I. Narrative Description of the Status of the Discipline from a National Perspective

Preparing students for successful careers in the modern global economy is the ultimate objective of any competitive higher-education institution. Demographic trends and their impact on the economy, particularly here in the U.S., underscore the critical importance of the College of Charleston’s Department of Hispanic Studies in equipping students for life after their undergraduate careers. Therefore, the strong demand for and importance of providing all levels of Spanish and Portuguese instruction will persist at colleges and universities nationwide, and the Department of Hispanic Studies, the School of Languages, Cultures and World Affairs, and the College of Charleston must continue to prepare and respond strategically and in accordance with proven pedagogical approaches while carefully considering national trends.

According to the U.S. Census Bureau’s most recent report dated July 1, 2013, approximately 54 million Hispanics resided in the U.S. at that time, or 17% of the country’s total population. In the period between July 1, 2012-July 1, 2013, the population of Hispanics in the U.S. increased by 1.1 million. The same agency predicts that by 2060, the Hispanic population in this country will reach 128.8 million or 31% of the U.S. population. Since 1970, the Hispanic population in the U.S. has increased six fold; and during the decade of 2000-2010, the same population increased by 15.5 million, or from 1 in 8 persons to 1 in 6.
After becoming the largest minority group in the U.S. in 2000, the U.S. Latino population continues to grow. Currently, Mexico is the only country of the 21 Spanish-speaking nations in the world with more Hispanic residents than the U.S.

**Hispanics: 1970 to 2050**

Demographic trends in South Carolina are also remarkable: the state’s Hispanic population almost tripled in the decade of 2000-10, and according to the Selig Center for Economic Growth of the Terry College of Business at the University of Georgia, in 2012 South Carolina Hispanics exercised a purchasing power of $4.4 billion, 80% of which is spent within the State. The Palmetto State still ranks among the 10 fastest growing states in the nation for Hispanic buying power and population growth. In 2010, approximately 41% of S.C. Hispanics were homeowners.

From 2000-2007, S.C. had the second largest growth rate of Hispanics in the U.S. (45.5%), and the first in the year 2008, according to the U.S. Census Bureau. There is currently an estimated 204,000 Hispanics residing in the Palmetto State, or 4.7% of the total S.C. population. In addition, 76% of S.C. Hispanics speak Spanish at home.
Many U.S. Latinos continue to preserve their Spanish language nationwide. The Pew Hispanic Center’s July 23, 2013 report observes that 68% of Hispanic adults regularly obtain news in Spanish, and overall the number of Spanish news media consumers is growing due to the overall increase in the number of Hispanics in the U.S. The U.S. Census Bureau reports that a record 35 million U.S. Hispanics age 5 and older speak Spanish at home, which is an increase from the previous 25 million in the year 2000, and 10 million in 1980. 82% of Latino adults speak Spanish, and 95% emphasize the importance for their future generations to speak the language. According to Market Segment Research, approximately 60% of U.S. Hispanics speak Spanish all the time, with another 33% speaking Spanish at least 50% of the time. Only 4% of U.S. Hispanics claim never to speak Spanish. Hispanics spend an average of 17.3 hours per week watching Spanish language television, 12 hours listening to Spanish language radio, 1.6 hours reading Spanish language magazines and 1.2 hours reading Spanish language newspapers; compared with 11.6 hours watching English language television, seven hours listening to English radio, 1.7 hours reading English magazines and two hours reading English newspapers. In addition, the Pew Research Center in its August 13, 2013 reported that Spanish at the time was the “most spoken non-English language in the U.S.”

The aforementioned Selig Center for Economic Growth reported that Hispanic purchasing power in the U.S. was $1.2 trillion in 2012, and by 2015 it was expected to approach $1.5 trillion while growing faster than the purchasing power of African-Americans, Native Americans and
Asians. In the first quarter of 2012, U.S. Latinos accounted for 11% or $2.2 billion of total e-commerce purchases made across the U.S. The Hispanic advertising industry is growing 4X faster than all other sectors of advertising with a current industry of approximately $5 billion. The U.S. Hispanic market currently reflects a larger GDP than the economies of all but 14 countries worldwide.

Across the globe, there are approximately 400 million native speakers and 500 million people who know how to speak Spanish. A native language in 21 countries, Spanish is also the second most natively spoken language in the world (Mandarin Chinese is 1st), the 3rd most commonly used language on the Internet (behind English and Mandarin), one of the six official languages of the United Nations, and it is an official language of the European Union and Mercosur.

Map of the Spanish-speaking world.
Such national and regional demographic trends are reflected in the number of students in our basic Spanish language program and our program’s majors and minors: 466 total at the conclusion of the spring 2015 semester.

National trends also show that the demand for Portuguese language instruction is on the rise and due mainly to the extremely important, economic powerhouse to our south: Brazil. For 2015, the International Monetary Fund cited Brazil as the 8th largest in the world behind only the U.S., China, Japan, Germany, the U.K., France and India. And the U.S. Department of Agriculture projects Brazil as becoming the 6th largest economy in the world by 2030. U.S. students who pursue International Studies, Business, Finances, Economics and Marketing recognize the important of bolstering their careers with Portuguese language and culture.

Portuguese is the 7th most natively spoken language in the world, and generally considered the 6th most widely spoken with over 200 million native speakers of Portuguese.

With regard to national program trends, three will be noted for this year’s departmental annual report:

1) Program Curriculum
2) U.S. students studying abroad
3) Community engagement
Program Curriculum

Two reports by the Modern Languages Association (2009: "Report to the Teagle Foundation on the Undergraduate Major in Language and Literature"; 2007: "Foreign Languages and Higher Education: New Structures for a Changed World") reflect the changing global landscape while recognizing the need for university curricula reassessments of the English and language majors. And although both studies emphasize the importance of language and literature as central components of language programs, they also acknowledge the following:

At once structured and flexible, the major in language and literature should follow an integrative, synergetic model responsive to the demands of technological innovation and the realities of globalized societies. The major also needs to accommodate the explosion of disciplinary knowledge that, in language and literature as in other fields of study, creates daunting challenges while giving rise to new opportunities.
("Report to the Teagle Foundation" 2)

Boasting the most comprehensive and largest undergraduate program in Spanish in the southeast, the Department of Hispanic Studies at the College of Charleston acknowledges its important responsibility to reassess periodically its curriculum to ensure that students are optimally prepared for the ever-changing global communities of the 21st century while also recognizing progressive curricular trends at other U.S. higher education institutions that are also responding to career needs of today’s student. The College of William and Mary (http://www.wm.edu/as/modernlanguages/hispanic/undergrad/concentration/index.php) and the University of Minnesota (see http://spanport.umn.edu/assets/pdf/SpanmajorplanningDec11.pdf), among others, are good examples of progressive institutions that have responded to the aforementioned demands and reflect a growing trend among well-established language programs across the country.

In addition, Ph.D.s in our respective fields increasingly represent non-traditional areas that complement the aforementioned interdisciplinary trends, yet our department’s curriculum often struggled to accommodate the innovative disciplinary landscape that continues to emerge and evolve. In fact, as a "work-around" approach to respond to this reality, over the past few years our department has increasingly offered 400-level special topics courses. However, and as outlined in Part III of this report, the more logical move for our department was to respond with more comprehensive curricular adjustments that were ultimately approved by the College of Charleston in spring 2015 and will be in effect August 2015.

U.S. Students Studying Abroad

On November 17, 2014, the Institute of International Education released its latest “Open Doors” report, which was supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State. Referring to “U.S. Study Abroad Trends,” the report noted that 289,408 U.S. students studied abroad for academic credit during AY 2012-13, which was a 2.1% increase from the previous year. Over the past 15 years, U.S. student participation in study
abroad has more than doubled. Among the major fields of study for these same students, “foreign languages” ranked #6 (up one from the previous year) for the total number of U.S. students who study abroad. Of the top 25 leading destinations listed for U.S. study abroad students, eight countries for Spanish and Portuguese languages were included: Spain (#3), Costa Rica (#7), Argentina (#12), Brazil (#14), Mexico (#15), Ecuador (#17), Peru (#20) and Chile (#21). Clearly the Department of Hispanic Studies at the College of Charleston plays an indispensable role in this trend.

Community Engagement
“Community engagement” (CE) refers to what many language programs feature as service learning, community-based learning, community-based research, internships and/or volunteerism, among other academically-enriching activities. Over the years, increasing attention has been focused on the critical importance of CE with language learning, and given the demographic trends in the U.S., even many smaller language programs have successfully adjusted their curricula to accommodate this important component. In fact, the CE trend has become so pervasive that in June 2013 the prestigious academic journal Hispania dedicated an entire “Special Focus Issue” to “The Scholarship of Community Engagement.” Such a trend, as will be addressed further below in the “Program” section, continues to be part of the curriculum of the Department of Hispanic Studies.

II. Program

The mission of the Department of Hispanic Studies is to offer students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish and Portuguese languages, literatures and cultures of the Hispanic and Lusophone worlds. More specifically, the department aims to:

- Ensure that students at the College of Charleston acquire sufficient knowledge of the language to build proficiency.
- Enhance the education of students who are not Spanish majors by providing them with language skills that complement their chosen major.
- Teach understanding and appreciation of Hispanic and Luso-Brazilian cultures, and provide knowledge about the literary and intellectual achievements of these worlds.
- Provide opportunities for study abroad in areas where Spanish and Portuguese are spoken.
- Play a leading role in the internationalization of the College of Charleston curriculum.
- Provide opportunities for students of Spanish to use their skills in the community in service learning and internship environments.
- Prepare majors and minors for success as professionals in career fields related to Spanish.
• Work with the School of Education to prepare Spanish language teachers both substantively and pedagogically for the South Carolina school system.

• Promote articulation between secondary schools and the College in the teaching of Spanish.

• Provide opportunities for continuing study of Spanish at the graduate level for language teachers and other professionals.

• Provide students with the opportunity to study the effects that language has in all disciplines and everyday situations through the Interdisciplinary Linguistics Minor Program.

• Provide students of LACS and LACS and European Studies concentration (within the International Studies program) an introduction to the region from an interdisciplinary perspective.

As revised February 2013, The College of Charleston’s Strategic Plan (http://www.cofc.edu/strategicplan/index.php) summarizes five “goals”, four of which are directly linked to our department’s own mission and aforementioned objectives:

• Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.

• Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.

• Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.

• Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.

Hispanic Studies courses in service learning (Spanish 400, offered each spring) afford students invaluable "experiential learning" opportunities in our local Charleston communities while engaging them with the growing Hispanic population, and thereby contributing to the "well-being of the region." Beyond these courses, our department’s multiple student organizations—Spanish House/Casa Hispana, Spanish Club, Portuguese Club, Hispanic Latino Club and the National Collegiate Hispanic Honor Society—execute various activities throughout the academic year that connect students in meaningful ways while complementing our academic programs. Poetry recitals, faculty lecture series, language conversation tables, films, cultural festivals,
sponsored guest lectures, among other events, help "establish and promote a vibrant campus-life atmosphere" as specified by the College’s Strategic Plan.

Also, underlying every course taught in Hispanic Studies—from basic language through advanced courses in linguistics, literature, civilization and culture—is an intrinsically interdisciplinary approach of instilling in our students the perspectives necessary for addressing effectively the many issues they will confront regionally and globally upon graduation. From Portuguese 101 through Spanish 499, language is interwoven with related culture, history, politics, business, economics and society. Our disciplines in the Department of Hispanic Studies have always been the quintessential fertile ground for cultivating these global, interdisciplinary perspectives. And with the recently approved overhaul of our curriculum for the Spanish major and minor programs effective August 2015, our department has taken yet another strong step in expanding the scope of our interdisciplinarity.
III. Narrative Summary and Analysis of Departmental or Program Accomplishments

As noted in the section “Program Curriculum” on page 6, the Department of Hispanic Studies successfully proposed an overhaul of its Spanish major and minor curricula in response to various trends in higher education as well as a careful, comprehensive assessment of its own major and minor programs. The process began at the departmental level in August 2013 and concluded February 2015 with college-wide approval through the Faculty Senate. The following summarizes the department’s final changes to the Spanish major and minor effective fall 2015 semester:

**Spanish Major**

- Addition of a new one-credit hour elective: Spanish 275-C
- Add Spanish 316 (Applied Spanish) and 317 (Introduction to Spanish for Business) as options for current 313 and 314 requirement
- Replace 361, 362, 371 and 372 with new course: Spanish 366
- Replace the requirement of two lit survey courses with 366
- Change pre-requ of Spanish 366 from 320 to 313 & 314 to coincide with Level 3 (see page 11)
- Change name of Spanish 320 to "Introduction to Critical Analysis" and modify course description
- Replace all 400-level literature courses with Spanish 490
- Add a new senior capstone course: Spanish 495 (takes the place of one of the eliminated 300-level survey courses)

**Spanish Minor**

*Only two variations from aforementioned changes to the major:*

- Level 3 (see page 11) provides the option of 2 courses of 4 of the following: 333, 344, 366 and 381.
- No senior capstone course.
Department of Hispanic Studies
Spanish Major Requirements (36 credit hours)

Level 1
3 credit hours
Spanish 275 (pre-requisite: SPAN 202)
Optional (elective): Spanish 275-C, one credit-hour

Pre-requisite for Level 2: Level 1, SPAN 275.

Level 2
6 credit hours
Take 6 hours of the following:
Spanish 313, 314 or 328 (or 312 Spanish as a Heritage Language), 316, 317 and 350

Pre-requisite for Level 3: Level 2.

Level 3
15 credit hours
Take all 5 of the following:
Spanish 320, Intro to Textual Analysis
Spanish 333, Topics in Hispanic Cultures
Spanish 344, Advanced Grammar and Lexicon
Spanish 366 or 367, Select Readings (pre-requisite: SPAN 320)
Spanish 381, Introduction to Spanish Linguistics

Pre-requisite for Level 4: Completion of Level 3 not required since specific pre-requisites apply.

Level 4
9 credit hours
Three elective 400-level courses: one in literature, one in linguistics and one free elective.

Pre-requisite for Level 5: one 400-level course

Level 5
3 credit hours
Spanish 495: Senior Capstone (offered spring and fall)
Spanish Minor Requirements (18 credit hours)

Level 1
3 credit hours
Spanish 275 (pre-requ: SPAN 202)

Optional (elective): Spanish 275-C, one credit-hour elective

Pre-requisite for Level 2: Level 1, SPAN 275.

Level 2
6 credit hours
Take 6 hours of the following:
Spanish 313, 314 or 328 (or 312 Spanish as a Heritage Language), 316, 317 and 350

Pre-requisite for Level 3: Level 2

Level 3
9 credit hours
Spanish 320

Take 2 different courses of the following:
Spanish 333, Topics in Hispanic Cultures
Spanish 344, Advanced Grammar and Lexicon
Spanish 366 or 367, Select Readings (pre-requisite: SPAN 320)
Spanish 381, Introduction to Spanish Linguistics
Business Language Minor in Spanish (18 credit hours)

SPAN 275, Spanish Skills Review
Prerequisite: SPAN 202 or placement (entering students with 5 yrs of school Spanish will be placed in SPAN 275).

One course selected from:
Spanish 313, 314 or 328 (or 312 Spanish as a Heritage Language), 316.
Prerequisite: SPAN 275 or permission of the instructor

SPAN 317, Introduction to Spanish for Business
Prerequisite: SPAN 275, or permission of the instructor

NB: Students are encouraged to take 313 (or 312 or 314 or 316 or 328) and 317 concurrently, whenever possible.

SPAN 318, Spanish for International Business
Prerequisites: One course selected from:
Spanish 313, 314 or 328 (or 312 Spanish as a Heritage Language), 316.

and SPAN 317, Introduction to Spanish for Business, or permission of the instructor.

SPAN 333*, Topics in Hispanic Cultures (*Must cover a contemporary topic. Permission of the Chair of Hispanic Studies required.)

Prerequisites: Take 6 hours of the following: Spanish 313, 314 or 328 (or 312 Spanish as a Heritage Language), 316, 317 and 350

NB: Students are encouraged to take SPAN 318 and SPAN 333 concurrently, whenever possible.

SPAN 418, Advanced Spanish for Business Communication
Prerequisites: SPAN 317 and 318, or permission of the instructor
New SPAN courses, titles and descriptions

effective fall 2015

**Spanish 275-C, Spanish Skills Review Conversation Supplement (1)**
Optional one-hour weekly sessions for additional listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in the corresponding review course.

*Note: A "C" course may be taken only in conjunction with the same numbered course in which the student is currently enrolled. "C" course credit may not be applied to fulfill the language requirement nor may it count in the major or minor.*

**Spanish 320, Introduction to Textual Analysis (3)**
A preparatory course for students pursuing advanced work in literature and in related areas. The course provides a solid introduction to the analysis of traditional literary genres and may include other modes of artistic discourse, such as visual texts.

**Spanish 366, Select Readings in Spanish America (3)** (substitutes lit surveys: 371 & 372)  
*PR: Span 320 or instructor permission.*
An introductory study of literary texts that represent one or more periods, regions and/or genres in Spanish America. *May be repeated when topic varies.*

**Spanish 367, Select Readings in Spain (3)** (substitutes lit surveys: 361 & 362)  
*PR: Span 320 or instructor permission.*
An introductory study of literary texts that represent one or more periods, regions and/or genres in Spain. *May be repeated when topic varies.*

*(Spanish 390 would be an alternative when the “readings” are not exclusive to Spain or Spanish America; i.e., transatlantic.)*

**Spanish 492, Seminar in Hispanic Studies (3)**
Intensive studies in the Hispanic world focused on cultural production such as Chicano literature, film, etc. *May be repeated when topic varies.*

**Spanish 493, Seminar in Spanish Literature (3)**
Intensive literary studies with focus on a particular period, region and/or genre in Spain. *May be repeated when topic varies.*

**Spanish 494, Seminar in Spanish American Literature (3)**
Intensive literary studies with focus on a particular period, region and/or genre in Spanish America. *May be repeated when topic varies.*

*For 490, 492, 493, and 494, pre-requisites will be 320 and 366 or 367 or 390 when designated a “readings” class.*
Spanish 495, Senior Capstone (3)
An in-depth study of pan-Hispanic issues, culminating with a final research project.

All named 400-level literature courses will be deactivated effective fall 2015: SPAN 451, 452, 453, 454, 455, 456, 457, 458, 459, 473, 474 and 475.

In the spirit of these curriculum changes, the department also reassessed its standardized textbook for the Spanish 202 course, the final class in the required foreign language general education sequence for Spanish. Under the direction of Professor Devon Hanahan, a Textbook Adoption Committee comprising seven faculty members spent the entire spring 2015 semester evaluating every relevant textbook on the market, and ultimately selected Facetas by Vista Higher Learning to pilot in all Spanish 202 sections during the 2015-16 academic year.

During the 2014-15 academic year, the Department of Hispanic Studies continued to offer a dynamic academic program via a large corps of very experienced, diverse and highly qualified faculty members during the 2014-15 academic year: 46 total teaching faculty that included 22 adjunct professors and 24 roster faculty, representing 12 different countries, excluding the U.S. As outlined ahead, we consistently and actively engaged students both inside and beyond the classroom, we generously collaborated with other departments and programs through the offering of First Year Experience (FYE) Seminar and Learning Communities, Literature in Translation, Honors, Latin American and Caribbean Studies (LACS), Linguistics, M.Ed. and Students Needing Access Parity (SNAP) courses, and we directed College of Charleston study abroad programs, among numerous other important academic-related activities and accomplishments throughout the 2014-15 academic year. Historically and consistently, Hispanic Studies accomplishes all of this while maintaining some of the lowest instructional costs among departments at the College: $151 per student credit hour according to the latest Delaware Cost Data available (fall 2013/FY 13-14); only the Departments of Mathematics and History were less expensive that same year at $148 and $140 per student credit hour respectively. Despite these bargain instructional costs for the institution, the Department of Hispanic Studies its faculty continue to be ambitious, innovative, flexible and enterprising with our programs and diverse curriculum while maintaining the ultimate goal of adequately preparing our students for the modern global community.

As noted earlier, the offering of a service learning class--Spanish 400, Dr. Rodríguez Sabater--during the spring 2015 term, exemplified the "experiential learning" identified in one of the goals of the College’s Strategic Plan. This course engaged students with our local Hispanic community through service to migrant works and various medical, legal, and educational contexts and is an excellent annual example of our department's conscientious participation in the national "Community Engagement" (CE) trend described previously.

Our department was also active in the First Year Experience (FYE) program by collaborating in FYE Learning Communities in both Portuguese and Spanish courses taught by Professors Devon Hanahan, Jose Moreira, Luci Moreira and Allison Zaubi.

Further demonstrating our responsiveness to curricular demands and the academic interests and needs of our Spanish majors and minors, Hispanic Studies offered multiple special topic courses
(Spanish 490) during the 2014-15 academic year: "Spanish American Fictions of the 21st Century: the Role of Mass Media in a Global Consumerist Era" taught by Dr. Lola Colomina; “Early Modern Theater and Visual Culture in Madrid” by Dr. Carl Wise; and “Gender, Identity and Hope in 20th-Century Spain” by Dr. Mark Del Mastro. Each of these courses presented students with unique angles and skill-sets within the discipline that are not normally addressed in depth within the Spanish major/minor curriculum in place through spring 2015.

For our Spanish 333 “Topics in Hispanic Cultures” course, the following were offered in 2014-15:

Spain: Rise and Fall of the Early Modern Empire  
Cultural Perspectives of Modern History in Hispanic America  
The Dark Side of Music: Chronicles of Latin America  
State of Crisis: Spain in the 20th and 21st Centuries  
Tale of Two Spains  
African Roots in the Hispanic Caribbean

Beyond the variety in topics for the 333 and 490-level courses, the department also continued its generous curricular contributions to other programs:

2) Linguistics Program: LING 125, Barnes, Fall 2014, Spring 2015;  
3) M.Ed. program: SPAN 615, Carrillo-Arciniega, Fall 2014; LALE 690, Martínez-Gibson, Fall 2014; LALE 601, Rodríguez-Sabater, Spring 2015; SPAN 630, Viñas-de-Puig, Spring 2015.  
6) Students Needing Access Parity (SNAP): Zaubi offered select basic Spanish language courses in Fall 2014 and Spring 2015 respectively.

In the fall of 2014, the department held its 2nd annual “Hispanic Studies Distinguished Lecture Series” to highlight prominent scholars and literary figures in the profession and afford members of the College community opportunities to engage with academics from outside of the Charleston area. The Director of the North American Academy of the Spanish Language, Dr. Gerardo Piña-Rosales of the City University of New York, was the featured guest speaker for the event on October 9, 2015. His presentation was entitled “The North American Academy of the Spanish Language: Achievements and Challenges.” During Dr. Piña-Rosales’ visit, students in two different courses enjoyed separate, more intimate guest lectures, which served as another example of our multiple efforts to enhance students’ educational experiences in the department and on campus.
## Enrollment

Statistics for overall HISP student enrollment

### Total Student Enrollment

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### Course Sections Offered

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*Includes Portuguese Literature in Translation

**Includes Spanish Literature in Translation

In its revised 2012 statement, the Association of Departments of Foreign Languages (ADFL) recommends that for “foreign language courses that stress all four skills, the maximum class enrollment not exceed twenty students” (see [http://www.adfl.org/resources/resources_guidelines.htm](http://www.adfl.org/resources/resources_guidelines.htm)). ADFL also notes that "class size must be appropriate for enabling, rather than inhibiting, the kind of effective interaction between teacher and students necessary for developing proficiency in speaking and writing. Smaller class size also leads to greater student satisfaction and retention." Currently, however, the Department of Hispanic Studies has enrollment caps of 22 students in all 101 through 202-level language courses, which still does not meet the ADFL guidelines.
Statistics for Spanish Majors and Minors

College of Charleston

Programs in Spanish

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From spring 2011 to spring 2013, there was a yearly increase in the number of our majors: an overall growth of 14% during that two year period. In addition, Spanish minors grew by 184% from spring 2008 to spring 2013. However, in the spring of 2014, there was a 16% decrease in the number of majors compared to spring 2013, and an additional 9.4% decrease from 2014 to 2015; there was also a 6% decrease in the number of minors from 2013 to 2014, and a 5.5% decrease from 2014-15.

In the fall of 2014, the department openly discussed this recent trend of decreasing Spanish majors, and in response Hispanic Studies Roster Faculty approved a Spanish Minor Adviser program that systematically assigns all Spanish minors to a departmental adviser. The aim of this new approach is to engage our Spanish minors more conscientiously to determine their academic and professional objectives with the hopes of ultimately aiding many with the decision of declaring a second major in Spanish and thereby reverse the relatively recent downward trend. The 2013-14 departmental annual report discussed the possibility of such an advisership program, and we are proud to report that such a program has since been implemented.

Departmental Workload Productivity

One of the ongoing challenges regarding faculty workload relates to distribution of labor as dictated by the ranks of departmental faculty: approximately 46% are adjunct members whose contractual obligations are exclusively tied to teaching duties. This means that the other 54% of our faculty must shoulder the majority of service duties such as the advising of majors, departmental and college-wide committee assignments, community service, etc. A very large, active and progressive department such as HISP logically generates greater service needs and opportunities than smaller departments and programs, yet only approximately 54% of our faculty can be expected to participate in light of the responsibilities of adjunct faculty. Hence greater workload, albeit inadvertently, for our roster faculty.
Another ongoing challenge relates to our successful Portuguese language program that is successful in large part because of the dedication of Dr. Luci Moreira, Associate Professor, and Mr. Jose Moreira, Adjunct Professor. However, and as mentioned in previous annual reports, one permanent faculty member cannot build and sustain a program, despite his/her efforts. Portuguese continues to find itself at an important juncture within the overall mission of international education at the College, especially in light of Brazil’s strong economic presence in this hemisphere. As previously noted, Portuguese language and its cultures will continue to be of great interest and importance for years to come, especially in a business/economic context. Therefore assisting our current faculty members’ efforts to develop further our Portuguese program is an important next step that would be assisted with a joint departmental appointment: HISP/Business, for example, or HISP/Political Science. Such an appointment would also alleviate some of the workload for Dr. Moreira.

**Instructional Costs**

As previously mentioned, the Department of Hispanic Studies continues to rank among the lowest instructional costs at the College: $151 per student credit hour according to the latest Delaware Cost Data available (fall 2013); only Mathematics and History were less expensive that same year at $148 and $140 per student credit hour respectively.

Although we collaborate in the M.Ed. program (approximately one graduate course per semester), HISP does not yet sponsor its own graduate degree, and therefore we are able to focus our curricular energies almost exclusively on our undergraduate programs. Such focus is commendable and a very attractive feature for our undergraduates, but it requires our ongoing efforts to ensure that per-section-limits do not surpass pedagogically beneficial levels as noted previously in "Enrollment." However, and despite our low SCH costs, HISP continues to maximize enrollment capacities in all classes as is feasible. This includes merging and cancelling courses that are unacceptably under-enrolled, which was indeed done diligently in AY 2014-15 as in prior years. Such efforts have clearly had a positive impact on the cost-effectiveness of our programs.

Another factor contributing to the low SCH price in Hispanic Studies, and as noted previously, is that 46% of our department’s professors in 2014-15 are adjunct faculty members who taught over 50% of our department’s classes. No other department in the School of Languages, Cultures and World Affairs relies on adjunct faculty to the level of Hispanic Studies, yet we maintain some of the largest programs in the school as well as contribute generously and consistently to others.

As noted in prior annual reports, there are numerous challenges with over-reliance on adjunct faculty, despite the generally excellent quality of instruction and qualifications of the adjunct faculty currently employed by our department. First, the very nature of adjunct faculty employment poses great instability for any academic program. With contracts limited to a single semester, yearly multiple of our adjunct colleagues find alternate job opportunities that provide greater security. Each year we average a loss of approximately 3-4 adjunct professors, and 4 in 2015, who leave the College for other opportunities. Such workforce instability reinforces inconsistency with the quality of instruction and the overall basic language program and creates hidden costs related to the extra training and mentoring that must be administered for all new hires. A July 25, 2014 report by PBS’s Joseph Fruscione addressed some of the many problems
higher education has created with this trend termed “adjunctivitis”:

Faculty Research, Professional Development and Service

Faculty in the Department of Hispanic Studies continued to be impressively active with research and professional development in the 2014-15 academic year with numerous refereed publications (books, articles, reviews), conference presentations, editorial board service and membership, invited reviews for institutionally-external promotion and tenure cases, national/international council and committee membership with professional organizations, etc. As clarified with the charge for this year’s annual report, details are not included with this document as they are already available in other institutional venues, particularly FAS. However, many details of our faculty’s impressive activities and accomplishments may be found in the 2015 issue of the department’s annual newsletter (see http://spanish.cofc.edu/about/hispanews.php) and in the department’s newsblog (see http://blogs.cofc.edu/spanishnews/).

Future Goals

Select departmental objectives for AY 2015-16:

1) Continue to raise national visibility of the Department of Hispanic Studies regionally and nationally via publicity and collaborative efforts with the LCWA Dean's Office
2) Partially addressing #1, launch our department’s new academic, peer-reviewed journal: Hispanic Studies Review (http://hispanicstudiesreview.cofc.edu/).
3) Continue to build relationships with alumni, and assist with fund-raising efforts of the LCWA Dean and Development Officer
4) Continue to explore ways with the LCWA Dean’s Office to balance faculty workloads in light of issues outlined in this report
5) Increase number of Spanish majors
6) Increase enrollments and continue efforts to expand upper-level course offerings in Portuguese
7) Encourage undergraduate student participation in academic conferences
8) Revisit the possibility of a study abroad requirement for Spanish majors.