: Cultures of the America
ANTH 5670: South American Prehistory
ANTH 5700: Mexican/Central American Prehistory
ANTH 5830: Culture of Latin America
BIOS 5440: Tropical Disease Biology
ECON 5740: Economics of Latin America
GEOG 5350: Geography of Latin America
GEOG 6350: Seminar in Latin America
HIST 5000: Atlantic History
HIST 5230: Colonial Latin American History
HIST 5231: Modern Latin American History
HIST 5232: History of Brazil
HIST 5233: History of Modern Mexico
HIST 5250: History of U.S-Latin American Relations
HIST 5270: Slavery in the America
HIST 6902: Colloquium in Latin American History
POLS 5340: Government and Politics in Latin America
POLS 5360: Government and Politics in Brazil
POLS 5755: Latinos and Politics  
SPAN 5349: Spanish American Civilization and Culture  
SPAN 5457: History of the Spanish Language  
SPAN 5513: Survey of Spanish American Literature I  
SPAN 5514: Survey of Spanish American Literature II  
SPAN 5517: Themes in Spanish American Prose  
SPAN 5518: Contemporary Spanish American Literature  

Complete 2 courses of Spanish or Portuguese, for at least 6 credit hours. Select from: PORT 5110, 5120, 5180, 5190 or SPAN 5110, 5120, 5210, 5220, 5310, 5320.

*Students entering with language proficiency should complete additional courses from the list of core courses to fulfill the 20-hour graduate requirement.

**Admission Requirements:** Non-degree seeking students interested in completing the Graduate Certificate in Latin American Studies must apply through the graduate college website and will be accepted if they meet the following criteria:

Bachelor’s or advanced degree from an accredited college or university;

Ability to manage graduate studies, as evidenced by a written statement of purpose, a CV indicating the applicant’s education and work experience; and three letters of recommendation;

Satisfactory completion of undergraduate or graduate courses with a minimum 2.0 (C) grade point average as reflected on official transcripts.
Advising and Mentoring

Students in the Latin American Studies master’s program work with two advisers: an academic adviser and a field adviser.

**Academic Advising:** The Program Director serves as the academic advisor for all LAS graduate students for the duration of their program. The director is responsible for helping students with enrollment and meeting program requirements; finding a field adviser and forming a committee; meeting program and graduation deadlines; among other things. Students meet with the program director at the start of their first semester to discuss enrollment and their overall goals for the program. During this initial meeting it is recommended that students put together a complete program of study and identify possible certificate programs which may interest them. In subsequent semesters, students meet with the program director during advising week to plan enrollment for the following semester and to revise their projected plan of study. The program director will keep an electronic copy of the graduation checklist for each student indicating the student’s progress towards graduation and highlighting pending requirements. Students can request a copy of their graduation checklist at any time. (See appendices).

**Field Advising:** Each student will identify a professor in their field of specialization who is willing to serve as the student’s field adviser during his or her course of studies. It is recommended, though not required, that the student take a class with their chosen faculty person before requesting he or she serve as an adviser. Doing so will help to ensure a smoother transition into the adviser/advisee relationship. The field adviser, while helping the student choose the courses and focus on the reading and research materials that are most relevant to the student’s field of specialization, will also serve as a thesis or professional project adviser for students pursuing those two capstone options. In the case of students who opt to take comprehensive exams, the field adviser will administer the student’s field exam and serve as chair of the oral exam committee. Students taking comprehensive exams will also count on their field adviser for course and reading recommendations as they complete their field of specialization.

**Additional advising and mentoring:** In addition to working with an academic and field adviser, students pursuing the thesis and professional project capstone options will also identify two other faculty members whose research and teaching interests complement the student’s academic interests. Students who opt to take the comprehensive exams will identify one member of the core faculty in Latin American Studies to administer the core field exam. These faculty members will help advice and mentor students as they navigate the demands of the program and prepare to complete their capstone requirement, and they will serve in the student’s thesis, project, or comps committee.

**Peer mentoring:** Second year students will be asked to informally mentor the incoming class of LAS students. Attending the orientation session for incoming students, LAS events and receptions, and events of the Center for International Studies will offer first and second year students a range of opportunities to meet and discuss common fields of interest, course selection, social life in Athens, etc. Second year students should also try to organize their own meetings and events to help incoming students transition more smoothly into graduate student life in Athens.

**Interacting with faculty:** While the Latin American Studies faculty are very generous with their time and are willing to work with graduate students in the program, they also have many
different responsibilities. Students, therefore, need to be aware of faculty members' need to manage the many demands on their time. In an effort to be respectful of a professor or adviser's schedule, students should always try to schedule meetings with that person during his or her office hours. In cases when meeting during office hours is not possible use email to set an appointment. Try to keep your meetings brief and to the point; always explain in an email what you would like to discuss and prepare questions beforehand. Email during work hours and do not expect a reply outside of work hours. If a student is having trouble communicating with a faculty member, ask the program director for help immediately. Before submitting drafts or papers, students should revise the work as much as possible to ensure the writing and presentation of arguments is clean and clear. If you ask a faculty person for a letter of recommendation, give him or her plenty of time to write and submit it (at least two weeks). Finally, never assume faculty will be available during the summer. Most faculty will be away on a research trip or attending a conference at that time. For that reason, defenses and exams may not be scheduled for the summer unless extraordinary circumstances make it a necessity. Following these recommendations will help students build a respectful and productive relationship with their advisers and professors.
Graduate Recruitment Scholarship (GRS), Graduate Assistant Scholarship (GA), and Teaching Assistant Scholarship (TA)

Applicants to the Latin American Studies master’s program, and students enrolled in the program, may qualify for financial aid. There are three types of financial aid granted by the Center for International Studies to LAS students. The Graduate Recruitment Scholarship (GRS) includes a small stipend for service and partial tuition scholarship. The Graduate Assistant and the Teaching Assistant Scholarships include a stipend for service and tuition scholarship. Recipients of these scholarships are required by state mandate to fulfill work hours and to register for a minimal number of credit hours every semester prior to graduation.

Duties and Responsibilities

Students who hold a GRS are required to work six hours a week and must register for at least 15 credit hours of graduate coursework a semester. Students who hold a GA or a TA scholarship are required to work 15 to 20 hours a week and must register for at least 12 credit hours of coursework a semester. Students who receive financial aid for the summer must register for a minimum of 9 credit hours, these hours may be met through coursework, independent studies, or by enrolling in thesis or project hours. When registering for courses and summer hours, students must enroll in graduate courses, numbered 5000 or higher. Courses numbered lower than 5000 will not count towards the minimum hour requirement.

Most students meet their work hour requirements by assisting affiliated faculty members with their research or teaching. Typical work responsibilities may include data collection or processing, lab work, filing, field work, bibliographic research, administrative work, among others. A few students are appointed to specific teaching or administrative positions. Decisions about each student’s work-hour appointment are made by the program director based on a combination of factors: the student’s field of specialization and research interests, faculty requests, and program needs. As much as possible, the program director tries to place students in appointments that serve their academic and career goals.

Students are responsible for meeting the work hour requirement of their specific scholarship program in a professional and competent manner. Once they are informed of their appointment, students must contact their work-hour supervisor immediately to discuss a working schedule that suits both parties and the work for which they will be responsible. Students are expected to be punctual, to remain in constant contact with their supervisors about the work, to complete the work in a timely and responsible fashion, and to be respectful in their dealings with their supervisor. If any concern should emerge, the student must contact the program director immediately to discuss a solution or an alternative appointment.

Recipients of a scholarship may only work for a maximum of 20 hours in or off campus. Additionally, Graduate Assistants may not accept other full-time employment with or outside the university and may not hold two full-time appointments simultaneously.
Positions

There are three specific positions to which graduate assistant and teaching assistant scholarship recipients may be appointed. Decisions about these appointments will be made by the program director based on the student’s prior professional experience and other credentials. Students in these positions will often work unsupervised and assume greater responsibilities than might be the case in other work-hour appointments. It will be expected that these students demonstrate a high level of professionalism and initiative.

Administrative GA in Latin American Studies: The administrative GA serves as an office administrator and assists the program director with various aspects of the program. Responsibilities of this position include, among other activities, answering the phone and checking voicemail; updating the announcement bulletin board; checking the program’s mailbox; compiling a list of course offerings every semester; posting announcements of LAS events around campus; assisting with the itinerary for visiting lecturers and prospective students; communication with students and faculty about upcoming events and deadlines; taking minutes during faculty meetings; writing announcements, promotional material, and informational fliers; assisting with alumni outreach.

INST 1600 Instruction: The undergraduate program in Latin America Studies requires all majors to take an introductory survey course in Latin American studies. The course is offered every semester. A second-year graduate student in the LAS program will be selected to receive a teaching assistant scholarship to teach this course. He or she will usually work with a first-year LAS graduate student, who can provide assistance with grading and other responsibilities, as a way of training a future instructor for the class. The student assigned to this position will be responsible for preparing the course syllabus; selecting and collecting relevant teaching materials; inviting LAS faculty to give guest lectures; communicating effectively with students about course activities and deadlines; administering tests and grading tests and assignments; keeping organized records of attendance and grades; introducing and assisting guest lecturers; offering office hours; maintaining class discipline; and reporting final grades.

Portuguese Instructor: One second-year LAS graduate student will be selected to receive a teaching assistant scholarship to teach the PORT 5000 series, Portuguese language classes designed for graduate students. The student will help to train a first-year LAS graduate student to assume the TA-ship during his or her second year by having the student assist with course preparation and grading. Among the responsibilities of this teaching assistant position are: taking SPAN 5640 (Teaching Spanish: Theory and Methodology) or, alternatively, if not a Spanish speaker, LING 5750/5760 during the first year in the program; preparing course materials and syllabus; communicating effectively with students about course activities and deadlines; administering tests and grading tests and assignments; keeping organized records of attendance and grades; offering office hours; and reporting final grades.

Additionally, it will be the responsibility of the student occupying this position to contact an OPI interviewer at OSU during the 7th week of the semester (Wayne Redenbarger: redenbarger.2@osu.edu), schedule interviews for week 13 or 14 for students; and hold a OPI practice during week 9 of the semester. Copy the Portuguese director and LAS program director on all your correspondence.
Renewal

Ohio University awards all graduate scholarships for one year, with renewal for subsequent semesters contingent upon satisfactory performance in academic and service obligations. Should the student have any questions concerning their scholarship, stipends, checks, renewal procedure, etc., they should check with the Administrative Coordinator.
Grade Policies and Grievance Procedures

**GPA:** All students pursuing a master's degree in the Center for International Studies must maintain a minimum grade point average of at least 3.0. Students who fall below 3.0 will be placed on probation until their GPA is raised above 3.0. University regulations prohibit awarding any type of financial assistance to students who are on probation.

LAS policies require students with an unsatisfactory GPA to raise it above 3.0, or meet agreed upon progress, by the end of their first semester on probation. Failure to do so will result in the student being dropped from the program. Students with a GPA below 3.0 cannot be awarded a degree and will not be allowed to take the final comprehensive examinations or submit their project or thesis.

**Courses and requirements:** Students must complete all course requirements before the comprehensive exams can be administered or the thesis or project completed. An exception is made for those courses in which a student is enrolled in their final semester of study. Students writing a thesis must be enrolled in thesis hours to apply for graduation. It is also recommended that students taking comprehensive exams and students completing a professional project be enrolled in independent study and project hours, respectively, during their final semester.

**Grade Standards:** Students receiving more than two grades below a B will be dismissed from the program after consultation with the LAS Director and the Director of the Center for International Studies. The lowest grade that can be accepted for a course included as part of a program of study is a C. Grades below C will be considered as the functional equivalent of failing, and a student who receives a grade below C becomes subject to immediate dismissal from the program.

**PR Option (Progress Reported):** The PR option is generally used with thesis and project courses that are on-going. A PR may also be assigned in any course if, for reasons acceptable to the instructor, all of the requirements cannot be completed by the time final grades are submitted. Students who receive a PR must complete all course requirements within a timeframe determined by the course instructor, after which the PR will be converted to a letter grade; failure to do so can result in an F grade. The PR can remain on course records indefinitely, but is not counted toward computation of the GPA. The accumulation of more than one PR and/or I (Incomplete) is not considered acceptable, and financial aid may be subject to immediate suspension.

**I Option (Incomplete):** Like the PR, an I may be assigned in any course if, for reasons acceptable to the instructor, all of the requirements cannot be completed by the time final grades are submitted. Unlike the PR, the I grade cannot remain on records indefinitely. Students must complete their course requirements in the first two weeks of their next semester of enrollment, and request that the course instructor convert the I to a letter grade, or it will automatically change to an F. The consequent F will count towards the student's cumulative GPA. If required, a student may petition for an extension of the I grade. The accumulation of more than one PR and/or I (Incomplete) is not considered acceptable, and financial aid may be subject to immediate suspension.
**CR Option (Credit Reported):** In certain pre-approved courses, students may receive a CR/F grade rather than a letter grade. Typically, if a graduate student takes a course regularly considered an undergraduate course (e.g. SPAN 2110 or 2120) a CR will be given if the student receives a B or better in the class. If the student's grade in the class is lower than a B, a letter grade will be given and will affect the GPA.

The CR option cannot be applied to courses taken to meet any of the requirements of the MA degree. It may apply to other courses as long as the student and the instructor have agreed on the CR option no later than the end of the first week of classes. Not all courses are eligible to receive a CR grade.

According to university policy, students may not have more than 8 credits with a CR grade (exclusive of internship, research, and thesis hours) applied to the minimal credit requirements.

**Plagiarism:** Plagiarism and other forms of academic dishonesty (e.g. cheating on exams, falsifying information, and so on) will result in severe penalties. When a faculty member judges that plagiarism or academic dishonesty has taken place, action will be taken against the offender. Such cases will be referred to University Judiciaries. Penalties may include failure of work undertaken, course failure, and/or suspension or dismissal from the university.

**Grievance Procedures:** When a student is found guilty of plagiarism or other forms of academic dishonesty, he/she may follow the usual appeal route through the chair of the department of the faculty member, the program director, or the Director of CIS. In addition, if a graduate student has a grievance concerning course work, he or she should first discuss the complaint directly with the instructor or supervisor involved. If this action does not resolve the problem, the student should then consult the Director of CIS, and then the Student Grievance Committee. For further details, see the Ohio University Student Handbook (http://www.ohio.edu/students/handbook/).
Academic and Professional Resources at OU

Ohio University offers several academic and professional advising services that aim to help graduate students to successfully complete their graduate program and pursue their career goals. Students are strongly advised to familiarize themselves with and to take advantage of these services.

Writing Resources:

Ohio University Student Writing Center (SWC): The student writing center offers assistance to students working on any type of project. From the organization of texts, the structure of arguments, to issues with grammar and orthography, the center's tutors work with students to improve their writing. Students can set individual appointment with tutors or participate in scheduled workshops. For more information, go to http://ohiouswc.wordpress.com/

The Graduate Writing and Research Center (GWRC): The student writing center also offers services specifically designed for students working on more complex research and writing projects through the Graduate Writing and Research Center. Students can attend workshops and specific class presentations, and benefit from online tutoring and other related services. On the GWRC's webpage, students can also find online resources with tips on grant writing and preparing curriculum vitae. For more information, go to http://ohiouswc.wordpress.com/grad-student-services/.

English Language Improvement Program (ELIP): Offered by the department of Linguistics, The Ohio University English Language Improvement Program includes courses for graduate writing and oral communication. There are courses offered every term and summer. Courses focus on graduate coursework and needs. Writing courses include "graduate reading and writing" (ELIP 5120), "academic writing in graduate studies" (ELIP 5140); "writing for research" (ELIP 5160); and "critical reading and analysis" (ELIP 5100). Oral communication courses include "oral communication in graduate studies" (ELIP 5300) and "oral communication for the reader and presenter" (ELIP 5320).

Graduate College, Thesis and Dissertation Services (TAD): a service provided by the graduate college, TAD offers students in the process of writing and completing their graduate work assistance with formatting their thesis, meeting deadlines, submitting paperwork, and publication. It is essential that students meet university deadlines and submission requirements to graduate on time. Failure to do so can delay the conferral of your degree. It is strongly recommended that students access the TAD webpage for more information. Students will also find links to other university resources there: http://www.ohio.edu/graduate/etd/

Funding Resources:

Graduate College, Grant and Fellowship Development: The director of grant development and projects in the graduate college provides assistance with graduate student fellowship and grant proposal development. Students will be advised on how to identify and select grant and fellowship opportunities; interpret guidelines; prepare application materials, including personal and research statements; contact peer or faculty mentors familiar with specific fellowship or grant programs. For more information, go to http://www.ohio.edu/graduate/grantdev/index.cfm/.
**Internal Research and Travel Grants:** There are a few internal grants and competitive awards students can apply to for financial assistance with a research trip, a conference presentation, or to complete a study abroad program. Student Enhancement Awards offer up to $6,000 to support research and travel to attend a professional meeting to present results. The CRSCA Discretionary Fund offers small awards of up to $500 to fund unique opportunities or emergencies for graduate student research, scholarship, and creative activity. The Graduate Student Senate offers awards of up to $750 to help support graduate student original research, scholarship or creative work, and awards of up to $500 to support travel to present original work, as well as travel for professional development workshops and seminars. For more information on these programs, guidelines, and deadlines, go to [http://www.ohio.edu/research/Funding.cfm](http://www.ohio.edu/research/Funding.cfm).

**Professional Development Resources:**

**Office of Study Abroad:** Students interested in pursuing a study abroad program can find information on a variety of programs and organizations that offer opportunities for working, interning, or volunteering abroad at [http://www.ohio.edu/educationabroad/Programs/WorkVolunteerIntern.html](http://www.ohio.edu/educationabroad/Programs/WorkVolunteerIntern.html). Additionally, the Tropical Disease Institute at Ohio University, through its public health and healthy living initiative in Ecuador, regularly offer study abroad opportunities. For more information, go to [http://www.oucom.ohiou.edu/tdi/Education_Abroad_TDI.htm](http://www.oucom.ohiou.edu/tdi/Education_Abroad_TDI.htm).

**Career and Leadership Development Center:** This university service provides graduating students and alumni with assistance in developing leadership skills and identifying a career path. Students may set up an appointment with a center staff member or consult the center's website for advice on job seeking, job applications, career planning, and networking with possible employers or internship programs. For more information, go to [http://www.ohio.edu/careerandleadership/](http://www.ohio.edu/careerandleadership/).

**Ohio Valley International Council (OVIC):** OVIS is the outreach arm of National Resource Centers for Africa and Southeast Asia in the Center for International Studies at Ohio University. The program’s goals is to promote cultural and global sensitivity and helps to combat stereotypes in Southeast Ohio by offering cultural presentations in K-12 classrooms. Presentations generally cover culture, geography, and language, are age appropriate, fun and interactive. Students interested in contributing to the OVIC classroom program can contact Bose Maposa ([maposa@ohio.edu](mailto:maposa@ohio.edu)) in the Center for International Studies.

**Student Organizations:** There is a long list of student organizations that might interest LAS students. More specifically, OLA and the International Student Union might have a strong appeal. Participation in a student organization provides a variety of professionalizing experiences and promotes a sense of community that can enrich students' academic and social life while at OU. A list of student organization can be found at [http://www.ohio.edu/involvement/studentorganizations/directory.cfm](http://www.ohio.edu/involvement/studentorganizations/directory.cfm).
Professional Involvement

Within the professional field of Latin American Studies a few regional and national associations promote different activities and initiatives that offer opportunities for professional involvement. LAS students should familiarize themselves with the efforts of these associations and take advantage of internal funding opportunities at Ohio University to attend meetings, present their work, and pursue research and professional opportunities. Some associations also offer grant and scholarship opportunities to student members.

**Latin American Studies Association (LASA):** The largest professional Association in the world for individuals and institutions engaged in the study of Latin America, LASA organizes an annual international congress and supports the publication of an interdisciplinary academic journal, the Latin America Research Review (LARR), as well as a quarterly newsletter, the LASA Forum. With over 7,000 members, forty-five percent of whom reside outside the United States, LASA is the one Association that brings together experts on Latin America from all disciplines and diverse occupational endeavors, across the globe. [http://lasainternational.pitt.edu/](http://lasainternational.pitt.edu/)

**Brazilian Studies Association (BRASA):** An international, interdisciplinary group of scholars who support and promote Brazilian studies in all fields, especially in the humanities and social sciences. BRASA is dedicated to the promotion of Brazilian studies around the world in general, and in the United States in particular. BRASA promotes a biannual international congress and supports different award programs. [http://www.brasa.org/](http://www.brasa.org/)

**Conference of Latin American Geographers (CLAG):** The first organization of specialists in the Association of American Geographers to establish its own independent structure and membership, CLAG was organized to foster geographic education and research on Latin America. It publishes a Newsletter and the Journal of Latin American Geography, as well as operating an electronic listserv for members, CLAGNET. CLAG invites the participation of geographers from any region of the world who are interested in Latin America. It also welcomes social and natural scientists from allied disciplines as well as scholars in the humanities at its meetings and in its publications. Each year CLAG makes several awards to distinguished Latin Americanist geographers and others, as well as several student field study awards.

**Caribbean Studies Association:** An independent professional organization devoted to the promotion of Caribbean studies from a multidisciplinary, multicultural point of view. CSA is the primary association for scholars and practitioners working on the Caribbean Region (including Central America and the Caribbean Coast of South America). The Association serves a critical function for scholars providing one of the only venues for persons working on the Caribbean to come together to share their work, to engage in collaborative endeavors, to exchange ideas, to meet each other, and to develop the field of Caribbean Studies. It organizes an annual conference and offers award and travel grant opportunities to its members. [http://www.caribbeanstudiesassociation.org/](http://www.caribbeanstudiesassociation.org/)

**Midwest Association for Latin American Studies (MALAS):** Created to foster an interdisciplinary, collaborative approach to education and research on Latin America, MALAS organizes national and international annual conferences that address the myriad themes reflected in the diverse interests of the membership. It publishes a regular Newsletter (MALAS Noticias) and operates an electronic listserv MALASnet. MALAS welcomes the participation of social and natural scientists, artists, and humanists from all disciplines at its meetings and in its
publications. MALAS also makes several awards each year to recognize outstanding student and faculty research papers presented at the annual MALAS conference. http://www.malasnet.org/

**New England Council of Latin American Studies (NECLAS):** The NECLAS mission is to foster and develop interests in Latin American studies by scholars, researchers, teachers, students, and the general public primarily located in the New England region, to encourage more effective training, teaching and research in Latin American affairs, and to facilitate greater exchanges within the region of information and ideas through lectures, forum, seminars, conferences, and publications. http://www.neclas.org/

**The Rocky Mountain Council for Latin American Studies (RMCLAS):** The oldest Latin American academic organization in the world, RMCLAS organizes annual lectures and supports award programs for best research and publication in Latin American Studies. http://www.rmclas.org/

**The Southwest Council of Latin American Studies (SCOLAS):** An interdisciplinary organization that encourages diverse panels, methods, and interests, SCOLAS welcomes participation by scholars and students interested in Latin America, including studies of immigration, transnationalism, and U.S. Hispanic history, literature and culture. SCOLAS hosts annual conferences in Latin America and the southwestern United States. These conferences offer stimulating panels, opportunities to meet other scholars, visits to places of historical and cultural importance, and awards for books, articles, and graduate students. http://www.modlang.txstate.edu/scolas/

**Ohio Latin Americanist Conference (OLAC):** An annual conference that brings together Latin Americanist and Latina/o Studies scholars, educators, and students from institutions of higher education in Ohio and surrounding areas to promote greater exchange, collaboration, and learning about Latin America.

For more information on organizations and online resources dedicated to the field of Latin American Studies, go to http://lanic.utexas.edu/la/region/ias-org/
## Appendices:

### LAS Course Catalog

**Core Courses (complete 12 credit hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 5450</td>
<td>Gender in Cross-Cultural Perspective</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ANTH 5530</td>
<td>Anthropology of Violence and Peace</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ANTH 5620</td>
<td>Human Rights, Law and Justice</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ANTH 5660</td>
<td>Cultures of the Americas</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ANTH 5670</td>
<td>South American Prehistory</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ANTH 5700</td>
<td>Mexican/Central American Prehistory</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ANTH 5830</td>
<td>Cultures of Latin America</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BIOS 5440</td>
<td>Tropical Disease Biology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ECON 5120</td>
<td>Economics of Poverty</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ECON 5130</td>
<td>Economics of the Environment</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ECON 5400</td>
<td>International Trade</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ECON 5410</td>
<td>International Monetary Systems</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ECON 5740</td>
<td>Economics of Latin America</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ET 5520</td>
<td>Appropriate Technologies in Developing Countries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GEOG 5210</td>
<td>Population Geography</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 5220</td>
<td>Geography of Religious Space and Place</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 5290</td>
<td>World Economic Geography</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 5350</td>
<td>Geography of Latin America</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 5450</td>
<td>Gender, Environment, and Development</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HIST 5000</td>
<td>Atlantic History</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HIST 5230</td>
<td>Latin American History: The Colonial Era</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HIST 5231</td>
<td>Latin American History: Independence to the Present</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HIST 5232</td>
<td>History of Brazil</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HIST 5233</td>
<td>The History of Modern Mexico</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HIST 5250</td>
<td>History of US-Latin American Relations</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HIST 5270</td>
<td>History of Slavery in the Americas</td>
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</tr>
<tr>
<td>HLTH 5120</td>
<td>International Health Programming</td>
<td>3 hrs</td>
</tr>
<tr>
<td>INST 5500</td>
<td>Latin America Survey through Literature</td>
<td>4 hrs</td>
</tr>
<tr>
<td>INST 5918</td>
<td>Special Topics in Latin American Studies: Contemporary Issues in Latin America</td>
<td>4 hrs</td>
</tr>
<tr>
<td>INST 5919</td>
<td>Special Topics in Latin American Studies: Latin American Culture through Media</td>
<td>4 hrs</td>
</tr>
<tr>
<td>INST 5921</td>
<td>Special Topics in Latin American Studies</td>
<td>4 hrs</td>
</tr>
<tr>
<td>JOUR 5230</td>
<td>International and Cross-Cultural Advertising</td>
<td>3 hrs</td>
</tr>
<tr>
<td>JOUR 5660</td>
<td>International Mass Media</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MKT 5441</td>
<td>International Marketing (must also register for MKT 6930: Ind. Study)</td>
<td>4 hrs</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>POLS 5340</td>
<td>Government and Politics of Latin America</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POLS 5360</td>
<td>Government and Politics of Brazil</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POLS 5400</td>
<td>The Politics of Developing Areas</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POLS 5565</td>
<td>International Human Rights</td>
<td>3 hrs</td>
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<tr>
<td>POLS 5570</td>
<td>National Security in the Contemporary Era</td>
<td>3 hrs</td>
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<tr>
<td>POLS 5738</td>
<td>The Politics of Race in Global Context</td>
<td>3 hrs</td>
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<tr>
<td>POLS 5739</td>
<td>Politics of Race</td>
<td>3 hrs</td>
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<tr>
<td>POLS 5751</td>
<td>Critical Race Theory</td>
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<tr>
<td>POLS 5753</td>
<td>American Whiteness</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POLS 5755</td>
<td>Latinos and Politics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POLS 5765</td>
<td>Diaspora, Transnationalism and Post-Colonialism</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPAN 5349</td>
<td>Spanish American Civilization and Culture</td>
<td>4 hrs</td>
</tr>
<tr>
<td>SPAN 5439</td>
<td>Modern Spanish Usage</td>
<td>4 hrs</td>
</tr>
<tr>
<td>SPAN 5513</td>
<td>Survey of Spanish American Literature I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>SPAN 5514</td>
<td>Survey of Spanish American Literature II</td>
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</tr>
<tr>
<td>SPAN 5517</td>
<td>Themes from Spanish American Prose</td>
<td>4 hrs</td>
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<tr>
<td>SPAN 5518</td>
<td>Contemporary Spanish American Literature</td>
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**Seminars (complete 2 courses):**

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<tr>
<td>GEOG 6350</td>
<td>Seminar in Regional Geography: Lat. America</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 6420</td>
<td>Seminar in Development: Theories of Development</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 6430</td>
<td>Seminar in Development: Gender and Development</td>
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</tr>
<tr>
<td>HIST 6100</td>
<td>Seminar in Latin American History</td>
<td>4 hrs</td>
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<tr>
<td>HIST 6902</td>
<td>Colloquium in Latin American History</td>
<td>4 hrs</td>
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<tr>
<td>JOUR 8660</td>
<td>Seminar in International Mass Media</td>
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<tr>
<td>MDIA 6081</td>
<td>Introduction to Theory in Communication and Development</td>
<td>4 hrs</td>
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<tr>
<td>POLS 5560</td>
<td>International Organization</td>
<td>3 hrs</td>
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<tr>
<td>SOC 6040</td>
<td>Graduate Seminar in Work and Inequality</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 6050</td>
<td>Graduate Seminar in Race and Ethnicity</td>
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</tr>
<tr>
<td>SOC 6070</td>
<td>Graduate Seminar in Globalization</td>
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<tr>
<td>SPAN 6902</td>
<td>Seminar</td>
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<tr>
<td>WGS 5100</td>
<td>Global Feminisms</td>
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<tr>
<td>WGS 5110</td>
<td>Women and Globalization</td>
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**Methods (complete 1 course):**

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<tr>
<td>ANTH 5520</td>
<td>Anthropological Archaeology</td>
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<tr>
<td>ANTH 5560</td>
<td>Ethnographic Methodology and Field Research</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
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</tr>
<tr>
<td>ART 5100</td>
<td>Museum Fundamentals I</td>
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</tr>
<tr>
<td>ART 5922</td>
<td>Museum Fundamentals II</td>
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</tr>
<tr>
<td>CFS 5810</td>
<td>Research Design and Program Evaluation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CFS 6700</td>
<td>Qualitative Methods for Children, Adults, and Families</td>
<td>3 hrs</td>
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<tr>
<td>COMS 6100</td>
<td>Measurement Methodology in Communication</td>
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<tr>
<td>COMS 7010</td>
<td>Research Designs in Communication</td>
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<tr>
<td>COMS 7040</td>
<td>Research Design and Analysis I</td>
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<tr>
<td>COMS 7050</td>
<td>Research Design and Analysis II</td>
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<tr>
<td>COMS 7130</td>
<td>Qualitative Research: Ethnography of Communication and Conversational Analysis</td>
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<tr>
<td>ECON 5810</td>
<td>Economic Statistics</td>
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<tr>
<td>ECON 5820</td>
<td>Economic Data Analysis</td>
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<td>EDRE 5010</td>
<td>Introduction to Research Methods</td>
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<tr>
<td>EDRE 7200</td>
<td>Educational Statistics</td>
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<td>EDRE 7210</td>
<td>Regression Analysis in Education</td>
<td>4 hrs</td>
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<td>EDRE 7230</td>
<td>Questionnaires and Scale Development in Education</td>
<td>4 hrs</td>
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<td>EDRE 7330</td>
<td>Research Design in Education</td>
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<tr>
<td>EDRE 7500</td>
<td>Introduction to Qualitative Research Methods in Education</td>
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<td>EDRE 7510</td>
<td>Qualitative Interviewing Methods in Education</td>
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<td>EDRE 7520</td>
<td>Ethnographic Methods in Education</td>
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<td>EDRE 7600</td>
<td>Multivariate Statistical Methods in Education</td>
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<tr>
<td>EDRE 7800</td>
<td>Program Evaluation in Education</td>
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<tr>
<td>ELIP 5100</td>
<td>Critical Reading and Writing</td>
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<tr>
<td>ELIP 5120</td>
<td>Graduate Reading and Writing</td>
<td>2 hrs</td>
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<tr>
<td>ELIP 5140</td>
<td>Academic Writing in Graduate Studies</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ELIP 5160</td>
<td>Writing for Research</td>
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<tr>
<td>GEOG 5000</td>
<td>Geographic Research and Writing</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 5710</td>
<td>Quantitative Methods in Geography</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 5711</td>
<td>Qualitative Methods in Geography</td>
<td>4 hrs</td>
</tr>
<tr>
<td>GEOG 5712</td>
<td>Field Methods in Geography</td>
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<tr>
<td>HLTH 6802</td>
<td>Quantitative Methods in Health Research</td>
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<tr>
<td>JOUR 5400</td>
<td>Strategic Communication Theory and Research</td>
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<tr>
<td>JOUR 8060</td>
<td>Research Methods</td>
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<tr>
<td>MDIA 6010</td>
<td>Introduction to Mass Communication Research</td>
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<tr>
<td>MDIA 6020</td>
<td>Quantitative Communication Research</td>
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<tr>
<td>MDIA 6030</td>
<td>Qualitative Research Methods in Media Studies</td>
<td>4 hrs</td>
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<tr>
<td>MDIA 6082</td>
<td>Intro to Research in Communication and Development</td>
<td>4 hrs</td>
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<tr>
<td>MDIA 7105</td>
<td>Audience Research</td>
<td>4 hrs</td>
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### POLS 6010  Seminar in Quantitative Research Methods  3 hrs
### SOC 5500  Data Analysis  3 hrs
### SOC 6000  Graduate Seminar in the Sociological Study of Gender  3 hrs
### SOC 6010  Graduate Seminar: Qualitative Research Methods  3 hrs
### SOC 6020  Graduate Seminar in the Sociology of Organizations  3 hrs
### SOC 6510  Intermediate Data Analysis  3 hrs
### SOC 6540  Social Research Methods  4 hrs
### SPAN 5640  Teaching Spanish: Theory and Methodology  4 hrs

**Language** (complete two years of one LAS language or equivalent courses; students entering the program with language proficiency are exempt from this requirement):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT 5110</td>
<td>Portuguese I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PORT 5120</td>
<td>Portuguese II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PORT 5180</td>
<td>Portuguese III</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PORT 5190</td>
<td>Portuguese IV</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PORT 6110</td>
<td>Intensive Portuguese</td>
<td>1-3 hrs</td>
</tr>
<tr>
<td>PORT 6120</td>
<td>Intensive Portuguese</td>
<td>1-3 hrs</td>
</tr>
<tr>
<td>SPAN 5110</td>
<td>Spanish for Graduate Reading Requirement I</td>
<td>1-4 hrs</td>
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<tr>
<td>SPAN 5120</td>
<td>Spanish for Graduate Reading Requirement II</td>
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<tr>
<td>SPAN 5210</td>
<td>Spanish for Graduate Reading Requirement II</td>
<td>1-3 hrs</td>
</tr>
<tr>
<td>SPAN 5220</td>
<td>Spanish for Graduate Reading Requirement IV</td>
<td>1-3 hrs</td>
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<tr>
<td>SPAN 5310</td>
<td>Spanish for Graduate Reading Requirement V</td>
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</tr>
<tr>
<td>SPAN 5320</td>
<td>Spanish for Graduate Reading Requirement VI</td>
<td>1-3 hrs</td>
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</table>

**Capstone/other:**

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<thead>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>INST 6910</td>
<td>Internship</td>
<td>1-15 hrs</td>
</tr>
<tr>
<td>INST 6920</td>
<td>Communication and Development Service Learning Project</td>
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</tr>
<tr>
<td>INST 6930</td>
<td>Independent Study</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>INST 6940</td>
<td>Professional Project</td>
<td>1-10 hrs</td>
</tr>
<tr>
<td>INST 6950</td>
<td>Thesis</td>
<td>1-10 hrs</td>
</tr>
</tbody>
</table>

**Field of Specialization (complete 12 credit hours):**

In consultation with the program director, students will develop a program of study for a field of specialization that suits their research or career goals. Students may choose to take courses in a specific academic field (Economics, Geography, Education, etc.); in a specific theme (women’s studies, int. relations, environment, etc.); in a second Latin American or a non-Latin American language; or pursue a graduate studies certificate to meet their skills minor requirement.

For information on available courses, see courses listed in the Ohio University Graduate Catalog 2013-2015 [http://www.catalogs.ohio.edu/content.php?catoid=41&navoid=2638]
Examples of graduate certificate programs are:

African Culture through Music and Dance
http://www.internationalstudies.ohio.edu/academic-programs/grad/african_culture_dance_cert.html#overview-tab

African Studies
http://www.internationalstudies.ohio.edu/academic-programs/grad/african_studies_cert.html

African Community Health Services Certificate
http://www.catalogs.ohio.edu/preview_program.php?catoid=41&poid=10018&returnto=2637

Contemporary History Certificate
http://www.catalogs.ohio.edu/preview_program.php?catoid=41&poid=10043&returnto=2637

Development Practice
http://www.internationalstudies.ohio.edu/academic-programs/grad/dev_practice_cert.html

Environmental Sustainability
http://www.catalogs.ohio.edu/preview_program.php?catoid=41&poid=10065&returnto=2637

Geographic Information Science
http://www.catalogs.ohio.edu/preview_program.php?catoid=41&poid=10074&returnto=2637

Museum Studies Certificate
http://www.ohio.edu/finearts/art/academics/programs/museum-studies.cfm

Southeast Asian Studies
http://www.internationalstudies.ohio.edu/academic-programs/grad/seas_cert.html

War and Peace
http://www.internationalstudies.ohio.edu/academic-programs/grad/war_and_peace_cert.html
LAS Faculty List

Patrick Barr-Melej
Department of History
Specialization: History of modern Latin America, 20\textsuperscript{th}-century Chile, political and cultural youth
Office: Bentley Annex 435
(740) 597-1851
barr-mel@ohio.edu

Tania Basta
College of Health Sciences and Professions
Specialization: Social and Public Health
Office: Grover Center W359
(740) 593-4681
basta@ohio.edu

Lucas Borges
School of Music
Specialization: Trombone, euphonium, tuba methods and materials, chamber music, brass
Office: Glidden Hall 363
(740) 593-4244
regoborg@ohio.edu

Mariana Dantas
Department of History
Specialization: Atlantic world; early modern period, colonial British and Latin America, African diaspora; family history
Office: Bentley Annex 457
(740) 593-4319
dantas@ohio.edu

José Delgado-Costa
Department of Modern Languages
Specialization: Contemporary Spanish-American narrative and theater.
Office: Gordy 251
(740) 593-9171
delgadoj@ohio.edu
Roberto Duncan  
Department of Economics  
Specialization: International finance, macroeconomics, applied econometrics, development economics  
Office: Bentley Annex 349  
(740) 593-2040  
duncanr1@ohio.edu

Jeff Ferrier  
Alden Library Bibliographer  
Curator, International Collections  
Office: 120A  
(740) 593-9957  
ferrier@ohio.edu

Melissa Figueroa  
Department of Modern Languages  
Specialization: Early Modern Spanish Literature  
Office: 275 Gordy Hall  
(740) 593-2767  
figuerom@ohio.edu

Muriel Gallego  
Department of Modern Languages  
Specialization: Applied linguistics, theories of second language acquisition, foreign/second language pedagogy, critical pedagogy and sociolinguistics  
Office: Gordy Hall 225  
(740) 593-2761  
gallego@ohio.edu

Claudia Gonzalez-Vallejo  
Department of Psychology  
Specialization: Quantitative-cognitive, social judgment and behavioral decision making  
Office: Porter Hall 233  
(740) 593-1095  
gonzalez@ohio.edu

Mario Grijalva  
Heritage College of Osteopathic Medicine, Department of Biomedical Sciences  
Specialization: Tropical diseases, epidemiology, immunoparasitology, and international health  
Office: Irvine 333  
(740) 593-2192  
grijalva@ohio.edu
George Hartley  
Department of English  
Specialization: Contemporary poetry, critical theory, ethnic literatures  
Office: Lindley Hall S213  
(740) 593-2838  
hartleyg@ohio.edu

Arthur Hughes (Director of Latin American Studies)  
Department of Modern Languages  
Specialization: 20th-century Spanish narrative, Spanish American civilization and culture  
Office: Gordy Hall 327 & Yamada House 201  
(740) 593-1835  
hughesa@ohio.edu

Emmanuel Jean-François  
Patton College of Education, Department of Educational Studies  
Specialization: Comparative and international education  
Office: Lindley Hall N289  
(740) 593-4731

Brad Jokisch  
Department of Geography  
Specialization: Cultural and political ecology, migration, Andes, agriculture  
Office: Clippinger Hall 113  
(740) 593-1143  
Jokisch@ohio.edu

Amado Lascar  
Department of Modern Languages  
Specialization: 19th-century Latin American literature, nation building and identity  
Office: Gordy Hall 229  
(740)597-2724  
lascar@ohio.edu

Matthew Layton  
Department of Political Sciences  
Specialization: Comparative politics, Latin American politics, social assistance and democratic citizenship  
Office: Bentley Annex  
laytonm@ohio.edu

Edna Lima  
Department of Linguistics  
Specialization: Applied linguistics and technology, teaching English as a second language
Dina Lopez  
Department of Geological Science  
Specialization: Hydrogeochemistry  
Office: Clippinger Hall 316  
(740) 593-9435  
lopezd@ohio.edu

Joanna Mitchell  
Department of Modern Languages  
Specialization: Comparative literature, Spanish and Latin American literature, Mexican literature, beginning and intermediate Spanish  
Office: Gordy Hall 244  
(740) 593-2807  
michej2@ohio.edu

Betsy Partyka  
Department of Modern Languages  
Specialization: 20th-century Spanish-American literature, oral narrative and folklore  
Office: Gordy Hall 231  
(740) 593-2764  
partyka@ohio.edu

Julia Paxton  
Department of Economics  
Specialization: Development economics and Latin American development  
Office: Bentley Annex 329  
(740) 593-2042  
paxton@ohio.edu

Emilia Alonso Sameño  
Department of Modern Languages  
Specialization: Speech perception and language understanding, first and second language acquisition, Spanish phonetics and phonology, language pedagogy, sociolinguistics  
Office: Gordy Hall 247  
(740) 593-2826  
markse@ohio.edu
Nukhet Sandal
Department of Political Science
Director of War and Peace Studies
Specialization: International relations, human security, religion and global politics, conflict management and politics of divided societies
Office: Bentley Annex 203
sandal@ohio.edu

Patricia Toledo
Department of Economics
Specialization: Development economics, microeconomics, applied econometrics, experimental methods, statistics
Office: Bentley Annex 345
(740) 593-0145
toledot@ohio.edu

Daniel Torres
Department of Modern Languages
Specialization: Colonial and contemporary Latin American poetry
Office: Gordy Hall 263
(740) 593-2769
torres@ohio.edu

Risa Whitson
Department of Geography
Specialization: Gender and development, social geographies, informal sector, Argentina
Office: Clippinger Lab 110
(740) 593-1144
whitson@ohio.edu
Thesis or Project Proposal Guidelines

Description:

Students working on a thesis or project must produce a proposal. The proposal will provide your committee with a description of your research topic; it will demonstrate your familiarity with the literature relevant to your topic; it will identity your research question, how you are positioning yourself in relation to the scholarship, and your hypothesis; it will describe the sources or evidence on which you will base your analysis and explain your methodological approach; and finally, it will offer an outline for the text of the thesis or the project. You should also append a bibliography to the proposal. Your proposal will serve two functions: 1) it will help to assure your committee that you can successfully complete your project; 2) it will help you have a better sense of what you are setting out to do and feel more certain about its feasibility.

Guidelines:

Part 1: Introduction (where you present your topic)

- Introduce the general historical, social, cultural, political moment, event, context or theme that relates to your topic.
- Introduce and explain some of the main concepts, ideas, terms, problems, etc., that relate to the study of this topic and that will be important to your examination of the topic.
- Explain the scholarly significance of this topic: Does it tell us something new about a region, a people, or a period? Does it reveal something about the influence of ideas, political decisions, or events? Is it an overlooked topic? Does it offer a new thematic approach to a well-researched topic?
- Write this section for a well-informed but not specialized audience. Make sure you paint a clear picture of your topic and that you cover the main must-know elements of the topic. You do not need to get too specific, but you must also avoid vague and generalizing statements that do not offer useful content to your readers.

Part 2: Literature Review (where you situate your topic within a broader scholarship)

- Discuss how the existing and most relevant literature on your topic has approached studying this topic: What are some of the main interpretative trends? Have there been main shifts in the methodological or thematic approach to your topic? What are some of the main conclusions or debates scholars have developed relative to your topic?
- Identify how different disciplines have approached your topic, but focus on the disciplines you are working with in your MA studies.
- Summarize some of the main research questions the relevant literature has focused on and that match in meaningful ways your own research question.
- Do not write this section of your proposal as a list of works with their summaries. A series of paragraphs, each dedicated to summarizing a distinct piece of scholarship, is not what constitutes a literature review. Organize this section around ideas, approaches, themes, findings, etc., and synthesize the main trends.
- Avoid listing too many titles or authors. Synthesize into one coherent idea the main argument of various works and reference those works using your preferred citation style [for help with
citation styles, refer to: http://www.library.ohiou.edu/research/the-research-process/citation-guides/]

Part 3: Research Question and Hypothesis (where you explain how you plan to contribute knowledge about your topic to a scholarly community)

- Explain what research question is guiding your approach to your research topic.
- Start broad: what are the issues, facts, problems that help frame your question?
- Narrow the explanation of your research problem to identify some of the information, data, facts, observations, etc., you have already encountered in your preliminary considerations about your topic.
- Articulate a question that identifies what needs to be understood about the connections or relationship between some of your information, findings, etc.
- Offer a proposed answer, or hypothesis for the question you have just articulated.
- Identify if your question and hypothesis propose a new approach, interpretation, conclusion, perspective, etc., in relation to the literature you have already discussed.

Part 4: Sources and Methodology (where you describe your body of evidence and methodological approach)

- Describe the sources or evidence you intend to use and explain their origins: When and where are they from? Who produced them and under what context were they produced? Who are they speaking to or who are they representing?
- Explain what type of information you expect to get from these sources and why they are relevant to your research topic.
- Discuss how you intend to use these sources, your methodological approach: Will you develop a qualitative or quantitative analysis of the sources? If quantitative, how will you quantify the sources and how will you ensure the results will remain relevant? How will you deal with distortions? If you will adopt a qualitative approach, how will you prove your sources are representative of a more general reality? What precautions will you take to filter biases or other problems?
- Suggest how your sources will allow you to address your research question and support your hypothesis.

Part 5: Outline (where you describe the structure of your thesis or project)

- Define what are going to be the different components of your final work (chapters, sections, etc.) and provide an overall description of how your work will be structured.
- Develop in separate paragraphs a description of what each of those components will address and hope to demonstrate.
- Explain how the different components will come together to prove your working thesis.

Part 6: Bibliography:

- List all the works that will inform the development of your project.
- Make sure you cite the works listed according to the citation style that is required of your main discipline.
- Make sure your bibliography represents recent trends in the scholarship.
# Thesis Proposal Approval

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>CIS Program of Study</th>
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**Tentative Title of Thesis**

<p>| |</p>
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*The attached proposal (maximum five pages, double spaced) describes the purpose of the project, its significance, relationship to the program of study, methodology, presentation format, resources needed and time frame.*

## Committee Members

<table>
<thead>
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<th>Chair Name</th>
<th>Signature</th>
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<th>Signature</th>
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**Program Director Signature**

<table>
<thead>
<tr>
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# Latin American Studies Graduation Checksheet

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Subject</th>
<th>Course Number</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Course Name</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>12 credit hours (thesis/project option) or 15 credit hours (compo option)</td>
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<tr>
<td>Two graduate seminars (6 hrs)</td>
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<td>Methods (3-4 hrs)</td>
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<tr>
<td>Coursework in a field of specialization (12 hrs)</td>
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<td>Electives</td>
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</table>

**Total Credit Hours:**

**Total GPA:**

## Latin American Language Requirement

Language: __________________________

Select one:
- [ ] Native language
- [ ] Exam
- [ ] Second year of language coursework completed

<table>
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<tr>
<th>Term</th>
<th>Course Subject</th>
<th>Course Number</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Course Name</th>
<th>Instructor</th>
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</table>
# Latin American Studies Graduation Checksheet

## Optional Internship or Field Study (4 hours):

<table>
<thead>
<tr>
<th>Location:</th>
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<tbody>
<tr>
<td>Semester completed:</td>
<td></td>
</tr>
<tr>
<td>Required forms submitted:</td>
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</tr>
<tr>
<td>□ Internship Information Sheet</td>
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<tr>
<td>□ Internship Offer Validation</td>
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<tr>
<td>□ Internship Performance Review</td>
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## Capstone Options - Select One

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<tr>
<th></th>
<th>Exam Date:</th>
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<tbody>
<tr>
<td>□ Written Exam</td>
<td></td>
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<tr>
<td>□ Professional Project</td>
<td>Presentation Date:</td>
</tr>
<tr>
<td>□ Thesis</td>
<td>Oral Defense Date:</td>
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</tbody>
</table>

### Capstone Committee:

1. (Chair)  
2.  
3.  

## OFFICE USE ONLY

### Graduation Clearance Checksheet

- □ 48 hours completed
  - □ No more than 4 language credits counted towards 48
  - □ No more than 8 thesis or project hours counted towards 48
- □ All courses 5000 level or above
- □ No grade below C; no more than 2 grades below B
- □ GPA 3.0 or better
- □ Intermediate level language proficiency attained (B or better in 2nd level coursework, exam results or native speaker)
- □ All independent study forms submitted (for independent studies not taken with program director)
- □ Capstone completion/approval form submitted with all signatures  
  - □ If thesis, verification of online submission through TAD
- □ Degree completed within 7 years of start date

### DIRECTORS:

- □ Courses taken are appropriate for program and degree and meet program-specific requirements

### Approved Graduation:

<table>
<thead>
<tr>
<th>Program Director</th>
<th>(Date)</th>
<th>CIS Director</th>
<th>(Date)</th>
</tr>
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</table>

101316 ELH
## Schedule of Classes

### Semester ______________

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<tr>
<th>Call #</th>
<th>Dept/#</th>
<th>Title</th>
<th>Day</th>
<th>Time</th>
<th>Hrs</th>
<th>Core Skill Methods</th>
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**TOTAL HOURS FOR SEMESTER**

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<th>Core Skill Methods</th>
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### Optional courses:

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<th>Time</th>
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