I. Introduction

As one might expect given its geography—i.e., the relative proximity of differing nation states and distinct national languages—Europe has historically outpaced the United States in the study of foreign languages.

Such a condition is the subject taken up by Pew Research Associate, Kat Devlin, in her August 8, 2016 article, “Most European students are learning a foreign language in school while Americans lag.” To quote the author:

_Students throughout the United States and Europe face many similar tasks throughout their education, from preparing for exams to writing papers. But there are glaring differences when it comes to foreign language education – or lack thereof – and the result is that far lower shares of American students study a foreign language._

This glaring difference is manifest in the following chart, taken from Devlin’s study:
Certainly, a prime driver of higher percentages of foreign language study in Europe has been a recognition both of the region’s inherent multinationalism / multiculturalism / multilingualism, as well as of the need to have an adequate understanding of such varied cultures / languages so as to be able to communicate, coexist and (most importantly, in some eyes) engage in commerce.

Conversely, in the case of the United States, a view of the region's relative insularity—*its perceived if not actual existence as a cultural and linguistic monolith*—has arguably served as a damper on interest in the study of languages other than English.

Leaving aside questions of the validity of this *principle of monolithic insularity*, it is clear that a number of factors have served to increasingly undermine its rational sustainability.

One of these, doubtlessly, relates to the phenomenon of globalism, which has increased dramatically since the 1980s, as is detailed—in part—by International Monetary Fund historian, James M. Boughton, in his 2002 article, “Globalization and the Silent Revolution of the 1980s.”

The effects of the globalist phenomenon—in which connections between the individual’s *native ambit* and the *wider world* multiply vertiginously—are many and profound, ranging from greater cultural interpenetration to increased commercial cooperation and competition in an inescapably international marketplace. Indeed, as Lynda Gratton relates in her BBC article, “The Globalization of Work—and People,” those who thrive in this context (a group the author labels as “the global elite”) will, by necessity, have a skill set which diametrically opposes itself to the aforementioned insular view:

> Th[e] global elite, with hybrid associations among multiple cultures and societies, will build competencies that bridge societies in terms of their management style, cultural sensitivities and social networks. Transnationals, able to speak more than one language [...] will be able to adapt to the sort of cross-cultural communication that is so important for global organisations.

Of course, this change *from without* (as noted) is not the only factor undermining the insular view. Equally impactful is the undeniable reality of demographic change *from within*—a change which has been dominated by the growth of the Hispanic population (among others) over the past decades, as is plainly depicted in the following chart, taken from Luis Noe-Bustamonte’s and Antonio Flores’ Pew Research article, “Facts on Latinos in the U.S.”:

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**Hispanic population in the U.S., 2000-2017**

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</tr>
</tbody>
</table>
Similar to the state of affairs pointed to by Gratton in the multi-national / globalist context, individuals who have professional aspirations—whether these are political, commercial, medical, etc.—on the domestic stage will be required to countenance and be conversant with the “foreign” language and culture of this ascendant group.¹

Given the above, one would think that—even if it trails those of European counterparts—the percentage of students studying a foreign language and culture within the United States would be on rise (at least incrementally). Unfortunately, however, this is not the case, as is made clear in the opening lines of Looney’s and Lusin’s 2019 MLA study, “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Final Report”: “TOTAL enrollments (undergraduate and graduate) in languages other than English dropped by 9.2% between fall 2013 and fall 2016, as reported in the Modern Language Association’s twenty-fifth language enrollment census.” Further on in their study, they remark that such a decline, rather than being a random fluctuation, is indicative of a larger seemingly persistent trend:

The 9.2% decline in enrollments between fall 2013 and fall 2016 was the second largest decline in the history of the census (the largest decline, 12.6%, was in 1972). Fall 2013 enrollments had also declined, but by a smaller margin (6.7%). The results for 2016 suggest that the results for 2013 are the beginning of a trend rather than a blip; the decline between 2009 and 2016 is 15.3%.

The below chart provides a graphic representation of this pattern:

![Table 1a](image)

While it is relatively comforting to see that Spanish remains far and away the most popular foreign language offered domestically, looking at the negative percentages which define its levels of instruction in the periods of 2009-2013 and 2013-2016 (to say nothing of the case of Portuguese) brings home the importance of forcefully advocating for the study of languages and cultures—things which, as has been shown above, are intimately tied to positive professional and personal outcomes.

II. **Hispanic Studies’ Mission**

¹ Also see Cilluffo’s and Cohn’s “6 demographic trends shaping the U.S. and the world in 2019.”
As is the case with most well-conceived programs, Hispanic Studies sets forth a clear statement of mission, which can be found on its departmental website and which is reproduced immediately below:

The Department of Hispanic Studies offers students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish language, literatures and cultures of the Hispanic world. In addition, the Department seeks to promote the study of Portuguese at the college. Specifically, the Department aims to:

- Ensure that College of Charleston students acquire sufficient knowledge of the language to build proficiency in the language when future personal or professional needs require it.
- Prepare majors and minors for success as professionals in career fields related to Spanish.
- 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.
- Enhance the education of students who are not Spanish majors by providing language skills that complement their chosen major.
- Lead with internationalizing the College of Charleston curriculum.
- Work with the School of Education to prepare Spanish language teachers both substantively and pedagogically for the South Carolina school system.
- Provide opportunities for continuing study of Spanish at the graduate level for language teachers and other professionals in the Charleston area.
- Promote articulation between secondary schools and the College in the teaching of Spanish and Portuguese.
- Provide service learning and internship opportunities for students of Spanish to use their skills in the community.

In the following analytically summative section, this report will aim to evaluate the extent to which elements of the above mission statement have been met during A.Y. 2019-2020.

III. Analytical Summary of HISP Program Accomplishments and Progress towards Mission Fulfillment

A.Y. 2019-2020 posed a series of challenges with respect to staffing and course coverage for Hispanic Studies. Said challenges stemmed from retirements, resignations and faculty transitions to administrative roles, among other things.

The following represents a summary of this “natural attrition” just prior to the period of fall 2019:

**Losses Due to Promotion / Administrative Roles**

- Mark Del Mastro (Professor; administrative assignment): 2 courses per annum

**Adjunct / Temporary Faculty Turnover**

- Lauren Hetrovicz (long-term adjunct): 5 course-load per semester
- Martha Maus (long-term adjunct): 5 course-load per semester
- T. Hill (adjunct): 4 course-load per semester
- Stephen Barnes (adjunct): 2 course-load per semester
- Jessica Dimondstein (adjunct): 1 course load per semester
• Vicki Garrett (Visiting Assistant Professor): 4 course load per semester

--End—

Preceding the commencement of spring 2020, the department sustained the loss of another long time faculty member:

• Emily Dahl (adjunct): 5 course load per semester

To offset these considerable losses, HISP brought on two adjuncts (Elizabeth Cox and Stephanie Contreras [4-5 class load a-piece] for employment during the fall semester. In addition, during the same period, it acquired permanent Spanish/Portuguese instructor hire, Daniela Meireles (4 course load).

While such staffing deficits required the overloading of adjunct faculty from 4 to 5 courses (and in some cases 6), Hispanic Studies managed—albeit with considerable difficulty—both to service its majors and minors, as well as to contribute to other programs, such as the First Year Experience, Latin American and Caribbean Studies, Linguistics and the M.Ed. in Languages graduate program.

In the first instance, as the subsequent partial accounting makes plain, Hispanic Studies’ faculty provided Spanish majors/minors and Portuguese minors with a wide range of creative, engaging, globally-focused courses with relevance to varied academic concentrations and professions.

**During fall 2019:**

- SPAN 316: Applied Spanish: Español para profesionales de la salud
- SPAN 317: Introduction to Spanish for Business
- SPAN 318: Introduction to Spanish for International Business
- SPAN 333: Topics in Hispanic Cultures: Exploring Iberian Cultures: Foundations of Spain
- SPAN 333: Topics in Hispanic Cultures: Encarcelamiento, exilio y diáspora
- SPAN 367: Select Readings in Spain: Introduction to Spanish Science Fiction
- SPAN 490: Salud mental en la literatura latinoamericana
- SPAN 495: Capstone: Exile and Immigration
- LTPO 270: Studies in Brazilian Film
- LTSP 252: Mental Health in Latin America
- PORT 314 Advanced Portuguese Conversation

**During spring 2020:**

- SPAN 316: Applied Spanish: Legal/Medical Interpreting
- SPAN 333: Topics in Hispanic Cultures: Social Justice through Spanish-American and Latinx Cinema
- SPAN 333: Topics in Hispanic Cultures: México lindo y querido
- SPAN 366: Select Readings in Spanish America: Friends with Benefits
- SPAN 366: Select Readings in Spanish America: The Women
- SPAN 400: Service Learning
- SPAN 418: Advanced Spanish for Business Communication
- SPAN 492: El movimiento feminista latinoamericano
- SPAN 495: Capstone (2): Alternative Fictions in the Hispanic World and Educational and Linguistic Policy in Spain, the Caribbean, and Latin America
- LTSP 250: Society, History and Culture in Literature
- SPAN 491: Bilingualism
• PORT 313: Advanced Portuguese Composition

In the second instance, outside of Hispanic Studies’ SPAN and PORT-related offerings, HISP faculty lent their talents to the following programs during A.Y. 2019-2020:

• **In Latin American and Caribbean Studies:** LACS 101 (Avendaño, García, 2 sections fall 2020; Verlinden, 1 section spring 2020); LACS 200 (Carrillo-Arciniega, 1 section spring 2020); LACS 400 (Chauca, one section spring 2020).

• **In the M.Ed. in Languages:** LALE 601 (Rodríguez Sabater, 1 section spring 2020); LALE 603 (Pérez-Núñez, 1 section fall 2019).

• **In Linguistics:** LING 125 (Martínez Gibson, 1 section fall 2019; Viñas-de-Puig, 1 section spring 2020); LING 260 (Viñas-de-Puig, 1 section fall 2019);

• **In the First Year Experience:** FYSE 120 (Divine, Pérez-Núñez, Wise, 3 sections fall 2019); FYSE 125 (Chauca, 1 section fall 2019; Blitt, 1 section, spring 2020).

• **Related to Students Needing Access Parity (SNAP):** Zubi offered select basic Spanish language courses in Fall 2019 and Spring 2020 respectively.

_Having pointed out the above extra-departmental course offerings, it should be clearly stated that HISP’s ability to continue with such activities—which undoubtedly serve to enrich the educational experiences of College of Charleston students, while at the same time globalizing the institutional curriculum—will be in jeopardy should permanent line replacements of recent retirees (Martinez-Gibson, Professor of Spanish/Linguistics; Colomina, Professor of Latin American Literature [spring 2020]) and resignees (Chauca, Assistant Professor of Spanish/Latin American; Blitt, Instructor of Spanish [both, spring 2020]) not be acquired. In fact, such a pulling back from programs such as LACS and FYE has become a reality in planning for the fall 2020 and spring 2021 semesters._

Besides contributions to its own students (i.e., SPAN and PORT majors/minors) and other college-wide programs, HISP—by way of its high output (over 5 thousand enrollees during A.Y. 2019-2020) and low “operational costs” ($178/SCH)—generated considerable revenues for the institution of the College over the past academic year, as is its custom. The below charts are illustrative of HISP’s instructional volume, both during the period of A.Y. 2019-2020 and years prior.

**Enrollment**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
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<tbody>
<tr>
<td>Portuguese</td>
<td>70</td>
<td>45</td>
<td>56</td>
<td>28</td>
<td>45</td>
<td>32</td>
<td>34</td>
<td>50</td>
<td>43</td>
<td>27</td>
</tr>
<tr>
<td>Spanish</td>
<td>2741</td>
<td>2445</td>
<td>2914</td>
<td>2761</td>
<td>2840</td>
<td>2747</td>
<td>3021</td>
<td>2750</td>
<td>2821</td>
<td>2474</td>
</tr>
</tbody>
</table>

**Note:** Total PORT enrollments include LTPO and PORT-C sections. SPAN enrollments include LTSP, FYET and FYSE SPAN-related offerings.

**Course Sections Offered**
Note: Spanish “lower” sections include all C-classes and SPAN 275, including CofC’s semester programs abroad. Spanish “upper” sections include Spanish Literature in Translation, 600-level graduate offerings, and courses offered in CofC’s programs abroad, while excluding Independent Studies. Portuguese lower classes include all C-classes. Upper classes include LTPO.

Of course, such low operational costs—specifically, in relation to adjunct salaries—while productive of institutional profit, do have another, less desirable effect, which is becoming increasingly apparent as some long-standing adjunct faculty retire/resign. To state this problem in the plainest language possible, under such a pay scale, many quality instructors who apply for employment simply cannot be persuaded to accept offers which do not provide them with a living wage.

Returning to the above numbers during A.Y. 2019-2020 (especially those relating to upper levels), as one would expect, HISP major and minor programs have continued to be, by and large, well populated—as the below chart makes plain:

Statistics for Hispanic Studies Numbers of Majors and Minors

<table>
<thead>
<tr>
<th>Spring Semester (year)</th>
<th>Spanish Majors</th>
<th>Spanish Minors</th>
<th>Business Language in Spanish Minor</th>
<th>Portuguese &amp; Brazilian Studies Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>133</td>
<td>150</td>
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<td></td>
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<tr>
<td>2009</td>
<td>144</td>
<td>225</td>
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<td></td>
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<tr>
<td>2010</td>
<td>127</td>
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<td></td>
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<td>2011</td>
<td>123</td>
<td>315</td>
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<td></td>
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<tr>
<td>2012</td>
<td>134</td>
<td>368</td>
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<td></td>
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<tr>
<td>2013</td>
<td>140</td>
<td>426</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>117</td>
<td>399</td>
<td>8</td>
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</tbody>
</table>
Analyzing this data, and beginning with **SPAN majors**, one finds figures as of spring 2020 (at 93) on par with those of spring 2018 (95). What is more, those of fall 2019 (114) are more or less at (actually, slightly above at 114) those of spring 2017 (106). Given the national trend in language enrollments—which arcs downward—this constancy is a point of measured pride for HISP, to be sure.

Turning to **traditional SPAN minors**, the numbers as of spring 2020 put the department a bit below those of spring 2019 (299 versus 324), but on par with those of spring 2017 (301). With respect to the **Business Spanish** minor track, data from spring 2020 places the program exactly even with where it was a year ago (at 39).

Finally, turning to the **Portuguese and Brazilian Studies** minor program, the number of participants is down to 6 in spring 2020 from 11 in spring 2019. Unlike the cases of the SPAN major, SPAN minor and BSL minor programs, it is difficult here to point out any long-term trends, given the few data points that exist.

Having said this, looking at the number of PORT course sections offered at the lower level (see chart above) gives one pause, considering that spring 2020 saw only 3 sections being offered—the lowest number of offerings in the past years surveyed. This dip is also reflected above in the chart dealing with undergraduate student enrollment, where Portuguese enrollments (at 27) are at their lowest point since spring 2017. **Going forward, it will be essential to the PORT minor’s survival to increase participation at the basic language level.**

**Study Abroad**

Relating to study abroad, A.Y. 2019-2020 was a tumultuous year for Hispanic Studies’ (and, of course, for many others’) programs.

Starting with the **fall 2019 semester, the Santiago de Chile** program saw 9 students participate in its joint venture with the *Universidad de Santiago de Chile* (USACH). Among those HISP classes available for students were SPAN 320, SPAN 333 and SPAN 381. In addition, LACS 104 and POLI 340 were offered to participants. While the experience can ultimately be considered a success, social unrest, which erupted in the host city around mid-October, did result in the temporary suspension of classes. In the end, though, all students returned safe and sound, having completed their studies.

During the spring semester of 2020, Hispanic Studies directly sponsored two programs. The first of these, which garnered 8 students, was held in **Buenos Aires, Argentina**, in conjunction with the *Universidad de Buenos Aires, La Matanza*. Within this program, students had the following course options: SPAN 333, SPAN 328, SPAN 333, SPAN 344, SPAN 381, LACS 106 and POLI 340. The second program was held in **Trujillo, Spain**, in connection with the *Fundación Xavier de Salas* and saw the participation of 8 students. Among the courses this second group had available to them were SPAN 313, SPAN 328, SPAN 333, SPAN 320 and SPAN 381. Similar to the Chile program, Argentina and Spain experienced a disruption, this time in the form of a
global pandemic related to coronavirus and COVID-19. Following the College’s spring break in March, students in both programs were repatriated and completed the semester online, along with the rest of the students at the College of Charleston.

On a brighter note, in relation to study abroad, in A.Y. 2019-2020 Hispanic Studies awarded the inaugural Trujillo Scholarship—which pays the entirety of the costs of the Trujillo, Spain program—to Mr. Bryson Cook. Mr. Cook was part of a pool of some 12 applicants, who submitted materials which aimed to demonstrate both academic merit and financial need. Looking toward A.Y. 2020-2021, the goal is to identify another recipient for this prize and to send him/her—health conditions permitting—to Trujillo as part of the spring program.

**HISP Career Seminars**

Relating to Hispanic Studies’ expressed mission to “prepare majors and minors for success as professionals in career fields related to Spanish,” besides offering SPAN classes relating to business, health, legal interpreting, etc. (see above), during A.Y. 2019-2020 the Department of Hispanic Studies hosted two HISP Career Seminars. The first, featuring Mr. Justin Lyons (’14), was held in November of 2019 and focused on Mr. Lyons’ current work in the field of social and restorative justice; the second, held in January of 2020, featured Mr. Will Davis (’16) and centered on Mr. Davis’s activities as a global security consultant for Strategic Capacity Group—an N.G.O. based outside of Washington, D.C. In addition to his talk, Mr. Davis, in conjunction with Hispanic Studies, offered a unique internship opportunity to College of Charleston students. Unfortunately, this internship, scheduled to run during summer 2020, had to be cancelled due to pandemic related issues. A third, planned Career Seminar, featuring Dr. Meredith Clark (’02) and scheduled for April 2020, had to be cancelled as well. It is hoped that Dr. Clark, who holds a doctorate in Hispanic literature, will be available in the coming year to give her talk "From the Literary to the Front Lines: Using Poetry and Problem Solving to Reshape the Linguistic Landscape of the Nation."

**Portuguese Promotion**

Once again returning to HISP’s statement of mission, the promotion of the Portuguese minor program formed a central part of activities during A.Y. 2019-2020. Members of the PORT Steering Committee, which included Drs. Carmen Grace, Daniela Meireles, Luci Moreira and Michael Gómez, worked hard to plan and promote a number of events which included a poetry night, movie showing and related discussion and Feijoada, among other things. As with so much else, events during spring 2020 had to be cancelled. Among these were a Carnavalía celebration and planned lecture by Professor Darién J. Davis. Both of these, it is hoped, will be rescheduled for A.Y. 2020-2021.

**Distance Education & Basic Spanish Language Committees**

Connected to HISP’s stated mission of “[e]nsur[ing] that College of Charleston students acquire sufficient knowledge of the language to build proficiency” were the activities of two departmental standing committees, the Basic Spanish Language Committee and the HISP Distance Education Committee.

Beginning with the latter of the two bodies—comprised, during A.Y. 2019-2020, of Marisol Castro, Stephanie Contreras, Daniel Delgado (Chair), Silvia Rodríguez-Sabater, Marianne Verlinden, and Allison Zaubi—, its stated charges for the year, as determined by HISP Chair Gómez an DE Chair Delgado, were as such:

1. Develop a pool of resources for DE teaching through the Hispanic Studies OAKS group. Gather materials from colleagues who have taught online and share their materials (i.e. syllabus, assignments, modules, etc.) the same way we do for F2F classes.

2. Consider how to tackle academic dishonesty in online classes. Academic dishonesty is a rising concern for online teachers. Get feedback from colleagues in this area and try to find solutions. We will aim to create a document with strategies to minimize academic dishonesty in the online classes.
3. Survey Student Perception of DE Classes. The survey done in the past with colleagues was key to identify challenges and problems in online teaching to propose solutions and create the Best Practices for Online Teaching document. Gathering online students’ feedback will help us to improve this document.

4. Reach out to other LCWA departments to see what they are doing with their online classes. Establish a communication with other colleagues who are teaching online language courses outside of our department.

5. Assessing the effectiveness of DE Courses. Initiate a conversation to address the need of assessing DE classes in the near future.

6. Defining the instructions for Online Peer Evaluation.

--End--

Considerable progress was made towards these goals, especially item number two, dealing with academic dishonesty. Indeed, the committee crafted and had approved by the department two documents (see below), both of which are currently available for faculty use in the “Faculty Resources” section of the departmental website—one, titled “Encouraging Academic Honesty in the Online Classes,” which details to HISP faculty best practices in reducing academic fraud; the other, an “Academic Integrity Pledge,” which both serves the purpose of more deeply educating students as to the exact nature of academic dishonesty and aims to bind them—through the signing and submission of said pledge—to appropriate conduct:

--Begin Doc. 1--

**Encouraging Academic Honesty in the Online Classes**

The following are recommendations to encourage Academic Honesty in the Online classes created by the HISP DE Committee.

Educating the student:

1. Include a clear statement about what Academic Dishonesty means in the syllabus. Remind students about course expectations: *we are not looking for perfection, do the best you can with the language you have.*
2. Share the departmental video about Academic Honesty.
3. Have students sign the specific Academic Integrity Pledge.
4. Do follow-ups about this topic during the semester/session, not just at the beginning. Such as: Including a pledge in each assignment to remind the students about the expectations for Academic Honesty.

**Planning and designing the course with the topic in mind:**

1. Re-design traditional courses to include an Academic Honesty module (video, quiz, contract, etc).
2. Change the grade weight distribution so no single assessment is crucial for the final course grade.
3. Conduct a baseline video interview at the beginning of the semester/session, and at the end.
4. Be aware of the existence of websites with the answer keys for tests and activities from VHL Central.
5. Adapt assessments so they show application (portfolios, IPA’s, other non-traditional means).

6. Modify the exams on VHL Central, and/or create your own tests in OAKS.

7. Have assessments be time limited.

8. Have peer review activities (Upper level classes).

9. Consider using online proctoring services for a limited number of more traditional exams.

---Begin Doc. 2---

**Academic Integrity Pledge**

This document aims at clarifying expectations regarding **Academic Integrity** in language courses. It supplements the *Honor Code* and the *Code of Conduct*, which you *agreed to abide by* upon enrolling at the College of Charleston.

You will recall that the *Honor Code* and the *Code of Conduct* are two key components of the *Honor System* described at [http://deanofstudents.cofc.edu/policies-and-procedures/honor-code-and-code-of-conduct.php](http://deanofstudents.cofc.edu/policies-and-procedures/honor-code-and-code-of-conduct.php), and further explained in the *Student Handbook*. As a student, you are held accountable for the contents of the *Student Handbook* which is updated every academic year. The 2019-2020 version is accessible here: [http://deanofstudents.cofc.edu/honor-system/studenthandbook/index.php](http://deanofstudents.cofc.edu/honor-system/studenthandbook/index.php).

**Instructions**

- Read the pledges and initial each on the lines provided. Your initials indicate that you understand the specific pledge, and agree to abide by it.
- If anything is unclear, it is *your* responsibility to contact your instructor immediately to request clarification.
- Once you are done initialing the pledges, sign and date the document, and submit it according to your instructor’s directions. Make sure to keep a copy for your records.

**Pledges**

1. I understand that my instructor is not looking for perfection in the language or for advanced grammar not yet presented, and that I should view this course as an opportunity to apply the language skills I have acquired and am learning in a *safe* environment. _
2. These are *examples* of **authorized** vs. **unauthorized** resources and practices.

<table>
<thead>
<tr>
<th>Authorized</th>
<th>Unauthorized</th>
</tr>
</thead>
<tbody>
<tr>
<td>CofC Center for Student Learning</td>
<td>Third-party assistance (e.g., tutors, friends, family, previous professors)</td>
</tr>
<tr>
<td>Tutoring Language Lab</td>
<td>Online translation programs for sentences (e.g., Google Translate, Spanish Dict)</td>
</tr>
<tr>
<td>Dictionaries to translate a couple of key terms (e.g., Word Reference, Oxford Dictionary, resources available at the Real Academia Española website)</td>
<td></td>
</tr>
<tr>
<td>Consulting with my instructor during office hours</td>
<td>(Re)submitting other’s work as your own</td>
</tr>
<tr>
<td></td>
<td>Re-submitting for a grade an assignment completed in another course</td>
</tr>
<tr>
<td></td>
<td>Group work on graded individual activities</td>
</tr>
</tbody>
</table>

I have read the list of examples of **authorized** vs. **unauthorized** resources and practices closely. I understand that it is not meant to be an exhaustive list and that I am expected to consult with my instructor _before_ submitting any work if I am uncertain whether my assignment is in compliance with the letter and/or the spirit of this document.

3. I understand that if any suspicion is raised that the work I submitted is not consistent with my proficiency level, suggesting I resorted to **unauthorized** resources or practices, a meeting with the instructor will be scheduled immediately.

4. I understand that if I do not meet with my instructor, or if the suspicion is confirmed during the meeting, a zero will be assigned for the work in question as a warning.

5. I understand that any further violations of Academic Integrity in the course will result in my instructor submitting my case to the College of Charleston Honor Board, and that if the Honor Board sanctions me, the grade XXF shall be recorded on my transcript with the notation "failure due to academic dishonesty."
During the same period of A.Y. 2019-2020, the Basic Spanish Language Committee—consisting of Mike Gómez, Mary Ann Blitt, Devon Hanahan, Berenice Marquina, Silvia Rodríguez-Sabater—considered a number of issues, including the development and rolling out of a departmental, online Spanish placement exam (to be tested on a reduced cohort of incoming students with four years of exposure to academic Spanish in high school), the inclusion of a culture component (developed by previous faculty members, Mary Ann Blitt and Lauren Hetrovicz) into SPAN 101 and 190 curriculum, and the overhaul of the BSLP syllabi to make them more visually appealing and more in line with UDL practices.

With respect to the online placement test, a considerable amount of time and energy was invested in readying the instrument for deployment during orientation sessions prior to the fall 2020 semester. Such preparations included the correlation of specific test results with departmental language levels (e.g., SPAN 101, 102, etc.), as well as the communication of these levels to the Office of the Registrar via a system of coding.

Following the disruptions of the spring 2020 semester and in anticipation of further unprecedented challenges during fall 2020, however, it was decided to postpone the large-scale roll out of this test to at least fall 2021. In the meantime, the online placement has proven to be invaluable in allowing for remote placement of students of all levels.

Finally, in addition to the above, as of the end of March 2020, both bodies and their members—among other individuals—provided an invaluable service to the department and its students in managing the sudden conversion of all classes (BSL offerings being central among them) to the online format.

IV. Curricular Alterations during A.Y. 2019-2020

During A.Y. 2019-2020, the following curricular revisions were engaged in by Hispanic Studies:

1. A petitioning for the inclusion of the following LTPO (Portuguese Literature in Translation) offerings among those courses which may count for General Education credits in the Humanities:

   - LTPO 350
   - LTPO 280
   - LTPO 250
   - LTPO 150

   All of these requests for inclusion were approved by the Faculty Senate on 11/19/2019. It is hoped that their inclusion will serve to increase enrollments in these sections, as well as draw students into further study of Portuguese language and culture.

2. A prerequisite / course placement change request for SPAN 202 to allow for the implementation of the application of the online testing instrument to the incoming cohort during fall 2020 of students with 4 years of exposure to academic Spanish.

   Approved by Faculty Senate on 12/3/2019.
3. A petition for the altering of the language of SPAN 494 from...

SPAN 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. Prerequisite(s): SPAN 320 and either SPAN 366 or SPAN 367; or permission of the instructor. Course Frequency: Fall and Spring. Repeatable: For up to 9 credit hours.

to...

SPAN 494 Seminar in Spanish American Literature (3)
Intensive literary studies with focus on a particular period, genre and/or region of the Spanish-speaking Americas—i.e., South America, Central America and/or Spanish-Speaking North America. May be repeated when topic varies. Prerequisite(s): SPAN 320 and either SPAN 366 or SPAN 367; or permission of the instructor. Course Frequency: Fall and Spring. Repeatable: For up to 9 credit hours.

...to incorporate the topic of Chicano literature into the course description.

Approved on 2/4/2020 by the Faculty Senate.

4. A petition to change the descriptions for SPAN 492 from...

SPAN 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. Prerequisite(s): SPAN 320 and either SPAN 366 or SPAN 367; or permission of the instructor. Course Frequency: Occasional. Repeatable: For up to 9 credit hours.

to...

SPAN 492 Seminar in Hispanic Studies (3)
Intensive cultural studies pertaining to the Hispanic world with a primary focus on civilizational and social phenomena and/or on assorted cultural productions including visual media, musical production, gastronomy, etc. Prerequisite(s): SPAN 320 and either SPAN 366 or SPAN 367; or permission of the instructor. Course Frequency: Occasional. Repeatable: May be repeated for credit when course content varies.

...to ensure that students realized that said offering did not satisfy the 400-level major literature requirement.

5. A proposed rebranding of selected SPAN and PORT classes at the 100 through the 300 levels (detailed below), so as to better advertise to both institution and student body the linguistic and cultural foci of these offerings, with an eye to allowing both groups to see the crucial role (overlooked by some) that they play in developing “global fluency.”

Approved by Faculty Senate on 3/3/2020

--Begin—
Change...
SPAN 101 Beginning Spanish I (3)
Introduces the fundamental structure of Spanish with emphasis on acquisition of the basic language skills: listening, speaking, reading and writing.
Prerequisite(s): Beginning students of Spanish or placement.
Course Frequency: Fall and Spring

SPAN 101C Beginning Spanish I Conversation Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in the corresponding basic course.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled or in conjunction with the corresponding intensive language course (SPAN 150). Credit may not be applied to fulfill the language requirement, nor may it count towards the major.

SPAN 102 Beginning Spanish II (3)
Introduces the fundamental structure of Spanish with emphasis on acquisition of the basic language skills: listening, speaking, reading and writing.
Prerequisite(s): SPAN 101 or placement.
Course Frequency: Fall and Spring

SPAN 102C Beginning Spanish II Conversation Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in the corresponding basic course.
Course Frequency: Fall and Spring

SPAN 150 Intensive Elementary Spanish (6)
Equivalent to SPAN 101-SPAN 102. An intensive course that introduces the fundamental structure of Spanish with emphasis on acquisition of the basic language skills: listening, speaking, reading and writing.
Prerequisite(s): Two years of high school Spanish, placement exam, or previous experience with a foreign language.
Course Frequency: Occasional
Note: This course covers the material of SPAN 101-SPAN 102 in one semester. Classes meet five times a week, for a total of six hours of instruction. Having completed SPAN 101 or SPAN 102, students may not take 150 for credit; conversely, students who complete SPAN 150 may not receive credit for SPAN 101 or SPAN 102.

SPAN 190 Elementary Spanish I (3)
Designed for students with some prior experience with Spanish, this course aims at building on that foundation, with emphasis on acquisition of the basic language skills: listening, speaking, reading, and writing.
Prerequisite(s): Placement (Entering students with 2-3 years of high school Spanish will be placed in SPAN 190).
Course Frequency: Fall and Spring

SPAN 190C Elementary Spanish I Conversation Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in the corresponding basic course.
Co-requisite(s): SPAN 190
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the major.

SPAN 200 Elementary Spanish II (3)
Continuation of SPAN 190. This course emphasizes acquisition of the basic language skills: listening, speaking, reading, and writing, in preparation for SPAN 202.
Prerequisite(s): SPAN 190.
Course Frequency: Fall and Spring

SPAN 200C Elementary Spanish II Conversation Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in the corresponding basic course.
Prerequisite(s): SPAN 190 or placement.
Co-requisite(s): SPAN 200.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement, nor may it count towards the major.

SPAN 201 Beginning Spanish III (3)
Develops a basic proficiency in Spanish and familiarity with Hispanic culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite(s): SPAN 102 or SPAN 150 or placement.
Course Frequency: Fall and Spring

SPAN 201C Beginning Conversation Supplement III (1)
Optional one-hour weekly sessions for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in a corresponding basic course.
Co-requisite(s): SPAN 201
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with a basic sequence 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.

SPAN 202 Intermediate Spanish (3)
Develops a basic proficiency in Spanish and familiarity with Hispanic culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite(s): SPAN 201 or placement.
Course Frequency: Fall and Spring

SPAN 202C Intermediate Conversation Supplement (1)
Optional one-hour weekly sessions for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in a corresponding basic course.
Co-requisite(s): SPAN 202
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with a basic sequence 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.

SPAN 250 Intensive Intermediate Spanish (6)
Equivalent to SPAN 201-SPAN 202. An intensive course that aims to develop a basic proficiency in Spanish and familiarity with Hispanic culture through practice in the use of the basic grammatical structures and acquisition of vocabulary stressing basic language skills.
Prerequisite(s): SPAN 102 or SPAN 150 with a grade of “C+” (2.5) or better, or placement via placement exam. Students are advised not to postpone completion of their language requirement until their senior year since this course might not be available to them.

Course Frequency: Occasional

Note: This course covers the material of SPAN 201-SPAN 202 in one semester. Classes meet five times a week, for a total of six hours of instruction. Having completed SPAN 201 or SPAN 202, students may not take SPAN 250 for credit; conversely, students who complete SPAN 250 may not receive credit for SPAN 201 or SPAN 202.

SPAN 275 Spanish Skills Review (3)
Fundamental review and focus on the listening, speaking, reading, and writing skills necessary to perform in upper level Spanish courses.
Prerequisite(s): SPAN 202 or placement (entering students with 5 years of high school Spanish will be placed in SPAN 275).
Course Frequency: Fall and Spring

SPAN 275C 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.
Co-requisite(s): SPAN 275
Course Frequency: Fall and Spring

SPAN 313 Spanish Composition (3)
Intensive language practice. Emphasis on the development of writing skills focusing on comparison and contrast, expository writing and argumentation. Reading selections and class activities will focus on developing grammar, vocabulary and the use of idiomatic expressions.
Prerequisite(s): SPAN 275, or permission of the instructor.
Course Frequency: Fall and Spring

SPAN 312 Spanish as a Heritage Language (3)
This course addresses the specific needs of U.S. Hispanics who were raised with Spanish-language contact at home, but have no formal education in Spanish. Emphasis is on reading and writing standard Spanish, and dialectical variations found throughout the Spanish-speaking world, including the United States.
Prerequisite(s): Placement exam or strong spoken language background acquired at home; or permission of the instructor.
Course Frequency: Occasional

SPAN 313 Spanish Composition (3)
Intensive language practice. Emphasis on the development of writing skills focusing on comparison and contrast, expository writing and argumentation. Reading selections and class activities will focus on developing grammar, vocabulary and the use of idiomatic expressions.
Prerequisite(s): SPAN 275, or permission of the instructor.
Course Frequency: Fall and Spring

SPAN 314 Spanish Conversation (3)
Emphasis on the improvement of pronunciation and conversation skills, while developing vocabulary and reviewing grammar. Conversation topics will include a wide range of situations, themes and readings.
Prerequisite(s): SPAN 275, or permission of the instructor.
Course Frequency: Fall and Spring

Note: This course is not open to students whose native language is Spanish. Native speakers of Spanish should contact the department chair for acceptable options for this course.
**SPAN 350 Intensive Conversation and Composition (6)**
Equivalent to SPAN 313-SPAN 314. An intensive course that aims to develop functional fluency in written and spoken Spanish by review of grammatical structures, discussion of selected readings, guided composition and a variety of topics designed for guided oral practice. Classes meet five times a week, for a total of six hours of instruction.
Prerequisite(s): SPAN 275 or permission of the instructor.
Course Frequency: Occasional
Note: This course covers the material of SPAN 313-SPAN 314 in one semester. Having completed SPAN 313 or SPAN 314 students may not take SPAN 350 for credit; conversely, students who complete SPAN 350 may not receive credit for SPAN 313 or SPAN 314. This course is not open to students whose native language is Spanish.

**PORT 101 Elementary Portuguese (3)**
Introduces the fundamental structure of Portuguese with emphasis on acquisition of the basic language skills: listening, speaking, reading and writing.
Course Frequency: Fall and Spring

**PORT 101C Elementary Portuguese Conversation Supplement (1)**
Optional one-hour weekly session for listening-speaking practice in Portuguese utilizing vocabulary and grammatical structure presented in the corresponding basic language course.
Co-requisite(s): PORT 101.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the minor.

**PORT 102 Elementary Portuguese (3)**
Introduces the fundamental structure of Portuguese with emphasis on acquisition of the basic language skills: listening, speaking, reading and writing.
Prerequisite(s): PORT 101.
Course Frequency: Fall and Spring

**PORT 102C Elementary Portuguese Conversation Supplement (1)**
Optional one-hour weekly session for listening-speaking practice in Portuguese utilizing vocabulary and grammatical structure presented in the corresponding basic language course.
Co-requisite(s): PORT 102
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the minor.

**PORT 201 Intermediate Portuguese (3)**
Develops a basic proficiency in Portuguese and familiarity with its culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite(s): PORT 102.
Course Frequency: Fall and Spring

**PORT 201C Intermediate Portuguese Conversation Supplement (1)**
Optional one-hour weekly sessions for intensive listening-speaking practice in Portuguese utilizing vocabulary and grammatical structure presented in the corresponding basic language course.
Co-requisite(s): PORT 201.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the minor.

PORT 202 Intermediate Portuguese (3)
Develops a basic proficiency in Portuguese and familiarity with its culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite(s): PORT 201.
Course Frequency: Fall and Spring

PORT 202C Intermediate Portuguese Conversation Supplement (1)
Optional one-hour weekly sessions for intensive listening-speaking practice in Portuguese utilizing vocabulary and grammatical structure presented in the corresponding basic language course.
Co-requisite(s): PORT 202.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the minor.

PORT 250 Intensive Intermediate Portuguese (6)
Equivalent to PORT 201- PORT 202. An intensive course that aims to develop a basic proficiency in Portuguese and familiarity with the Portuguese-speaking cultures through practice in the use of grammatical structures and acquisition of vocabulary stressing the language skills.
Prerequisite(s): PORT 102 or placement.
Course Frequency: Occasional
Note: This course covers the material of PORT 201 and PORT 202 in one semester. Classes meet five times a week for a total of six hours of instruction. Having completed PORT 201 or PORT 202, students may not take PORT 250 for credit; conversely, students who complete PORT 250 may not receive credit for PORT 201 or PORT 202.

Students are advised not to postpone completion of their language requirement until their senior year since this course might not be available at that time.

PORT 291 Portuguese for Spanish Speakers (3)
This course introduces the fundamental structures of Portuguese, emphasizing writing and pronunciation while contrasting and comparing Spanish to Portuguese. Students will develop reading comprehension abilities in order to become independent readers while learning relevant cultural aspects of the Portuguese-speaking world.
Prerequisite(s): Spanish native speakers, Spanish majors or minors (or completed 15 or more hours in college-level Spanish) or consent of instructor.
Course Frequency: Occasional

PORT 291C Portuguese for Spanish Speakers Conversation Supplement (1)
Optional one-hour weekly sessions for intensive listening-speaking practice in Portuguese utilizing vocabulary and grammatical structure presented in the corresponding basic language course.
Co-requisite(s): PORT 291.
Course Frequency: Occasional
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement.
PORT 313 Advanced Portuguese Composition (3)
Intensive language practice. Emphasis on the development of writing skills, focusing on comparison and contrast, expository writing, and argumentation. Reading selections and class activities will focus on developing grammar, vocabulary, and the use of idiomatic expressions.
Prerequisite(s): PORT 202 or PORT 250 or PORT 291 or permission of the instructor.
Course Frequency: Occasional

PORT 314 Advanced Portuguese Conversation (3)
Emphasis on the improvement of pronunciation and conversation skills, while developing vocabulary and reviewing grammar. Conversation topics will include a wide range of situations, themes and readings.
Prerequisite(s): PORT 202 or PORT 250 or PORT 291 or permission of the instructor.
Course Frequency: Occasional

...to the following:

SPAN 101 Beg. Spanish through Culture I (3)
Introduces the Spanish language with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Spanish-speaking countries.
Prerequisite(s): Beginning students of Spanish or placement.
Course Frequency: Fall and Spring

SPAN 101C Beg. Spanish through Culture I Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish, referencing culture and utilizing vocabulary and grammatical structures presented in the corresponding course.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled or in conjunction with the corresponding intensive language course. Credit may not be applied to fulfill the language requirement, nor may it count towards the minor or major.

SPAN 102 Beg. Spanish through Culture II (3)
A continuing introduction to the Spanish language with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Spanish-speaking countries.
Prerequisite(s): SPAN 101 or placement.
Course Frequency: Fall and Spring

SPAN 102C Beg. Spanish through Culture II Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish, referencing culture and utilizing vocabulary and grammatical structures presented in the corresponding course.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled or in conjunction with the corresponding intensive language course. Credit may not be applied to fulfill the language requirement, nor may it count towards the minor or major.

SPAN 150 Intensive Elem. Spanish through Culture (6)
Equivalent to SPAN 101 and SPAN 102, an intensive course that introduces the Spanish language with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Spanish-speaking countries.

Prerequisite(s): Two years of high school Spanish, placement exam, or previous experience with a foreign language.

Course Frequency: Occasional

Note: This course covers the material of SPAN 101-SPAN 102 in one semester. Classes meet five times a week, for a total of six hours of instruction. Having completed SPAN 101 or SPAN 102, students may not take 150 for credit; conversely, students who complete SPAN 150 may not receive credit for SPAN 101 or SPAN 102.

SPAN 190 Elem. Spanish through Culture I (3)
Designed for students with some prior experience with Spanish, this course aims at building on that foundation, with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Spanish-speaking countries.

Prerequisite(s): Placement (Entering students with 2-3 years of high school Spanish will be placed in SPAN 190).

Course Frequency: Fall and Spring

SPAN 190C Elem. Spanish through Culture I Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish, referencing culture and utilizing vocabulary and grammatical structures presented in the corresponding course.

Co-requisite(s): SPAN 190

Course Frequency: Fall and Spring

Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled or in conjunction with the corresponding intensive language course. Credit may not be applied to fulfill the language requirement, nor may it count towards the minor or major.

SPAN 200 Elem. Spanish through Culture II (3)
A follow-up to SPAN 190 and a preparation for SPAN 202, this course continues to emphasize the learning of basic language skills (listening, speaking reading and writing) while developing the cultural competence and understanding of practices, products and perspectives of Spanish-speaking countries.

Prerequisite(s): SPAN 190.

Course Frequency: Fall and Spring

SPAN 200C Elem. Spanish through Culture II Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish, referencing culture and utilizing vocabulary and grammatical structure presented in the corresponding course.

Prerequisite(s): SPAN 190 or placement.

Co-requisite(s): SPAN 200.

Course Frequency: Fall and Spring

Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled or in conjunction with the corresponding intensive language course. Credit may not be applied to fulfill the language requirement, nor may it count towards the minor or major.

SPAN 201 Beg. Spanish through Culture III (3)
A follow-up to either SPAN 102 or SPAN 150, this course continues to emphasize the learning of basic language skills (listening, speaking reading and writing) and the cultural competence and understanding of practices, products and perspectives of Spanish-speaking countries.

Prerequisite(s): SPAN 102 or SPAN 150 or placement.

Course Frequency: Fall and Spring
SPAN 201C Beg. Spanish through Culture Conv. Supplement III (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish, referencing culture and utilizing vocabulary and grammatical structure presented in the corresponding course.
Co-requisite(s): SPAN 201
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled or in conjunction with the corresponding intensive language course. Credit may not be applied to fulfill the language requirement, nor may it count towards the minor or major.

SPAN 202 Interm. Spanish through Culture (3)
A follow-up to either SPAN 200 or SPAN 201, this course continues to develop proficiency in Spanish, with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Spanish-speaking countries.
Prerequisite(s): Either SPAN 200, SPAN 201 or placement.
Course Frequency: Fall and Spring

SPAN 202C Interm. Spanish through Culture Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Spanish, referencing culture and utilizing vocabulary and grammatical structure presented in the corresponding course.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled or in conjunction with the corresponding intensive language course. Credit may not be applied to fulfill the language requirement, nor may it count towards the minor or major.

SPAN 250 Intensive Interm. Spanish through Culture (6)
Equivalent to SPAN 201 and SPAN 202, an intensive course that aims to further develop proficiency in Spanish, with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Spanish-speaking countries.
Prerequisite(s): SPAN 102 or SPAN 150 with a grade of “C+” (2.5) or better, or placement exam. Students are advised not to postpone completion of their language requirement until their senior year since this course might not be available to them.
Course Frequency: Occasional
Note: This course covers the material of SPAN 201-SPAN 202 in one semester. Classes meet five times a week, for a total of six hours of instruction. Having completed SPAN 201 or SPAN 202, students may not take SPAN 250 for credit; conversely, students who complete SPAN 250 may not receive credit for SPAN 201 or SPAN 202.

SPAN 275 Comprehensive Skills Rev. of Spanish through Culture (3)
A comprehensive skills review with a focus on the listening, speaking, reading, and writing skills necessary to perform in upper level Spanish courses, as well as a more in-depth analysis of Hispanic cultures via selected texts and relevant media.
Prerequisite(s): SPAN 202 or placement (entering students with 5 years of high school Spanish will be placed in SPAN 275).
Course Frequency: Fall and Spring

SPAN 275C Comprehensive Skills Rev. of Spanish through Culture Conv. Supplement (1)
A one-hour weekly session for comprehensive listening-speaking practice in Spanish, referencing culture and utilizing vocabulary and grammatical structures presented in the corresponding SPAN 275 course.
Co-requisite(s): SPAN 275
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement, nor may it count towards the minor or major.

SPAN 312 Heritage Spanish through Culture (3)
This course addresses the needs of U.S. Hispanics who were raised with Spanish-language contact at home. Emphasis is on reading and writing of formal Spanish, dialectical variations found throughout the Spanish-speaking world, including the United States, and an in-depth analysis of Hispanic/Latino cultures.
Prerequisite(s): Placement exam or strong spoken language background acquired at home; or permission of the instructor.
Course Frequency: Occasional

SPAN 313 Writing Skills through Culture (3)
Process-based approach to guide and refine writing skills in Spanish, centered on Hispanic/Latino cultural themes. Emphasis on a multi-draft approach to develop the skills necessary for more advanced written expression. Readings and written topics include a wide range of situations, and themes from a variety of Spanish-speaking countries.
Prerequisite(s): SPAN 275, or permission of the instructor.
Course Frequency: Fall and Spring

SPAN 314 Conversational Skills through Culture (3)
Process-based approach to guide and refine conversational skills in Spanish, centered on Hispanic/Latino cultural themes. Emphasis on the development of more sophisticated conversational strategies, including spontaneous, connected discourse, while further developing vocabulary and grammar usage. Readings and conversation topics include a wide range of situations, and themes from a variety of Spanish-speaking countries.
Prerequisite(s): SPAN 275, or permission of the instructor.
Course Frequency: Fall and Spring
Note: This course is not open to students whose native language is Spanish. Native speakers of Spanish should contact the department chair for acceptable options for this course.

SPAN 350 Intens. Writing and Conversational Skills through Culture (6)
Equivalent to SPAN 313-SPAN 314. An intensive, process-based approach to guide and refine conversational and written skills in Spanish, centered on Hispanic/Latino cultural themes. Emphasis on the development of more sophisticated writing and conversational strategies, including spontaneous, connected oral discourse and the skills necessary for more advanced written expression. Readings and written topics include a wide range of situations, themes from a variety of Spanish-speaking countries. Classes meet five times a week, for a total of six hours of instruction.
Prerequisite(s): SPAN 275 or permission of the instructor.
Course Frequency: Occasional
Note: This course covers the material of SPAN 313-SPAN 314 in one semester. Having completed SPAN 313 or SPAN 314 students may not take SPAN 350 for credit; conversely, students who complete SPAN 350 may not receive credit for SPAN 313 or SPAN 314. This course is not open to students whose native language is Spanish.

PORT 101 Elem. Portuguese through Culture 1 (3)
Introduces the Portuguese language with emphasis on the learning of basic language skills (listening, speaking, reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Portuguese-speaking countries.
Prerequisite(s): Beginning students of Portuguese or placement.
Course Frequency: Fall and Spring
PORT 101C Elem. Portuguese through Culture 1 Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Portuguese, referencing culture and utilizing vocabulary and grammatical structures presented in the corresponding basic course.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the minor.

PORT 102 Elem. Portuguese through Culture 2 (3)
A continuing introduction to the Portuguese language with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Portuguese-speaking countries.
Prerequisite(s): PORT 101.
Course Frequency: Fall and Spring

PORT 102C Elem. Portuguese through Culture 2 Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Portuguese, referencing culture and utilizing vocabulary and grammatical structure presented in the corresponding basic course.
Co-requisite(s): PORT 201.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the minor.

PORT 201 Interm. Portuguese through Culture 1 (3)
A follow-up to PORT 102, this class develops a basic proficiency in Portuguese, with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Portuguese-speaking countries.
Prerequisite(s): PORT 102.
Course Frequency: Fall and Spring

PORT 201C Interm. Portuguese through Culture 1 Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Portuguese, referencing culture and utilizing vocabulary and grammatical structure presented in the corresponding basic course.
Co-requisite(s): PORT 201.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the minor.

PORT 202 Interm. Portuguese through Culture 2 (3)
A follow-up to PORT 201, this course continues to develop a basic proficiency in Portuguese, with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Portuguese-speaking countries.
Prerequisite(s): PORT 201.
Course Frequency: Fall and Spring

PORT 202C Interm. Portuguese through Culture 2 Conv. Supplement (1)
A one-hour weekly session for intensive listening-speaking practice in Portuguese, referencing culture and utilizing vocabulary and grammatical structure presented in the corresponding basic course.
Co-requisite(s): PORT 202.
Course Frequency: Fall and Spring
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement not may it count towards the minor.

PORT 250 Intensive Interm. Portuguese through Culture (6)
Equivalent to PORT 201 and PORT 202, an intensive course that aims to develop a basic proficiency in Portuguese, with emphasis on the learning of basic language skills (listening, speaking reading and writing) and on the cultural competence and understanding of practices, products and perspectives of Portuguese-speaking countries.
Prerequisite(s): PORT 102 or placement.
Course Frequency: Occasional
Note: This course covers the material of PORT 201 and PORT 202 in one semester. Classes meet five times a week for a total of six hours of instruction. Having completed PORT 201 or PORT 202, students may not take PORT 250 for credit; conversely, students who complete PORT 250 may not receive credit for PORT 201 or PORT 202. Students are advised not to postpone completion of their language requirement until their senior year since this course might not be available at that time.

PORT 291 Portuguese through Culture for Spanish Speakers (3)
This course introduces the fundamental structures of Portuguese, emphasizing writing and pronunciation while contrasting and comparing Spanish to Portuguese. Students will develop reading comprehension abilities in order to become independent readers while learning relevant cultural aspects of the Portuguese-speaking world.
Prerequisite(s): Spanish native speakers, Spanish majors or minors (or completed 15 or more hours in college-level Spanish) or consent of the instructor.
Course Frequency: Occasional

PORT 291C Portuguese through Culture for Spanish Speakers Conv. Supplement (1)
Optional one-hour weekly sessions for intensive listening-speaking practice in Portuguese, referencing culture and utilizing vocabulary and grammatical structure presented in the corresponding basic language course.
Co-requisite(s): PORT 291.
Course Frequency: Occasional
Note: A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement.

PORT 313 Writing Skills through Culture (3)
Process-based approach to guide and refine writing skills in Portuguese. Emphasis on a multi-draft approach to develop the skills necessary for more advanced written expression. Readings and written topics include a wide range of situations, cultural themes, and readings from Portuguese-speaking countries.
Prerequisite(s): PORT 202 or PORT 250 or PORT 291 or permission of the instructor.
Course Frequency: Occasional

PORT 314 Conversational Skills through Culture (3)
Process-based approach to guide and refine conversational skills in Portuguese. Emphasis on the development of more sophisticated conversational strategies, including spontaneous, connected discourse, while further developing vocabulary and grammar usage. Readings and conversation topics include a wide range of situations, cultural themes, and readings from Portuguese-speaking countries.
Prerequisite(s): PORT 202 or PORT 250 or PORT 291 or permission of the instructor.
Course Frequency: Occasional
V. **Other Departmental Activity and Accomplishments**

Besides the above, during A.Y. 2019-2020 Hispanic Studies was engaged in many other activities worthy of note.

**Hispanic Studies Review**

One of these was the continued publication of the department-sponsored, peer-reviewed, international journal of Spanish language and Spanish & Latin American literature and culture, *Hispanic Studies Review*. Volume 4, No.1, released in 2019—an extensive offering—consisted of the following:

1. *The coherence between functional patterns and cognitive construction: Spanish usted and ustedes as displaced second persons*, Miguel A. Aijón Oliva, Universidad de Salamanca, Spain.


5. *Fenced-in Readings: Testimonio and Post-Conflict Narrative from Criticism to the U.S. Classroom*, Eric Henager, Rhodes College.


11. *On comparison groups in heritage phonetics/phonology research: The case of bilingual Spanish vowels*, Megan Solon, Nyssa Knarvik, and Josh DeClerck, University at Albany.

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This edition was followed, in 2020, by the equally extensive Volume 4, No. 2, which showcased the below authors and articles:

1. **Del texto a la pantalla: Garbancito de la Mancha (1945) y la formación de la conciencia nacional**, Jorge Avilés Diz, University of North Texas.

2. **¿Lo hacis o no lo haces? Mid vowel raising as a form of vocalic weakening**, Jennifer Barajas, Bradley University.

3. **Galdós’s Historian Dreams about History**, Vernon A. Chamberlin, University of Kansas.


5. **Sexualidad y raza en la poesía de Luis Llorens Torres**, Carmen J. Jiménez, University of Tennessee Chattanooga.

6. **Discursive racism against Afro-descendants in Uruguay**, Philip P. Limerick, Eastern Kentucky University, and New Mexico State University.

7. **Place of articulation asymmetry in the lenition of voiced stops in Buenos Aires Spanish**, Bethany MacLeod, Carleton University.


10. **Mexican heritage Spanish speakers’ vowel production in cognate and non-cognate words**, Carol A. Ready, University of Minnesota.


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College of Charleston based members of the HSR team during the production of these two volumes—which included Editor / Associate Editor in Peninsular, Susan Divine; Associate Editor in Spanish America, Edward Chauca, Associate Editor in Transatlantic, Carl Wise; Web Designer and Artistic Advisor, Dani Delgado; and Copy Editors, Carmen Grace, Devon Hanahan, Antonio Pérez-Nuñez, Ricard Viñas de Puig and Joseph Weyers—are to be congratulated for their exemplary work on this project.

**Hispanic Studies Advisory Board**

Also active during this period was the **Hispanic Studies Advisory Board**—a body whose purpose is the development of opportunities and the raising of related funds in the service of the department and its students.
In addition to the identification of a recipient for the board-funded Trujillo Scholarship (Mr. Bryson Cook), the H.A.B. Executive Committee—consisting during A.Y. 2019-2020 of Bert Atkinson, Jr., Sarah Lee Beck, Adelaida Bennett, Richard Doelling, Mike Gómez and Diana Saillant—focused their attention on the development of internship opportunities for HISP majors and minors, as well as a fund-raising initiative directed at departmental graduates from over the past few decades.

Due, in part, to such fund-raising initiatives, as of June 2020, the Hispanic Studies fund is valued at $27,123.62. What is more, between July 3, 2019 and June 30, 2020 $12,990.00 was donated to the Trujillo Scholarship Fund, thereby ensuring its continued provision of study abroad opportunity.

Hispanic Studies’ Faculty Scholarship and Other Achievements

During A.Y. 2019-2020, faculty in the Department of Hispanic Studies continued to be very active with their research and professional development in the 2018-19 academic year with numerous refereed publications, conference presentations, guest lectures, editorial board service and membership, invited reviews for institutionally-external promotion and tenure cases; national/international council, board and committee membership with professional organizations, etc.

As done for past annual reports per the suggestion of Academic Affairs and to avoid redundancies, 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 also be found in the 2020 issue of the department’s annual newsletter, Hispanews (https://spanish.cofc.edu/about/hispanews.php), as well as in the departmental news-blog (http://blogs.cofc.edu/spanishnews/).

VI. Future Goals

Select departmental objectives for AY 2020-2021:

1. Continue to work to develop internship opportunities for HISP majors and minors, both locally, nationally and internationally. In the national and local contexts, it is hoped that HISP alumni and members of the Hispanic Studies Advisory Board will play a key role in identifying opportunities; in the international context, outreach will continue to be made to Hispanic Studies’ study abroad programs in Spain, Argentina and Chile.

2. Continue to reach out to other academic units and programs of study on campus to identify and develop mutually beneficial partnerships which will serve to bolster numbers in HISP’s major and minor programs. One such example of this is the exploration of a Spanish language astronomy class conducted in conjunction with Dr. Lee Linder in the Department of Physics and Astronomy.

3. Engage in curricular reform to include a reconsideration of the inclusion of the SPAN 495 capstone in the SPAN major course of study and the possible inclusion of an English language Hispanic Studies culture class in the same. Besides permitting an alternate approach to content in SPAN, it is hoped that the offering of this English language HISP culture course will serve to boost SCH numbers in HISP, as well as draw students into the SPAN major.

4. Continue to prioritize the Portuguese and Brazilian Studies minor program by way of outreach to other programs of study and the development of study abroad opportunities.

5. Secure permanent line replacements for faculty retiring and resigning in A.Y. 2019-2020—i.e., Dr. Liz Martínez-Gibson, in Linguistics and Dr. Lola Colomina in Latin American Literature; Dr. Edward Chauca, in Latin American; and Instructor, Mary Ann Blitt.
Respectfully submitted,

Michael A. Gómez

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