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

One of the main goals of any competitive college or university is to prepare its students for successful careers in today’s global economy. In the United States, demographic trends and their economic impact underscore the urgent role of our department with equipping students for life after graduation. Thus, the 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 respond strategically and in accordance with proven pedagogical approaches while carefully considering national trends and the needs of the local, national and international job markets.

According to the U.S. Census Bureau, the U.S. population clock hit 325 million around 6:13am EDT on May 7, 2017, with Hispanics accounting for approximately 57 million of U.S. residents, or 17.5% of this country’s residents. The Pew Research Center reports that since the year 2000, when Hispanics became the U.S.’s largest minority group, they constitute more than 50% of U.S. population growth. The Pew Research Center also forecasts that by 2060, the Hispanic population in this country will reach 119 million or 29% of the U.S. population.

After becoming the U.S.’s largest minority group 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.
In South Carolina, 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. During the period 2000-11, the Palmetto State ranked among the 10 fastest growing states in the nation for Hispanic population growth: tied for #2 with Tennessee.

The U.S. Census Bureau reported approximately 262,000 Hispanics residing in the Palmetto State, or 5.42% of the total S.C. population. In addition, 76% of South Carolina Hispanics speak Spanish at home.
Although the Pew Research Center’s April 20, 2016 report notes that English proficiency has increased substantially among U.S. Latinos since 2002 (see graph on page 4), there are still reportedly 36.7 million Hispanics in the U.S. who speak Spanish at home, thereby classifying Spanish as “the most spoken non-English language in the U.S.”; 3 in 4 or 73% of U.S. Latinos speak Spanish at home.
English proficiency up among young Hispanics since 2000

% among Hispanics

**Ages 5 to 17**

- 2014: 50 Speaks English very well, 37 Speaks only English, Net 88
- 2000: 43 Speaks English very well, 30 Speaks only English, Net 73

**18 to 33**

- 2014: 48 Speaks English very well, 28 Speaks only English, Net 76
- 2000: 39 Speaks English very well, 20 Speaks only English, Net 59

**34 to 49**

- 2014: 35 Speaks English very well, 20 Speaks only English, Net 55
- 2000: 38 Speaks English very well, 18 Speaks only English, Net 53

**50 to 68**

- 2014: 32 Speaks English very well, 20 Speaks only English, Net 52
- 2000: 33 Speaks English very well, 15 Speaks only English, Net 48

**69 and older**

- 2014: 27 Speaks English very well, 16 Speaks only English, Net 43
- 2000: 27 Speaks English very well, 14 Speaks only English, Net 42

Note: Latinos who speak English proficiently are those who speak only English at home, or if they speak a non-English language at home, indicate they can speak English “very well.” Figures may not add to net due to rounding.


PEW RESEARCH CENTER
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 aforementioned Selig Center for Economic Growth reported that Hispanic purchasing power in the U.S. in 2016 surpassed the GDP of Mexico with an amount of approximately $1.4 trillion, or nearly 10% of the total U.S. buying power in that same year. In addition, the U.S. Hispanic market represents the 15th largest of all countries in the world.

Regarding e-commerce, according to a 2015 study by Acosta Sales & Marketing and Univision Communications Inc. and entitled “The Why Behind the Buy,” 50% of Hispanic consumers confirmed purchasing a grocery item online at least once within the year, or 10 percentage points higher than all U.S. shoppers.

The U.S. Hispanic market currently reflects a larger GDP than the economies of all but 14 countries worldwide. Of U.S. Hispanic consumers, Mexican-Americans are the largest group accounting for $797 billion of purchasing power in 2016, followed by Puerto Ricans with $146 billion.
Across the globe, there are approximately 406 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. At the conclusion of the spring 2017 semester, Spanish continued to be the largest minor program on campus with 323 students followed by Psychology. The Spanish major grew in AY 2016-17 with 110 majors at the conclusion of the academic year, which represented a 6% increase from the end of AY 2015-16 when there were 104 majors. The Business Language in Spanish Minor also grew in AY 2016-17 with 26 students at year’s end, compared to 20 the previous year, or a 30% increase.

Portuguese language instruction continues to be essential at CofC due in large part to the importance of Brazil, still the largest country economy to our south despite suffering one of its longest recessions in history. In March 2017, the World Economic Forum listed Brazil as tied with Italy as the 9th largest economy in the world behind only the U.S., China, Japan, Germany, the U.K., France and India.
And Pricewaterhouse Coopers, one of the globe’s largest professional-services firms, issued a report in February 2017 that projects Brazil maintaining its current economic strength through 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.

In an April 2017 report by BBC News Point, Portuguese is listed as the 8th most widely spoken language with nearly 260 million native speakers.

With regard to national program trends, two will be discussed ahead:

1) U.S. students studying abroad
2) Community engagement
U.S. Students Studying Abroad
On November 14, 2016, the Institute of International Education released its latest “Open Doors” report, and in reference to “U.S. Students Studying Abroad,” the report noted that 313,415 U.S. students studied abroad for academic credit during AY 2014-15, which was a 2.9% increase from the previous year. Among the major fields of study, “foreign language and international studies” ranked #4 (maintaining the same position as 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, 8 countries for Spanish and Portuguese languages were included: Spain (#3), Costa Rica (#8), Mexico (#12), Argentina (#14), Brazil (#16), Ecuador (#17), Peru (#21) and Chile (#25). Clearly the Department of Hispanic Studies at the College of Charleston plays an indispensable role in this trend, and in response to the importance of study abroad with foreign language education, the department implemented curricular offering changes in one of our CofC-sponsored programs that is outlined in Section III ahead.

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 highly-regarded 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, Portuguese Honor Society, 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 cultivating in our students the critical perspectives necessary for addressing effectively the many issues they will confront regionally and globally after graduation. From Portuguese 101 through Spanish 499 and graduate courses, language is interwoven with related culture, literature, history, politics, business, economics and society. Our disciplines in the Department of Hispanic Studies have always been the ideal fertile ground for nurturing these global, interdisciplinary perspectives.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

2016-17 represented another ambitious academic year in Hispanic Studies for program assessment, development and related accomplishments.

During the 2016-17 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: 43 total teaching faculty that included 19 adjunct lecturers and 24 roster faculty, representing 11 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, Honors, 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 2016-17 academic year. Historically and consistently, Hispanic Studies accomplishes all of this while maintaining some of the lowest instructional costs among departments and programs at the College: $179 per student credit hour according to the latest Delaware Cost Data (AY 2015-16) available by CoC’s IR department, which is well below the college-wide average of $239 per student credit hour. Despite these economical instructional costs for the institution, the Department of Hispanic Studies and 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. Silvia Rodríguez Sabater—during the spring 2017 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 María Colomina, Devon Hanahan, José Moreira, Luci Moreira, Silvia Rodríguez Sabater, and Sarah Owens.

With the department’s relatively new major and minor curriculum implemented fall 2015, Hispanic Studies continued to offer an impressive variety of courses that presented students with unique angles and skill-sets within the discipline that were not normally addressed in depth within the previous curricular model:

**Fall 2016**

- SPAN 333 La historia de Latinos/as en los Estados Unidos
- SPAN 333 A Tale of Two Spain
- SPAN 366 Indigenismo: Rethinking Modernity in the Andes
- SPAN 367 Power and Gender in Early Modern Spain
- SPAN 493 Modern Theater & Visual Culture in Madrid
- SPAN 494 *Desaparecidos: Derechos Humanos y Neoliberalismo en la Literatura Latinoamericana*
- SPAN 495 CAPSTONE: UNESCO World Heritage Sites
- SPAN 630 Spanish Linguistics for Spanish Teachers
- LTSP 250 Female Identity and Sexuality in Post Civil War Spain

**Spring 2017**

- SPAN 333 Piratas, náufragos y cautivos del Imperio atlántico español
- SPAN 333 Perspectivas Latinoamericanas: el siglo XX desde Latinoamérica
- SPAN 366 Constructing Historical Spaces in Argentine Narrative
- SPAN 367 *Convivencia* and Multiculturalism in Early Modern Spain
- SPAN 491 Pragmatics and Language Learning
- SPAN 492 *Performance y cultura popular en América Latina*
- SPAN 493 Honor and Women in Golden Age Texts
- SPAN 494 The Boom and Post-Boom in Spanish American Literature
- SPAN 495 CAPSTONE: UNESCO World Heritage Sites
- SPAN 630 *Convivencia* and Multiculturalism in Spain
- LTSP 252 Virtual Realities: The Impact of Mass Media in Latin American Fiction

The initial offering of the SPAN 495 Senior Capstone was in fall 2016, and repeated in spring 2017 as taught by Dr. Joseph Weyers.
Beyond the variety in topics for the 333 thru 490-level courses, the department also continued its generous curricular contributions to other programs:

1. **Latin American and Caribbean Studies:** LACS 101, Colomina, Garrett, Owens, Pettway (Fall 2016, 4 sections total; Spring 2017, 4 sections total); LACS 310, Pettway (Fall 2016); LACS 350, Chauca (Spring 2017); LTPO 270, L. Moreira (Fall 2016); LTSP 252, Colomina (Spring 2017).

2. **Comparative Literature:** LTSP 250, Del Mastro (fall 2016) and 252, Colomina (spring 2017).

3. **M.Ed. program:** LALE 603, Pérez-Núñez (Fall 2016) and LALE 601, Rodríguez Sabater (Spring 2017).

4. **The Honors College:** HONS 131/132, Gómez (Spring 2017).

5. **Students Needing Access Parity (SNAP):** Zaubi offered select basic Spanish language courses in Fall 2016 and Spring 2017 respectively.
## Enrollment*

### Total Student Enrollment

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
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<td>106</td>
<td>89</td>
<td>73</td>
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### Course Sections Offered

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<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese (lower)</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
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<tr>
<td>Portuguese (upper)</td>
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<td>Spanish (lower)</td>
<td>132</td>
<td>120</td>
<td>132</td>
<td>127</td>
<td>133</td>
<td>122</td>
<td>131</td>
<td>124</td>
<td>136</td>
<td>128</td>
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<tr>
<td>Spanish (upper)</td>
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<td>37</td>
<td>44</td>
<td>43</td>
<td>37</td>
<td>37</td>
<td>42</td>
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</table>

*Total Portuguese student enrollments AND Portuguese “upper” course sections include Portuguese Literature in Translation. Portuguese “lower” includes all C-classes. Spanish “lower” sections include all C-classes and SPAN 275, including CofC’s semester programs abroad. Spanish “upper” sections include Spanish Literature in Translation and courses offered in CofC’s programs abroad.

In its revised 2012 statement (click here), 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.” 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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<td>Spanish Minors</td>
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<td>399</td>
<td>370</td>
<td>325</td>
<td>323</td>
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<td>Business Language in Spanish Minors</td>
<td>4</td>
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<td>14</td>
<td>20</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

a Includes both Spanish and Spanish Language Education Majors.

b First full year of the Business Language in Spanish Minor.

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, after the spring of 2013 when the combined number of majors and minors reached a record level, the department experienced sustained yearly decreases in both the Spanish major and Spanish minor programs through spring 2016. However, since its inception in AY 2012-13, the Business Language in Spanish minor has enjoyed yearly increases with a record high 26 minors at the conclusion of the spring 2017 term. In addition, and with coordinated and sustained, systematic recruitment efforts by HISP faculty in AY 2016-17, the yearly decrease in majors reversed course: at the conclusion of the spring 2017 term there were 110 Spanish majors (combined SPAN and EDFS), which represented a 6% increase from the previous academic year and matched the total from spring 2015. Assisting departmental recruitment efforts were the Hispanic Studies Faculty Advising Guide and a “Why Study Spanish and Portuguese?” webpage, both of which were established in fall 2016 to assist faculty with mentoring prospective majors and minors.

Portuguese enrollment, on the other hand, has declined over the past 5 years with AY 2016-17 generating some of the lowest numbers in over 10 years. However, based on data generated from 2 different surveys conducted over the past 12 months with our students of Portuguese, it is clear that the lack of a Portuguese minor has disincentivized today’s generation of students who seek a qualification through their college careers—namely, declared majors and minors. Consequently, the newly formed (spring 2016) Portuguese Steering Committee (Mark Del Mastro, Chair; Michael Gómez; Liz Martínez-Gibson; Luci Moreira) drafted and finalized a new
Portuguese and Brazilian Studies Minor that was approved by HISP roster faculty on November 15, 2016, and ultimately approved by the Faculty Senate in spring 2017:

**Portuguese and Brazilian Studies Minor Proposal**

Submitted by the HISP Portuguese Steering Committee:

*Mark P. Del Mastro (Chair), Michael Gómez, Liz Martínez-Gibson, Lucí Moreira.*

The minor in Portuguese and Brazilian Studies is intended to provide students with an opportunity to study the Portuguese language and to familiarize themselves with the many national cultures in which it is the principal language, ranging from that represented by Brazil, the largest economy in Latin America; to Angola, a top-ten African economic force; to Portugal, a country with a rich history of discovery which, similar to Spain, has spread its influence world-wide; as well as to other regions where it is the *lingua franca* or spoken by a significant portion of the population—e.g., Mozambique, Guinea-Bissau, Cape Verde, São Tomé and Príncipe, East Timor, Equatorial Guinea, Goa, Macao and even within the United States (in Rhode Island, Massachusetts, Florida, and California).

As regards the importance of the Portuguese language, the U.S. National Security Education Program has identified it as a critical tongue ([https://www.nsep.gov/content/critical-languages](https://www.nsep.gov/content/critical-languages)). Indeed, it is one of the 60 NSEP preferred languages for their special programs related to preserving national security. As evidence of this, the NSEP offers several opportunities through scholarships to graduate and undergraduate students who are interested in learning languages such as Portuguese and who are willing to work in the field of national security ([https://www.nsep.gov/content/working-government](https://www.nsep.gov/content/working-government)).

Certainly, the Spanish-based language and cultural offerings in our department fill an important niche, however, it is worth noting, along with Professor Rodolfo Franconi of Dartmouth College, that “knowing just Spanish limits [students] to working in only one side of Latin America [at a time when] the Brazilian side is becoming [more and more] appealing […]” ([http://languagemagazine.com/?page_id=3630](http://languagemagazine.com/?page_id=3630)) due to overall global socioeconomic trends.

Research was done on language programs at more than 20 universities (see Appendix 3) to determine variations of the Portuguese minors offered. Institutions such as the University of North Carolina-Wilmington, Northeastern University, UMass Amherst, Florida State University, Rhode Island University, University of South Carolina-Columbia, University of Miami, University of Georgia, Middle Tennessee State, Miami University, University of Florida-Gainesville, The University of Iowa, University of North Carolina, Chapel Hill, Smith College, and Bridgewater State University do offer a minor or major in Portuguese. In order not only to respond to successful disciplinary trends at other institutions that offer Portuguese--a language considered “critical” by the United States Department of State—and bolster our own Portuguese program while addressing the demands of our students, it is time for Hispanic Studies to establish this important new minor program. The aforementioned institutions provide important references on the types of Portuguese minors offered, while also reflecting creativity and flexibility in order to avoid unnecessary expenditures of limited resources, which our proposal also aims to do; at the same time, such creativity and flexibility, as reflected in this proposal, retains the main focus of the intended minor.
The proposed minor addresses both the College’s and the Department of Hispanic Studies’ Mission Statements by providing students with the opportunity to work nationally and internationally with groups such as the Brazilian community and by providing students additional courses to enhance their appreciation and understanding of the diversity that exists in this and in other Portuguese language-based cultures while at the same time becoming more linguistically proficient.

Concerning the demand for such a program of study, College of Charleston students have repeatedly expressed an interest in a Portuguese major or minor due, in part, to the trends outlined above. To be sure, student interest in the sort of Portuguese and Brazilian Studies minor as is described in the current proposal has been on the rise, as it can be seen in the students’ petition, Appendix 4. In the spring of 2016, for example, 33 students signed such a petition. This number has since increased to 48. Such a trend is mirrored in data from the past 15 years, which clearly shows that the Portuguese Program has enjoyed steady enrollments (see Appendix 5 for data from 2010-2016), and with a minor that links both the language and cultural studies of Brazil, the number of enrollments will undoubtedly increase.

Unfortunately, students are obliged to either stop studying Portuguese, or they are dissuaded from beginning at all due to the fact that there is no minor and therefore no means to advance in this area. Indeed, Portuguese is the only language in the School of Languages, Cultures and World Affairs that does not offer either a major or a minor. There are majors and/or minors, for example, in Latin, Greek, Classics, German, German Studies, Russian Studies, Jewish Studies, French and Francophone Studies, Italian Studies, Japanese Studies, Asian Studies, Spanish, Latin American and Caribbean Studies, Linguistics, Business Language minor in Spanish, Business Language Minor in French. Certainly, it is time to remedy this deficiency.

The proposed program does not overlap with other programs that are currently offered at the College. This minor intends to link existing courses related to Portuguese to enhance enrollments and provide students with a unified program of study of a people and their culture. It will not impact other programs because the requirement of this minor is the Portuguese language, and there is no other minor with this requirement.

No special equipment is necessary. The library already has a rich collection of books for this program; therefore, the usual yearly budget afforded to other minor programs will be sufficient.

Currently, the College has professors who teach the existing courses for Portuguese and Brazilian Studies and the Portuguese language, FYE courses for Portuguese culture and study abroad courses. Only two new courses will be offered (PORT 250 and PORT 333, each one every two or three semesters, and they can be covered with the existing faculty).
Proposed Curriculum for Minor in Portuguese and Brazilian Studies

The minor in Portuguese and Brazilian Studies is a multidisciplinary course of study that combines the Portuguese language with courses related to Brazilian and Portuguese civilization, culture, history, and politics, depending on the student’s interest and level of Portuguese skills. The minor can be entirely in Portuguese or a combination of courses in Portuguese and in English.

Requirements
Credit Hours: 18
PORTUGUESE AND BRAZILIAN STUDIES MINOR

A. REQUIREMENTS

Level 1: One to two courses in the Portuguese language

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PORT 201</td>
<td>Intermediate Portuguese I and</td>
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<tr>
<td>PORT 202</td>
<td>Intermediate Portuguese II</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PORT 250</td>
<td>Intensive Portuguese (six credits): NEW COURSE</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PORT 291</td>
<td>Intensive Portuguese for Spanish speakers (three credits)</td>
</tr>
<tr>
<td>OR</td>
<td>Placement</td>
</tr>
</tbody>
</table>

A student who by-passes the courses above via placement would make up those credit hours in either Level 2 or 3 below:

Level 2: Two courses in Portuguese selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT 313</td>
<td>Advanced Portuguese Composition</td>
</tr>
<tr>
<td>and</td>
<td></td>
</tr>
<tr>
<td>PORT 314</td>
<td>Advanced Portuguese Conversation or</td>
</tr>
<tr>
<td>PORT 328</td>
<td>Portuguese Language Study Abroad and</td>
</tr>
</tbody>
</table>

Level 3: Two to four courses selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT 330</td>
<td>Collateral Studies²</td>
</tr>
<tr>
<td>PORT 333</td>
<td>Topics in the Portuguese-Speaking Cultures²: New Course</td>
</tr>
<tr>
<td>PORT 390</td>
<td>Special Topics in Portuguese²</td>
</tr>
<tr>
<td>PORT 498</td>
<td>Independent Studies²</td>
</tr>
<tr>
<td>LTPO 150</td>
<td>Literature in Translation of Portuguese³</td>
</tr>
<tr>
<td>LTPO 250</td>
<td>Literature in Translation of Portuguese³</td>
</tr>
<tr>
<td>LTPO 350</td>
<td>Literature in Translation – A foreign author³</td>
</tr>
<tr>
<td>LTPO 450</td>
<td>Literature in Translation – Comparative Literature³</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>LTPO 270</td>
<td>Brazilian Studies Through Film</td>
</tr>
<tr>
<td>LTPO 280</td>
<td>Studies in Brazilian Civilization and Culture</td>
</tr>
<tr>
<td>LACS 101</td>
<td>Latin American and Caribbean Studies³</td>
</tr>
<tr>
<td>LACS 105</td>
<td>Introduction to Contemporary Brazil⁴</td>
</tr>
<tr>
<td>LACS 400</td>
<td>Independent Studies (if content is related to Brazil)</td>
</tr>
<tr>
<td>HIST 263</td>
<td>Modern Latin America³</td>
</tr>
<tr>
<td>HIST 262</td>
<td>Colonial Latin America³</td>
</tr>
<tr>
<td>HIST 364</td>
<td>Sugar and Slaves in Colonial Brazil³</td>
</tr>
<tr>
<td>HIST 365</td>
<td>Modern Brazil</td>
</tr>
<tr>
<td>HIST 300</td>
<td>The Portuguese Empire</td>
</tr>
<tr>
<td>POLI 351</td>
<td>Politics of Contemporary Brazil</td>
</tr>
<tr>
<td>POLI 340</td>
<td>Politics in Latin America³</td>
</tr>
<tr>
<td>POLI 351</td>
<td>Politics of Contemporary Brazil</td>
</tr>
</tbody>
</table>

¹ This Minor may be a combination of courses taken at CofC and/or abroad with CofC or another university. Students may take courses only in Portuguese or a combination of Portuguese and English.
² Course may be repeated twice under different topics
³ Course may count only if it offers 1/3 of the content on Brazil
⁴ Course only taken abroad

Note: Certain approved special topic courses from other departments may also count toward the minor provided at least 1/3 of the content focuses on Brazil. These courses will vary on a semester basis and will need approval from the Program Director.
Sample Curriculum
Based on the frequency of course offerings (detailed above) below is a four-year sample curriculum for a minor entirely in Portuguese or with combination of courses in Portuguese and English.

<table>
<thead>
<tr>
<th>18 credit hours</th>
<th>Fall</th>
<th>Summer</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>PORT 101 (regular)</td>
<td></td>
<td>PORT 102 (regular)</td>
</tr>
<tr>
<td></td>
<td>LTPO 270</td>
<td></td>
<td>HIST 262</td>
</tr>
<tr>
<td>2nd year</td>
<td>PORT 201 (regular)</td>
<td></td>
<td>PORT 202 (regular)</td>
</tr>
<tr>
<td></td>
<td>PORT 250 (intensive)</td>
<td></td>
<td>PORT 314</td>
</tr>
<tr>
<td></td>
<td>LTPO 280</td>
<td></td>
<td>HIST 263</td>
</tr>
<tr>
<td>3rd year</td>
<td>PORT 313</td>
<td>PORT 328 (abroad)</td>
<td>PORT 333</td>
</tr>
<tr>
<td></td>
<td>LACS 101</td>
<td></td>
<td>HIST 364</td>
</tr>
<tr>
<td></td>
<td>POLI 350</td>
<td></td>
<td>POL 351</td>
</tr>
<tr>
<td>4th year</td>
<td>PORT 390</td>
<td>LACS 105 (abroad)</td>
<td>PORT 390</td>
</tr>
<tr>
<td></td>
<td>LTPO 280</td>
<td>LTPO 250 (abroad)</td>
<td>POLI 340</td>
</tr>
<tr>
<td></td>
<td>HIST 350 (ST)</td>
<td></td>
<td>HIST 365</td>
</tr>
</tbody>
</table>

Notes:
*Regular basic language instruction in four semesters.*

*Two types of basic language instruction courses will be offered: an intensive basic language instruction, completed in two semesters.*

*PORT 313, and 314 or 328 levels have PORT 202, 250, or PORT 291 or placement, as requirement.*

*PORT 333 and 390 need PORT 313 and PORT 314 or PORT 328 as pre-requisite.*
**PORT 498 course prerequisite is any PORT 300-level course at Level 3.**

*Selected History courses have HIST 115-116 or any GenEd course in History as pre-requisite*

*Selected Political Science courses have no pre-requisites*

**PORT 250 is a new course, and can be taught by Prof. Luci Moreira or by an adjunct or a temporary faculty visiting Professor.**

**PORT 333 is a new course, and can be taught by Prof. Luci Moreira or by a temporary visiting Professor.**

**Faculty workload – Portuguese courses**

<table>
<thead>
<tr>
<th>18 credit hours</th>
<th>Fall</th>
<th>Instructor</th>
<th>Summer</th>
<th>Spring</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>PORT 101 (regular)*</td>
<td>Luci</td>
<td>PORT 102 (regular)*</td>
<td>Luci</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LTPO 270</td>
<td>Luci</td>
<td>HIST 262</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td>PORT 201 (regular)*</td>
<td>Luci</td>
<td>PORT 202 (regular)*</td>
<td>Luci</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PORT 250 (intensive)**</td>
<td>Luci</td>
<td>PORT 314</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LTPO 280</td>
<td>Luci</td>
<td>HIST 263</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd year</td>
<td>PORT 313</td>
<td>Luci</td>
<td>PORT 328</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LACS 101</td>
<td></td>
<td>(abroad)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>POLI 340</td>
<td></td>
<td>HIST 364</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>POL 351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th year</td>
<td>PORT 390</td>
<td>Luci</td>
<td>LACS 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LTPO 280</td>
<td>Luci</td>
<td>(abroad)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST 350</td>
<td>Luci</td>
<td>LTPO 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(abroad)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HIST 365</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SELECTED INSTITUTIONS THAT OFFER PORTUGUESE

*1-6: CofC peer institutions

** 22: College of Charleston (Russian Studies and Jewish Studies)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Minor Title</th>
<th>Credit/Hours</th>
<th>Offers No Minor or Offers Certificate in Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. * University of NC, Wilmington</td>
<td>Portuguese and Brazilian Studies</td>
<td>18hs (starts at 200 level)</td>
<td></td>
</tr>
<tr>
<td>2. * Appalachian State</td>
<td></td>
<td></td>
<td>Only beginning and intermediate Port. courses</td>
</tr>
<tr>
<td>3. * Elon University</td>
<td></td>
<td></td>
<td>Beginning and intermediate Port. courses/ Brazilian Studies</td>
</tr>
<tr>
<td>4. * James Madison University</td>
<td></td>
<td></td>
<td>Beginning and intermediate Port. Courses/ Brazilian Studies</td>
</tr>
<tr>
<td>5. * University of Mary Washington</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. * University of Tampa</td>
<td></td>
<td></td>
<td>Certificate in Portuguese-lower level courses</td>
</tr>
<tr>
<td>7. Northeastern University</td>
<td>Minor in Portuguese</td>
<td>21hs (starts at 101)</td>
<td></td>
</tr>
<tr>
<td>8. UMass Amherst</td>
<td>Portuguese Minor</td>
<td>15hs (starts at 300)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Name</td>
<td>Minor in/Study Minor</td>
<td>Credits Required</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>9.</td>
<td>Florida State University</td>
<td>Minor in Portuguese</td>
<td>12hs (starts at equiv. to 200)</td>
</tr>
<tr>
<td>10.</td>
<td>Rhode Island College</td>
<td>Portuguese Studies Minor</td>
<td>18hs (starts at 201)</td>
</tr>
<tr>
<td>11.</td>
<td>University of South Carolina, Columbia</td>
<td>Portuguese Minor</td>
<td>18hs (starts at 200)</td>
</tr>
<tr>
<td>12.</td>
<td>University of Miami</td>
<td>Minor in Portuguese</td>
<td>12hs (starts w/ 1 lower and 9 upper level)</td>
</tr>
<tr>
<td>13.</td>
<td>University of Georgia</td>
<td>Portuguese Minor</td>
<td>9hs (starts at equiv. to 300)</td>
</tr>
<tr>
<td>14.</td>
<td>Middle Tennessee State University</td>
<td>Portuguese Studies Minor</td>
<td>18hs (starts at 100)</td>
</tr>
<tr>
<td>15.</td>
<td>Miami University</td>
<td>Lusophone Studies</td>
<td>18hs (starts at 100 level + 2 classes in English)</td>
</tr>
<tr>
<td>16.</td>
<td>University of Florida Gainesville</td>
<td>Portuguese Minor</td>
<td>15hs (starts w/ one equiv. to 200)</td>
</tr>
<tr>
<td>17.</td>
<td>The University of Iowa</td>
<td>Minor in Portuguese</td>
<td>15hs (starts at equiv. to 300)</td>
</tr>
<tr>
<td>18.</td>
<td>University of North Carolina, Chapel Hill</td>
<td>Minor in Portuguese</td>
<td>15hs (starts at 300 level)</td>
</tr>
<tr>
<td>19.</td>
<td>University of Pennsylvania</td>
<td>N</td>
<td>9hs (any 3 courses at 200-300 sequence)</td>
</tr>
<tr>
<td>20.</td>
<td>Smith College</td>
<td>Minor in Portuguese- Brazilian Studies</td>
<td>16 (starts at equiv. to 200 level)</td>
</tr>
<tr>
<td>21.</td>
<td>Bridgewater State</td>
<td>Portuguese Minor</td>
<td>18hs (starts at Certificate in)</td>
</tr>
</tbody>
</table>
The pending adoption of this new minor (planned fall 2017) promises to bolster overall enrollment in Portuguese. In addition, the department’s Portuguese Steering Committee will continue to review Portuguese enrollment trends carefully in early fall 2017 to develop additional strategies to help improve enrollment in the Portuguese program, and beyond the substantial incentive that the new minor will provide.

In addition to the aforementioned new minor, in the fall of 2017 an ad hoc Distance Education Committee took on the task of determining a regularized calendar of online course offerings in Hispanic Studies in order to respond to related institutional demands and charges. Below is the official committee report that was formally discussed and unanimously approved by HISP roster faculty at its meeting on November 15, 2016:

**Distance Education Committee Report**

Chair: Sarah Owens  
Members: Silvia Rodríguez Sabater, Joe Weyers, Devon Hanahan

**Report:** The DE committee met on September 20 and October 20

**Rationale**

The committee discussed the relevance of adding DE courses to our department curriculum. There are many reasons to implement a systematic plan for DE courses in our department:

- With the changing ways our students view their time, especially during the summer, we will be able to compete with online course offerings at other institutions. This will be beneficial to our students because if they take these courses with our trained professors then we can monitor quality. The committee did note, however, that out-of-state students
might opt for online summer courses in their home state since they might be more economical.

- These courses will allow us to grow our major and minor.
- Furthermore, online courses during the academic year will allow for flexibility and special circumstances for our diverse faculty.

Timeline and Scope

- We believe that courses that are offered for the first time online, starting with Basic Language courses, should be piloted during the summer sessions.
- The committee discourages DE Basic Languages courses during Maymester since it would be difficult for students to absorb the material in such a short period of time without face-to-face contact.
- The committee discourages putting limits on how many online courses a student can take. We believe that most students will gravitate to the face-to-face courses during the regular semester and we do not want to discourage anyone from taking these classes, especially since we are currently losing majors and minors.

Courses and Faculty

- The committee has made recommendations below for courses that it believes are most adaptable to online learning. However, we believe that if a professor is motivated to teach another course then they should be evaluated on a case-by-case basis. All of these courses need to be “built” and staffed by professors who have taken the DE course at the College. We encourage other faculty in our department to take this course so that they can participate in these courses.

- Please note that we did not differentiate between hybrid and 100% online courses. For the most part it is our understanding that most summer courses will follow the 100% online model. The committee also discussed the ongoing problem of finding classroom space for hybrid courses. Normally a course that meets once a week or several times a semester (as a hybrid) needs to be scheduled during the evening.

- The following faculty are either undergoing DE training, or are already certified:
  - Silvia Rodriguez Sabater (Fall 2013)
  - Joe Weyers (Fall 2015)
  - Sarah Owens (Summer 2016)
  - Emily Beck (Fall 2016)
  - Devon Hanahan (Fall 2016)
  - Antonio Pérez Núñez (Fall 2016)
  - Clarissa Carr (Fall 2016)
  - Daniel Delgado (Spring 2017)
  - Berenice Marquina (Spring 2017)
  - Marianne Verlinden (Summer 2017)
  - Lauren Hetrovicz (Fall 2017)
- Recommended courses to be adapted for Distance Education:
  - Spanish 201
  - Spanish 202
  - Spanish 275
  - Spanish 312
  - Spanish 313
  - Spanish 333
  - Spanish 400 (already adapted)
  - Spanish 495 (hybrid)

- Luci Moreira has expressed interest in adapting some basic language courses in the future.

- S. Rodríguez Sabater noted that the M.Ed. in Languages is going to start offering online/hybrid courses in Spring 2017.

**Proposed systematic plan of curricular offerings for distance education**

The following courses are recommended for the 2016-2017 academic year. If successful, (and depending on staffing) more courses can be added in upcoming years.

**Spring 2017**
- Span 400 – 1 section (Rodríguez Sabater)
- Span 630 – 1 section (Beck)

**Summer I 2017**
- Span 201 – 1-2 sections
- Span 202 – 1-2 sections
- Span 275 – 1 section
- Span 313 – 1 section

**Summer II 2017**
- Span 201 – 1-2 sections
- Span 202 – 1-2 sections
- Span 275 – 1 section
- Span 313 – 1 section

**Fall 2017**
- Span 202 – 1 section
- Span 313 – 1 section
- Span 333 – 1 section

**Spring 2018**
- Span 202 – 1 section
- Span 313 – 1 section
- Span 400 – 1 section
Span 333 – 1 section

END OF REPORT

Through the department’s ongoing re-assessment of its programs and curriculum, the ad hoc Spanish for the Professions Committee (Elizabeth Martínez-Gibson, Chair; Mary Ann Blitt; Lola Colomina; Félix Vásquez) continued its diligent work with a preliminary proposal that was shared with the department for discussion during the August 30, 2016 meeting of HISP roster faculty. The committee noted various departmental concerns, amended the preliminary proposal accordingly via slightly adjusted committee membership (Elizabeth Martínez-Gibson, Chair; Mary Ann Blitt; Félix Vásquez), and presented to the department in early February 2017 the following proposal that was further discussed at a HISP roster faculty meeting on February 21, 2017, and then voted upon formally during a subsequent HISP roster faculty meeting on February 28, 2017. The final proposal was as follows:

PROPOSAL FOR SPANISH FOR THE PROFESSIONS MINOR

Committee: Mary Ann Blitt, Félix Vásquez and Elizabeth Martínez-Gibson (Chair)

The Spanish for the Professions Committee was formed to explore how we, as a department, can reach out to more students with varied interests and provide them additional opportunities to study Spanish and at the same time, enhance their future careers. After more than a year of discussions, research and consults, the Committee came to the conclusion that a minor in Spanish for the Professions would complement our current curriculum. After our initial meeting with the department, we have made significant changes to address the concerns of the Hispanic Studies faculty as well as to incorporate their suggestions.

We acknowledge that our current major and minor programs satisfy the needs of a large number of students and career paths, such as teaching, business, graduate school and others and the proposed minor of Spanish for the Professions is not meant to substitute or eliminate any of our current programs, but rather to open more doors to serve the growing Hispanic community. It will broaden our diverse student population by providing them with opportunities to link their
Spanish studies with their specific careers. Many universities offer some type of program for Spanish for the Professions: interdisciplinary programs, where students must combine their Spanish major with another major, such as Business, Healthcare or Political Science; Spanish for the Professions as a track, certificate or concentration programs, where students take most of the traditional courses and substitute a few of these for those specific to the professions; Spanish for the Professions minors; or a course or two tacked on to another discipline for a certificate.

The minor we are proposing is meant to provide students with additional courses and opportunities for specific professions. By complementing our current minors with this one, our intention is to increase the number of students who study Spanish by attracting a different interest group. Our purpose is to provide students with the level of language proficiency, the particular terminology, the cross-cultural knowledge and awareness necessary and the precise skills for their professional interests.

**RATIONALE**

In our task to propose this minor within the Department of Hispanic Studies, the Committee will address the following three questions: 1) why a Spanish for the Professions Program, 2) why a Minor program and 3) why address only Spanish for the Healthcare Profession?

1) **Why a Spanish for the Professions Program?**

- According to the Census Bureau’s Population Estimates of 2014, there are approximately 55.4 million Hispanics in the United States (http://factfinder.census.gov/faces/tablesservices/jsf/pages/productview.xhtml?src=bkmk). Between 2000 and 2011, the south led nine of the top ten states with the most rapidly increasing Hispanic populations, and South Carolina alongside Tennessee ranked second with a 154% growth (The Huffington Post, September 3, 2013). In 2012, the Hispanic population reached over 250,341 in South Carolina and from 2000 to 2011, Charleston County’s Hispanic population had a 159% increase making it the 3rd largest after Horry County and Greenville. As Darcy Lear postulates: “…it does not suffice to say that Spanish is a foreign language in the United States. Today’s university graduates will likely use Spanish in their professions, regardless of which profession chosen. And if they are able to speak Spanish in the workplace they will have more job possibilities and earn more money than their monolingual counterpart.” (An Innovative Curriculum for Basic Spanish

- In 2014, the United States Hispanic Chamber of Commerce indicated that “businesses owned by both Spanish and English speaking Latino professionals ‘are growing at more than twice the rate of all US firms.’ Latino entrepreneurs make up 20% of all new entrepreneurs in the country and Latino-owned businesses contribute nearly $500 billion in revenue to the national economy.” The addition of this minor will allow our students to become more competitive for these career opportunities.

- In her 2015 article “Teaching Gender for the Multicultural Workplace”, Mary Long states: “The demand for professionals with a high level of Spanish language proficiency and intercultural competence (…) has grown quickly over the years” (*Teaching gender through Latin American, Latino, and Iberian Texts and Cultures, 194*) and we need to address these demands.

- The 2015-2016 Study Abroad Committee provided the Department and this Committee with noteworthy data to review and support our task. The surveys provided information about the majors and minors of our students in SPAN 275. The two largest areas of study were Business and those majors related to the Medical field (pre-med., public health and neuroscience). In fact, some of our current majors and minors combine their Spanish with these areas of studies.
  - The following data on majors was collected from different schools and programs at the College: 1) the School of Business reported approximately 2,200 Business majors in their undergraduate programs; 2) Public Health reported approximately 400 majors; and 3) students with Pre-health majors total approximately 700 (300-350 plan to go to medical school and 112-125 apply to medical school).

- A survey was distributed in LACS in fall 2015 asking students what areas they would like to see combined with their major and the results students expressed were Business, Medicine and Human Rights.

- For a number of years now, students have been asking us about courses for the professions. We already have an established Spanish for Business Minor and we have been teaching SPAN 316: Applied Language on a regular basis for the last 4-5 years. In fact, it is now offered every semester. Under SPAN 316, we are teaching Medical Spanish, Spanish for Interpreting and Legal Spanish. In addition, we teach Service-Learning, where students express their interest in the healthcare profession. These current courses, which serve for the professions, are at their maximum capacity each semester.

- The creation of a minor of Spanish for the Professions directly relates to the College’s current strategic plan, which lists ten strategies “to be implemented to bring the goals outlined to fruition” Under the first strategy “Enhance the undergraduate academic core”, Tactic #8 states: “Support foreign language initiatives that combine language skills with study of global cultures and world affairs as well as professional education. Intensify introductory and intermediate language courses and expand instruction in strategic languages.” ([http://www.cofc.edu/strategicplan/documents/strategic-plan.pdf](http://www.cofc.edu/strategicplan/documents/strategic-plan.pdf))

- In addition to helping fulfill the strategic plan, the creation of the minor also supports the department mission which states that the department aims to “[e]nhance the education of students who are not Spanish majors by providing language skills that complement their chosen major.” [http://spanish.cofc.edu/about/statements.php](http://spanish.cofc.edu/about/statements.php)
• The courses in this minor concentrate on the professions, the skills, language and culture specific to the professions.
• The Department has trained faculty to teach the courses needed for Spanish for the Professions minor.

2) Why a Minor Program?

• A minor with concentrated courses will provide students an opportunity to compete in the careers they choose.
• The number of courses to be created and taught for this minor will not be overwhelming or taxing to the Department, faculty or budget.
• Having researched other programs, a certificate or concentration is normally added to the major. This would provide additional credits for the student to graduate and to complete the major courses for this program may deter students from pursuing it.

3) Why only Spanish for the healthcare profession?

• Based on information provided by the Study Abroad Committee in a survey from the 2015-2016 academic year, most of the students in our classes are either majoring or minoring in Business or one of the healthcare professions (pre-med, public health or neuroscience).
  o As mentioned above, there are approximately 2,200 undergraduate Business majors, 400 Public Health majors; and 3) approximately 700 Pre-health majors at the College of Charleston.
• The fall 2016 surveys for SPAN 202 and 275 (Question 4: If you would consider a minor in Spanish for the Professions, which area would interest you?) indicated Healthcare (303) Travel/Tourism (213), Communications (170), Education (162) and Legal/Law Enforcement (89).
• South Carolina and its surrounding states are the fastest growing Hispanic populations and within SC, Charleston is one of the areas with the largest number of inhabitants. Healthcare is a necessity and Interpreters are needed for hospitals, clinics, doctors’ offices, physical therapy, etc. to address the growing Hispanic population’s needs.
• The Medical University of South Carolina has recently increased their number of interpreters and hours to address the needs of the Hispanic population.
• Area translation and interpreting agencies are bringing in professionals from other areas in the state due to a shortage of professionals in the area to address the needs of the Hispanic population.
• In 2018, the Medical University of South Carolina will require its interpreters to be nationally certified. It is currently providing the basic training to prepare its interpreters to take the NCMI or CCHI.
  ***The Committee views this program as one where additional professions could be added in the future.
The curriculum originally presented in August 2016 has been adjusted to address the Department’s suggestions and to address their concerns on how it would affect our study abroad programs and the major:

Number of credits: 21 or 18 credits*

*If we include SPAN 275- 21 credits; if SPAN 275 is a pre-requisite for the program then 18 credits

*Level 1: (*3) SPAN 275: Spanish Skills Review

Level 2: (6) SPAN 313: Spanish Composition

AND

Take ONE of the following:

SPAN 312: Spanish for Heritage Speakers
SPAN 314: Spanish Conversation
SPAN 316: Applied Spanish (with focus on healthcare)
SPAN 328: Spanish Language Study Abroad

Level 3: (6) SPAN 333: Topics in Hispanic Cultures (topics must address contemporary issues)

AND

SPAN 365: Intro to Spanish for Healthcare 1

Level 4: (6) SPAN 465: Advanced Spanish for Healthcare 2

AND

Take ONE of the following:

SPAN 340: Spanish English Translation (with a focus on healthcare)
SPAN 341: Spanish-English Interpretation (with a focus on healthcare)
SPAN 400: Service Learning (with a focus on healthcare)

END OF PROPOSAL
Although a stalemate with the departmental vote ultimately prevented the proposal’s approval, the ad hoc committee’s extensive research and impressive work and final proposal generated invaluable data for Hispanic Studies as the department continues to reassess its curriculum, its programs, and the career needs of its undergraduate students. The committee’s work will undoubtedly assist the department with future planning and related initiatives.

As another result of the department’s ongoing assessment of its programs, an ad hoc committee was formed in November 2016 (Del Mastro, Chair; Avendaño; Rodriguez Sabater) to examine the Spanish minor and respond to concerns regarding the minor’s exclusion of SPAN 400 (Service Learning) and the difficulty of applying certain study abroad courses to the same minor. The committee presented the following proposal that was discussed and approved unanimously at the meeting of HISP Roster Faculty on January 17, 2017, and ultimately approved by the Faculty Senate that same spring:

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed (with changes in blue)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>Complete the following:</td>
<td>Complete the following:</td>
</tr>
<tr>
<td>- SPAN 320 Introduction to Textual Analysis (3)</td>
<td>- SPAN 320 Introduction to Textual Analysis (3)</td>
</tr>
<tr>
<td>Complete six credit hours from the following:</td>
<td>SPAN 381 Introduction to Spanish Linguistics (3)</td>
</tr>
<tr>
<td>- SPAN 333 Topics in Hispanic Cultures (3)</td>
<td>One SPAN 300 or 400-level Elective (3)</td>
</tr>
<tr>
<td>- SPAN 344 Advanced Grammar and Lexicon (3)</td>
<td></td>
</tr>
<tr>
<td>- SPAN 366 Select Readings in Spanish America (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>- SPAN 367 Select Readings in Spain (3)</td>
<td></td>
</tr>
<tr>
<td>- SPAN 381 Introduction to Spanish Linguistics (3)</td>
<td></td>
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</tbody>
</table>

Main features of the amended minor:

- An elective at the 300 or 400 level is reintroduced in order to reopen the Spanish minor curriculum. SPAN 400 thereby returns as an option for Spanish minors, as well as other
400-level courses. SPAN 328 will also count toward the minor, which is important for minors studying abroad.

- SPAN 320: The first course in the literature sequence of offerings will remain a requirement.
- SPAN 381: The first course in the linguistics sequence will now be specified as an additional requirement. This change underscores the importance of our minors to have exposure to linguistics.

**END OF PROPOSAL**

Also in January 2017, the department unanimously approved two new courses for special topics classes that had already been offered repeatedly in the past:

- **SPAN 449 Pragmatics and Language Learning (3)**
  The study of Pragmatics from theoretical and practical points of view. Topics include: relationship between language use and socio-cultural contexts, meaning, deictic expressions, oral and written discourse, speech acts, conversational norms, linguistic politeness, pragmatic variation in Spanish, pragmatic contrasts between English and Spanish, and the learning of second language pragmatics.
  
  **Prerequisite(s):** SPAN 381 or permission of the instructor.
  
  **Course Frequency:** Occasional.

- **SPAN 450 Spanish in the U.S. (3)**
  This course examines the presence and use of Spanish in the United States, focusing on different groups, including Mexicans, Puerto Ricans, and Cubans, as well as other groups. We cover topics such as bilingualism, language maintenance and loss, ‘Spanglish’, code-switching, language-contact phenomena, linguistic identity and ideology, and bilingual education.
  
  **Prerequisite(s):** SPAN 381 or permission of the instructor.
  
  **Course Frequency:** Occasional.

Both courses were subsequently approved by the Faculty Senate.

As a partial response to the aforementioned changes to the Spanish minor, another ad hoc committee was formed (Del Mastro, Chair; Pérez-Núñez; Verlinden) to revise the Prerequisite Guidelines for HISP’s Programs Abroad (see downloadable copy at “Faculty Resources”) that had previously been updated in May 2015. The following changes were approved by majority vote of HISP roster faculty at its February 21, 2017 meeting:

Changes to the Spanish minor proposed at the January 17, 2017 meeting were incorporated in the document. Some of the verbiage intended for internal use was eliminated as this document is made available to students and used by the Center for International Education. Some footnotes were rewritten for clarity, some course numbers were updated to reflect the department’s current offerings.
Two additional changes were made to the document as a result of departmental discussion:
  o SPAN 401 was added to the last box (right column) under Semester Study Abroad, after “390.” Footnote #3 linked to 4XX was also modified to read “May count for the third 400-level course for the SPAN major.”
  o A paragraph was added on page 2 to remind students (and advisors) about the College-wide policy on residency requirements.

Also in November 2016 and due to the work of HISP faculty Carrillo-Arciniega, Editor; Chauca, Divine, Wise, Managing Editors; Delgado Díaz, Art Editor and Webmaster; Daniel Jones, Copy Editor, the Department of Hispanic Studies published its inaugural issue of Hispanic Studies Review, an international, peer-reviewed journal. The journal’s second issue was published in spring 2017, and 3 of the editors subsequently hosted a related panel dedicated to journal publishing at the 70th Annual Kentucky Foreign Language Conference in April 2017.

As an additional step in the spirit of our ongoing program assessment, on April 4, 2017, HISP roster faculty approved a proposal from the Basic Spanish Language Program Steering Committee (Del Mastro, Chair; Blitt; Hanahan; Jones; Rodríguez-Sabater) that recommended using a single textbook for SPAN 101-202 courses. Previously one textbook was used for SPAN 101-201, and a different book for SPAN 202. With the newly approved one-textbook approach for SPAN 101-202, the department enables an improved ratio of class time to material and thereby affords professors more opportunities to follow the beneficial task-based teaching model for language instruction. In other words, the new model aims to improve student performance in the target language.

Finally and in response to the interdisciplinary needs/request of International Studies Program for a course on Spain to apply to the European Concentration, a departmental working group comprised of Gómez (Chair), Divine, Grace and Wise drafted the following two courses, instead of one, with accompanying syllabi:

HISP 220: Pre-Industrial Spain
In English, a study of the modernizing Spain of the 18th and 19th C and its world significance by way of a consideration of its politics, artistic and intellectual life and social dynamics.

HISP 230: Contemporary Spain
In English, a study of Spain in the 20 and 21st C by way of a consideration of its political struggles, dynamic social reality, and artistic and intellectual development.
Both courses were positively received by Dr. Douglas Friedman, Director of International Studies, and select INTL faculty during a joint meeting with the HISP working group on March 23, 2017. However, because these courses would be offered by HISP exclusively for the International Studies program, it is critical that the INTL Program approve these courses for their European Concentration prior to consideration and a vote by HISP Roster Faculty. It is the hope of the Department of Hispanic Studies that the International Studies Program will approve the proposed HISP 220 and 230 courses in fall 2017 in order to proceed with additional departmental and college-wide approval steps for these new interdisciplinary courses.

Due to the efforts of HISP faculty, Drs. Ricard Viñas-de-Puig (Organizer) and Elizabeth Martínez-Gibson (Co-Organizer), the College of Charleston sponsored the 84th Meeting of the Southeastern Conference on Linguistics on March 8-11, 2017. CofC students Bethany Blamphin and Torrie Buchanan also collaborated with their research presentations. Click here for the complete conference program. This was a very successful, high-profile interdisciplinary event that was co-sponsored by the following CofC entities: Linguistics Program, Department of Hispanic Studies, School of Languages, Cultures, and World Affairs, Avery Research Center and the Office of Institutional Diversity.

Additional program and student accomplishments may be found in the 2017 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/).

**Departmental Workload Productivity**

One of the persistent and perennial challenges regarding faculty workload relates to distribution of labor as dictated by the ranks of departmental faculty: yearly, approximately 50% are adjunct members whose contractual obligations are exclusively tied to teaching duties. This means that the other half of our department’s 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 half of our department’s faculty can be expected to participate in light of the responsibilities of adjunct faculty; hence greater workload, albeit inadvertently, for our roster faculty.

**Instructional Costs**

As previously mentioned, the Department of Hispanic Studies continues to rank among the lowest instructional costs at the College: $163 per student credit hour according to the latest Delaware Cost Data available (fall 2014), which is the lowest among all departments and programs in the School of Languages, Cultures and World Affairs, and well below the college-wide average of $228.

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 conscientiously merging and cancelling courses that are unacceptably under-enrolled, which was indeed done diligently in AY 2016-17 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 44% of our department’s professors in 2016-17 were 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, each year multiple adjunct colleagues find alternate job opportunities that provide greater security. 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 that he terms “adjunctivitis”: http://www.pbs.org/newshour/making-sense/when-a-college-contracts-adjunctivitis-its-the-students-who-lose/.

**Faculty Research, Professional Development and Service**

Faculty in the Department of Hispanic Studies continued to be impressively and extraordinarily active with research and professional development in the 2016-17 academic year with numerous refereed publications, conference presentations, hosting of major regional conferences at CofC, 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 the 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 2017 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 2017-18:

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) Launch our newly approved Portuguese and Brazilian Studies Minor.
3) Explore the foundation of a departmental Advisory Board.
4) Explore offering standardized internship opportunities abroad for interested students.
5) Continue to build relationships with alumni, and assist with fund-raising efforts of the LCWA Dean and Development Officer.
6) Continue to explore ways with the LCWA Dean’s Office to balance faculty workloads in light of issues outlined in this report.
7) Continue to increase the number of Spanish majors.