

HEC Board Summary

- a. Division of Spanish and Portuguese Studies, Department of Romance Languages and Literatures.
- b. College of Arts and Science
- c. Bachelor's Degree in Spanish; Master's Degree in Hispanic Studies
- d. The history of the last review is rather complex. The Department of Romance Languages and Literatures finished its Self-Study in November 1993 and the site visit and evaluation concluded in 1994. RLL was separated into the Division of Spanish and Portuguese Studies and the Division of French and Italian Studies in 1995. In fall 1998 admission to the graduate programs of both divisions was suspended, finalizing the 1993-94 review.
- e. SPS at the University of Washington is devoted to the study and teaching of the Spanish and Portuguese Languages and the literature and cultures of the nations that speak them. Hispanic Studies emerged in the early 19th century with the consolidation in Europe of a notion of national literatures. The founding father of American Hispanism was George Ticknor, a professor of French and Spanish languages and literatures at Harvard in the 1830s. His monumental *History of Spanish Literature* (1849) set the standard for Hispanic scholarship in this country for the rest of the century.

Through the 1930s Spanish language and literature was represented in American universities in departments of Modern Languages, Romance Languages or Spanish and Portuguese, but it was not until the influx of Spanish Republican exiles from that country's civil war (1936-39) that American Hispanism acquired considerable intellectual stature and standing, and attracted increasing numbers of students. Logically their influence oriented these departments more heavily toward Spain. Successive waves of Latin American scholars and writers fleeing the dictatorships in Chile, Argentina and Uruguay enriched Hispanic studies in the US in similar ways, tipping the balance toward Spanish America.

The University of Washington has been teaching Spanish since the 1890s. For most of the 20th century its home was in the Department of Romance Languages and Literatures. For three decades prior to the closing of the graduate program in 1998 the Spanish wing of RLL was considered among the half dozen best departments on the Pacific coast, and was widely regarded as the premier Spanish program west of Minneapolis and north of Berkeley. Ten years ago the Division of Spanish and Portuguese had eleven tenured or tenure-track faculty. Today it has five. Yet enrollments have grown (we teach nearly 5000 students each year), and we have the second largest number of majors of all eight language and literature units in A&S. We are rebuilding the department. The deans have authorized us to make two new tenure-track appointments this year, and we are vigorously pursuing development opportunities in our community and abroad. We face the future with great optimism.

f. Documentation of continuing need for SPS at the UW

i. Service to the university

- We teach Spanish to nearly 5000 students each year yet we cannot meet demand
- 755 students were denied admission to our classes for lack of space in 2004-05
- Despite rigorous competitive admission standards we have the second largest number of majors of all UW language and literature departments (112 in 2004-05)
- Students double major between Spanish and 25 other units on campus (fall 2005)
- SPS has been first among UW language and literature departments in number of BAs awarded in 11 of the last 12 years
- 74% of Spanish majors are women; 44% are ethnic minorities (2004-05)
- We have the greatest number of minors in A&S (58 in fall 2005)
- Our MA program has 100% completion rate since being reinstated fall 2001

ii. Service to the community

- Since 1999 SPS students have provided over 3000 hours of service to the community through our Service Learning program
- 5566 secondary school students have taken Spanish 103, 201, 202 and 203 in their schools through our UW Spanish in the High Schools program
- A considerable percentage of Washington State teachers of Spanish in primary and secondary schools as well as community and four year colleges are graduates of our degree programs (precise data not available)
- SPS sponsors a number of cultural events –lectures, readings, concerts, conferences, art exhibits, theater productions-- each year that are free and open to the public
- The Spanish government has invested in the department, opening a Spanish Studies Center (2000) and a branch of the Cervantes Institute (2006) in SPS, with significant outreach into K-12 and the community
- Through our events and special courses we serve the needs of the Hispanic community, the fastest growing minority in the state and the nation

g. Learning Goals and Assessment

Outcome 1: Students will demonstrate oral, writing, and reading proficiency at the Advanced Level as defined by ACTFL standards.

Means of assessment: 1) Modified oral proficiency exam, 2) writing and reading assignments in 400-level courses evaluated using ACTFL standards.

Outcome 2: Students will demonstrate knowledge of the cultures of Spain, Spanish America and US Latinos.

Means of assessment: 1) course assignments at the 400-level.

Outcome 3: Students will demonstrate linguistic and cultural proficiency in the 5 C's for language studies in Spanish as defined by the National Foreign Language Standards.

Means of assessment: 1) demonstration of ability to comply with NFLS requirements at the 400-level, as assessed by Spanish faculty.

Outcome 4: Students will demonstrate knowledge of terminology and concepts related to the study of literature and literary criticism and will be able to apply them to the critical analysis of works from Spain, Spanish America, and US Latinos.

Means of assessment: 1) critical essays submitted in 400-level courses.

Outcome 5: Students will demonstrate the ability to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world.

Means of assessment: 1) Survey on attitudes for seniors, 2) Survey of alumni on attitudes and experiences after graduation.

Outcome 6: Students will demonstrate competence necessary for continued graduate study and/or employment in a variety of fields related to the Spanish language and literary and cultural studies.

Means of assessment: 1) Alumni surveys regarding placement.

h.

	2003	2004	2005
Number of undergraduate majors graduating from SPS in each of last three years	63	59	61
Number of Master's degrees granted in each of the last three years	3	7	5
Number of doctoral degrees granted in each of the last three years	1	0	0

- i. Strategic planning and the setting of goals is an organic process in Spanish and Portuguese Studies. We drew up our first Strategic Plan in 2000, and followed it with a half-day retreat in 2002. This fall (2005) we created a development plan designed to fund two endowed chairs, establish scholarships for undergraduate and graduate students, and expand distance learning through technology. For the most part, though, the process is more decentralized and spontaneous. We

envision new directions for our department through ongoing conversations in faculty meetings, on committees, and in the halls. We also study “best practices” at universities across the country.

We have just launched a \$5.5 million dollar campaign to create the Center for the Study of Spain and Latin America, with SPS as the hub of a network that reaches across campus through relations with other units, into the community through the Spanish Studies Center and the Cervantes Institute, and across the world through partnerships with universities in Spain and Latin America. It is our ambition that this will become a reality in the next four to six years.

In that same period we hope to see our graduate programs grow and prosper. We are considering instituting a Master’s in Teaching Spanish as a Second Language. We feel it is an academic imperative to reestablish the PhD in SPS as a logical outgrowth of our current programs. Our BA prepares students to pursue graduate study as well as to join the workforce, and our MA is designed specifically to give students the knowledge and skills necessary to ensure successful completion of the doctorate. A PhD program in Spanish at the University of Washington would serve the state as well as the discipline by providing advanced training in Hispanic literary and cultural studies.

SPS aspires to become a national leader in web-assisted instruction of Spanish. We were pioneers of blended teaching when we established Spanish 110-web in 2001. This year we have piloted intensive web-enhanced courses at the second and third year levels, using the Cervantes Institute’s on-line curriculum. We have initiated discussion with the Cervantes to write textbooks to accompany their web instructional materials and market them in the US.

With the help and encouragement of the College of Arts and Sciences and the support of our community and international partners we expect to strengthen and deepen our capacity for research, our resources for teaching, and our outreach to our constituencies over the next decade.