INTRODUCTION AND OVERVIEW

The Department of Hispanic Studies at Brown University trains students to be both specialists and generalists, language teachers and literature scholars, researchers and active intellectuals. Through training in the diverse traditions and cultures of the Spanish-speaking world, our goal is to make our students deeply aware, both as academic writers and professors, of the transatlantic connections, cultural and ethnic mixtures and cosmopolitan dialogues characterizing the literatures of Spain and Latin America. Students graduating from our department are expected to have a solid formation as literary scholars in the Spanish and Latin American canons while also gaining the critical perspectives from which to challenge these fixed sets of readings. We think of our graduate students as colleagues and teachers of the future and encourage them to develop their critical and creative potential. Our students also directly enrich the program during the years they spend in training with us by organizing special events such as conferences, reading groups, and other intellectual and creative activities.

Our program begins with a strong training across the various fields of Hispanic Studies. Our faculty represents a broad range of topics and approaches, and students are required to take at least one course with each of our professors during the first two years, culminating in a written examination based on a list of general works (preliminary examinations).

In the third year, students are guided toward more specialized study. In addition to working closely with their chosen advisor on a topic for an article-length Major Paper, students draw up a list of specialized readings in a major and minor field, leading to an oral examination in the Spring semester, and the presentation of a dissertation prospectus shortly thereafter. The fourth and fifth years are dedicated to researching and writing the dissertation, during which time students can count on careful guidance from members of their committee.

From the second year onward, our graduate students serve as teaching assistants in courses ranging from beginning to advanced Spanish, and with the possibility of teaching or assisting in more advanced literature and culture courses.

We encourage our students to take advantage of the many opportunities for interdisciplinary exchange and collaborations that characterize intellectual life at Brown, especially through the Center for Latin American and Caribbean Studies (CLACS), the Cogut Center for the Humanities, the Andean Project, the Pembroke Center for Teaching and Research on Women, and the Program for Renaissance and Early Modern Studies (REMS). Excellent general scholarly resources are available through the David Rockefeller Library, while the John Carter Brown and Hay libraries contain extraordinary holdings in special materials which are of great interest to both the Brown community and the many visiting scholars who travel to Providence each year. Finally, our students have the opportunity to take courses at neighboring institutions such as Harvard or to study abroad at the Universidad de Salamanca. Graduate students designate their own representatives (typically two) to bring to the faculty's attention projects, activities and concerns of the graduate student body. In addition, they are go-to persons for first-year students getting to know the city and the campus.
Students should feel welcome to approach any of the faculty—particularly the DGS—with requests for guidance, or with ideas for intra- or inter-departmental events or initiatives they might like to organize. We are delighted to help students expand their intellectual horizons and grow as active scholars, critics, and teachers during their time at Brown.

This handbook is a resource for Hispanic Studies graduate students, faculty and prospective graduate students. It describes departmental procedures and helps students chart and plan their program of study.

The handbook should be used in conjunction with other resources at Brown, such as the Graduate School Website. University-wide deadlines for paperwork pertaining to graduate students varies from year to year and are not set by the Department of Hispanic Studies.

Please remember that these are only guidelines. Individual cases may warrant individual solutions; we reserve the right to maintain a degree of flexibility in many of these matters as long as fairness is upheld. It is also important to note that these guidelines are in no way intended to replace direct communication with the Chair, Director of Graduate Studies (from now on DGS), and Major Paper or dissertation advisor (from now on advisor). All of the following matters should be discussed in person with one or more of the above individuals.

**PhD PROGRAM STRUCTURE AND REQUIREMENTS**

**Coursework**

*Years one to three*

Students take a total of fifteen courses during their first three years at Brown: three courses per semester in the first and second years (plus an additional language-instruction methodology course in the Spring of the first year), and two over the course of the third year, one of which may be an independent study devoted to work on the Major Paper. Students entering the program with a Master of Arts may be exempted from up to two courses after consultation with the DGS and departmental approval.

Departmental course offerings are plentiful, from panoramic courses covering broad areas (e.g. early modern Spain, Colonial Latin America, modern Latin American poetry or narrative) to more focused seminars on writers, movements, or topics, often transatlantic in scope. While being trained as scholars in Hispanic Studies, students are encouraged to take up to two of their fifteen required courses in related disciplines, such as French and Francophone Studies (with whom we share the beautiful Rochambeau House), Anthropology, Comparative Literature, English, History, History of Art and Architecture, Literary Arts, Modern Culture and Media, and Portuguese and Brazilian Studies. In special circumstances, students may take a third course outside the department with approval. Students who want to pursue more in-depth study in a secondary discipline may consider Brown’s Open Graduate Education Program (see below). Students should consult with the DGS for guidance in their choices before signing up for classes.

**Language Requirements**

Aside from fluency in Spanish and English, students must show proficiency in two additional languages during their time at Brown: the first by the end of the second year in the program, the second by the end of the fourth year. These requirements can be fulfilled by (a) passing a
translation exam; (b) taking two semesters of regular language courses; one intensive semester-long course; or one advanced seminar (undergraduate or graduate level) for credit; (c) counting comparable work done at a previous institution; or (d) taking an intensive summer course in the language.

In cases where a particular language is not taught at Brown, or where there is a need for students to have deeper immersion in a language, students might explore options for learning online, or at other institutions, or abroad. The department will consider applications for funding to help in these instances, but there must be a demonstrated research connection; support will not be available for travel simply to fulfill a language requirement.

Preliminary Exams

Students take preliminary exams after their second summer in the program, in early September of the third year. The exams cover a reading list of 70 books, evenly divided between peninsular and Latin American literatures, spanning medieval to contemporary texts. The purpose of the reading list and exams is to give students broad knowledge of and an ability to teach a panorama of texts comprising different traditions and time periods in Spanish-speaking cultures. There are two exams, divided by geographical area and given on two days. Each exam lasts four hours and requires students to answer three questions. At least one question in the exam should be answered in Spanish if the student’s mother tongue is English. Preliminary exams are discussed and approved by faculty of professorial rank. The DGS will normally communicate the results of the exam to the candidate within a week. If all the questions are deemed satisfactory by the majority of the faculty, the student has passed the exam and can proceed to the other requirements for the PhD.

If one or two questions of the written examination are deemed less than satisfactory an oral examination on questions or areas found lacking will be scheduled within approximately a week after the faculty has read the examination. The DGS will provide the student with a copy of the problematic answer(s) and ask that he or she seek feedback from the individual(s) who wrote the question(s). Faculty members will provide concrete feedback regarding the problems with the answer. The oral exam will be moderated by the DGS or the Chair and include faculty who specialize in the area(s) involved. The student will be given 10-15 minutes to elaborate on and rectify the problem answers in an oral presentation based on notes. Faculty may then ask further questions on the question itself or on larger issues related to it. If the student’s response is still deemed unsatisfactory, the exam may have to be repeated or some compensatory measures be taken. Such measures will be tailored to the individual case.

If the bulk of the exam is deemed unsatisfactory by the majority of faculty, the student may either be asked to repeat the whole exam at the next available date, or to withdraw from the program.

Major Paper

After passing the preliminary exam, students begin work on a Major Paper. This is a 25-30 page study of materials related to the planned dissertation topic. The Major Paper can be thought of as the first draft of a chapter or an article related to the dissertation, or as a methodological exploration of topics to be examined in the dissertation. The paper should reflect knowledge of the field of study and research of appropriate bibliography. It should
dialogue with a community of scholars that previously have worked on the same or related topics or works in order to advance an original and nuanced argument.

Students sign up for an independent study with a faculty member of their choosing to work on this paper during the Fall semester of the third year, and it should be completed by the end of that semester. The paper should follow recent MLA style unless there is reason to follow another standard format such as Chicago. It is not handed into the Graduate School and therefore needs not follow the formatting and guidelines for PhD dissertations. One copy of the Major Paper should be given to the student’s advisor; another should be given to the department. Failure to complete the Major Paper to the advisor’s satisfaction jeopardizes good standing in the program.

**Oral Exams**
Students devote the Spring of the third year to oral exams. Students should at this point identify at least a dissertation advisor and a second reader, and may also choose at this point to include a third committee member (see Dissertation below). This third committee member will be referred to as the third reader.

Working closely with these committee members, students put together a major reading list composed of 20 primary sources in their main field of study. This list should include works that will be studied in the dissertation but should also encompass a more comprehensive range of sources. The idea here is to assure that students can claim an area of broad expertise when they go on the job market. The major list can also be thought of as the basis for advanced undergraduate or graduate courses.

The minor list should consist of ten books. There are two main options for this list. It may be comprised of major book-length secondary studies of a theoretical, literary critical, or historiographical nature that provide a broader scholarly context for approaching the works in their main field. The other option would be a minor list composed of primary sources in an area of specialization complementary to the main field. One week before the oral examination students should submit these lists to the departmental administrator for distribution among faculty.

It is understood that students will be responsible for key articles and books chapters related to specific titles on their lists, and that specific critical sources may not count for the minor list.

The oral examination itself takes place in April, and involves only the members of the students’ committee (or likely committee members). These faculty members must receive a definitive version of the list at least a week before the exam takes place. The oral exam may begin with a brief statement by the student explaining the selection of texts, but the bulk of the hour-long exam will be devoted to examining students on the books on their list. The goal of the exercise is to demonstrate in-depth knowledge of a range of texts and critical approaches to them.

**Dissertation Proposal and Presentation**
After the oral exam has been passed, students will dedicate the summer to more focused work in their chosen field. By the end of September students should submit a dissertation proposal to the department administrator for distribution to faculty. A proposal presentation, to which all
faculty will be invited, will then be scheduled for the first two weeks of October.

The proposal generally consists of approximately 8 double spaced pages of narrative explanation plus a bibliography of primary works (one page) and key secondary sources (maximum two pages) for a total of 10 to 11 pages. The proposal offers an overview of the topic to be investigated, the corpus of works to be studied and the rationale for choosing that corpus, and the critical and methodological framework to be utilized. It should also situate the project within a broader scholarly conversation, commenting on the work already done on the subject and questions still to be addressed. The DGS can provide the student with models for the proposal.

The proposal presentation is not an examination to be passed or failed. Rather, it is a forum for the student to receive useful feedback on his/her project at an early stage in its development. The forum begins with a 10-15 minute presentation by the student, in English or in Spanish, that complements, rather than reiterates, the proposal. The presentation generally includes an account of how the student became drawn to the topic, why it is significant and their plan of action for the dissertation. The presentation is then followed by comments and suggestions from the faculty.

**Advancement to Candidacy**

*Years four to five (or six)*

Once oral exams have been passed and the dissertation proposal accepted students advance to candidacy. Research at that time becomes more independent and involves fewer members of the department. However, faculty remain involved with the students in professional development.

The department encourages students to apply in their fourth year for fellowships offered by different entities at Brown such as the Cogut Center, the John Carter Brown Library, and the Center for Latin American and Caribbean Studies (see Funding Options below).

Students do not teach in the fifth year in order to be able to dedicate themselves to dissertation writing and job applications. Students who remain in good standing midway through the fifth year, but who need additional time to finish writing their dissertation, will be eligible to apply for dissertation completion support through the Graduate School (see Funding Options).

**Academic Standing**

Academic standing is determined by performance in courses, timely completion of requirements, and performance of roles such as teaching assistantships. Consideration is also given to participation in departmental colloquia and other sites of intellectual activity. While grades are not the only factor, two or more incompletes jeopardize good standing in the program; two or more B grades are considered unsatisfactory and will typically result in a standing of warning; a grade of C does not count for credit toward the degree. For information on standing, also consult the Graduate School Handbook.

**Typical Timeline of Study**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>1st year</td>
<td>3 seminars; no teaching</td>
<td>3 seminars plus methodology course; no teaching</td>
</tr>
<tr>
<td>2nd year</td>
<td>3 seminars; teach 1 course</td>
<td>3 seminars; teach 1 course; fulfill 1st language requirement</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>3rd year</td>
<td>2 seminars; Major Paper; teach 1 course</td>
<td>Oral exams and dissertation proposal; teach 1 course</td>
</tr>
<tr>
<td>4th year</td>
<td>Dissertation writing; teach 1 course</td>
<td>Dissertation writing; teach 1 course; apply for internal fellowships; fulfill 2nd language requirement</td>
</tr>
<tr>
<td>5th year</td>
<td>Dissertation writing; no teaching; job applications</td>
<td>Dissertation writing; no teaching; complete dissertation, or apply for Dissertation Completion Fellowship</td>
</tr>
<tr>
<td>6th year¹</td>
<td>Dissertation writing; no teaching; job applications</td>
<td>Dissertation defense; teaching; job applications</td>
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**TEACHING**

**Expectations**

Teaching is a fundamental part of graduate training in our program. Graduate students in Hispanic Studies serve as Teaching Assistants (T.A.’s) during their second, third, and fourth years, teaching one course per semester. In their first years, they normally teach a section of a multi-section language course, working under the direction of a course supervisor. T.A.’s with a solid record of good teaching may be assigned to supervise the course they teach under the direction of a faculty course coordinator. Opportunities to broaden their teaching portfolios are opened for more advanced students by pairing them with professors as Teaching Assistants, collaborating with them in engaged learning courses, or assigning them to their own courses in literature, culture or specialized language areas (e.g., Spanish for the Health Professions).

T.A.’s must understand the importance of their roles within the undergraduate curriculum and the nature of their commitment as instructors of the Department of Hispanic Studies and Brown University. In multi-section language courses, they are expected to adhere to the syllabus and to attend regular meetings with the course supervisor and fellow instructors to ensure that there is consistency among all sections and that all students are equally prepared both for exams and to continue on to the next level in the program. They should not miss class except when absolutely necessary. If they do need to miss class, they should always inform the faculty course coordinator and make arrangements for a substitute. At the end of each semester, they are expected to be on campus until a week after reading period. In case they must leave before this time, they should notify the faculty course coordinator and make themselves available for contact through email and telephone until all grades are uploaded to the system.

**Pedagogical Training**

Students acquire initial pedagogical training by taking a teaching methodology course in the Spring of their first year. In their first year of teaching, they are also expected to attend the orientation organized by the language faculty the week before the beginning of the academic year. Returning T.A.’s should plan to be on campus at least two days before the beginning of the semester. Students receive feedback on their teaching through classroom observations in their first and second years of teaching and through course evaluations. Students interested in

¹ Only for students in good standing who receive the DCP fellowship (See Funding Options).
further pedagogical training and independent teaching experiences should explore the following resources and programs:

- Sheridan Center workshops and Certificate Programs
- Summer@Brown teaching opportunities in the School of Professional Studies
- Deans’ Faculty Fellows Program – open to all doctoral students (except BioMed)
- Brown/Wheaton Faculty Fellows Program – open to all doctoral students (except BioMed)
- Brown/Tougaloo Faculty Fellows Program – open to all doctoral students (except BioMed)

For more detailed information about all aspects of language teaching, see the Guidelines for Instructors in Hispanic Studies: https://www.brown.edu/academics/hispanic-studies/graduate/teaching

MASTER OF ARTS

Terminal M.A.
Students are generally admitted for the PhD degree, but may petition the Graduate School for conferral of the M.A degree from Brown upon completion of the requirements as follows.

- 8 graduate courses beyond the B.A. degree
- Fulfillment of one language requirement other than Spanish
- Completion of the Major Paper

Open Graduate Education and PhD Specialization Certificates
The Graduate School offers interested students two formal paths for undertaking interdisciplinary studies outside the department: Open Graduate Education and PhD Specialization Certificates. Open Graduate Education enables students to pursue a master’s degree in a secondary field such as Anthropology, History of Art and Architecture or English; see https://www.brown.edu/academics/gradschool/opengraduateeducation.

The program in PhD Certificates offers the possibility of gaining expertise in one of the following thematic areas: Africana Studies, Collaborative Humanities, Data Science, Gender and Sexuality Studies, Latin American and Caribbean Studies, Public Humanities and Spatial Analysis. Details can be found here: https://www.brown.edu/academics/gradschool/academics-research/distinctive-opportunities/doctoral-specialization-certificates

DISSERTATION

Dissertation Committee
The research and writing of the dissertation project in consultation with the dissertation director and dissertation committee is the most critical stage of one's graduate career. The advisor and student together should decide, as soon as possible, who the second and third readers of the dissertation will be. The advisor and second reader are normally members of the department, and the third reader may be as well. In cases when the dissertation topic begs a third reader from another department or university, it is the advisor’s responsibility to make the initial contact and to obtain his or her participation.
It is important that students establish from the start, with the advisor and committee members, the timeline and procedures for the submission of chapters and the final dissertation. There are different ways that a committee may decide to review chapters. For example, the advisor may be the first person to read individual chapters and request revisions before they are passed on to the second reader, who in turn may request further revisions. It is also possible that a committee may decide that the advisor and second reader simultaneously read and critique chapters as they are produced. Alternatively, the second reader may prefer not to be involved at each stage of the process, but should have the dissertation well in advance of the defense, so that there is enough time to incorporate his/her suggestions before the final draft of the dissertation is presented to the department. The third reader generally reviews a complete draft of the dissertation. It is preferable, if not always feasible, that the third reader’s suggestions be incorporated into the thesis before the defense.

**Format and Guidelines**
Dissertations should adhere to the highest standards of professionalism in form and content. An acceptable dissertation is well written, organized and thoroughly demonstrates the candidate’s expertise in his or her area of research.

Dissertations should have a minimum of 200 double spaced pages, in the equivalent of Times Roman, 12 point font, 1-inch top, right and bottom margins, 1.5-inch left margin, not including bibliography. They should follow MLA style unless there are compelling reasons to adopt another standard format such as Chicago. In any case, consistency of format is essential.

The date of the defense will be determined only when the members of the committee (advisor and second reader) deem it ready for presentation to the rest of the faculty. The dissertation defense date will be chosen in consultation with the advisor, DGS, and Department Manager.

Once a date has been set, the student will be expected to submit an electronic and two hard copies with at least two (2) weeks of advance of the defense date. The candidate will also send an electronic copy as a PDF file to the Department Manager. The candidate should provide an abstract in English as well if the dissertation is in Spanish, or in Spanish, if it is in English.

It is the student’s responsibility to obtain the Graduate School Guidelines for the preparation of the dissertation: [https://www.brown.edu/academics/gradschool/dissertation-guidelines](https://www.brown.edu/academics/gradschool/dissertation-guidelines)

**Dissertation Defense**
The defense consists of an oral presentation by the candidate, based on notes, of approximately 15 minutes, followed by questions and comments from faculty members. The defense should complement, rather than reiterate, the project. In it, the student can discuss the evolution of the dissertation, problems encountered and how they were handled, the significant contributions of the project and plans for future expansion. Committee members lead off with questions and discussion, which is then opened to other faculty in attendance. The third reader may participate by video conference, be present at the defense or send written comments and questions for the defense.

The defense may be limited to departmental faculty and committee members, or may be opened to a broader audience of graduate students, at the discretion of the advisor, and with the
agreement of the PhD candidate. Only departmental faculty and committee members will participate in the deliberations.

Faculty in attendance to the defense may vote in favor or against the approval of a dissertation. Should there be three nays among faculty in attendance the dissertation will not be approved. Normally, dissertations that get to the dissertation defense stage do not present such risks because the manuscript has been previously reviewed by the candidate’s advisor and second reader, who have ensured that serious problems were addressed in the final draft to be presented to the department.

Please note:
The department has learned from previous experience that students on the job market who are not half way through their dissertations by the middle of the semester in which they submit their applications may not have enough time to finish their dissertations by the end of the academic year. Students should keep in mind that the job search process is extremely time-consuming. Regardless of whether a student gets a job or not, each dissertation will be held to the same high standards described above.

FUNDING

University Fellowships and Teaching Assistantships
First-year students receive University Fellowships, which cover the cost of tuition and health insurance, and include a stipend. Students with a Fellowship are expected to carry a course load of up to four courses per semester. Beginning in their second year, students are granted Teaching Assistantships. Teaching Assistants receive the same benefits and compensation as they did with University Fellowships in their first year.

Presidential Fellowship
In extraordinary cases students may be admitted to the department with a Presidential Fellowship. Students with this Fellowship are fully supported in their first three years of study without teaching responsibilities.

Dissertation Completion Fellowship
Dissertation Completion Fellowships (DCPs) are NOT automatic. They are granted by the Graduate School upon recommendation from the department on the basis of merit and demonstrated progress on the dissertation. Students who plan to apply for a DCP should let the DGS know by November of their fifth year. They should have a draft of at least one chapter of the dissertation submitted to their advisor by January 25 of the fifth year. Applications, including a proposal, for the DCP are due to the Graduate School in early February of the fifth year; decisions are announced in mid-Spring. For more information go to https://www.brown.edu/academics/gradschool/dissertation-completion-proposal.

Internal Fellowships
The Graduate School has partnered up with several Centers and Institutes on campus—e.g., the John Carter Brown Library, the Center for Latin American and Caribbean Studies (CLACS) and the Pembroke Center—to offer interdisciplinary fellowships to advanced graduate students in the Humanities and Social Sciences. These fellowships are awarded on
a competitive basis to rising fifth and sixth year students. For a full list of participating Centers and Institutes, as well as applications, go to https://www.brown.edu/academics/gradschool/financing-support/phd-funding/dissertation-completion-proposal/interdisciplinary-opportunities-human

The Cogut Center for the Humanities also has Graduate Fellowships for students in the humanities: https://www.brown.edu/academics/humanities/fellowships-and-grants/graduate-fellowships. In addition, the Cogut Center encourages graduate students in the Humanities and Social Sciences to apply to resources such as the Mellon Graduate Student Workshops as well as providing the funds for graduate students to attend the School of Criticism and Theory. For more information on both please visit:

- Mellon Graduate Student Workshops (for advanced graduate students): https://www.brown.edu/academics/humanities/fellowships-and-grants/mellon-graduate-student-workshops
- School of Criticism and Theory (for advanced graduate students): https://www.brown.edu/academics/humanities/fellowships-and-grants/tuition-fellowships-school-criticism-and-theory

Students in their first or second year working on Latin America may be interested in the Tinker Foundational Field Research Grant. This grant supports pre-dissertation fieldwork in Latin America and the Caribbean. For more information: http://watson.brown.edu/clacs/opportunities/graduate-student-funding/tinker-foundation-field-research-grant

For a list of all interdisciplinary opportunities for funding in the Humanities and Social Sciences at Brown please visit: https://www.brown.edu/academics/gradschool/financing-support/phd-funding/dissertation-completion-proposal/interdisciplinary-opportunities-human#johncarter

Exchange Program in Salamanca
Students who wish to study at the Universidad de Salamanca for a year may request admission to this program. Express your interest to the DGS.

Students who are studying abroad are strongly encouraged to register the trip with the Brown University Global Assistance Program. This program provides 24-hour worldwide medical, security, and travel assistance, including emergency evacuation. Please visit the website for more information and the access code to Brown’s International SOS portal: https://www.brown.edu/campus-life/safety/resources/international-sos

Additional departmental funds for travel and other activities
Funding opportunities have been developed in the department to help support graduate students in their research and make the most of the community at Brown. Here are the main points:

1. For a first conference per year—whether domestic or international—students should first apply to the Graduate School for funding, after which the department may contribute up to $500 in additional funds, upon receiving a detailed budget, conference abstract, conference description and confirmation of acceptance.
2. In cases where a second conference in an academic year is warranted, the department may provide up to $750 per person, again after presentation of a budget, abstract, conference description and confirmation of acceptance. Priority for receiving funds for a second conference is given to students who have finished their coursework.

3. Students may also apply for summer research travel up to a maximum of $2500 per person. As with conference funding, they should first apply to the Graduate School. Priority is given to students who have not previously received Summer funding.

NB In cases where a particular language is not taught at Brown, or where there is a need for students to have deeper immersion in a language, the department will consider applications for online learning or for travel support; in the latter case, there must be a demonstrated research connection which necessitates travel to study the language outside Brown, either at an institute such as Middlebury, or in a country where the language is spoken. (Support will not be available for travel simply to fulfill a language requirement.)

To fulfil the first and second language requirement, students are encouraged to make use of classes offered at Brown during the semester or over the summer.

4. As a group, graduate students are invited to bring up to two visiting speakers per year for a talk and potentially also a workshop. The department will pay for travel and lodging expenses, as well as a modest honorarium.

5. The department will now cover up to $1000 for one trip to the MLA for the job search.

DOMESTIC EXCHANGE PROGRAMS, TRAVELING SCHOLARS AND LEAVES OF ABSENCE

Cross-Registration at Harvard
There is a long-standing agreement between Harvard and Brown to allow cross-registration of graduate students in courses without paying tuition to the host institution. Students in the Department of Hispanic Studies may take up to two courses at Harvard. After consulting the Harvard website to see what courses are being offered, interested students should enroll in the Exchange Scholar program (see below) and obtain the appropriate forms from the Registrar's Office and obtain the signatures of the DGS of each graduate program and from the Graduate School. Names of courses taken at Harvard, the name of the professor as well as the grades received will be recorded on the student’s permanent record at Brown. All arrangements concerning tuition, fees, and health and insurance plans are those already in force between the student and Brown, but Harvard academic regulations (including registration and grading) are applied.

Exchange Scholar Program
Brown participates in an Exchange Scholar Program that enables advanced graduate students to study in the graduate school of participating institutions, including the University of California at Berkeley, the University of Chicago, Columbia, Cornell, Harvard, the Massachusetts Institute of Technology, the University of Pennsylvania, Princeton, Stanford, and Yale. The
exchange provides graduate students with the opportunity to draw upon the particular strengths of the exchange institution and to explore their discipline from a different perspective.

The Department of Hispanic Studies allows students to participate in this program for one semester. Research conducted with faculty members at one of the institutions above will be registered on the academic record and official transcript at Brown. Students are eligible to be Exchange Scholars only after completing an academic year of study in a doctoral degree program at Brown. Participating students will be registered as Exchange Scholars with Brown and will hold special non-degree status at the host institution. For more information please visit the Exchange Scholar Program website: https://www.brown.edu/academics/gradschool/exchange-scholar-program

**Leaves of Absence**
During the course of graduate study a student may need to request a leave of absence. Leaves of absence are normally granted for one to two semesters. To extend a leave of absence for a second year, students must file extensions with the DGS prior to the expiration of their leave. Students who do not file extensions will receive a warning from the Graduate School and may be automatically withdrawn from the graduate programs.

Students on a probationary or personal leave do not normally have access to the library or other facilities, including the University’s electronic resources. Upon presentation of a petition, a student may, with justification, and support of the DGS, request one year’s extension of privileges. If the student is an alumna/us (such as a master’s degree holder) he or she may use the library under that status. Borrowing privileges may also be purchased for a nominal fee. All leaves except probationary and personal leaves allow students to extend the terms of their guaranteed funding and should not affect their academic progress or standing. For more information on leaves of absence please visit: https://www.brown.edu/academics/gradschool/leaves-absence

For information specific to medical leaves please visit: https://www.brown.edu/about/administration/student-life/student-support-services/medical-leaves

**PROFESSIONAL DEVELOPMENT**

Brown University and the Department of Hispanic Studies are committed to providing students with training in professional development from their first years of graduate study. The department regularly offers workshops on such topics as scholarly publication, syllabus preparation, and the job market. Students should attend these workshops from early in their studies. They are also encouraged to take advantage of the programs and workshops provided by the Sheridan Center for Teaching and Learning and the Swearer Center for Public Service. The department also strongly advises students to build a diverse teaching portfolio as they gear towards the job market (see Teaching above).

**STUDENT AND ACADEMIC SUPPORT**
Please inform the DGS and your professors if you have a disability or other condition that might require accommodation or modification of any course procedures. As part of this process, you should be registered with Student and Employee Accessibility Services (SEAS) and provide an academic accommodation letter from them. For more information, contact SEAS at 401-863-9588 or SEAS@brown.edu.

Brown has several wellness and support resources that students can draw upon:

- **Student Support Services** supports the Administrator-On-Call system, which provides 24-hour crisis services for all Brown students with personal or family emergencies: 401-863-4111. Student Support Deans are available by appointment to consult with individual students about their personal concerns during the university’s working hours. For an appointment, call: 401-863-3145 or go to: https://www.brown.edu/about/administration/student-life/student-support-services.

- **Student and Employee Accessibility Services (SEAS)** coordinates and facilitates services for students with physical, psychological, and learning disabilities, and temporary injuries (20 Benevolent Street, 1st floor). https://www.brown.edu/campus-life/support/accessibility-services.

- **Counseling and Psychological Services (CAPS)** provides free confidential counseling (J. Walter Wilson, Room 516, 401-863-3476). CAPS offers Saturday appointments for graduate students from 9 am to 4 pm during the academic year at Health Services, 13 Brown Street. https://www.brown.edu/campus-life/support/counseling-and-psychological-services.

- **The Office of Institutional Diversity and Inclusion (OIDI)** serves as a critical leader, resource and support in promoting and sustaining more inclusive and diverse learning and working environments at all levels at Brown. OIDI supports Brown’s goals related to equal opportunity, diversity and inclusion through compliance, accountability, fostering academic diversity and promoting diversity and inclusion. The OIDI is housed at University Hall room 418, phone number 401-863-2216. For more information please visit: https://www.brown.edu/about/administration/institutional-diversity/about.

- Located on the third floor of the Stephen Roberts Campus Center, the LGBTQ Center, established at Brown in 2004, provides a comprehensive range of education/training, cultural, social and educational programming, support services and advocacy services to the entire Brown Community. The Center works to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, transgender, queer, 2spirit and questioning students, faculty, and staff, their families and friends, and the campus community at large. For more information visit https://www.brown.edu/campus-life/support/lgbtq/.

- Maria Suarez, Associate Dean of Student Support in the Graduate School, is dedicated to serving master’s and PhD students. Dean Suarez is housed at Horace Mann 110. You can contact Student Support at 401-863-1802 or email maria_suarez@brown.edu

- **SHARE Advocates** are available to help students affected by sexual violence. For non-emergency care and concern, call 401-863-2794 to schedule an appointment or visit their website brown.edu/bwell. In crisis situations, call the Sexual Assault Response Line 401-863-6000; 24/7 confidential crisis support is available for any Brown student dealing with sexual assault. The on-call counselor is also available to accompany a survivor to the hospital.
Additional resources for students’ academic and personal lives can be found on the Graduate School website: https://www.brown.edu/academics/gradschool/about/graduate-student-resources