ACADEMIC PROGRAM REVIEW

Department of Spanish & Portuguese

Self-study Report
and
Appendices

15 December 2016

Spanish and Portuguese Chair, Anthony J. Cárdenas, with four principal collaborators—Kathryn J. McKnight, Mary B. Quinn, and Eva Rodríguez González were responsible for compiling the report in its present form. Their handiwork can be found on every page of this document. Every single faculty member provided information and input on sections of the report relevant to them and to their programs. Many contributed by reading and offering invaluable suggestions for improvement on any number of sections. Cárdenas wrote Criteria 0, 4, and with the Departmental Administrator, Fabiola Parra-Oldham Criterion 6. Fabiola Parra-Oldham compiled Criterion 7 and contributed with graphs and charts used throughout. Eva Rodríguez González compiled Criterion 3. Mary Quinn compiled Criterion 1. Damián Vergara Wilson compiled Criteria 2 and 8. Anna Nogar compiled Criterion 5. Kathryn McKnight wrote Criterion 9 and assisted in every section of this report. Staff members Martha Hurd and Luisa Mariscal helped in various sections. This was indeed an entire departmental endeavor.

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CRITERION 0: INTRODUCTORY SECTION AND BACKGROUND INFORMATION

0.A. ABSTRACT

The Department of Spanish and Portuguese claims a productive and collegial faculty, a diverse program, and a student body representative of UNM's status as a Hispanic-serving and Majority-Minority institution. The Department offers three language acquisition tracks: Brazilian Portuguese, Spanish as a Heritage Language (SHL) and Spanish as a Second Language (SSL). It offers two undergraduate degrees, one in Spanish and one in Portuguese, as well as second-majors and minors in both languages, and a thriving focus on Medical Spanish; a Masters degree with four concentrations: Hispanic Linguistics, Hispanic Literature, Portuguese, and Hispanic Southwest Studies; and a Ph.D. in Spanish and Portuguese. The Sabine Ulibarrí Spanish as a Heritage Language Program is one of the nation's oldest and largest SHL programs. The Department of Spanish and Portuguese is the only Spanish doctoral program in the state of New Mexico. In the entire southwest region, it is the only department that holistically incorporates instruction of the Southwest within its offerings. It is one of six peer institutions that offers a PhD in linguistics. It is the only department among its peers that offers an MA degree in Portuguese, the University of Texas-Austin offers a graduate degree in Portuguese but only as part of a PhD program. Only UNM and UT-Austin offer Portuguese and Spanish combined PhDs.

It is home to 19 individual faculty members. Sixteen are tenure or tenure-track faculty, with two of these being .5 FTEs (full-time equivalents) with the other half of their service rendered the Department of Linguistics. Three are Lecturers. Among the tenured and tenure-track faculty, one is a Full Professor, 11.5 are Associates, and the remaining 2.5 are Assistant Professors whose bid for tenure is underway and will be awarded by June 2017. Two teach Portuguese: Brazilian and Cultural Studies; two teach Hispanic Southwest Studies along with .5 of a third who shares duties with Spanish linguistics. The linguistics section has two other full-time faculty and with the Southwest Studies professor 1.5 FTEs spread among three professors. Latin American has four full-time faculty members, and Peninsular has three. Spanish and Portuguese has three lecturers and currently three Part Time Instructors.

During the AY 15-16, the Department produced more than 33,000 credit hours of instruction; awarded 14 MA degrees and three PhDs. As an energetic and productive department, its faculty presented 54 papers, published 22 articles, and five books. Our graduate students have published eight articles and read eight conference presentations. Members were recipients of awards, grants; they provided significant service to the Department, the University, the profession, and the community.

We have come a long way since our last review and we look forward to the road that lies ahead and what we will accomplish.

0.B. HISTORY OF EACH PROGRAM IN THE UNIT

The Department of Spanish and Portuguese at the University of New Mexico is a result of a split from the Department of Modern & Classical Languages in 1992. Today it consists of 19 individuals as follows: 16 tenure-track faculty, two of which are half-time positions shared with the Department of Linguistics, and three lecturers (two Lecturer IIIs and one Lecturer I). The Department is home to four programs, one in Portuguese and three in Spanish: Hispanic Literature (Peninsular and Latin American), Hispanic Southwest Studies, and Hispanic Linguistics. Since Fall 1992, i.e. in 24 years, Spanish and Portuguese has had eleven different individuals as chair: two acting chairs for a semester each; one interim chair for one year; and eight other chairs at the helm for anywhere from two years to the full term of four years for an average of 2.18 years per chair.

0.B.1. Portuguese

The University of New Mexico has long had a Portuguese component in the Department dating as far back as 1937. Although the Department of Spanish and Portuguese at the University of New Mexico does not offer a doctorate in Portuguese, it does offer a PhD in Spanish and Portuguese (Hispanic and Lusophone Literature and Culture) in which one can focus a concentration on Lusophone literature/culture providing one works with Spanish as well. With the retirement of Jon Tolman—"the heart of the University of New Mexico's courses on Brazil"—in 2004, Portuguese studies was left in the indefatigable hands of Professors Margo Milleret and the newly arrived Assistant Professor Leila Lehnen. In 2011, the newly minted Assistant Professor Jeremy Lehnen who has presented himself for tenure in the 2016-17 AY joined these two. With the departure of Professor Milleret in 2015, Portuguese once again struggles to meet the demands for the language and to foster them in light of a slightly decreasing student population due to declining enrollments, further exacerbated by the reduction of the core curriculum which now requires only 3-credit-hours "chosen from any lower-division non-English language offerings from the Department of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other departments or programs (except Latin 105, Pre-Spring 2007)."

0.B.2. Hispanic Literature—Peninsular

At one point the Peninsular section of Hispanic Literature boasted seven professors: Jack Tomlins (Medieval), Tim MacCurdy (Golden Age), Sam Guyler (Golden Age), Alfred Rodríguez (18th and 19th), Pelayo Fernández (20th), Ángel González (Golden Age, 20th), Sabine Ulibarrí (20th). As they retired, some of the positions were never filled again, for example, the position in 18th- and 19th-century literature. For a time, when Michael Kidd (Golden Age) left in 2002-2003 and until Mary Quinn came in 2006-2007, the Department had only two Peninsularists. The three professors carrying the Peninsular load in 2008, the year we experienced our last Academic Program Review—a Full, an Associate, and an Assistant—are still the same three to this day. One important change that has occurred is that the Assistant, Professor Mary Quinn has earned tenure and promotion so now we have one Full and two Associate Professors in this area. The areas they cover remain the same: Medieval, Pre-modern, and nineteenth and twentieth-century poetry and post-war novel. Since 2008 Peninsular has

produced five PhDs.

0.B.3. Hispanic Literature--Latin American

Because of the five faculty members in Latin American Literature, the 2008 Academic Program Review touted this section as "one of the most fully staffed and ... one of the goals and priorities of the University." In 2008 there were four Associate Professors of Latin American Literature, and as in Peninsular Literature, the professors then are the professors now. In addition to a Colonialist and a 19th- and 20th-century specialist with emphasis on narrative, we have an expert on Mexican Literature and border studies; and there is a Caribbeanist who treats Caribbean literature, Afro-Hispanic literature with an emphasis on poetry. Additionally, the Portuguese section also contributes to the area of Spanish America with specializations in human rights and Southern Cone literature as well as gender and human rights in Latin American film. Since 2008 Latin Americanists have graduated eleven PhDs.

0.B.4. Hispanic Southwest Studies

Given the University of New Mexico's geo-cultural position and its history, as well as the cultural and linguistic background of its students, the Hispanic Southwest Studies section-- aligned with the Sabine Ulibarrí SHL Program-- has been and must continue to be a cornerstone of the Department of Spanish and Portuguese. Beginning in the early 20th century with Drs. Aurelio Espinosa, Arthur L. Campa, Ruben Cobos, Sabine Ulibarrí, and other scholars who focused on New Mexican culture (including Juan Bautista Rael, José Reina, and Rowena Rivera), the Hispanic Southwest Studies section has cultivated a cutting-edge multidisciplinary approach to the study of culture, language and literature in the southwest. With the recent retirements of Regents and Distinguished Professor Tey Diana Rebolledo and Distinguished Professor Enrique Lamadrid, this section would be considerably depleted were it not for the hiring of two very active colleagues, Anna M. Nogar (literature, cultural studies) and Santiago Vaquera-Vásquez (bilingual creative writing). To these, we add the expertise of our Southwest linguistic specialist, Damián Vergara Wilson, whose .5 FTE contribution to the section is due to his coordination of the SHL Program. These numbers constitute an actual change in appointments in the section from three in 2008 to 2.5 in 2016. Despite this recent constriction in faculty numbers, this section continues to be very productive in terms of research and teaching. Since 2008 this section has seen five dissertations completed.

0.B.5. Hispanic Linguistics

The history of Hispanic Linguistics in the Department of Spanish and Portuguese extends to the beginning of the previous century with important documentation of New Mexican Spanish by UNM's own Aurelio Espinoza. This documentation was continued most notably in the work by Professors Garland Bills and Neddy Vigil with the *New Mexico and Colorado Spanish Survey* (NMCOSS). With the retirement of Professors Bills and Vigil and the loss of Professor John Lipski, linguistics was maintained by a young, hardworking faculty who also were soon lured away. The linguist coordinating the Sabine Ulibarrí Spanish as a Heritage Language Program remained. Then, through the foresight of our current Dean and the massive-scale hiring scale he endorsed, we were fortunate to hire four young, energetic faculty members in Linguistics. One, Professor File-Muriel was hired in 2010. Two of them, Professor Shin and Professor Vallejos

Yopán came as .5 joint appointments in 2012. With the Department of Linguistics. Finally, our most recent hire in Hispanic Linguistics, Professor Rodríguez González came as Coordinator of the SSL Program and happens to be the first tenured Coordinator in over 25 years. With her other young colleagues, she forms part of a premier program in Hispanic Linguistics featuring cutting-edge research in cognitive, functional, and typological linguistics. The program also has a particularly strong focus on sociolinguistics, including language contact, variation, and change; as well as acquisition and pedagogy from the perspective of different sets of language learners (including Spanish as a second language and as a heritage language, and both child and adult learners). Despite the aforesaid retirements and departures of our linguistic cohort, Hispanic Linguists since 2010 have ushered seven Ph.D. students through to their completed doctorate.

0.C. ORGANIZATIONAL STRUCTURE AND GOVERNANCE

The faculty of the Department of Spanish and Portuguese includes all tenure-track members: Professors, Associate Professors, Assistant Professors, and full-time Lecturers with a continuing contract, as well as three staff members (the Departmental Administrator, an Administrative Assistant II, and a Graduate Advisor), and two work-study students. The faculty divide into four different groups per area: Portuguese, Spanish Literature (Peninsular Literature and Latin American Literature), Hispanic Southwest Studies, and Hispanic Linguistics.

Departmental Bylaws which detail in full organizational structure and governance can be found in Appendix 0.C.1. Much of their content is summarized as follows.

0.C.1. Departmental Administrative Positions

Faculties with administrative duties include the Chair, Associate Chair, Director of Graduate Studies, Director of Undergraduate Studies, and four Coordinators—Coordinator of Spanish as a Second Language, Coordinator of Spanish as a Heritage Language, Coordinator of Portuguese, Coordinator of the 300 Level. All receive Special Administrative Components (SACs) added to their salaries. Chair and SSL and SHL Coordinators receive two course releases per AY. Associate Chair, Director of Graduate Studies and of Undergraduate Studies, and the 300-level Coordinator may all receive one course release per AY if they ask for it and indicate which research project the release time will be the focus of this release.

- **Chair**: The Chair is chief administrator and executive officer of the Department, the Chair of its faculty, and ex-officio member of all its committees. The Chair is directly responsible to the Dean of the College of Arts and Sciences (CAS) for the execution of University policy as well as the established College and departmental bylaws, and is responsible to the departmental faculty for implementing approved faculty actions. Chair conducts annual reviews of faculty; sets annual faculty salary increases and adjustments with recommendation from Merit and Evaluation Committee. Chair conducts mid-probationary, tenure and promotion, and promotion processes; serves as hiring officer for Department; manages office staff; oversees and develops operating and capital budgets; reports departmental expenses by category annually to faculty; coordinates external review process; serves as liaison to UNM administration, attends CAS Chairs Council

meetings; maintains and develops community and alumni relations; oversees and develops fundraising efforts, etc. The term is four years and may be repeated for four more or fewer. Faculty select chair by vote as a recommendation to the Dean who then approves or not. Fulfills other duties as outlined in the Bylaws (Appendix 0.C Bylaws).

- **Associate Chair**: The Associate Chair assists the Chair in the tasks of the Department. The Associate Chair takes on the functions of the Chair when the Chair is out of town or is otherwise unavailable. The Chair or the faculty nominate the Associate Chair. Chair interviews nominations and selects after discussion with candidates. Faculty vote approval or not by secret ballot. If approval is not reached, the process repeats. The term is one year but can extend for a maximum of two. Fulfills other duties as outlined in the Bylaws (Appendix 0.C Bylaws).

- **Director of Graduate Studies**: The Director of Graduate Studies chairs and oversees the work of the Graduate Committee and works closely with the Graduate Advisor, ensuring that the Graduate Advisor is notified of all decisions regarding policy pertaining to the graduate students and program. With the Graduate Advisor, the Director advises graduate students ensuring that they are informed regarding the program. The Director oversees the collective planning of the graduate curriculum; collects and organizes information for graduate student progress reviews and reports; coordinates annual assessment of the graduate program; is an official liaison to the Office of Graduate Studies. The Chair nominates the Director, and the faculty confirm the choice. If faculty does not confirm by vote, the process repeats. The term of service is three years; fulfills other duties as outlined in the Bylaws (Appendix 0.C Bylaws).

- **Director of Undergraduate Studies**: The Director of Undergraduate Studies chairs and directs the work of the UG Committee; monitors and reports the status of the UG program; coordinates revisions of UG courses and curriculum; coordinates annual assessment of the UG program; fulfills other duties as outlined in the Bylaws (Appendix 0.C Bylaws).

- **Coordinators:** The SSL Coordinator, SHL Coordinator, 300-level Spanish Coordinator, and the Portuguese Coordinator manage their respective programs and supervise Teaching Assistants, Instructors, and supervisors where relevant. They oversee orientation for Teaching Assistants in August and January prior to each semester; provide extensive guidance and mentoring in teaching; evaluate teaching performance; coordinate annual assessment of language programs and submit assessment reports to the Associate Chair who coordinates departmental assessment; design/oversee course syllabi; manage teaching schedules; manage/oversee teaching materials; address concerns of students in language courses.

0.C.2. Departmental Committees

There are five standing committees which oversee different aspects of the Department's governance. Given special circumstances that may arise, Ad Hoc Committees can be formed by approval and selection of the faculty. Such committees complete their task in one semester.

Members and Chairs of all standing committees are confirmed by a vote of the faculty during the final meeting of the spring semester. Membership on these committees is for two years with one-half of membership elected in alternate years.

- **Merit and Evaluation Committee.** This committee has four to five members and makes recommendations to the Chair regarding salary and merit increases based on faculty record of research, teaching, and service.

- **Advisory Committee** has four to five members, serves at the discretion of the Chair, and has the primary responsibility to advise the Chair on administrative and policy decisions affecting the Department and on other matters for which the Chair may seek advice.

- **Graduate Committee.** The Director of Graduate Studies chairs this Committee. With members from each departmental section, the committee handles any matter relating to graduate instruction, recruitment, MA admission and ranking for assistantships, graduate student reviews, curriculum, degrees, program assessment, MA Reading List, petitions for exceptions to graduate requirement, professionalization workshops, academic dishonesty, departmental nominations for student fellowships, and formulation of recommendations pertaining to the graduate program for consideration by the faculty. Documentation of annual activity is updated and maintained in the Department, overseen by the Graduate Advisor. Documentation of committee work is updated and maintained by the Undergraduate Advisor.

- **Undergraduate Committee.** This committee is chaired by the Director of Undergraduate Studies. The committee consists of the Director of Undergraduate Studies, a Portuguese faculty member, and two additional members elected from the faculty at large; the Coordinators of SSL and SHL serve on this committee in alternate years.

- **Activities Committee.** This committee has two members and decides which will chair it. This committee oversees annual commencement exercises and allocates funding for conferences and speakers brought to campus.

The faculty is responsible, both by direct and delegated action, for academic policy and procedures of the Department regarding graduate and undergraduate professional training and education in Spanish and Portuguese. At the Department level, faculty by right may review and have final action on such matters that affect the welfare of the entire Department including but not necessarily limited to: (1) the formulation of Department aims, (2) curricular changes, (3) amendments and bylaws to the Department Constitution, (4) deliberating on matters referred to the faculty by the members of the Department. Faculty may delegate to a committee the right to act on important matters of policy and procedure and to make recommendations to the faculty, but right and duty to review, modify, accept, or reject decisions proposed in this manner remain with faculty.

For more information on Department governance, policies, and procedures, the bylaws and other documents of governance and policy include Faculty Mentoring, Tenure and Promotion Criteria, and Post-Tenure Review can be found in Appendix 0.C.

0.D. SPECIAL ACCREDITATION PROGRAMS

There are no specialized/external program accreditations associated with Spanish and Portuguese.

0.E. SUMMARY OF THE LAST APR

The last Academic Program Review for the Department of Spanish and Portuguese was conducted in January 2008. Three external reviewers—Dr. Danny Anderson (University of Kansas), Dr. Dale Koike (University of Texas-Austin), and Dr. Amy Williamsen (University of Arizona)— and one internal reviewer, Dr. Warren Smith, Classics professor in Foreign Languages and Literature, formed the review team.

0.E.1. Summary of Findings

The reviewers described the Department as "a talented core of fourteen faculty" who were suffering from low morale in part because many were stretched to their limits in an effort to cover all areas of the program whose number and variety was appropriate for the flagship university of a state. They specifically noted three areas needing addressing through multiple strategies: 1) "continued work in assessment, especially assessments focused specifically on the features of the basic language program"; 2) faculty morale and collective support for the departmental missions, and 3) the addition of faculty lines that serve to bridge components of the program, strengthen strategic features, and position the unit again as a leader in the field." Whereas they noted that the Department had made "positive choices in hiring its own students," they warned that "in the future, the Department should stringently avoid appointing any new faculty members with the Ph.D. from the University of New Mexico." They noted an absence of articulation between the two lower-division language tracks, SSL and SHL. They suggested modification of the structure of these two components. The review noted issues of supervision at the 300-level as a concern. A lack of systematic graduate recruitment was also an issue needing to be addressed.

As pertains to faculty mentoring, five suggestions were listed: a) clarify expectations for promotion to full; b) provide associate professors a one-page written evaluation every two years gauging advancement toward full; c) extending length of time a person chairs a departmental committee; d) streamlining of committee structures; e) create specific guidelines to increase follow-through of departmental goals.

They closed with the observation that the Department seemed too driven by "internal disputes and competition between programs to be able to work together toward a common purpose" to bridge gaps they had detected. The solution suggested was for the University to provide "a skilled outside facilitator to help faculty members develop a shared sense of purpose." Finally, they offered four specific recommendations: 1) hiring a Spanish phonologist/phonetician or one in another theoretical field (e.g., syntax/semantics); 2) hiring a Chair broadly interdisciplinary to avoid perception of alignment with any one particular area in the Department; 3) staffing Peninsular and Southwest with a new professor each; 4) addressing the felt lack of support and

information regarding tenure and promotion to either Associate or Full through systematic mentoring of faculty.

Reviewers added a section titled "Perceived Institutional Barriers to Success and Recommendations (Action Items)." These included: 1) "lack of physical space and support for resources for language teaching . . . the need to create opportunities for web-based instruction and, by extension, distance learning"; 2) in light of recommendations already made, the review committee encouraged the University to provide incentives to help us achieve these goals; 3) the committee noted the importance of study abroad—studying in situ, providing opportunities for faculty to spend time in the target culture and to gather data for their own research; and 4) creative thinking by the Department on ways to complement their own offerings by incorporating courses from other departments, cross-listing, more courses in film, and basically forming new alliances that would "integrate existing programs with Spanish and highlight the variety and richness of Spanish culture."

0.E.2. Resulting Action Plan to Address Recommendations and Summary of Action Taken

As pertains to "Perceived Institutional Barriers": 1) lack of physical space is no longer an issue; when the Department of American Studies was relocated out of Ortega Hall, the space they left behind was sufficient to alleviate pressures in this category; 2) within the last three years, the Department has been able to provide course releases in addition to the small SACs (Special Administrative Components) which serve as incentives; 3) the newly created Global Education Office has alleviated some of the pressure to achieve faculty-led programs abroad, although funding for faculty to achieve these kinds of programs is woefully inadequate; 4) cross-listing is the main way faculty have overcome this barrier; more faculty are offering courses using film; creation of alliances has yet to be achieved.

Regarding other recommendations:

1) a phonologist has been hired eliminating that need;
2) a non-partisan chair from beyond the Department, Dr. Richard Santos from the Department of Economics, gracefully chaired the Department during AY 2008-2009;
3) we have not hired more faculty for Southwest and Peninsular, in fact, owing to budget constraints Southwest has not replaced the 2013 retirement of a senior professor;
4) we have made significant inroads into the assessment of lower-division Spanish, especially in SSL and SHL; we have begun assessment in lower division Portuguese and in upper division Spanish and Portuguese, as well as assessment of our instruction at the graduate level;
5) faculty morale has improved profoundly in part due to the transition provided by Chair Santos and in large part because of the retirement of some of the faculty and an influx of eight new faculty members since 2008;
6) faculty lines serving as bridge components have not been added;
7) in 2011, we failed to abide by the admonition not to hire our graduates by in fact hiring a recent graduate of ours to coordinate the SHL program; this decision was made in large part because of the unique character of SHL in New Mexico and the experience this faculty member had in teaching and leadership within the program;
8) articulation between SSL and SHL has vastly improved again owing to new faculty heading these programs;

9) we have hired a Lecturer III to supervise 300-level Spanish and most issues there have been resolved;

10) little had been done regarding systematic recruitment of graduate students prior to a recent burst of activity in the last two years from the Hispanic Linguists of the Department who spearheaded an active and successful search for graduate students which has brought this need to the immediate awareness of the rest of the faculty; we have yet to establish a polished recruitment program for the Department, but significant strides are being made in this area thanks to the good offices of our current Graduate Director;

11) in April 2015, the Chair announced that it would be useful for Associate Professors in the Department to seek out mentors from other departments with whom they might work; only one carried through; a) as regards biennial evaluations for Associate Professors as to promotion status, the annual evaluations that all faculty have received in the last three years have obviated the need for this proposal; b) extended length of chairs of committees—the thorough revision of departmental bylaws in May 2016 includes the extension of the terms of the Directors of Graduate and Undergraduate Studies from two years to three years; c) efforts have been made to streamline committees and the number of times we meet as a faculty; in addition, the application in the Fall semester of 2015 of modified Roberts Rules of Order have helped us become more efficient; d) follow-through still remains a bit of an issue but is improving;

12) to address the matter of internal disputes, on 19-20 September 2008 we did have Cutting Edge Consultants come in to work with us regarding a) increasing effectiveness of planning and follow-through, b) addressing ongoing undergraduate, graduate, and faculty needs, and c) reducing tensions among faculty members.

In conclusion, the Department has acted on most of the recommendations in our 2008 review. Some concerns have dissipated on their own and especially through the infusion of eight new, energetic, and personable colleagues. The resolution of some of the concerns is still in the process of evolving: assessment, mentoring, and study abroad, for example. Faculty morale is much better, and as we find ourselves in a better place, we are working toward a more cohesive unit. From 1990 to 2008 there were eight chairs with an average of 2.25 years per chair. It is only since the arrival of the Interim Chair Professor Rick Santos from the Department of Economics, during one year of receivership that the Department has achieved some stability despite their learning curve of the last two chairs since AY 2009-2010 serving four-year terms each.

Department of Spanish and Portuguese
Organizational Chart

Professor & Chair
Dr. Anthony J. Cárdenas

Associate Professor & Associate Chair
Dr. Mary B. Quinn

- Associate Professor — *Dr. Santiago Vaquera-Vasquez*
- Associate Professor — *Dr. Anna Nogar*
- Associate Professor — *Dr. Susan Rivera*
- Associate Professor — *Dr. Eleuterio Santiago-Díaz*
- Associate Professor — *Dr. Miguel López*
- Associate Professor — *Dr. Kimberle López*
- Associate Professor & Grad. Director (Spring) — *Dr. Kathryn McKnight*
- Assistant Professor — *Dr. Jeremy Lehnen*
- Assistant Professor — *Dr. Leila Lehnen*
- Associate Professor & Grad. Director (Fall) — *Dr. Richard Fike-Muriel*
- Assistant Professor — *Dr. Rosa Vallejos Yopan*
- Assistant Professor & SHL Coord. — *Dr. Damian V. Wilson*
- Associate Professor — *Dr. Naomi L. Shin*
- Associate Professor & SSL/PORT Coord. — *Dr. Eva Rodriguez Gonzalez*
- Visiting Lecturer: Assist. Coord. for SSL — *Sarah Peceny*
- Lecturer III — *Dr. Veronica Plaza*
- Lecturer III: 300 Level Coord. & Undergraduate Director — *Dr. Carmen Julia Holguín-Chaparro*

Legend:
- Southwest Studies Faculty
- Peninsular Literature Faculty
- Latin American Literature Faculty
- Hispanic Linguistics Faculty
- Portuguese Faculty
- Lecturer
- Staff
- TAs & Students

- SHL TAs
- SSL TAs
- PORT TAs
- 300 level TAs
- PT Instructors

Dept. Administrator
Fabiola Parra-Oldham

Graduate Academic Advisor
Martha Hurd

Admin. Assistant II
Luisa Mariscal

Work-study student

*SSL—Spanish as a Second Language Program
*SHL—Spanish as a Heritage Language Program
*PORT—Portuguese Program

Revised 09/19/2016

CRITERION 1: PROGRAM GOALS

1.A. Vision and Mission of the Department of Spanish and Portuguese

1.A.1 Vision

The Department of Spanish and Portuguese teaches these languages to our students with an emphasis on proficiency in communication and on the acquisition of knowledge of Hispanic and Portuguese culture and communicative skills. To this we add a scrutiny of these two cultures through literature, film, and music as well as other cultural expressions such as art and photography. We increase awareness and hone critical skills that assist students in understanding local culture, Hispanic and Portuguese cultures, and through extrapolation to other cultures in general. We envision training graduate students to be linguists and critics of literature and culture in addition to training them for careers in the fields of education and other professions enhanced by an awareness of cultural differences. Our goal is to help enable all our students at different levels to appreciate and interact proficiently with cultural differences at the local, state, country, and global levels.

1.A.2. Mission

The mission of the Department of Spanish and Portuguese is to promote quality teaching and research that integrate the languages, literatures, linguistics, and cultures of the Spanish- and Portuguese-speaking worlds as viewed from the five distinct but related areas in the Department: Portuguese, Hispanic Linguistics, Hispanic Literature, and Hispanic Southwest Studies. Faculty and students work together in the classroom, in the community, and in study-abroad programs to develop understanding, sensitive communication, and critical thinking about our diverse and interconnected world. The Department prepares its students with the skills, knowledge, and values necessary to lead productive and fulfilling lives as citizens and lifelong learners. We share our expertise with the academic community, the city of Albuquerque, and the state of New Mexico by means of direct consultation, workshops, invited speakers, and symposia and conferences. We are especially committed to conserving and enhancing the Spanish language and culture of New Mexico and to studying the interactions between cultures in the Southwest.

1.B. The Vision and Mission of the Department of Spanish and Portuguese as it Relates to the Vision and Mission of the University of New Mexico

UNM's stated mission is the following:

"The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs.

- UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives.
- Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.
- Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events."

The Department of Spanish and Portuguese supports and enhances this mission in a variety of ways. We promote quality teaching and research that integrate the languages, literatures, linguistics, and cultures of the Spanish- and Portuguese-speaking worlds. Our students, therefore, are able to interact with the Spanish-speaking populations of our state, nation, and with both Spanish-speaking and Portuguese-speaking populations beyond our national boundaries. Through rigorous study of language and culture, our students are "enlightened citizens" who "advance our understanding of the world, its peoples, and its cultures." Specifically, our faculty and students work together in the classroom, in the community, and in study-abroad programs to develop understanding, sensitive communication, and critical thinking about our diverse and interconnected world. The Department prepares our students with the skills, knowledge, and values necessary to lead productive and fulfilling lives as citizens and lifelong learners. We share our expertise with the academic community, the city of Albuquerque, the state of New Mexico, and beyond. We regularly sponsor cultural events in the University and in the community, which address and reflect the concerns and interests of our multicultural global world. We offer medical Spanish classes that enhance future professionals' effectiveness in health care and social services. We are especially committed to conserving and enhancing the Spanish language and culture in New Mexico and to studying the interactions among cultures in the Southwest.

Reflective Question: Extension of 1.B:

What is the contribution of the Department of Spanish and Portuguese to the wellbeing of the university, including the impact of the Department's degree programs on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?

Response
This information is developed in detail in Criterion 2.B Contributions to other units.
- In a Hispanic Serving Institution and bilingual state, the mission and work of the Department lie somewhere between that of a Department of English and that of a Department of Languages and Literatures. Spanish is not a foreign language in New Mexico. The Department provides a Humanistic liberal education in one of the several languages spoken in New Mexico. The number of students who have

Spanish as a second major indicates that, largely because of the geographic location of UNM, the Department provides a significant contribution in this regard.

- The Department's courses and degree programs offer key curriculum for students in programs in Anthropology, Chicana and Chicano Studies, Cinematic Arts, Education, Foreign Languages and Literatures, International Studies, History, Latin American Studies, Linguistics, and Women's Studies, as well as preprofessional students, particularly in the Health Sciences and Criminology.
- There is an intimate relationship with the Department of Linguistics and the linguists of Spanish and Portuguese.
- Faculty from the Department regularly serve on exam, thesis, and dissertation committees for students in English, History, Linguistics, Latin American Studies, and Speech and Hearing Sciences, to name but a few.
- Both the Spanish and Portuguese components of the Department play an important role in the functioning of the Latin American and Iberian Institute.
- The Department's Ph.D. in Hispanic Linguistics is recognized nationwide for its quality and an ideal program in which to study language contact, heritage language, and bilingualism. It is among the top ten Hispanic Linguistics PhDs at public universities.
- The Department also offers one of only a few MA programs in Portuguese in the nation, with a growing number of students completing a double MA in Spanish and Portuguese or a Ph.D. with concentrations in both Spanish and Portuguese. UNM is one of the few programs in the United States in which faculty and double and dual degree graduate students carry out research that crosses the Spanish-Portuguese cultural and linguistic divide in Latin America.
- The major contribution on a regional, national, and international level by Spanish and Portuguese arises in the form of vetting articles for regional to international journals, professional presses, and so on.

1.C. Learning Goals and Outcomes

Note: Student Learning Outcomes differ broadly from one level to the next and are elaborated in Criterion 3.A.

1.C.1. General Undergraduate Goals

Lower Division Spanish and Portuguese

Detailed information regarding the goals and Student Learning Outcomes that guide assessment and curricular design can be found in Criterion 3.A where these are presented in detail per course program and level.

Program Goals for BA in Spanish and in Portuguese

A. Students will understand, think critically, and communicate about texts written in Spanish or Portuguese.

B. Students will present ideas and information in spoken Spanish or Portuguese.
C. Students will use Spanish or Portuguese in interpersonal interactions.

1.C.2. General Graduate Goals: MA Level

A. GOAL: Students will acquire a broad knowledge of Hispanic and/or Portuguese languages, literatures and cultures.

> A.1. SLO: Students contextualize primary texts or data within a broad knowledge of Iberian and Latin American/Southwest Hispanic literature and Hispanic linguistics.

B. GOAL: Students will develop and utilize academic forms of written and oral communication in Spanish or Portuguese.

> B.1. SLO: Students will write coherent, academic essays or research papers analyzing literary, linguistic or cultural topics, utilizing current literary theories and methods or conducting empirical analyses.
> B. 2. SLO: Students will attend a professional development event- a conference, workshop, fieldwork OR participate in such an event by giving a scholarly talk or conducting a workshop or fieldwork.

C. GOAL: (for Teaching Assistants only) Students will acquire and practice effective language teaching pedagogies.

> C.1 SLO: Teaching Assistants apply knowledge of current Second Language and/or Heritage Language Acquisition theory and pedagogy by teaching their classes effectively.

1.C.3. General Graduate Goal: Ph.D. Level

The Ph.D. in Spanish and Portuguese offer students the opportunity to acquire a broad knowledge of the languages, cultures, and literatures of the Spanish- and/or Portuguese-speaking worlds and to obtain considerable expertise in a chosen field of study. Students continue to perfect academic written and oral communication in Spanish and/or Portuguese. Doctoral students make an original contribution to the field in the form of a dissertation. Students with Teaching Assistantships acquire and practice effective language teaching pedagogies.

A. GOAL: Student will acquire a broad knowledge of Hispanic and / or Portuguese languages, literatures, and cultures

> A.1. SLO: Students contextualize primary texts or data within a broad knowledge of Iberian and Latin American/Southwest Hispanic literature and Hispanic linguistics.
> A.2. SLO: Students will discuss the central issues of their field of specialization.

B. GOAL Students will develop and utilize academic forms of written and oral communication in Spanish or Portuguese.

> B.1. SLO: Students will write coherent, academic essays or research papers analyzing literary, linguistic or cultural topics, utilizing current literary theories and methods or conducting empirical analyses.
> B.2. SLO: Students will attend professional development events- a conference, workshop, fieldwork, AND participate in such an event by giving a scholarly talk or publishing an

article.

B.3 SLO: Students will complete a significant research project, making an original contribution to the field.

C. GOAL for Teaching Assistants: Students will acquire and practice effective language teaching pedagogies.

C.1. SLO: Teaching Assistants apply knowledge of current Second Language and/or Heritage Language Acquisition theory and pedagogy by teaching their classes effectively.

1.D. Publication of Learning Goals and Outcomes

The learning goals and outcomes for our lower-division courses are articulated on the course syllabi on the Department website and on the General Education Assessment website of the College of Arts and Sciences.

The learning goals and outcomes for the undergraduate programs are published on the Department website and on the Program Assessment website of the College of Arts and Sciences. The learning goals and outcomes for our upper-division courses are communicated to our students via individual course syllabi.

The learning goals and outcomes are communicated to our MA and Ph.D. students via the Department's website, individual course syllabi, the Graduate Student Manual (available via the Department's webpage and in hard copy), and in meetings with their individual mentors and advisors as well as on the Program Assessment website of the College of Arts and Sciences. The Teaching Assistants are made aware of the goals for teaching via their mandatory attendance in a week-long orientation at the start of each fall semester as well as with regular meetings with their supervisor throughout the semester.

See Appendix 1.D, the Graduate Student Manual, for examples of upper-division and graduate syllabi with Student Learning Outcomes.

1.E. Primary constituents and stakeholders of Spanish and Portuguese

Constituents for BAs in Spanish and Portuguese are respectively Spanish and Portuguese majors and minors, undergraduate students at all levels and in all disciplines.

Stakeholders include Teaching Assistants, Professors, the Department of Spanish and Portuguese, the Department of Foreign Languages and Literatures, the Department of Linguistics, the International Studies Program, the Latin American and Iberian Institute, the Department of Speech and Hearing Sciences, the College of Arts and Sciences, the College of Education, the University of New Mexico, and the entire state of New Mexico.

Constituents for MAs in Spanish and Portuguese are MA candidates of the Department of Spanish and Portuguese.

Stakeholders include Professors, the Department of Spanish and Portuguese, the College of Arts and Sciences, the University of New Mexico, and the entire state of New Mexico.
Constituents for PhDs in Spanish and Portuguese are MA candidates, graduate students the various fields of humanities including but not necessarily limited to those in Foreign Languages, English, American Studies, Chicana/o Studies, History, Philosophy, etc.

Stakeholders include Professors, the Department of Spanish and Portuguese, the College of Arts and Sciences, the University of New Mexico, and the entire state of New Mexico.

1.F. How program goals serve constituents

The overarching goals for the BA in Spanish and Portuguese center on the acquisition of literary, cultural, and linguistic content related to Spain, Latin America, and the Hispanic Southwest; the development of historically and socially-situated analysis; written and oral presentation skills; and effective interpersonal communication in the target languages. These goals and the course-based student learning objectives that support them prepare our various constituents in different ways. The minority of our students who are bound for graduate study in the fields of language, literature, linguistics or cultural studies undergo rigorous disciplinary and interdisciplinary preparation in these fields. Students planning careers in K-12 education professionalize their Spanish and acquire a depth of cultural and literary knowledge of a diverse Luso-Hispanic world. This knowledge centers not only on the traditional areas of genre and period, but also on themes of cultural geography, race, ethnicity, class, gender, and the definition and cultural defense of social justice, rights, and insurgency. The Department's approaches to undergraduate linguistics place emphasis on training students to think about and study the language varieties that are part of their daily life in New Mexico. Most majors and minors in Spanish and Portuguese look toward careers in health care, business, law, law enforcement and other professions. These students gain intercultural communicative competence that is essential both in a globalizing world as well as in any profession in New Mexico. Our heritage speakers develop a deeper personal connection to their heritage culture and community. All our students are invited to engage in critical thinking, understanding others across difference, a struggle with ethical ambiguity, and an attention to detail that hones analytical skills applicable in every profession. Thanks to our Program Goals, BA students in Spanish and/or Portuguese, our constituents, finish their career with a greater historical, global, and cultural awareness, prepared to work and contribute to the larger society intelligently and knowledgeably.

1.F.1. Broad Program Learning Goals for the MA and Ph.D. Programs

The learning goals for the MA prepare students who earn their MA in Spanish or Portuguese to pursue more advanced graduate studies at the Ph.D. level both at UNM and at other universities: 29% of MA students pursue a Ph.D. in Spanish or Portuguese. Programs in UNM who have received some of our MA students include Linguistics, Education, and Comparative Literature. Some of these universities include Cornell, Georgetown, Notre Dame, University of Wisconsin, University of Indiana, University of Texas, Florida International University, University of Kentucky, Tulane, Vanderbilt. The 15% of our MA who find K-12 teaching positions have developed a more professionalized language competency, have trained and practiced as teachers; and have developed skills in critical reading, research, and analysis. The latter skills also serve

well the 13% of MA students who pursue higher education in other fields and the 4% who find government positions.

MA students who have not pursued the Ph.D. most often find positions teaching language in community colleges, high schools, and middle schools. Representative schools include Central New Mexico Community College (Albuquerque), City College (Gainesville, Florida); Albuquerque Academy, Albuquerque High, Rio Rancho High, Valley High School, Volcano Vista, Bosque High School, Atrisco Heritage High School, Menaul Academy, Sandia Prep, Jefferson Middle School, Petree Elementary, and Hope Christian School.

The learning goals for the Ph.D. prepare for teaching positions at community colleges, branch campuses, four-year colleges, and universities. Graduates of our program have secured teaching positions at our branch campuses--Los Alamos, UNM West Río Rancho, and Valencia. Others have gone on to such universities as University of Vermont, Aquinas College, Roanoke College, Houston Baptist, Gettysburg College, William and Mary, U. of Texas, George Mason University, Bucknell University, University of Denver, University of Washington-Tacoma, Portland State University, Emporia State University, University California-San Marcos, Texas Tech University , Winona University (Minnesota), New York University, University Kansas, University of North Dakota, University of Oklahoma, etc.

Their success in obtaining Ph.D. degrees from these institutions make clear that they have developed critical thinking skills, research skills, expertise in both literary, linguistic, and theoretical analysis in these areas. Other occupations pursued by our graduate students include work in the Forestry Service; at Sandia National Laboratory; as Information Specialist in the National Guard; as a manager of Fiat Auto in Greenville, Colorado; at Fidelity Investment in Albuquerque; for a corporate recruiting agency; as a Christian minister in northern New Mexico; interpreting and translating; as a restaurant manager; financial aid counselor; realtor for Century 21.

1.G. Community Outreach

The Department of Spanish and Portuguese regularly sponsors and participates in both outreach and community activities, including colloquia, conferences, speaker series, performances (readings of creative writings), and community service projects. It offers its expertise beyond the local community to the entire profession by refereeing for journals, university presses, and such. These activities reflect the Department's mission to develop understanding, sensitive communication, and critical thinking about our diverse and interconnected world and demonstrate the ways in which we share our expertise with the academic community, the city of Albuquerque, the state of New Mexico, and beyond. Participating in the greater UNM community demonstrates our Department's commitment to engaging in scholarly dialogue across fields and with the community involved in those academic units. To this end, our faculty participates in a variety of manners in scholarly events in and on campus that are sponsored by other organizations on campus, but that are accessible to the public. Descriptions of the activities we have participated in over the past eight years appear below.

The entire list of materials submitted for this section rests in Appendix 1.G Community Outreach.

1.G.1. Readings

The Department of Spanish and Portuguese sponsors and participates in readings of writings of canonical authors and of faculty who are themselves, authors. Such activity is always open to the public, and some of it is aimed specifically at a broader public.

- The largest reading of a canonical author was the read-athon of Miguel de Cervantes's *Don Quijote* (2015) in which the entire Department participated with an invitation extended to and answered well by both the University community and the broader community especially that found in the broader Albuquerque academic community. The week-long event was inaugurated by the Dean of Arts and Sciences who read the first chapter of this work in Spanish. Faculty members of Spanish and Portuguese and other departments contributed. Graduate and undergraduate students across the campus also participated in this endeavor as did students from Albuquerque high and middle schools.
- To this, we add readings of works by a variety of contemporary authors: Ángel González, Jim Sagel, Luis Alberto Urrea, Cecilia Ballí, Junot Díaz, Loida Maritza Pérez, Renny Golden, José Edmundo Paz-Soldán, Juan Felipe Herrera (US Poet Laureate), Marcus Vinícius Faustini, Alberto Fuguet, and others.
- Among our own faculty, three, in particular, have read their own works, often at book signings: Eleuterio Santiago Díaz, Santiago Vaquera-Vásquez, and Carmen Julia Holguín Chaparro.

1.G.2. Guest Speakers

Spanish and Portuguese has provided a forum for a panoply of well-known academics covering the variety of areas offered. All presentations have been free of charge and open to the public, both academic and general. A sampling of these include:

- Linguistics: William Raymond (University of Colorado, Boulder), Kim Potowski (University of Illinois, Chicago) Hiroto Uchihara (Universidad Nacional Autónoma de México), and José Ignacio Hualde (the University of Illinois Urbana-Champaign);
- Peninsular: James Parr (U.C.-Riverside), Ignacio Navarrete (U.C.-Berkeley), Lisa Vollendorf (San José State);
- Latin American literature: Brantley Nicholson (U. Richmond);
- Southwest (US Latino): José Edmundo Paz-Soldán (Cornell), Rolando Hinojosa Smith (U. Texas);
- Portuguese: Emanuelle Oliveira-Monte, (Vanderbilt University), George Yúdice (University of Miami), Richard Gordon (Ohio State University), Idelber Avelar (Tulane University), Ana Maria Gonçalves (Writer), Rebecca Atencio (Tulane University), Marcus Faustini (writer), Fernando Arenas (U. Michigan), Anthony Pereira (King's College), Vinicius de Carvalho (King's College).

1.G.3. Conferences and Symposia

These gatherings are free and open to the public. A sampling of the ones that we have offered include:
- UNM Conference on lbero-American Culture and Society: "Heroes and Anti-Heroes: Celebrating the Cid" (2008);
- "Lady in Blue: Sor María de Jesús de Ágreda" (2009);
- "Moros, Moriscos, Marranos y Mestizos: Alterity, Hybridity and Identity in Diaspora (2010); "Symposium on the Life and Work of Jim Sagel" (2011);
- *"Palabra Sobre Palabra Simposio / Homenaje a Ángel González"* (2012);
- "Latino Literary Imagination Conference" (2011, 2015);
- Human Rights Symposium: "Human Ecologies of Ethnicity, dRace and Memory in Human Rights Discourse" (2013);
- "Celebrating Varieties of New Mexican Spanish in honor of Garland Bills and Neddy Vigil" (2013);
- "Nuevo México In a Global Context: Popular Religiosity" (2013);
- "Happy 500th, Santa Teresa" (2015);
- Mini-Symposium on Brazil (2016).

1.G.4. Community Outreach through Collaboration with Other University Units

The Department has collaborated with the UNM Honors College Alumni Chapter: fund raising, planning alumni events, writing the alumni newsletter. We participate in UNM's High School Recruitment Fair and UNM's Native American, African-American, and Hispano Student Day. There is also steady participation in University-sponsored activities such as UNM Discover Fair: New Student Orientation; UNM El Centro de la Raza: Raza Junta, and UNM Senior Day.

1.G.5. Community Outreach of Individual Faculty via Elementary, Middle School, High School, and Community Colleges in Albuquerque and Beyond.

Departmental members interact with public school programs in the city and around the state by either participating in events held at particular schools or by inviting and hosting schools to come to the UNM campus. Some of the events held at schools in which faculty members have participated include:

- Medieval Day at the Albuquerque Academy;
- the Academic Decathlon Team at Belén High School;
- teaching poetry at New Mexico International School;
- evaluating portfolios at Albuquerque High School for seniors seeking to receive the Bilingual Seal;
- consulting with Bosque School in their implementation of an SHL program;
- workshop on New Mexican Spanish at Dolores Gonzales Elementary School;

- taking beginning language students of the SHL to interact with students of the East San José Elementary school.
- In one instance, one faculty has worked directly with the speech communities in Peru and has in recent years been asked to participate in an increasing number of initiatives advanced by several institutions, including the Ministry of Culture of Peru, the Ministry of Education of Peru, and the National Indigenous Organization AIDESEP's program called FORMABIAP.

The Department has brought students from a variety of schools to events on campus, some designed specifically for recruitment purposes and others to celebrate cultural or historical events.

- We have had, for example, students come from Taft Middle School and Middle and High school students from local schools to observe Spanish and Portuguese classes.
- We have provided orientations for sophomore and junior high school students including Albuquerque HS, Rio Grande HS, and East Mountain HS.
- In 2015, several schools were invited to participate in the *Don Quixote* read-athon commemorating 500 hundred years since the publication of the second part of this masterpiece.

The Department has participated in events directed at a larger public while not excluding our constituents in the University. A sampling of such events includes participation in Nuestra Música Festival XIII which took place in the Santa Fe Lensic Theater. We provided a workshop for professional development, and continuing education of primary and secondary school teachers called Taller: El español de Herencia at the Centro Español de Recursos, National Hispanic Cultural Center. Another was the "Bilingual Children's Literature Workshop."

1.G. 6. Radio, TV, Mass Media

Faculty members have participated by:
- volunteering with *Democracy Now!* At Robert F. Kennedy Charter School;
- a brief interview on a local TV station, Univisión, regarding the advantages of bilingualism;
- a brief interview on KOB regarding Spanish translations of voting ballot sheets;
- a brief interview on KOAT regarding UNM as a safe campus considering recent elections;
- an interview on his own creative work;
- an invited guest-DJ on the local public radio station KUNM to focus on Carnival in the Americas and on another occasion to play and talk about Hip-Hop in Latin America;
- interview on KUNM regarding the legacy of Jim Sagel;
- interview on KRQE to discuss the difference between "farolitos" and "luminarias";
- recruitment information in talks and interviews with the Universidade Feevale's (Novo Hamburgo, Brazil) newspaper and television channel;
- participation in a televised speaker series in Oviedo, Spain;
- work pertaining to health issues among the Hispanic community has been translated and

placed on the Web for their benefit;
- a Spanish translation for the Values History form (a form to assist in making healthcare choices in accordance with one's values) has been posted on the website of UNM Health Sciences Center Institute for Ethics.

1.G.7. Lectures and Workshops Aimed at Both Academic and non-Academic Communities

Activities in the area include the following:

- Participating in the Colombian Fulbright Orientation attended by award recipients who were about to embark on their PhD study in the United States;
- a workshop called *Luces, cámara, ¡Escribe!* for El Tecnológico de Monterrey, Chihuahua campus;
- workshops about creative writing in México;
- a workshop on investigating childhood bilingualism for the Universidad Autónoma de Baja California, Tijuana;
- a variety of events organized to expand the possibilities for contact with Latin American culture and literature for undergraduate students of UNM.
- A series of workshops have been given to preserve indigenous languages of Peru: creation of the first reading book in the Secoya language in addition to a phonological study which became the basis for the design of the writing system currently in use; workshops on alphabet development for the Kukama-Kukamiria language;
- collaboration with the Instituto Cervantes to enhance the quality of Spanish teaching in the UNM and the Albuquerque area;
- collaboration with Zimmerman Library and National Parks office for digital storytelling projects where students narrate the story of selected natives of New Mexico Via Spanish Second Language Program
- SPAN 300 Coordination and SPAN 202 has included the 2015-2016 UNM Lobo Reading Book "Enrique's Journey" in the 202 curriculum in addition to a series of community-related events about Immigration in the U.S.
- Students in SPAN 202 shared their book reflections on a panel in collaboration with SPAN 300 level students Fall 2015 and Spring 2016 and attended to UNM open-forum discussions (UNM and Albuquerque community members) with the author of the book;
- investigating the development of grammatical skills among bilingual children in Albuquerque in collaboration with Head Start (YDI), Rio Grande School District, and Rio Grande Educational Collaborative (RGEC).

For more detail, please consult Appendix 1.G.

CRITERION 2: TEACHING AND LEARNING: CURRICULUM

2.A. Program Curricula

The Department of Spanish and Portuguese offers at the BA-level a major, second major, and a minor in both languages. It has proposed a dual BA in Spanish in Portuguese pending approval at the college level. It also offers an MA and a Dual MA Spanish/Portuguese. Finally, it is the only institution in the state to offer a Ph.D. in Spanish and Portuguese.

2.A.1. General Education Core courses offered in Spanish & Portuguese

Fig. 2.A.1 Spanish and Portuguese Lower Level Division (100-200), Fall-Spring-Summer Enrollments

S&P Lower Level Division (100-200) Fall-Spring-Summer Enrollments			
AY	SSL	SHL	PORT
AY08-09	2,739	774	208
AY09-10	2,947	836	187
AY10-11	2,781	753	194
AY11-12	2,898	762	209
AY12-13	2,845	801	204
AY13-14	2,709	751	190
AY14-15	2,453	601	173
AY15-16	2,220	447	132
TOTAL	21,592	5,725	1,497
AVERAGE	2,699	716	187
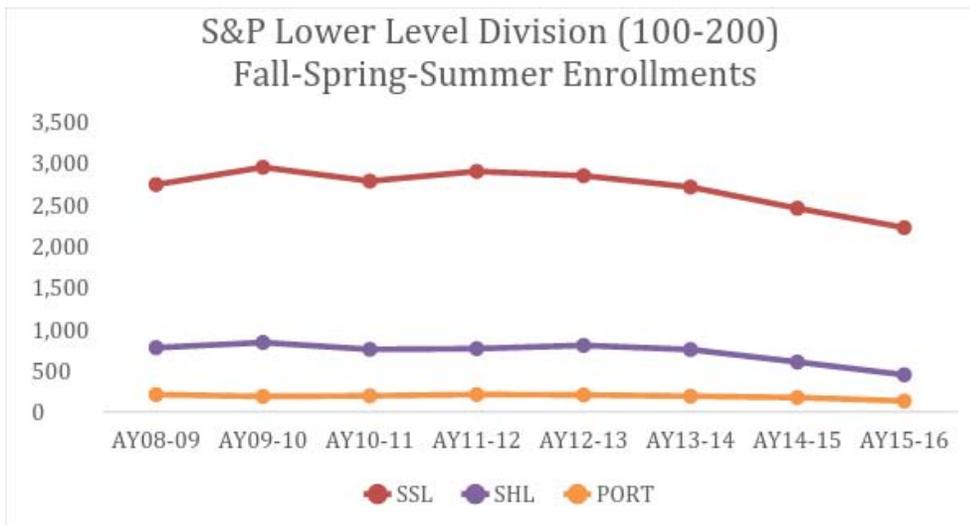
Fig. 2.A.2. Spanish and Portuguese Lower Level Division (100-200), Fall-Spring Enrollments

S&P Lower Level Division (100-200) Fall & Spring Enrollments			
AY	**SSL**	**SHL**	**PORT**
AY08-09	2,603	774	197
AY09-10	2,803	836	181
AY10-11	2,655	753	194
AY11-12	2,732	762	202
AY12-13	2,740	801	204
AY13-14	2,619	751	190
AY14-15	2,331	601	173
AY15-16	2,118	447	132
TOTAL	**20,601**	**5,725**	**1,473**
AVERAGE	**2,575**	**716**	**184**

SSL - Spanish as a Second Language
SHL – Spanish as a Heritage Language
PORT - Portuguese

S&P Lower Level Division (100-200) - Fall & Spring Enrollments

Fig. 2.A.3. Spanish and Portuguese Lower Level Division (100-200), Summer Enrollments

S&P Lower Level Division (100-200) Summer Enrollments		
Summer	SSL	PORT
Summer 09	136	11
Summer 10	144	6
Summer 11	126	
Summer 12	166	7
Summer 13	105	
Summer 14	90	
Summer 15	122	
Summer 16	102	
TOTAL	991	24
AVERAGE	124	8
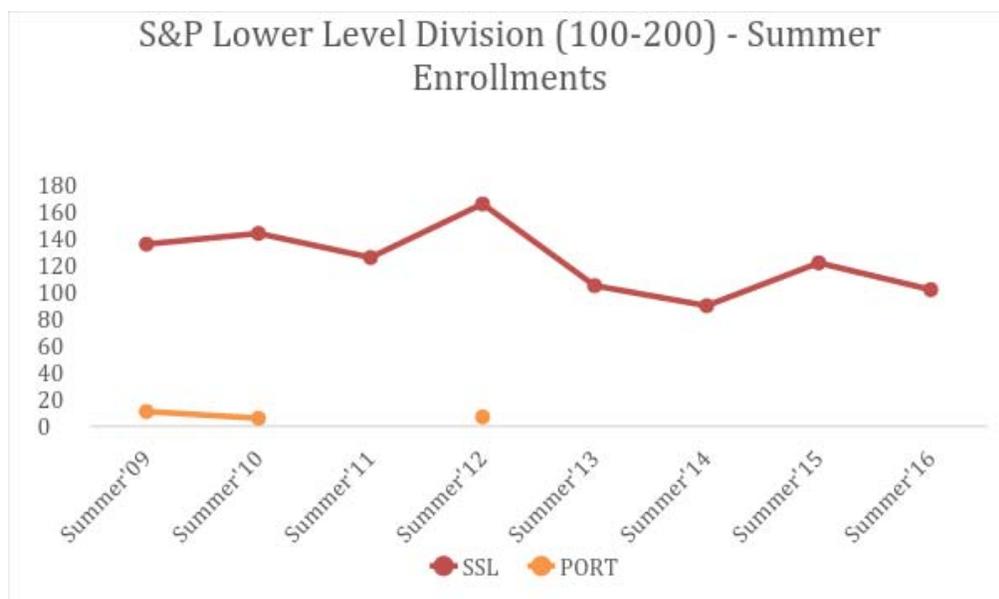
The SSL course sequence (SPAN 101, 102, 201, and 202) and the SHL course sequence (SPAN 111, 112, 211, and 212) are two academically equivalent programs offered as general education core courses for students in UNM. Each program offers an aligned sequence of four semesters (101/111, 102/112, 201/211 and 202/212). The SSL program (an average of 2,700 students/year) is designed for students for whom Spanish is not part of their home community, but is truly a second language. SSL offers SPAN 202: Intermediate Spanish II – Intro to Medical Spanish as a specific section of a regular Spanish 202. Students in the SHL program (an average of 400 students/year) come from families and communities in which Spanish is traditionally spoken, even if only by the older generation. The SHL program is a Spanish revitalization and maintenance program that draws on the personal connection that students have to the language to increase learner motivation. This is one of the longest-running SHL programs in the country and,

depending on the year and student enrollments, has been the largest, or one of the largest.

The Portuguese as a second language program general education sequence offers several alternative tracks (PORT 101, 102, 276 / PORT 275, 276 / PORT 277) to the advanced 300 level. These tracks include 1-, 2-, and 3-semester aligned sequences. The Portuguese program is one of the oldest in the nation and offers students the opportunity to complete a BA major, second major, minor, an MA and a combined Ph.D. Additionally, we offer a dual MA program in Spanish and in Portuguese, and are currently working towards university approval of a combined BA in Spanish and Portuguese. We are one of the few programs in the nation that offers this breadth of language tracks and degrees.

Since UNM students are required to take one course to fulfill the language requirement, both SSL, SHL and PORT programs have a significant peak in enrollment in the first beginning level course (SPAN 101, 111 and PORT 101) as compared to the other 100 and 200 level courses. All the lower division SSL, SHL, and PORT courses are taught by graduate teaching assistants.

Reflective Question: Extension of 2.A

Which skills are outlined in the new NM HED Core structure would the unit's undergraduate curriculum align with and target? Explain what innovative practices could be implemented to ensure students are better able to achieve these skills?
(Relevant data can be accessed at the attached Draft Student Core Curriculum Checklist and Proposed Model for NM Gen Ed Critical Thinking Learning Outcomes)

Response:
There are a variety of skills that would align with the NM HED Core structure:

Note on 100 & 200-level designations for the core:
The particular curricular structure of Spanish and Portuguese, which is related to the need to distinguish between basic language acquisition and more advanced language acquisition, combined with cultural, literary and linguistic disciplinary content, means that the Department offers several courses at the 300 level that correspond to some degree to courses offered in English in various departments at the 100-200 level. Thus, SPAN 301, 302, 307, and 352 all provide excellent options for fulfilling essential skills requirements, but the numbering system of the Core Curriculum arbitrarily excludes our offerings. All these courses have significant numbers of freshmen and sophomores enrolled in them, particularly SPAN 301 and 302.

Essential Skill: Written and Spoken Communication

Given that Spanish is the first language for many of our students at UNM, we would argue that our department's 100 and 200 level offerings in both SSL and SHL would align with:

> 100-level course, with skill focus on written and spoken English (from Content Area 1)
> 200-level course, with skill focus on written and spoken English (from Content

Area 1)
SPAN 302 Developing Spanish Writing Skills should also fulfill this essential skill, given the status of Spanish as one of the official languages of New Mexico.

Essential Skill: Critical Thinking -- The following courses align with this core requirement.
SPAN 301: Topics in Hispanic Culture and Language
SPAN 352: Advanced Grammar (which now has a heavy emphasis on language variation and sociolinguistic concerns)
SPAN 307: Introduction to Hispanic Literature

Essential Skill: Personal and Social Responsibility-- The following courses align with this core requirement.
SPAN 301: Topics in Hispanic Culture and Language
SPAN 352: Advanced Grammar (which now has a heavy emphasis on language variation and sociolinguistic concerns)
SPAN 307: Introduction to Hispanic Literature

Content Area Requirement: Humanities & Fine Arts**--** The following courses align with this core requirement.
SPAN 301: Topics in Hispanic Culture and Language
SPAN 302 Developing Spanish Writing Skills
SPAN 352: Advanced Grammar (which now has a heavy emphasis on language variation and sociolinguistic concerns)
SPAN 307: Introduction to Hispanic Literature

2.A.1. Undergraduate Programs Overview: majors, minors

The Department of Spanish and Portuguese offers two majors, two minors, and two second majors.

- Majors: BA in Spanish and BA in Portuguese
- Second Majors: Second Major in Spanish and Second Major in Portuguese
- Minors: Minor in Spanish and Minor in Portuguese

Each of the majors and minors in Spanish and Portuguese is structured in a similar fashion: students can take lower-division language courses until they reach core requirements. For Spanish, the core requirements that count toward the degree begin at the 300 level and for Portuguese at the 276 level. Both majors require 30 hours of study, beginning from these levels and above; second majors require 24 hours from these levels and above (SPAN 301; PORT 276). Minors require 18 hours at and above the aforementioned levels.

Students in Spanish and Portuguese have increasingly combined their majors with another major. The 10 most popular combinations since AY 11-12 with more than 100 students (number of students within parentheses) include: Biology (595), Psychology (505), Criminology (363), Political Science (204), Journalism and Mass Communication (143), Speech & Hearing Sciences (136), BA Biology (130), Biochemistry (118), Sociology (109), International Studies (100).

There are sixty other disciplines among co-majors, from Communication with 96 majors to Earth and Planetary Sciences with one. Details are listed in Appendix 2.A.

Degree Requirements		
Spanish Major	Spanish Second Major	Spanish Minor
SPAN 301 SPAN 302 SPAN 307	SPAN 301 SPAN 302 SPAN 307	SPAN 301 SPAN 302 SPAN 307
SPAN 350 or 351	15 credit hours of electives: 6 hours at the 400 level; 6 hours above SPAN 307; 3 hours at SPAN 300 or above	9 credit hours of electives: 3 hours above SPAN 307; 6 hours at or above SPAN 300
SPAN 352		
SPAN 411 or 412		
SPAN 431 or 432		
9 credit hours above SPAN 307, at least 3 hours at the 400 level		
4 semesters of a 3rd language		

2.A.1.b. Courses in Medical Spanish

Medical Spanish offerings initiated in 2008 with support from the Latin American & Iberian Institute have been expanded allowing us to hire the full-time lecturer in 2013. Courses in Medical Spanish are designed to implement the national Healthy People 2020 Objective, to use health communication strategies to improve population health outcomes and health care quality, and to achieve health equity. The overarching goal of the courses is to develop Spanish language proficiency and decrease linguistic and cultural barriers in future health professionals as a way to decrease health disparities in the State of New Mexico.

These courses enhance the study of interested undergraduate, graduate, and postgraduate-level students who wish to advance their Spanish fluency in healthcare settings. They form part of the traditional curriculum. The undergraduate level courses are currently offered as part of the portfolio of courses that fulfill requirements for a Spanish major or minor degree. For graduate and postgraduate students outside the Department of Spanish and Portuguese, courses are offered as interdisciplinary electives with a pass /fail grading system.

The Department offers four courses treating medical Spanish at the 300 and 400 levels: *Medical*

Spanish and Public Health; Narrativas en Medicina; *Medicina & Cine*; *Spanish Medical Interpretation Practice.* Students may also take *Traditional Medicine without Borders: Curanderismo in the Southwest and Mexico*, a course taught by Eliseo Torres, V.P. for Student Affairs, and course cross-listed with Spanish. The courses offer a collaborative learning setting to enhance the learning process and to expose students to diverse Spanish speaking environments. The curriculum includes medical Spanish service-learning opportunities through UNM Community Engagement Center in community-based health sites.

The course schedule considers schedules of core courses, mandatory labs, and other curriculum activities for pre-health students. To enroll student are required to take the UNM- Spanish Placement Test and rank at 300-level proficiency. Beginning in Fall 2015, we have added an Introduction to Medical Spanish at the SSL 202 level. Between 2008 and 2016, enrollment in medical Spanish courses has increased almost 350%, from 68 to 232 students.
For course descriptions of medical Spanish classes and a report on medical Spanish enrollments and students, see Appendix 2.A and 2.B.

After two and a half years with a full-time lecturer in Medical Spanish, and now one section in Medical Spanish per semester at the 200-level, taught by a second lecturer, we need to design a plan for integration and sustainability. The expansion has caused concern among some faculty that the Medical Spanish students with a second major are graduating with too few courses in culture and literature. Recent consensus formed to limit the number of Medical Spanish classes that could be applied to the second major. A subsequent study of student enrollments, student needs, and attitudes was undertaken and suggested that the integration of Medical Spanish requires more thought: the proposed solution was seen by Medical Spanish students and recent graduates as detrimental to their professional preparation and could result in enrollment losses (see Medical Spanish Report – Appendix 2.B). The rethinking of program integration could involve developing advanced literature courses that integrate literary study with the approaches of Narrative Medicine. In spring 2017, Prof. McKnight will teach a pilot SPAN 307 Introduction to Hispanic Literature section focused on health discourses, literary and non-literary. The Department might also consider a separate certificate or degree program in Medical Spanish.

2.A.1.c. Placement in Spanish

The lower-division Spanish program at UNM has a placement exam that was designed in-house that places students at the correct level in either the SHL program or the SSL program; it also identifies students who should begin at the 300 level. All UNM students who choose Spanish to fulfill their language requirement(s) must take the Spanish Placement Evaluation for placement at the appropriate level.

Continuing students who are following the sequence of Spanish language courses are not required to take the placement evaluation again, unless, a period of one year or more has passed between Spanish courses. Instead, continuing students are required to bring an advisement transcript to the first day of class to verify enrollment in the appropriate course.

2.A.2. Undergraduate Degree Program Requirements and Curricula

Students can major, second major, or minor in Spanish.

2.A.2.a. Major in Spanish:

Pre-Admission Requirements for a BA in Spanish
1) A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.
2) A cumulative grade point average of at least 2.00 on all work:
   a) Transfer students must have a 2.00 transfer GPA
   b) Continuing UNM students must have a 2.00 institutional GPA
3) Demonstrated academic achievement by satisfying the following:
   a) Completion of the University Writing and Speaking Core
   b) Completion of the University Mathematics Core
   c) Completion of the University Foreign Language Core
4) Completion of Department of Spanish & Portuguese major admission course work with grades of "C" or better for SPAN 202 or 212 or 276 or 301 or 302 or 307

2.A.2. b. Requirements for the Major in Spanish

30 credit hours in Spanish courses numbered 300 and above as specified below, plus, demonstrated 202/276 skill level in another (third) language other than Spanish and English. All grades must be "C" or higher to count toward the degree.

7 Required courses (21 credit hours):
- SPAN 301 Topics in Hispanic Culture and Language
- SPAN 302 Developing Spanish Writing Skills
- SPAN 307 Introduction to Hispanic Literature
- SPAN 350 Spanish Phonetics - OR - 351 Introduction to Spanish Linguistics
- SPAN 352 Advanced Grammar
- SPAN 411 Survey of Spanish Peninsular Literature I - OR - 412 Survey of Spanish Peninsular Literature II
- SPAN 431 Spanish American Literature Survey I - OR - 432 Spanish American Literature Survey II

3 Elective courses (9 credit hours):
All electives must be above SPAN 307 with at least one course (3 credit hours) at the 400 level.

Another (third) language (Demonstrated skill at the 202/276 level):

> Demonstrated skill may be established by either a) passing a Foreign Language Proficiency test administered by a faculty member - or - taking the necessary courses. Due to the similarities between the two languages, the Department encourages students to take Portuguese. Students have options in taking Portuguese courses with a three-course sequence (PORT 101, 102 & 276), a two-course sequence (PORT 275 & 276 [or for Spanish speakers, 102 & 276]) - or a single intensive course (PORT 277**).
> **PORT 277 – Intensive Portuguese for Spanish Speakers, is only for students with strong Spanish language skills.**

Students planning to follow their studies at the graduate level:

> For Spanish majors who will continue to study Spanish at the graduate level, we recommend that they take all four literature survey courses-
> - SPAN 411 & 412 Survey of Spanish Peninsular Literature I & II;
> - SPAN 431 & 432 Spanish American Literature I & II
> Two of these courses will count toward required courses and the other as electives.

Students may follow a general course of studies or choose to emphasize on one of these areas:
- Peninsular Literature
- Latin American Literature
- Hispanic Southwest Studies
- Hispanic Linguistics

Electives may be chosen from the above-listed courses and the following:
- SPAN 370 Survey of Chicano Literature
- SPAN 371 Spanish of the Southwest
- SPAN 375 Southwestern Hispanic Folklore
- SPAN 423 Cervantes: The Quijote
- SPAN 429 Topics in Spanish Peninsular Culture and Literature
- SPAN 430 Spanish American Short Story
- SPAN 433 Modern Spanish American Poetry
- SPAN 435 Modern Spanish American Fiction
- SPAN 438 Mexican Literature
- SPAN 439 Topics in Spanish American Culture and Literature
- SPAN 449 Topics in Hispanic Linguistics
- SPAN 479 Topics in Southwest Folklore-Literature
- SPAN 497 Undergraduate Problems (Independent Study)
- SPAN 498 Reading and Research for Honors
- SPAN 499 Honors Essay

Thematic Courses:
The faculty has developed the following thematic courses from our regular advanced-level topics course offerings. These courses allow students to cross traditional disciplinary categories of period and genre to pursue specific literary and cultural themes. The new course titles articulate for students the particular strengths of the literature faculty. These courses may focus on a single geo-cultural region or may cross regions. These courses will be submitted for curricular approval in fall 2017. They will also fulfill electives for the Spanish major, second major, and minor.

Course descriptions are in Appendix 2.A.
- SPAN 461 Writing Workshop
- SPAN 481 El arte de la escritura
- SPAN 482 Topics in Cultural Geographies
- SPAN 483 Topics in Race, Ethnicity, Class, and Gender
- SPAN 484 Topics in Social Justice, Rights, & Insurgency

Requirements for the Second Major in Spanish:
24 credit hours in Spanish courses numbered 300 and above as specified below. All grades must be "C" or higher to count toward the degree.
3 Required courses (9 credit hours)
- SPAN 301 Topics in Hispanic Culture and Language
- SPAN 302 Developing Spanish Writing Skills
- SPAN 307 Introduction to Hispanic Literature

5 Elective courses (15 credit hours)
- 2 elective courses (6 credit hours) must be above SPAN 307;
- 2 elective courses (6 credit hours) must be at the 400 level;
- 1 elective course (3 credit hours) may be fulfilled with any appropriate course number 300 or above.

Students planning to follow their studies at the graduate level:
For second majors in Spanish who will continue to study Spanish at the graduate level, we recommend that they take most or all the required courses for the first major including -
- SPAN 350 Spanish Phonetics and/or SPAN 351 Introduction to Spanish Linguistics;
- SPAN 352 Advanced Grammar;
- SPAN 411 and/or 412 Survey of Spanish Peninsular Literature I & II;
- SPAN 431 and/or 432 Spanish American Literature Survey I & II.

2.A.2.c. Requirements for the Minor in Spanish

18 credit hours in Spanish courses numbered 300 and above as specified below. All grades must be "C" or higher to count toward the degree.
3 Required courses (9 credit hours)

- SPAN 301 Topics in Hispanic Culture and Language
- SPAN 302 Developing Spanish Writing Skills
- SPAN 307 Introduction to Hispanic Literature

3 Elective courses (9 credit hours)
- 1 elective course (3 credit hours) must be above SPAN 307
- The remaining elective hours (6 credit hours) may be fulfilled with any appropriate courses numbered 300 or above.

Advanced Placement (AP) Spanish Language and Spanish Literature scores - UNM equivalencies

The University of New Mexico and the Department of Spanish and Portuguese encourages students to take advantage of the unique opportunity to earn college credit prior to enrolling. CEEB Advanced Placement Program Students who took advanced placement courses in high school, and earned a score of three or higher on the exam, may be eligible for college credit. Score reports should be sent from the College Board directly to the UNM Office of Admissions.

Advanced Placement	Score	UNM Course Equivalent	UNM Credit Hours	Enroll directly in the following UNM Courses
Spanish Language	3	SPAN 101, 102	6 total (3 ea.)	201
	4 or 5	SPAN 101, 102, 201, 202 & 302	15 total	307
Spanish Literature	4	SPAN 302	3 total	307
	5	SPAN 302, 307	6 total (3 ea.)	350 - 370 411 - 439, 479

2.A.3. Portuguese: major, second major, and minor

Pre-Admission Requirements for a BA in Portuguese

1) A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.
2) A cumulative grade point average of at least 2.00 on all work:
    i)   Transfer students must have a 2.00 transfer GPA
    ii) Continuing UNM students must have a 2.00 institutional GPA
3) Demonstrated academic achievement by satisfying the following:
    i)   Completion of the University Writing and Speaking Core
    ii) Completion of the University Mathematics Core
    iii) Completion of the University Foreign Language Core
4) Completion of Department of Spanish & Portuguese major admission course work with grades of "C" or better for PORT 276 or 277

Requirements for the Major in Portuguese

30 credit hours in Portuguese courses numbered 276 & above, plus, demonstrated 202/276 skill level in another (third) language other than Portuguese and English. All grades must be "C" or higher to count toward the degree.
Required courses (12 credit hours):

Choose one of the following six credit-hour courses:

- PORT 276 Intensive Intermediate Portuguese (Course prerequisite: PORT 102 or 275) - OR -
- PORT 277 Intensive Portuguese for Spanish Speakers
- Choose two of the following courses (for a total of 6 credit hours):
- PORT 301 Conversation and Pronunciation - AND / OR -
- PORT 311 Culture and Composition - AND / OR -
- PORT 312 Culture and Conversation

Six Elective courses (18 credit hours) chosen from:

- PORT 301 Conversation and Pronunciation - OR -
- PORT 311 Culture and Composition - OR -
- PORT 312 Culture and Conversation
- (PORT 301, 311, 312 are non-repeatable courses. Students have the option to select one of these courses as an elective based on their choices from the Required courses category above).
- PORT 335 Brazilian Popular Culture
- PORT 414 Topics in Luso-Brazilian Literature and Culture { R }
- PORT 416 Brazilian Cinema
- PORT 417 Popular Brazilian Music
- PORT 421 Brazilian Theater
- PORT 457 Encounters with the New World I
- PORT 458 Encounters with the New World II
- PORT 461 Topics in Brazilian Literature { R }
  { R } = repeatable course with change in topic.

The following thematic courses, which correspond to those developed for the Spanish literature and culture curriculum are also proposed for Portuguese:

- PORT 481 El arte de la escritura
- PORT 482 Topics in Cultural Geographies
- PORT 483 Topics in Race, Ethnicity, Class, and Gender
- PORT 484 Topics in Social Justice, Rights, & Insurgency

Another (third) language (Demonstrated skill at the 202/276 level): Demonstrated skill may be established by either a) passing a Foreign Language Proficiency test administered by a faculty member - or - taking the necessary courses. Spanish is an excellent second language for students in Portuguese because of the similarity of the two languages, the geographical proximity, and the

job opportunities available to speakers of both languages.

Requirements for the Second Major in Portuguese

24 credit hours in Portuguese courses numbered 276 and above. All grades must be "C" or higher to count toward the degree.

Required courses (six credit hours)

Choose one of the following six credit-hour courses:
- PORT 276 Intensive Intermediate Portuguese (Course prerequisite: PORT 102 or 275) - OR -
- PORT 277 Intensive Portuguese for Spanish Speakers

Choose six elective courses (18 credit hours) chosen from this list:

- PORT 301 Conversation and Pronunciation
- PORT 311 Culture and Composition
- PORT 312 Culture and Conversation
- PORT 335 Brazilian Popular Culture
- PORT 414 Topics in Luso-Brazilian Literature and Culture { R }
- PORT 416 Brazilian Cinema
- PORT 417 Popular Brazilian Music
- PORT 421 Brazilian Theater
- PORT 457 Encounters with the New World I
- PORT 458 Encounters with the New World II
- PORT 461 Topics in Brazilian Literature { R }
{ R } = repeatable course with change in topic.

Requirements for the Minor in Portuguese

18 credit hours in Portuguese courses numbered 276 and above. All grades must be "C" or higher in order to count toward the degree.

Required course (six credit hours): choose one of the following:

- PORT 276 Intensive Intermediate Portuguese (Course prerequisite: PORT 102 or 275) - OR -
- PORT 277 Intensive Portuguese for Spanish Speakers

Four Elective courses (12 credit hours)

Choose elective courses chosen from this list:

- PORT 301 Conversation and Pronunciation
- PORT 311 Culture and Composition

- PORT 312 Culture and Conversation
- PORT 335 Brazilian Popular Culture
- PORT 414 Topics in Luso-Brazilian Literature and Culture { R }
- PORT 416 Brazilian Cinema
- PORT 417 Popular Brazilian Music
- PORT 421 Brazilian Theater
- PORT 457 Encounters with the New World I
- PORT 458 Encounters with the New World II
- PORT 461 Topics in Brazilian Literature { R }
- Or the thematic courses listed for the Major in Portuguese.

{ R } = repeatable course with change in topic.

2.A.4. Graduate Programs

Graduate Programs of the Department of Spanish and Portuguese consists of the Master of Arts, the Dual Degree Master of Arts, and the Ph.D. Program as detailed below.

Master of Arts

Master of Arts Core Requirements

The MA is offered under Plan I (thesis) and Plan II (coursework).

- Plan I requires a minimum of 27 hours of coursework, comprehensive examination, and a thesis.
- Plan II requires 33 hours of coursework and a comprehensive examination.
- Under Plan I, a thesis proposal must be submitted to the student's thesis committee and the departmental graduate advisor no later than the semester before the beginning of the fourth semester of study when the student will register for 6 hours of thesis credit.
- Minimum semester hour requirements for TAs under both plans are nine, nine, nine, and six. All Spanish coursework counted toward MA credit requirements must be in courses approved by the Department at the 500-level or above with the exception of SPAN 423 (Cervantes' *Quijote*), and SPAN 438 (Mexican Literature).
- All Portuguese coursework counted toward MA credit requirements must be in courses approved by the Department at the PORT 400-level or above.
- Relevant electives outside of the Department may be taken only if pre-approved by the student's mentor and the section advisor.

Language Requirement

- Research at the graduate and professional levels is enhanced by the mastery of several languages. Students are advised to consider their professional goals in selecting a language to fulfill the Department's requirement.
- All MA Spanish or Portuguese candidates must demonstrate proficiency equivalent to one year of university-level study in one language apart from English and the student's language of major study. This proficiency is normally demonstrated by completing, in consultation with the Department graduate advisor, a second semester or above numbered

language course with a grade of B or better. This requirement can be met through coursework done as part of the BA

Comprehensive Examination

- The MA comprehensive examination will normally be given during the student's third (Plan I) or fourth (Plan II) semester of graduate study at times specified by the Department. The examination will be administered by an examination committee and will be based on the reading list designed for each concentration.

Master of Arts: Areas of Study

- While the Portuguese section focuses on one area of study from Colonial Brazilian literature to Contemporary Brazilian literature, the Spanish section offers three areas of study: Hispanic Linguistics and two literature areas--Hispanic Literature, comprising Peninsular and Latin American Literature, and Hispanic Southwest Studies. Whereas the Master of Arts in Portuguese and in Spanish require four semesters of course work, a total of 33 credit hours, selected students who apply to the Dual Degree MA can earn a Master of Arts in Portuguese and Spanish in six semesters with a total of 54 credit hours. Details for these areas follow below.

Portuguese

- 15 hours in Portuguese at 400-level or above.
- 12 hours of Hispanic, Southwest, or Portuguese Literature - and/or –Hispanic, Southwest, or Portuguese Linguistics.
- six hours of electives or thesis.
- All Portuguese coursework counted toward MA credit requirements must be in courses approved by the Department at the PORT 400-level or above. All Spanish coursework counted toward MA credit requirements must be in courses approved by the Department at the 500 level or above with the exception of SPAN 423 - Cervantes's *Quijote* and SPAN 438 - Mexican Literature.
- Relevant electives outside of the Department may be taken only if pre-approved by the student's mentor and the section advisor.

Hispanic Linguistics

- 21 hours in Hispanic linguistics
- 3 hours of Hispanic Literature.
- 3 hours of Portuguese or Hispanic Southwest Studies.
- SPAN 541 - Recent Research on the Teaching of Spanish required of TA's and to be taken during the TAs first Fall semester.
- 3 hours of electives or 6 hours of thesis.
- All Spanish coursework counted toward MA credit requirements must be in courses approved by the Department at the 500 level or above except for SPAN 423 - Cervantes' *Quijote* and SPAN 438 - Mexican Literature.
- Relevant electives outside of the Department may be taken only if pre-approved by the

student's mentor and the section advisor.

Hispanic Literature

- 9 hours of Spanish American Literature and 9 hours of Peninsular Spanish courses. SPAN 601 - Literary Theory may be included.
- 3 hours of Hispanic Linguistics (teaching methodology class may not be included, e.g., SPAN 541- Research Methodology for Teachers).
- 3 hours of Portuguese or Hispanic Southwest Studies.
- SPAN 502 - Research and Critical Methods to be taken during the first semester of graduate study.
- SPAN 541 - Recent Research on the Teaching of Spanish or SPAN 549 - Recent Research Methods for Teaching SHL (required of TAs and to be taken during the TA's first Fall semester).
- 3 – 6 hours (depending on whether a teaching methodology class is taken) of electives or thesis.
- All Spanish coursework counted toward MA credit requirements must be in courses approved by the Department at the 500-level or above except for SPAN 423 - Cervantes' *Quijote* and SPAN 438 - Mexican Literature.
- Relevant electives outside of the Department may be taken only if pre-approved by the student's mentor and the section advisor.

Hispanic Southwest Studies

- 6 hours of Hispanic Linguistics (must include at least one course on Southwest Spanish; teaching methodology class may not be included, e.g., SPAN 541 - Research Methodology for Teachers).
- 12 hours of Hispanic Southwest Studies taken in the Department of Spanish and Portuguese.
- SPAN 502 - Research and Critical Methods.
- 6 hours of Hispanic or Portuguese literature from outside the Southwest.
- 6 hours of relevant electives (depending on whether teaching methodology class, e.g., SPAN 541, is taken) in the Department or outside (e.g., History, Linguistics, Social Sciences) or thesis. All Spanish coursework counted toward MA credit requirements must be in courses approved by the Department at the 500 level or above. Two exceptions are SPAN 423 - Cervantes's *Quijote* and SPAN 438 - Mexican Literature.
- Relevant electives outside of the Department may be taken only if pre-approved by the student's mentor and the section advisor.

Dual MA in Spanish and Portuguese

The deadline for application to the dual MA in Spanish and Portuguese is October 15 of your second year of study for Departmental review of the application. Financial assistance is awarded on a competitive basis. For consideration for financial support for the third year of study to complete the dual degree, students must submit their application to the Department of Spanish & Portuguese by January 15th.

Dual MA Concentration Credits:

Concentration in Hispanic Literature
- 9 hours of Spanish American Literature
- 9 hours of Peninsular Spanish courses.
- *3 hours of Hispanic Linguistics or Hispanic Southwest Studies

Concentration in Hispanic Linguistics
- 21 hours in Hispanic linguistics

Concentration in Hispanic Southwest Studies
- 12 hours of Hispanic Southwest Studies taken in the Dept. of Spanish and Portuguese
- 6 hours of Hispanic Linguistics
- *3 hours of Hispanic literature from outside the Southwest (shifted from 6 hours)

Concentration in Portuguese
- 21 hours in Portuguese at 400-level or above.

Common Core Courses (Required for all concentrations*)
- SPAN 541 - Teaching Methods
- SPAN 502 - Research and Critical Methods.
- 6 hours of electives (selected from either of the two Spanish concentrations that you are not specializing in) or thesis.

*If you are not receiving a teaching assistantship, then you are not required to take SPAN 541. In this case, these credits become elective credits.

Dual Degree MA exam structure

The MA exams in both Spanish and Portuguese consist of four questions. For Dual MA students in Hispanic Literature, Hispanic linguistics, Hispanic Southwest Studies one can select one area from the four areas of examination that will be eliminated from one's exam. For the Portuguese exam, one needs to answer only one rather than two questions over the individualized reading list. For the MA examinations in Spanish, please specify in writing which section of the exam one would like to eliminate. If one would prefer to take all four questions for the exam, this should be requested in writing. The exam request must be sent to the Graduate Advisor by February 15th (Spring exams) / September 15 (Fall exams) of the semester you are taking your exam.

Following exams, if one had decided to eliminate an area of examination from one's Master's exam and subsequently decide to not continue in the Dual MA program for any reason, then before one can graduate he or she will be responsible for completing and passing a fourth exam question of the area that was previously eliminated. One will be required to take the Master's exam on the next available date that it is offered (i.e. during Fall or Spring break).

2.A.5. Doctor of Philosophy, PhD

The Ph.D. in Spanish and Portuguese at the University of New Mexico requires a minimum of 36 credit hours of course work at the Ph.D. level, 18 dissertation credits, with 30 hours of additional MA course work counting toward the degree. The degree consists of a departmental concentration and twelve additional hours in a supporting field. All Ph.D. coursework in Spanish and Portuguese must be at the 500 or 600 level, except for SPAN 438 Mexican Literature, and SPAN 423 Cervantes' *Quijote* which can count toward the degree.

Departmental Concentration: The two concentrations are Literature and Linguistics.

● The concentration in Literature consists 24 credit hours of a group of courses in a genre (narrative, poetry, theater) and a period (Medieval, Renaissance/Golden Age/Colonial, 18th and 19th Centuries, 20th Century) and 12 hours in a supporting field. The concentration in Linguistics requires 36 hours of a range of courses from the various subfields of linguistics offered at UNM.

Required Courses

● For the Linguistic concentration either SPAN 542 - History of the Spanish Language or PORT 561 - History of the Portuguese Language and PORT 461 - Graduate Portuguese Reading. For the Literature concentration SPAN 601 (Literary Theory) and six units of Portuguese 400 level or above are required. These required courses may count toward the 36 hours of coursework.

Language Requirement

● Research at the graduate and professional levels is enhanced by the mastery of several languages. Students are advised to consider their professional goals in selecting a language to fulfill the Department's requirement. The Portuguese language, as well as Brazilian literature and culture, share many similarities with the Spanish language and Spanish American literature and culture. Coursework in Portuguese is strongly encouraged by the Department of Spanish and Portuguese as it will enhance students' understanding and appreciation of such similarities. Portuguese 277 is recommended.

● All Ph.D. candidates must demonstrate proficiency equivalent to two years of university-level study in a language apart from English and the student's language of major study (Spanish or Portuguese). This proficiency is normally demonstrated by completing, in consultation with the departmental Graduate Advisor, a fourth-semester or higher numbered language course with a grade of B or better. Alternately, the student may complete the requirement by demonstrating proficiency equivalent to one year of university-level study in two foreign languages, by completing second-semester or higher numbered language courses in both languages with a grade of B or better. This requirement can be met through coursework done as part of the BA and/or MA.

Comprehensive Examination

- The doctoral examination encompasses both the concentration and the additional 12 hours in a supporting field. The Student will compile a reading list in consultation with his or her Chair of Committee on Studies.

The examination consists of three parts:
- A 72-hour written examination covering areas of the concentration as well as the supporting field.
- An assigned research essay in the student's concentration. The research question is developed in collaboration with the Committee on Studies and is generally geared to prepare the student to work on the projected dissertation topic. The student will have two weeks to complete the essay.
- A comprehensive oral examination to be scheduled two weeks after the conclusion of the written examination.

PhD Dissertation

- Consult the information and requirements specified in the University of New Mexico Catalog. A dissertation proposal will be presented to and approved by the Dissertation Committee in the semester following the comprehensive examination. An approved copy of the dissertation proposal must be turned in to the Graduate Advisor.

2.B. Contributions to other UNM units

Besides cross-listing courses of both languages of the Department such as in the Dual Degree MA program spearheaded by Professors Jeremy Lehnen and Leila Lehnen, the Department of Spanish and Portuguese offers undergraduate General Education core courses that as electives meet the requisites for such courses across the entire University. In addition to this the Department of Spanish and Portuguese cross-lists courses at both the undergraduate and graduate level with many University units including the Department of Chicana/o Studies, the Honors College, the Department of Linguistics, the Latin American Studies Program, the Department of Cinematic Arts, the Women Studies Program, and the UNM School of Medicine.

In addition to offering courses directly related to the curricula of other programs, departments, and colleges, almost all Spanish and Portuguese faculty are associated on some level with UNM's Latin American and Iberian Institute (LAII) and Latin American Studies Program. Our faculty members are also very involved in other units on campus, including the Institute for Medieval Studies, the Foreign Language and Area Studies (FLAS), serving on LAII committees and in leadership positions, such as the Executive Committee, Operations Committee, as well as serving on Committees on Studies, Exam Committees, and Thesis and Dissertation Committees for the MA and PhD students in Latin American Studies. All courses taught at the 300 level and above in Hispanic Linguistics and Latin American Literature count toward the degree programs in Latin American Studies. All graduate courses in Hispanic Southwest Studies may be counted toward the MA in Latin American Studies. Some undergraduate courses in Spanish and Portuguese are regularly cross-listed with courses in Media Arts and Chicana and Chicano

Studies. Portuguese courses taught at the 300-level and above are central to FLAS Scholarships

Faculty in the Department of Spanish and Portuguese are occasionally sought out to teach required courses at the graduate level in other departments.

Reflective Questions: Extension of 2.B:

Historically, why have Foreign Languages and Literatures (FLL) and Spanish and Portuguese been separated? Are there efficiencies that could be gained by collaborating with FFL and other language programs? What are the impediments for collaboration? Could we better serve our students by collaborating with FFL and other language programs? Why or Why not? What resources that would be needed for collaboration?

Response:

Spanish is not a foreign language. Thus, our Department's mission and purpose are quite different from that of FLL and in many ways is more in line with a department of English. As stated in our Department Mission (see 1.B) the Department of Spanish and Portuguese prepares our students to be able to interact with the Spanish-speaking populations of our state, nation, and with both Spanish-speaking and Portuguese-speaking populations beyond our national boundaries. In the state of New Mexico especially, with Hispanics constituting 48% of its population (http://www.pewhispanic.org/states/state/nm/) and in the nation more broadly--"now the world's second largest Spanish-speaking country after Mexico" (theguardian.com/us-news/2015/jun/29).

Given how our Department diverges from the mission of FLL we can see no efficiencies that could be gained, but rather many inefficiencies. How much time would both the faculty of FLL and of Spanish and Portuguese waste in meetings addressing the differing needs of each group? Furthermore, the separation of FLL and S&P into two different departments in 1992 allowed the Department of Spanish and Portuguese to flourish, developing and strengthening programs in the areas of Southwest, Latin America, Spain, Linguistics, and Creative Writing. As noted in 8.A.1 and 8.A.2, this diverse program offering is unique among both our peer institutions as well as our aspirational peer institutions. Moreover, our focused mission is tailored to the state of New Mexico that we serve. Our distinctiveness as a department allows us to focus on cutting-edge research as well as graduate and undergraduate student success in the classroom and beyond. Finally, UNM is the only flagship university in the country which is also a Hispanic-serving institution. The flagships of states surrounding New Mexico--Colorado, Arizona, and Texas--, with Hispanic populations of 21%, 31%, and 39% (pewresearch.org) respectively all have Departments of Spanish and Portuguese.

2.B.1. Undergraduate General Education core courses

- SHL Program (400 students/year approximately): SPAN 111, 112, 211, and 212 offered face-to-face in Fall and Spring semesters.

- Portuguese 100-200 courses (200 students/year approximately): PORT 101, 102, 275, 276 and 277 offered in Fall and Spring semesters with the following formats: face-to-face, hybrid and 2H.
- Spanish Second Language Program (2,700 students/year approximately): SPAN 101, 102, 201, 202 offered in Fall, Spring and Summer semesters in different delivery modes to accommodate the needs of UNM students (16 weeks face-to-face, 16 weeks fully online, second half (2H), intensive online 8 weeks and 4 weeks, intensive online summer). SPAN 202 online is listed as one of the courses that count for the UNM Chicano and Chicana Studies online BA. degree. One section SPAN 202 is focused on Medical Spanish to attract students from other UNM units interested in and/or pursuing Health related careers.

2.B.2. Courses cross-listed with other departments

Chicana and Chicano Studies
- SPAN 350 Spanish Phonetics (Prof. File-Muriel)
- SPAN 370: Survey of Chicano Literature (Prof. Anna Nogar)
- SPAN 439: Advanced Culture of Nuevo México (Prof. Anna Nogar)
- SPAN 439: Contemporary Mexican American Culture (Prof. Anna Nogar)
- SPAN 479: Literatura de Nuevo México (Prof. Anna Nogar)

Honors College
- Courses cross-listed with the Honors College (Conexiones Study Abroad: Dr. Holguín Chaparro)
- Miguel López-Lozano served as a director of Conexiones Program and cross-listed his courses with the Honors Department.
- SPAN 429 Cervantes's Spain cross-listed with the Honors College (Conexiones Study Abroad: Prof. Quinn)

Linguistics
- SPAN 350 Spanish Phonetics (Prof. File-Muriel)
- SPAN 449/549 Spanish Morphosyntax (Prof. Vallejos)
- SPAN 541 Recent Research on the Teaching of Spanish (Prof. Rodríguez González)
- SPAN 545 Spanish Phonology and Frequency (Prof. File-Muriel)
- SPAN 549 Childhood Bilingualism (Prof. Shin)
- SPAN 549 Emergence of Linguistic Structure (Prof. File-Muriel)
- SPAN 549 Spanish-English Bilingualism (Prof. Shin)

Media Arts
- PORT 416/516 Brazilian Cinema

Speech and Hearing Sciences
- SPAN 350 Spanish Phonetics (Prof. File-Muriel)

Women's Studies Program:
- SPAN 439 Women Crossing Borders (Prof. Kimberle López)

- SPAN 639 Transgressing Myths of Femininity (Prof. Kimberle López)

Other courses, which have not been formally cross-listed have served undergraduate constituents from other departments, for SPAN 429 Películas polémicas and SPAN 429 The Spanish Civil War Through Film. Additionally, Prof. File-Muriel has taught a required course for the Department of Linguistics LING 503 Usage-based phonology in Spring 2011 and Fall 2014. Miguel López has offered classes supporting second majors such as criminology and introduction

2.B.3. Medical Spanish

Course offerings in Medical Spanish serve undergraduates with majors in several Health Sciences fields. We graduate primarily second majors in Spanish, not first majors. Students who declare a pre-health major represent more than half of Spanish second majors and minors. In spring 2016, a total of 509 students has declared either a second major or a minor in Spanish (325 second majors; 184 minors). Of these 509 students, 255 students have declared first majors in pre-health disciplines or nursing, including 155 biology and biochemistry majors and 85 psychology majors. In 2008, the Department first offered Medical Spanish courses with the support of Title VI funding from the Latin American and Iberian Institute. The instructor, Dr. Verónica Plaza, holds an MD from Argentina and carries out community-engaged research on disparities in access to health care among Hispanic and particularly the Spanish-speaking population in Albuquerque. Dr. Plaza developed third-year courses around patient-provider communication and Narrative Medicine and her courses soon filled and over enrolled. Enrollments and course offerings have increased steadily since then, with significant leaps in fall 2013, when the Lecturer III position was established, and then again in the 2015-2016 academic year. In spring 2016, Prof. Kathryn McKnight carried out a study of the participation in the Spanish second major and minor with the help of Dr. Plaza and with the purpose of obtaining data to make decisions regarding the integration of Medical Spanish within the undergraduate Spanish program. The study included a survey of second majors and minors regarding the Medical Spanish program. The resulting reports can be found in Appendix 2.B Medical Spanish Parts 1 and 2. They provide important data on understanding the growth of the Medical Spanish program and the needs that it serves.

2.B.4. Service on MA and Ph.D. Committees in Other Departments

All faculty who teach Latin American Literature, Southwest Studies, and Spanish Linguistics teach Latin American Studies students and serve on MA/LAS exam and thesis committees. Additionally, many serve on thesis and dissertation committee for students in other departments.

- Anthony J. Cárdenas served on the dissertation committee of James Drory Garduño (Ph.D., History)
- Richard File Muriel has served as a member on thesis and dissertation committees in other departments for the following students: Agripino Silveira, Aubrey Healey, Rebeca Martínez Gómez, Susan Braumbaugh, Jason Timm, Shelece Easterday (temp)
- Jeremy Lehnen has participated in a variety of committees at the LAII and has served on MA exam committees in LAS.
- Kathryn McKnight has served on the thesis/dissertation committees of Molly Nelson

(MA, Latin American Studies) and Sue Taylor (Ph.D., History)
- Anna Nogar was LAII MA thesis director for Anna Lapera.
- Eva Rodríguez González participates in dissertations in Educational Linguistics, School of Education as Chair of Dissertation studies for Marián Giráldez Elizo and Yaseen Azi and as a member of a dissertation committee for Sarah Schulman.
- Naomi Shin participates in dissertations in the Department of Linguistics. She is the chair of Amy Lindstrom's dissertation committee in Linguistics, and a member of the committees of Victor Valdivia, Jackelyn Van Buren, Rashid Saghrouni.
- Rosa Vallejos participates in dissertations in the Department of Linguistics: she is the chair of Keiko Beers's dissertation, and a member of the committees of Hugo Garcías, Jalon Begay, and Iphigenia Kerfoot. In addition, Vallejos is a member of Yuliana Kenfield's (Language, Literacy & Social Studies) Dissertation Committee.
- Damián Wilson has participated in dissertations in the Department of Linguistics: he is the Chair of Aubrey Healey's dissertation and was a committee member on Víctor Valdivia's dissertations committee. As affiliated faculty with Educational Linguistics, he is a member of three student's dissertation committees: Marián Giráldez Elizo, Sarah Schulman, and Molly Perara-Lunde. In addition, he is a member of a dissertation committee of a student from Pennsylvania State University: Lauren Halberstadt.

2.B.5. Other Committee Work in Service to the University at all levels

- Jeremy Lehnen and Leila Lehnen were instrumental in designing a Brazilian studies concentration as part of the Latin American Studies MA All Portuguese content courses contribute directly to this degree. Additionally, they also were central in lifting the moratorium on the human rights concentration in Latin American Studies as well as the incorporation of cultural courses that deal with question of human rights as part of the concentration. Courses such as human rights in Latin American Literature (L. Lehnen) and human rights in Latin American film (J. Lehnen) are central to the core offerings of this LAS concentration.
- Miguel López and Kimberle López: In collaboration with Africana Studies, were co-directors with Finnie Coleman for a Study Abroad program in Veracruz entitled "Afro-Mestizo Presence in Mexico."
- Miguel López-Lozano was a member of the search committee for the Director of the Southwest Hispanic Research Institute in 2012.
- Kathryn McKnight served as the Associate Director for Academic Programs of the Latin American & Iberian Institute from 2009-2013, chairing the Interdisciplinary Committee for Latin American Studies, which is the faculty governing committee for the Latin American Studies degree programs. During her tenure, she served ex-officio on the board of the International Studies Institute. She chaired the Organizing Committee for the Latin American & Iberian Institute's Richard Greenleaf Symposia on "Africans and Their Descendants in the Early Modern Ibero-American World" (April 18-19, 2011) and "Authority & Identity in Colonial Ibero-America" (April 10-11, 2013).
- Anna Nogar has served on a variety of interdisciplinary committees within UNM, including Feminist Research Institute Board (September 2008-present); Mellon Mays Undergraduate Fellowship Advisory Board (2015-present); National Park Service National Trails Initiative Faculty Advisory Board (2016-present). She has served on

several committees within the Latin American and Iberian Institute, including Interdisciplinary Committee on Latin American Studies (ICLAS) (September 2009-Spring 2012) and the Operations Committee (September 2009-Spring 2011). She served on Faculty search committee member for the Chair of Roman Catholic Studies, Religious Studies Program (Spring 2011). She has also reviewed articles for the LAII's Research Papers and Reference Works series (2009-2011).

● Veronica Plaza has served as Co-Chair for UNM Collaborative for Hispanic Latino Health Equity (since 2014), Member UNM Diversity Council (2014-15), Member of the Committee for World Health Organization Collaborative Center on Innovative Health Workers Education, Service and Research Models at UNMHSC (2012-present). She also served as Faculty Advisor for AMSA Pre-Med Student Organization (2015 to present), for CASA UNM SOM Student Organization (2013 to present), for ACA@UNM (2013 to present). She has facilitated the elective courses in UNM School of Medicine for medical students to learn and practice medical Spanish through the Clinical Application Spanish in Allied Health (CASA) and Interdisciplinary Education Program.

● Mary Quinn has served on the Latin American and Iberian Institute Grants and Awards Committee (2012-2013), the Bilinski Dissertation Fellowship Selection Committee (2014), the College of Arts and Sciences Sabbatical Committee (2016-2017).

● Eva Rodríguez González has served on different committees at the LAII (Executive Committee-Fall 2015 to present, Operations Committee-2015 and the Interdisciplinary Committee on Latin American Studies-Fall 2015 to present) and has been managing annual program assessment reports for different programs of LAII (LAS, MALAS and Ph.D. programs). She has been a member of a Search Committee for a Tenure-track Faculty position. She has served as Academic Program Review (APR) team member for the 2016 LAII APR and internal APR reviewer for the Department of Linguistics. She is affiliated faculty in the Department of Educational Linguistics (School of Education) and is currently serving on the College of Arts and Sciences Tenure and Promotion (Associate) committee.

● Susana Rivera has served on two committees within the Latin American and Iberian Institute: the Grants and Awards Committee (2013-214) and the Operations Committee (2009-2012). She has reviewed manuscripts for the Latin American and Iberian Institute (2010-2012), and proposals for Greenleaf visiting scholars (2010-2012).

● Rosa Vallejos has served on two committees within the Latin American and Iberian Institute: the Grants and Awards Committee (Fall 2013) and the Operations Committee (2015-2016, 2016-2017).

● Spanish & Portuguese Faculty and Graduate Students regularly offer talks on aspects of pedagogy in the Language Learning Center.

2.B.6. Other Contributions to other Units by Faculty of Spanish and Portuguese

● Anna Nogar has served as faculty advisor for the El Centro de la Raza Latina/o Graduate & Professional Student Fellowship for two students: Natalie Hernández and Carolyn López

● Eleuterio Santiago-Díaz has served as the Departmental Representative to the Latin American and Iberian Institute Research Grants and Awards Committee, 2014-present.

He presented an Art and Poetry Exhibit (with Yoshiko Shimano) as part of the conference "Cultures of Exile: Conversations on Language & The Arts," sponsored by the International Studies Institute at the University of New Mexico, October 23-25, 2013.

2.C. Course Delivery Modes.

The basic modes of delivery of instruction include the traditional face-to-face, online courses, hybrid courses—a combination of face-to-face and online.

The SSL program currently offers face-to-face, fully online and Second Half (2H) (intensive 8 weeks) course formats in Fall, Spring and Summer semesters.

The SHL program currently offers only face-to-face classes during Fall and Spring. However, the SHL program is currently developing a fully online SPAN 212 course to be implemented in Summer 2017 to articulate with the Chicano and Chicana Studies online BA curriculum.

The Portuguese 100-200 level program currently offers face-to-face, hybrid and 2H (intensive 8 weeks) course formats in Fall and Spring semesters.

Spanish 300-level offers face to face and fully online in Fall, Winter Intersession, Spring, and Summer. Also, Spanish 300 level offers 8-weeks courses, face to face until now.

There is a wide variety of study abroad opportunities for our undergraduate students. The Department of Spanish and Portuguese offers faculty-led programs abroad. Some faculty have also led and taught on study abroad through the Conexiones Study Abroad Program until 2015 (Spanish 301, 429, and 439). Conexiones, in collaboration with the Honors Program, is the longest standing program abroad with four-week periods during the summer in which students live with local, host families and attend classes in Spain one year alternating with Latin America the next. In Spain, the site in Trujillo has been moved recently to Cáceres. Sites in Latin America where the the group has taken up shop include Morelia and Vera Cruz, Mexico, originally. Other years has found Conexiones in Guatemala, and most recently in Ecuador.

Another faculty-led program, in existence for 12 years now, is España Literaria which offers classes at the 400- to 600- level. The mode of delivery of this class is face-to-face class and orientation at UNM during the spring semester immediately followed by an 18-day period abroad trip during which students travel to the sites included in the readings or where an author may have lived. The texts read cover the Medieval and Pre-Modern period.

CRITERION 3: TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT

3.A. Assessment Process

Student Learning Outcomes and Results of Assessment

3.A.1. General Education courses

The Department of Spanish and Portuguese assesses the following thirteen lower-division courses (100 and 200 levels) as part of UNM General Education courses (see NM HED area competencies in Appendix 3.A.1):

1. SSL Program (SPAN 101, 102, 201 and 201)
2. SHL Program (SPAN 111, 112, 211 and 212) and
3. Portuguese 100-200 Program (PORT 101, 102, 275, 276, 277)

A strong point in conducting assessment on learning in the Department of Spanish and Portuguese has been in the assessment of General Education Core Courses. The lower-division programs—SSL, SHL, and Portuguese (Port)—have regularly conducted assessment of General Education Core Courses throughout the span of time covered by the APR. It must be noted that there have been many challenges to complying with the requirements of assessment. Primarily, this challenge is in understanding exactly what the UNM Office of Assessment requires and how to comply. For example, during the time span of the APR, there have been no less than five different templates distributed by Assessment to evaluators of Core Curriculum. Also, the scope of assessment has expanded from only examining entry level courses (SSL: SPAN101; SHL: SPAN 111; Port 274) to including second semester courses (SSL: SPAN 102; SHL: SPAN 112; Port 275), and, beginning with the previous academic year, to including all lower-division levels (SSL: SPAN 101, 102, 201, 202; SHL: SPAN 111, 112, 211, 212; Port 574, 275). The formatting and enumeration of university SLOs and Learning Goals have also evolved. Nevertheless, lower-division program coordinators have participated actively in workshops by Assessment and in many individual meetings with representatives of Assessment. Our active participation in General Education assessment has been noted. Due to this active participation, Professor Wilson was asked to be a member of the College Assessment Review Committee (CARC) in Fall 2013 in order to evaluate college-wide assessments of Gen Ed. Professor Rodríguez González has also been serving as Assessment Coordinator for Latin American Iberian Institute (LAII) since 2015. Also, Assessment granted both the SSL and the SHL program with three Learning Improvement Awards (Spring 2014 & Spring 2015: $4000 total) to develop materials--the primary requirement of consideration for these awards is a demonstration of ongoing compliance with Gen Ed Assessment.

The rest of this section provides details on the assessment of General Education Core Courses by providing Student Learning Outcomes and outlining the results of the assessment effort.

Spanish as a Second Language Program (General Education courses: SPAN101, 102, 201 and 202)

Student Learning Outcomes

Student Learning Outcomes for the SSL Program are available in all course syllabi and are posted on Department website. The following SLOs have been changed in January 2015 in alignment with American Council of Teaching Foreign Languages Proficiency Guidelines (ACTFL, 2012) and revised in Spring 2016.

SPAN 101 Spanish I: By the end of SPAN101, students will be able to:

1) Engage in simple exchanges in culturally appropriate ways on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences in highly practiced situations (NM HED Area V: 6, 7, 8)
2) Participate in short social interactions in culturally appropriate ways in everyday situations by means of asking and answering simple questions about people, places, things and other very familiar topics (NM HED Area V: 6, 7, 8)
3) Fill out simple forms and schedules with basic personal information and write short messages and descriptions about oneself and others using learned phrases and expressions such as likes and dislikes in student's favorite subjects (NM HED Area 1: 4, NM HED Area V: 6, 8)
4) Identify the main idea and some details in a variety of oral, written texts and media on familiar topics in a variety of formats and genres (NM HED Area 1: 1, 4, NM HED Area V: 6, 7, 8)

SPAN 102 Spanish II: By the end of SPAN 102, students will be able to:

1) Exchange information on familiar topics and handle short social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences (NM HED Area V: 6, 7, 8)
2) Participate in conversations in culturally appropriate ways in present and future time frames on a variety of familiar topics by asking, answering questions, making plans, preferences and describing everyday situations (NM HED Area V: 6, 7, 8)
3) Write in present and future time frames about people, activities, events, and familiar topics of personal and general interest (NM HED Area 1: 4, NM HED Area V: 6, 8)
4) Identify the main idea and many details on a wide selection of familiar topics in oral, written texts and media in a variety of formats and genres (NM HED Area 1: 4, NM HED Area V: 6, 7, 8)

Note: NM HED Area V: Competency 6 applies to all the SLOs identified below for SPAN 201 and SPAN 202 beyond basic levels of communication in Spanish

SPAN 201 Spanish III: By the end of SPAN 201, students will be able to:

1) Exchange information on a wide variety of familiar topics and handle social interactions in culturally appropriate ways in everyday situations with some degree of ease and confidence (NM HED Area V: 7, 8)
2) Participate in conversations in culturally appropriate ways present and past time frames to

initiate, maintain and end conversations on a variety of factual information familiar to them by means of using contextualized words, connecting ideas and sentences in a logical way and building their repertoire of common idiomatic expressions (NM HED Area 1: 4, NM HED Area V: 7, 8)
3) Write in present and past time frames about common events, routines, job applications, formal requests and other topics of general interest where they can express experiences and reactions. (NM HED Area 1: 4, NM HED Area V: 5, 8)
4) Identify the main idea, some details and many idiomatic expressions from a conversation between speakers and/or from a text about general and current topics (NM HED Area 1: 1, 4, NM HED Area V: 3, 8)

SPAN 202 Spanish IV: By the end of SPAN 202, students will be able to:

1) Exchange information on a wide variety of familiar topics and current events and handle social interactions in culturally appropriate ways in everyday situations with ease and confidence. (NM HED Area I: 4, 6, NM HED Area V: 2, 7, 8)
2) Participate in conversations in various time frames with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations (NM HED Area 1: 4, 6, NM HED Area V: 7, 8)
3) Write in various time frames and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of their interest and/or current events where they can express experiences, reactions, viewpoints and suggestions (NM HED Area 1: 4, 6, NM HED Area V: 5, 8)
4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various time frames and degrees of formality in a variety of oral, written texts and media (NM HED Area 1: 1, 4, NM HED Area V: 3, 8)

SLOs and plans for assessment of SSL were generated in 2009. Results of SSL assessment started to be reported in 2012 for SPAN 101 and SPAN 102. SLOs were revised and updated in course syllabi and shared on the Department website in Spring 2015 in alignment with American Council of Teaching Foreign Languages (ACTFL) performance descriptors vertically constructed to refer to different ACTFL sublevels of proficiency (ranging from Novice High to Intermediate High). All rubrics used since 2015 in writing and speaking are also in alignment with SLOs and ACTFL performance descriptors for each ACTFL sublevel of proficiency as relates to four SSL courses.
Spanish Second Language Program Assessment tools: 1) Direct measurements such as in-class writing essays and video speech samples; and 2) Indirect measurements such as LinguaFolio Can-Do statements surveys (based on ACTFL performance descriptors as aligned to student learning outcomes in SPAN 101, 102, 201 and 202.

SSL program assessment methods have also been changed since the hiring of current SSL Coordinator, Eva Rodríguez González. The previous coordinator from 2008-2014 used a comparison between grades on specific assignments related to SLOs and a subset of 25 samples that were evaluated by Coordinator and four other SSL instructional team members. With the creation of new ACTFL based rubrics that include performance descriptors that match course learning outcomes and two semester workshops for Teaching Assistants on how to evaluate course SLOs following rubrics, assessment reports are reliable for 95% of collected data due to

instructor reliability at 88% and rubric validity based on feedback received in focus group discussions in workshops.

Assessment Results

Fig. 3.A.1. Overview of SSL Assessment results 2012-2016

		SPAN 101 Beginning Spanish I	SPAN 102 Beginning Spanish II	SPAN 201 Intermediate Spanish I	SPAN 202 Intermediate Spanish II
		SLO#1 and/or SLO#2 (speaking) DM (Direct measure) and/or IM (Indirect measure)	SLO#1 and/or SLO#2 (speaking) SLO#3 (writing) DM (Direct measure) and/or IM (Indirect measure)	SLO#2 (speaking) SLO#3 (writing) DM (Direct measure) and/or IM (Indirect measure)	SLO#2 (speaking) SLO#3 (writing) DM (Direct measure) and/or IM (Indirect measure)
Calendar year 2012 Dr. Julie Sykes	Met expectations	72% DM	48%	N/A	N/A
Calendar year 2014 (Fall 2014) Dr. Eva Rodríguez González	Met expectations	51% (SLO#1) DM 57% (SLO#2) DM	53% (SLO#1) DM 67% (SLO#2) DM	N/A	N/A
Calendar year 2015 (Spring 2015) Dr. Eva Rodríguez González	Met expectations	83% (SLO#3) DM 86% IM (Linguafolio Can-Do statements survey)	81% (SLO#3) DM 75% IM (Linguafolio Can-Do statements survey)	85% (SLO#3) DM 86% IM (Linguafolio Can-Do statements survey)	84% (SLO#3) DM 79% IM (Linguafolio Can-Do statements survey)
Academic year 2015 (Fall 2015 & Spring 2016) Dr. Eva Rodríguez González	Met expectations	86% Fall, 82% Spring (SLO#2) DM 89% Fall, 88% IM (Linguafolio Can-Do statements survey)	82% Fall, 81% Spring (SLO#2) DM 84% Fall, 83% IM (Linguafolio Can-Do statements survey)	87% Fall, 89% Spring (SLO#2) DM 91% Fall, 92% IM (Linguafolio Can-Do statements survey)	86% Fall, 88% Spring (SLO#2) DM 89% Fall, 87% IM (Linguafolio Can-Do statements survey)

Note: Due to the turnover of four different Coordinators in the SSL since 2008 and changes in the requirements-templates of Assessment reports, information provided in the table represents results that are *Satisfactory* (met expectations) for the years that were available in the SSL Program (2012-2016). For consistency purposes throughout the years when reporting results, *Outstanding* ratings information (exceeded expectations) was not included.

Spanish as a Heritage Language Program (General Education Courses: SPAN 111, 112, 211 and 212)

Student Learning Outcomes

SPAN 111: Elementary SHL I- By the end of SPAN 111, students will be able to:

1) Engage in simple exchanges in a present-tense context in which the student uses appropriate vocabulary to describe their daily lives in the university and in the community. [NM HED Core & Competency V: 6, 7, 8]
2) Utilize understandable pronunciation in the target language to construct phrases that are meaningful to the listener in descriptions of familiar topics. [NM HED Core & Competency V: 6, 7, 8]
3) Write an essay in present-tense contexts describing a cultural practice of the student's speech community that uses appropriate vocabulary and demonstrates mastery of verb/subject agreement. [NM HED Core & Competency V: 6, 7, 8]
4) Organize their essay writing in the target language in a way that is coherent, organized into logical rhetorical segments (introduction, body, conclusion), and that effectively conveys the main points to the reader. [NM HED Core & Competency I: 1, 4; V: 6, 7, 8]

SPAN 112: Elementary SHL II- By the end of SPAN 112, students will be able to:

1) Engage in simple exchanges in present and past-tense contexts in which the student uses appropriate vocabulary to describe their daily lives and narrate events in the past. [NM HED Core & Competency V: 6, 7, 8]
2) Utilize understandable pronunciation in the target language in order to construct phrases that are meaningful to the listener in descriptions of familiar topics. [NM HED Core & Competency V: 6, 7, 8]
3) Write an essay that narrates a series of events in the past using verb tenses appropriately (preterit and imperfect) and rich vocabulary that indicates engagement in the course. [NM HED Core & Competency V: 6, 7, 8]
4) Organize their essay writing in the target language in a way that is coherent, organized into logical rhetorical segments (introduction, body, conclusion), and that effectively conveys a series of past events to the reader. [NM HED Core & Competency I: 4; V: 6, 7, 8]

SPAN 211: Intermediate SHL I- By the end of SPAN 211, students will be able to:

1) Exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives and narrate events in the past with some

degree of ease and confidence. [NM HED Core & Competency V: 7, 8]

2) Utilize understandable pronunciation in the target language in order to construct phrases that are meaningful to the listener in conversations describing familiar topics and cultural practices of the student's speech community. [NM HED Core & Competency I: 4; V: 7, 8]

3) Write an essay that describes an interview with a community elder using verb tenses appropriately (present, preterite, and imperfect) and rich vocabulary that indicates engagement in the interview project. [NM HED Core & Competency I: 4; V: 5, 8]

4) Organize their essay writing in the target language in a way that is coherent, organized into logical rhetorical segments (introduction, body, conclusion), and that demonstrates critical engagement in analyzing an interview with a community elder. [NM HED Core & Competency I: 1, 4; V: 3, 8]

SPAN 212: Intermediate SHL II- By the end of SPAN 212, students will be able to:

1) Exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives, narrate events in the past, describe future events, and present hypothetical situation with some degree of ease and confidence. [NM HED Core & Competency I: 4, 6; V: 3, 8]

2) Utilize understandable pronunciation in the target language in order to construct phrases that are meaningful to the listener in conversations describing familiar topics and cultural practices of the student's speech community. [NM HED Core & Competency I: 4, 6; V: 7, 8]

3) Write a skit describing a social factor that affects Spanish-speaking communities in the US using verb tenses appropriately (present, preterite, and imperfect) and rich vocabulary that is indicative of native-like production. [NM HED Core & Competency I: 4, 6; V: 5, 8]

4) Organize their skit in the target language in a way that is coherent, organized into logical rhetorical segments (introduction, development, end), and that demonstrates critical engagement in analyzing social factors affecting Spanish-speaking communities in the US. [NM HED Core & Competency I: 1, 4; V: 3, 8]

*In addition to UNM Core Area 6: Non-English Language, which is listed in the above SLOs due to their direct relevance, the SLOs described also assess core competencies in UNM Core Area 1: Writing and Speaking

Assessment Results

Fig. 3.A.2 Overview of SHL assessment results

Year	Meets expectations	Summary of results (Percentage of *Satisfactory* and *Outstanding* ratings given in parentheses)
2008-2009	Yes	**SPAN 111**: Speaking--Direct Measures. 1) Speaks in meaningful phrases (77%), 2) Uses appropriate vocabulary (75%), 3) Uses understandable pronunciation (67%)
2009-2010	Yes	**SPAN 111**: Speaking--Direct Measures. 1) Speaks in meaningful phrases (82%), 2) Uses appropriate vocabulary (94%), 3) Uses understandable pronunciation (82%)
2010-2011	111: Yes 112: Yes	**SPAN 111**: Writing--Direct Measures: 1) Writes in meaningful phrases (93%), 2) Uses appropriate vocabulary (94%); Speaking--Direct Measures. 3) Uses understandable pronunciation (93%) **SPAN 112**: Writing--Direct Measures: 1) Writes in meaningful phrases (91%), 2) Uses appropriate vocabulary (87%); Speaking--Direct Measures. 3) Uses understandable pronunciation (86%)
2011-2012	111: Yes 112: Yes	**SPAN 111**: Writing--Direct Measures: 1) Writes in meaningful phrases (85%), 2) Uses appropriate vocabulary (93%); Speaking--Direct Measures. 3) Uses native-like pronunciation (93%) **SPAN 112**: Writing--Direct Measures: 1) Writes in meaningful phrases (91%), 2) Uses appropriate vocabulary (87%); Speaking--Direct Measures. 3) Uses native-like pronunciation (86%)
2012-2013	111: Yes 112: Yes	**SPAN 111**: Speaking--Direct Measures. 1) Speaks in meaningful phrases (93%), 2) Uses appropriate vocabulary (92%), 3) Uses understandable pronunciation (98%) **SPAN 112:** Speaking--Direct Measures. 1) Speaks in meaningful phrases (92%), 2) Uses appropriate vocabulary (95%), 3) Uses understandable pronunciation (91%)
2013-2014	111: Yes 112: Yes	**SPAN 111**: Speaking--Direct Measures. 1) Speaks in meaningful phrases (94%), 2) Uses appropriate vocabulary (95%), 3) Uses understandable pronunciation (94%) **SPAN 112:** Speaking--Direct Measures. 1) Speaks in meaningful phrases (92%), 2) Uses appropriate vocabulary (94%), 3) Uses understandable pronunciation (93%)
2014-2015	111: Yes 112: Yes	**SPAN 111:** Writing--Direct Measures. 1) Uses appropriate vocabulary (94%), 2) Writes organized/coherent essay (96%), 3) Mastery of verb/subject agreement (88%), 4) Writing is

		understandable to reader (95%)
		SPAN 112: Writing--Direct Measures. 1) Uses appropriate vocabulary (99%), 2) Writes organized/coherent essay (100%), 3) Mastery of verb/subject agreement (100%), 4) Is able to narrate a simple past event (93%)
2015-2016		**SPAN 111:** Writing--Direct Measures. 1) Uses appropriate vocabulary (96.5%), 2) Writes organized/coherent essay (86%), 3) Mastery of verb/subject agreement (93%), 4) Writing is understandable to reader (97.5%)
		SPAN 112: Writing--Direct Measures. 1) Uses appropriate vocabulary (83%), 2) Writes organized/coherent essay (89%), 3) Mastery of verb/subject agreement (83%), 4) Is able to narrate a past event (94%)
		SPAN 211: Writing--Direct Measures. 1) Uses appropriate vocabulary (96.5%), 2) Writes organized/coherent essay (100%), 3) Mastery of verb/subject agreement (96.5%), 4) Is able to narrate a past event (100%)
		SPAN 212: Writing--Direct Measures. 1) Uses appropriate vocabulary (92.5%), 2) Writes organized/coherent essay (100%), 3) Mastery of verb/subject agreement (95%), 4) Is able to narrate a past event (97.5%)

Assessment of learning outcomes in the SHL program has focused on writing and speaking abilities in major projects and assignments at the end of each semester. The program coordinator distributes rubrics and evaluation templates to TAs in the program, which are examined in meetings with the TAs by level in order to achieve consistency in applying the rubric. The TAs evaluate student work and return their ratings to the coordinator who aggregates the data.

Portuguese as a Second Language Program (General Education courses: PORT 101, 102, 275, 276 and 277)

Student Learning Outcomes

PORT 101 Beginning Portuguese- By the end of PORT 101, students will be able to:

1) Engage in simple exchanges concerning their daily lives, their families, and their university experience in culturally appropriate ways on familiar topics using simple, context-appropriate vocabulary, common idiomatic expressions, and simple sentences in the present tense (UNM Area VI, Competency 1)
2) Ask and answer simple culturally appropriate questions about people, places, things, events and other familiar topics in the present tense (UNM Area VI, Competencies 1, 2, 3)
3) Describe people, places, and things using simple, context-appropriate, and culturally relevant vocabulary and simple sentences in the present tense (UNM Area VI, Competencies 1, 2, 3)

4) Express feelings, preferences and opinions using simple vocabulary, common idiomatic expressions, and simple sentences in the present tense (UNM Area VI, Competencies 1, 2, 3)
5) Identify the main idea/s in various forms of oral, written and visual texts that employ the present tense (UNM Area VI, Competencies 2, 3, 4)
6) Write an essay in the target language using the present tense, employing appropriate vocabulary and demonstrating mastery of subject/verb agreement, noun/adjective agreement and adequate use of pronouns on a select topic related to Brazilian society and/or culture (UNM Area VI, Competency 1)
7) Organize an essay in a coherent manner with the appropriate rhetorical segments so that the content conveys the main points to the reader [UNM Area VI, Competencies 2, 3)

PORT 102 Intermediate Portuguese- By the end of PORT 102, students will be able to:

1) Engage in simple conversations on a variety of familiar topics by asking and answering questions, describing events and people, and talking about everyday situations and preferences using simple, context-appropriate, and culturally relevant vocabulary, common idiomatic expressions and simple sentences in the present and past tenses (UNM Area VI, Competencies 1, 2, 3)
2) Express feelings, preferences and opinions using simple vocabulary, common idiomatic expressions, and simple sentences in the present and past tenses (UNM Area VI, Competencies 1, 2, 3)
3) Identify the main idea/s in various forms of oral, written and visual texts in the present and/or past tenses (UNM Area VI, Competencies 2, 3, 4)
4) Write an essay in the target language using the past tense appropriately (preterit and imperfect), employing appropriate vocabulary and demonstrating mastery of subject/verb agreement, noun/adjective agreement, adequate use of pronouns and/or comparatives on a select topic related to Brazilian society and/or culture (UNM Area VI, Competency 1)
5) Organize an essay in a coherent manner with the appropriate rhetorical segments so that the content conveys the main points to the reader (UNM Core Area VI, Competencies 1, 2, 3)
6) Students will be able to evaluate and discuss various topics and themes related to the Brazilian culture and society and compare them to their native culture and society (UNM Core Area VI, Competency 7)

PORT 275 Intensive Beginning Portuguese- By the end of PORT 275, students will be able to:

1) Engage in simple conversations on a variety of familiar topics by asking and answering questions, describing events and people, and talking about everyday situations and preferences using simple, context-appropriate, and culturally relevant vocabulary, common idiomatic expressions and simple sentences in the present and past tenses (UNM Area VI, Competency 1, 2, 3)
2) Express feelings, preferences and opinions using simple vocabulary, common idiomatic expressions, and simple sentences in the present and past tenses (UNM Area VI, Competencies 1, 2, 3)
3) Identify the main idea/s in various forms of oral, written and visual texts in the present and/or past tenses (UNM Area VI, Competencies 2, 3, 4)

4) Write an essay in the target language using the past tense appropriately (preterit and imperfect), employing appropriate vocabulary and demonstrating mastery of subject/verb agreement, noun/adjective agreement, adequate use of pronouns and/or comparatives on a select topic related to Brazilian society and/or culture (UNM Area VI, Competency 1)
5) Organize an essay in a coherent manner with the appropriate rhetorical segments so that the content conveys the main points to the reader (UNM Area VI, Competencies 1, 2, 3)
6) Evaluate and discuss various topics and themes related to the Brazilian culture and society and compare them to their native culture and society (UNM Area VI, Competency 7)

PORT 276 Intensive Intermediate Portuguese- By the end of PORT 276, students will be able to:

1) Engage in conversations on a variety of familiar topics, relevant experiences, and current events with ease and confidence using context-appropriate, culturally relevant vocabulary, idiomatic expressions, and sentences in various time frames and expressing different moods (indicative and subjunctive) (UNM Area VI, Competency 1, 2 and 3)
2) Handle social interactions in culturally appropriate ways in everyday as well as formal situations such as a job interview with ease and confidence, using context-appropriate vocabulary, idiomatic expressions and adequate grammatical structures (UNM Area VI, Competency 1)
3) Identify the main idea, central idiomatic expressions and most details on a wide selection of familiar topics described in various time frames and degrees of formality in various forms of oral, written and visual texts (UNM Area VI, Competencies 2, 3, 4)
4) Write in various time frames and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics, topics of interest and/or current events where they can express experiences, reactions, viewpoints and offer suggestions (UNM Area VI, Competencies 1, 2)
5) Write an essay in the target language in various time frames and degrees of formality employing appropriate vocabulary in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of interest and/or current events where they can express experiences, reactions, viewpoints and offer suggestions (UNM Area VI, Competency 1)
6) Organize an essay in a coherent manner with the appropriate rhetorical segments so that the content conveys the main points to the reader (UNM Area VI, Competencies 1, 2, 3)
7) Evaluate and discuss and express opinions about various topics, themes and current events related to Brazilian culture and society and compare them to their native culture and society (UNM Area VI, Competency 7)

PORT 277 Intensive Portuguese for Spanish Speakers-Beginning to Advanced- By the end of PORT 277, students will be able to:

1) Engage in conversations on a variety of familiar topics, relevant experiences, and current events with ease and confidence using context-appropriate, culturally relevant vocabulary, idiomatic expressions, and sentences in various time frames and expressing different moods (indicative and subjunctive) (UNM Area VI, Competency 1, 2, 3)

2) Handle social interactions in culturally appropriate ways in everyday as well as formal situations such as a job interview with ease and confidence, using context-appropriate vocabulary, idiomatic expressions and adequate grammatical structures (UNM Area VI, Competency 1)

3) Identify the main idea, central idiomatic expressions and most details on a wide selection of familiar topics described in various time frames and degrees of formality in various forms of oral, written and visual texts (UNM Area VI, Competencies 2, 3, 4)

4) Write an essay in the target language in various time frames and degrees of formality employing appropriate vocabulary in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of their interest and/or current events where they can express experiences, reactions, viewpoints and suggestions (UNM Area VI, Competency 1, 2)

5) Organize an essay in a coherent manner with the appropriate rhetorical segments so that the content conveys the main points to the reader (UNM Area VI, Competencies 1, 2, 3)

6) Evaluate, discuss and express opinions about various topics, themes and current events related to Brazilian culture and society and compare them to their native culture and society (UNM Area VI, Competency 7)

7) Demonstrate an awareness of the influence of Spanish in the student's production of Portuguese in order to improve the student's competency and the influence of language contact (UNM Area VI, Competency 8)

*In addition to UNM Core Area 6: Non-English Language, which is listed in the above SLOs due to their direct relevance, the SLOs described also assess core competencies in UNM Core Area 1: Writing and Speaking.

Assessment Results

Fig. 3.A.3. Overview of PORT Assessment results

Year	Meets expectations	Summary of results (Percentage of *Satisfactory* and *Outstanding* ratings given in parentheses)
2008-2009	Yes	**PORT 101**: Speaking--Direct Measures. 1) Speaks in meaningful phrases (100%), 2) Uses appropriate vocabulary (100%), 3) Uses understandable pronunciation (100%), 4) Speaks with the appropriate level of fluency (100%)
2010-2011	Yes	**PORT 101**: Writing--Direct Measures: 1) Students will, in a language other than English, express and understand simple concepts and basic information relating to daily activities and culture (86.2%), 2) Demonstrate knowledge of basic cultural expressions, values, and practices (89.7 % of the essays were either excellent [20.7%] or adequate [69%]).
2011-2012	Yes	**PORT 101**: Speaking--Direct Measures. 1) Speaks in meaningful phrases, using appropriate vocabulary and grammar level expected of 102 (85%), 2) Uses understandable pronunciation and

		speaks with the appropriate level of fluency (87%), 3) The student provided cultural information that was adequate to their level of knowledge (90%).
2012-2013	Yes	**PORT 101**: Writing--Direct Measures: 1) Students will, in a language other than English, express and understand simple concepts and basic information relating to daily activities and culture (92%), 2) Demonstrate knowledge of basic cultural expressions, values, and practices (100% of the essays were either excellent [22%] or adequate [78%]).
2014-2015	101: Yes 275: Yes 276: Yes 277: Yes	**PORT 101:** Writing--Direct Measures. 1) Uses appropriate Vocabulary (100%), 2) Mastery of verb/subject agreement (---), 3) Narrates in the appropriate Tense (---), 4) Writing is understandable to reader (---) **PORT 275:** Writing--Direct Measures. 1) Uses appropriate Vocabulary (---), 2) Mastery of verb/subject agreement (100%), 3) Narrates in the appropriate Tense (---), 4) Writing is understandable to reader (---) **PORT 276:** Writing--Direct Measures. 1) Uses appropriate Vocabulary (---), 2) Mastery of verb/subject agreement (---), 3) Narrates in the appropriate Tense (100%), 4) Writing is understandable to reader (100%) **PORT 277:** Writing--Direct Measures. 1) Uses appropriate Vocabulary (---), 2) Mastery of verb/subject agreement (100%), 3) Narrates in the appropriate Tense (100%), 4) Writing is understandable to reader (100%)

In addition to assessing General Education courses, the Department of Spanish and Portuguese also engages in program-level assessment for the following programs:

1. BA in Spanish (3.A.2 below))
2. MA in Spanish and Portuguese (3.A.3 below)
3. Ph.D. in Spanish (3.A.4 below)

3.A.2. Program-Level Assessment: BA in Spanish

BA in Spanish

Student Learning Outcomes were adopted during Fall 2009 and published on the departmental website. Additionally, all SPAN 301/302/307 and PORT 311/312/457 have shared SLOs (below). Other SPAN 300- and SPAN -400 level courses include specific SLOs that are coherent with the program SLOs.

Student Learning Outcomes for the BA in Spanish

1) Students will analyze literary, cultural, and/or linguistic texts within their historical, social, and theoretical or literary contexts (SLO#1.1)
2) Students will compose essays applying argumentative techniques and documentation that demonstrate understanding of the texts (SLO#1.2)
3) Students will present information, concepts, and analyses orally using diverse vocabulary and complex grammatical structures (SLO#2.1)
4) Students will engage in interpersonal communication with peers and superiors demonstrating fluency, accuracy, and an awareness of culturally appropriate vocabulary, values, and behavior (SLO#3.1)

Spanish Assessment results for AY 2008-2009- Papers surveyed on Spring 2009 (SLO#1.2)

Writing samples were submitted electronically by graduating majors and second majors in 400-level classes in early spring 2009 semester and were evaluated by the undergraduate committee. Expectations were that the committee read 20% of the essays submitted. The rubric had three points: 1=less than adequate, 2= adequate, 3= more than adequate. It was estimated that 60% of students received a two or three rating. Undergraduate committee read and rated 31 papers submitted from the 95 students identified, which was a response rate of 32%. Averages from three faculty rankings were 50% of student papers rated a two, 20% of student papers rated a three.

Student Learning Outcomes for SPAN 301 and PORT 311

It is expected that at the end of class students will be able to:

1) Show a wide, precise and varied linguistic and grammatical competence when speaking, capable of tackling with ease topics related to family, traditions, school, work, as well as some recreational and leisure activities (they will use correctly verb accidents: person, number, tense and mood).
2) Converse in a fluid and precise way about diverse cultural contexts that may be unfamiliar for them, developing effective and critical dialogues with other students of the same level.
3) Produce oral comments, opinions, basic analyses and brief reports on cultural topics in a coherent way.
4) Recognize the main cultural features of a given text (literary, historical, etc.), as well as some of the main categories of the genre to which it belongs.
5) Write personal texts that react critically and creatively to a specific cultural material, but also brief essays in which they show the critical attitude in progress they will need in argumentative essays.
6) Begin to maintain more elaborated formal arguments, displaying a high awareness of related cultural and linguistic components.

Student Learning Outcomes for SPAN 302 and PORT 312

It is expected that at the end of class students will be able to:

1) Use a wide and varied vocabulary, fit in every case to the kind or writing and topics they are dealing with, correctly handling the basic terminology relevant to the following discourses:

description, narration, exposition, and argument.

2) Explain the structure of a given text (descriptive, narrative, expositive or argumentative), its significant elements and its ideas (main and secondary).

3) Narrate and describe using present, past and future tenses, with conscious handling of verbal aspects (if actions are perceived as finished or in progress, instantaneous or long lasting, momentary or habitual) and of cohesion resources.

4) Quote, paraphrase and summarize ideas of a given text about academic topics, using pertinent documentation and starting to use a specific academic format: MLA, APA or Chicago style, among others.

5) Develop with precision the argumentative essay, establishing perfectly a topic and designing the thesis fit for this kind of work.

6) Evaluate structure and content of their classmates' essays, identifying some basic grammatical mistakes and suggesting corrections for their review.

Student Learning Outcomes for SPAN 307 and PORT 457

It is expected that at the end of class students will be able to:

1) Have familiarity with and discuss the structural similarities and differences of the four literary genres considered: essay, poetry, narrative and drama, including the pertinent terminology in each case.

2) Produce written analyses, comments and/or reports of literary texts belonging to any of the genres included in class, in formal and informal contexts, making precise use of the pertinent terminology.

3) Show a wide linguistic competence with a very proficient handling of complex grammatical structures when presenting any information related to class material, in oral or written form.

4) Write academic essays (argumentative) in which they discuss topics of Hispanic literature.

5) Demonstrate a clear understanding of material presented orally in class through questions, comments, and repetitions which reformulate some of the ideas expounded.

6) Recognize some of the historical, social, political and linguistic similarities and differences of the diverse cultures presented in class, and of their own culture.

7) Argue analytically with other students on the same level, and even with classmates of a superior level, Hispanic literary texts and other class's topics, and do it with fluidity and precision.

3.A.3. Program-Level Assessment: MA Spanish and Portuguese

MA in Spanish and Portuguese- Student Learning Outcomes were adopted during Fall 2009 and published in the Graduate Student Manual and on the website:

1) Students will contextualize primary texts or data within a broad knowledge of Iberian and Latin American/Southwest Hispanic literature and Hispanic linguistics (SLO# 1.1)

2) Students will write coherent, academic essays or research papers analyzing literary, linguistic or cultural topics, utilizing current literary theories and methods or conducting empirical analyses (SLO#2.1)

3) Students will attend a professional development event- a conference, workshop, fieldwork OR participate in such an event by giving a scholarly talk or conducting a workshop or

fieldwork (SLO#2.2)
4) Students will attend a professional development event- a conference, workshop, fieldwork OR participate in such an event by giving a scholarly talk or conducting a workshop or fieldwork (SLO#2.2)
5) Teaching Assistants apply knowledge of current Second Language and/or Heritage Language Acquisition theory and pedagogy by teaching their classes effectively (SLO#3.1)

Assessment results as evidenced by MA Comprehensive Exam results for MA Spanish and MA Portuguese (SLOs#1.1, and 2.1).

The evaluation rubric for MA Comprehensive Exams is published in the Graduate Student Manual, see Appendix 3.A.

Fig. 3.A.4. Spanish and Portuguese MA Comprehensive Exam results 2008-2016

MA Comprehensive Exam Grades								
	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
High Pass	1	2	1				2	2
Pass	10	5	8	8	8	11	11	14
Low Pass	1	2	4	2	3	6	3	1
Fail	1	1	1	1	2	0	1	1
Total	**13**	**10**	**14**	**11**	**13**	**17**	**17**	**18**
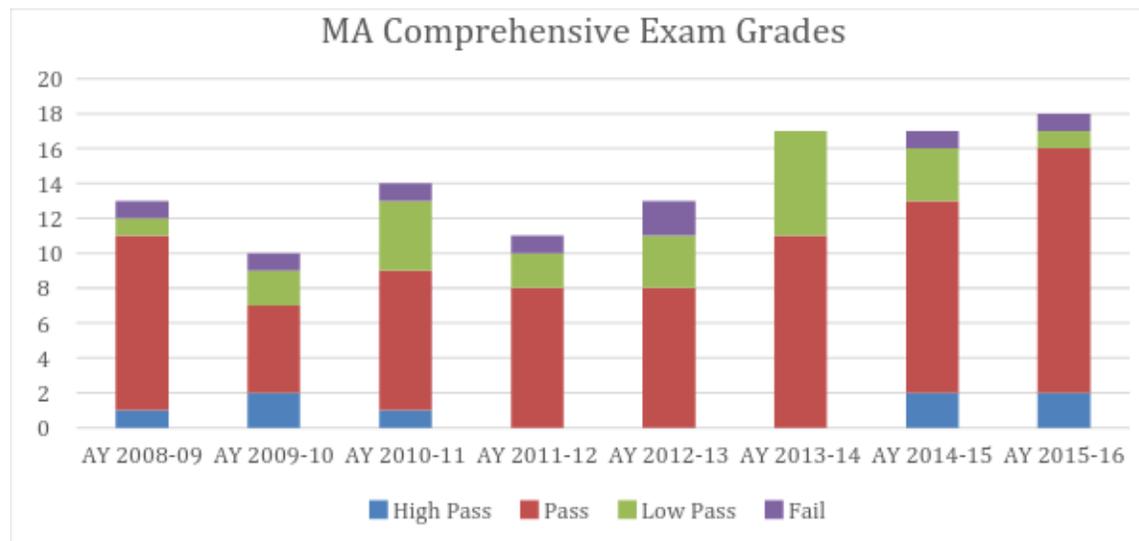
3.A.4. Program-Level Assessment: PhD in Spanish

Ph.D. in Spanish- Student Learning Outcomes were adopted during Fall 2009 and published in the Graduate Student Manual and on the website:

1) Students will contextualize primary texts or data within a broad knowledge of Iberian and Latin American/Southwest Hispanic literature and Hispanic linguistics (SLO#1.1)
2) Students will discuss the central issues of their field of specialization (SLO#1.2)
3) Students will write coherent, academic essays or research papers analyzing literary, linguistic or cultural topics, utilizing current literary theories and methods or conducting empirical analyses (SLO#2.1)
4) Students will present research results either in scholarly papers at local colloquia or professional conferences or in peer-reviewed regional or national journals (SLO#2.2).
5) Students will complete a significant research project, making an original contribution to the field (SLO#3.1)
6) Teaching Assistants apply knowledge of current Second Language and/or Heritage Language Acquisition theory and pedagogy by teaching their classes effectively (SLO#3.2.)
Assessment results as evidenced by Assessment results of AY 2008-2009- Papers surveyed in Spring 2009 (SLO#2.1)

Ph.D. students submitted one research paper electronically at the end of the fourth semester of their program to be evaluated by the Faculty graduate advisor and graduate committee. The graduate committee met to read and evaluate all the Ph.D. research papers at one time. Members of the committee used a three-point evaluation rubric: 1=less than adequate, 2= adequate, and 3= more than adequate. Expectations were that 80% of the essays received either a two or three rating. The committee reported the results to the faculty on September 25, 2009. Graduate committee read and ranked five writing samples from the six fourth-semester Ph.D. students. 42% of students received a two rating, and 40% received a three rating.

Ph.D. Spanish Assessment results as evidenced by Ph.D. Comprehensive Exam results (SLOs#1.1, 1.2, 2.1)

Fig. 3.A.5. Spanish and Portuguese Ph.D. Comprehensive Exam results 2009-2016

Ph.D. Comprehensive Exam Grades								
	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
High Pass	1	3		1	2		1	1
Pass	2	5	2	1	2	2	1	2
Fail								1
Total	3	8	2	2	4	2	2	4
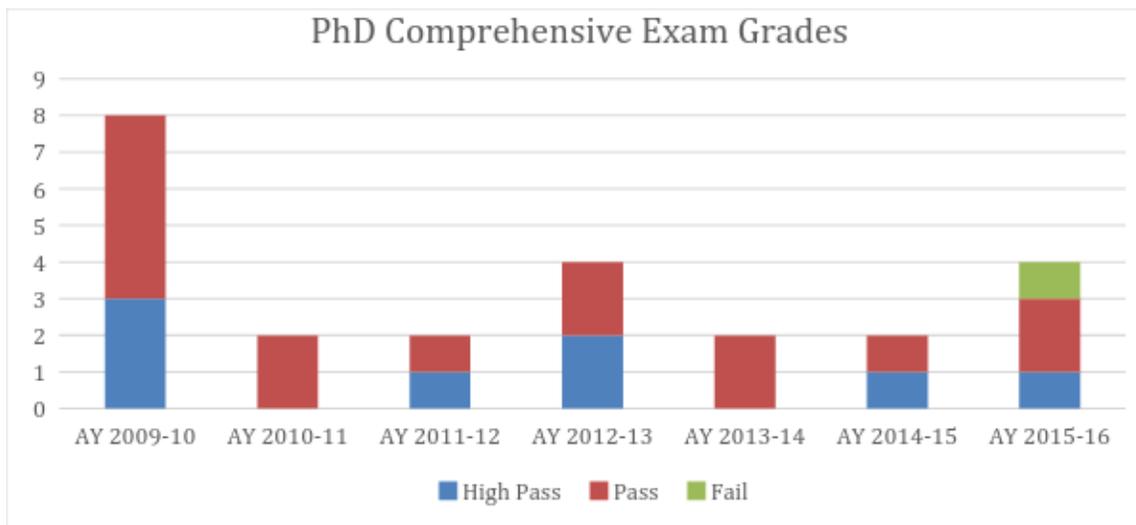
Ph.D. Spanish Assessment results as evidenced by Presentations by Graduate students at Local, Regional, National and International Conferences/Symposiums (SLO#2.2)

Academic Year	Number of Ph.D. students presenting at conferences and symposia	Number of presentations by Ph.D. students at conferences and symposia
2008-2009	3	6
2009-2010	11	30
2010-2011	10	22
2011-2012	10	23
2012-2013	6	14
2013-2014	9	13
2014-2015	11	25
2015-2016	9	14

Examples of conference venues at which graduate students have presented include the following: Annual Meeting of the Linguistics Society of America, Arizona State Spanish Graduate Conference, Conference on Spanish in the United States & Spanish in Contact with other Languages, Congreso de la Literatura Mexicana Contemporánea, Congreso de Literatura Chicana Filología Moderna, Congreso del español en los Estados Unidos, International Conference of New Ways of Analyzing Variation, International Conference on Chicano Literature, University of New Mexico Conference on Ibero-American Culture and Society, International Congress on Medieval Studies, International Heritage Language Conference, International Workshop on Spanish Sociolinguistics, Kentucky Foreign Language Conference, Latino Literary Imagination Conference, Linguistic Association of the Southwest, National Association of Chicana and Chicano Studies Conference, Rocky Mountain Latin American Studies Conference, University of New Mexico High Desert Linguistics Symposium, University of New Mexico Simposio de Literatura y Lingüística del Departamento de Español y Portugués.

3.A.5. Proposed New Cycle of Assessment (3 years)

Appendix 3.A New Cycle of Assessment summarizes a new cycle of assessment that has been proposed in early Fall 2016 to compensate and address previous inconsistencies when reporting assessment for all the Department's Program-Level Assessment.

3.B. Actions Taken to Improve Programs Based on the Assessment Process

The annual assessment activities conducted for the above mentioned General Education courses offered through our Department confirm a robust assessment mechanism for the quality of teaching and learning in the SSL Program, SHL Program, and the Portuguese Lower Division program. The following grants have been given specifically to address outcomes identified in assessment, and they exemplify our commitment to both curricular and program improvement.

Grants related to SSL Program Assessment

- 2008-2009- UNM Teaching Enhancement Grant ($5,000): "Enhancing Language Learning Through the Use of Mobile Technologies," Principal Investigator: Julie M. Sykes (SSL Coordinator, 2008-2013)
- 2014-2015 UNM Teaching Enhancement Grant ($2,300): "Infusing Writing Throughout the Spanish Language 100-200 Curricula," Principal Investigator: Eva Rodríguez González (SSL Coordinator, 2014-present)
- 2015- UNM College of Arts and Sciences Learning Improvement Award ($2000): "Vertical Alignment of Spanish Throughout the Spanish Language 100-200 Curricula" Principal Investigator: Eva Rodríguez González (SSL Coordinator, 2004-present)
- In progress: Development of direct and indirect measurements of assessment for intercultural competency in SPAN 101, 102, 201 and 202.

Grants related to SHL Program Assessment

- 2010. UNM Office for the Support of Effective Teaching (OSET) TAG award ($5,000). "The online Spanish placement exam: an innovative approach for Heritage Learners and Second Language Learners." Principal Investigator: Damián Vergara Wilson.
- 2014. UNM Assessment Learning Improvement Award ($1,000). "Developing and assessing pedagogical materials for SPAN 111". Principal Investigator: Damián Vergara Wilson.
- 2015. UNM Assessment Learning Improvement Award ($1,000). "Developing and assessing pedagogical materials for SPAN 112". Principal Investigator: Damián Vergara Wilson.

The current Coordinator of Portuguese lower division (100-200 levels) is transforming SLOs and rubrics and plans to submit UNM Assessment Learning Improvement Grants to design teaching tools for indirect measures of assessments in all the courses involved.

Considerable assessment initiatives and activities have also taken place in the Department since the adoption of program goals and SLOs in BA, MA and Ph.D. programs in our Department in 2009. In Spring 2012, Prof. Milleret and McKnight developed a Spanish curriculum matrix that included the SLOs from faculty teaching at 300 and 400 courses divided according to the four BA Spanish program goals. They also worked with Coordinator of 300 level courses so that Teaching Assistants in 300 level courses integrated BA program goals when designing SLOs in

300 levels. Professor Milleret used the format for Spanish BA programmatic assessment to develop a curriculum matrix for the BA in Portuguese. Despite these assessment related activities, we admit some deficiencies in terms of reporting assessment results in the BA, MA and Ph.D. programs since the early initiatives from 2009 to 2012. In order to address continuous annual reporting of assessment of the programs, we have proposed in early Fall 2016 a new cycle of assessment for the next three years (please refer to Appendix 3.A New Cycle of Assessment). Both the Undergraduate and Graduate committees have submitted assessment results for 2015-2016.

With continuous support from LAII via Title VI grants, our Department has been able to monitor and assess SLOs in for different programs in our Department. One example is the implementation of objective external measures of assessment from ACTFL to measure Spanish learners' listening, reading and writing skills in the 100 SSL Program. In that regard, fifty students from SPAN 101 and 102 were randomly selected to take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). Eighty-nine percent of participants matched the learning outcomes of each course levels in terms of ACTFL language proficiency parameters. Next Spring 2017, students will be recruited from the 200 levels in the Spanish Second Language Program. Support has also been provided for Assistant Coordinators in SSL to attend professional development workshops and talks at ACTFL annual conference.

CRITERION 4: STUDENTS (UNDERGRADUATE AND GRADUATE)

4.A. Student Recruitment

Provide information regarding student recruitment and admissions (including transfer articulation).

At the undergraduate level, general education core requirement asks students to take three credits of a language. With a 48% share of the state population (Pew Research Center 2014 figures) consisting of Hispanics, Spanish is a popular language to take. We encourage our students of Spanish to consider taking Portuguese, especially as they advance through our curriculum. In fact, Portuguese 277 is designed so that students and speakers of Spanish can maximize positive transfer in the acquisition of Portuguese. Additionally, we coordinate with the Brazil Club on events to promote Portuguese to undergraduates here on campus such as *bate papos*, Carnival celebrations, end of semester café colonial.

As with other languages taught on campus, many of our freshmen take a language to satisfy a requirement without having specific plans to necessarily continue studying the language. Our commitment is to encourage as many of these students to continue their pursuit of the language. In the College of Arts and Sciences, in 2015, 46.5% of students were Hispanic, many of them have Spanish as their mother tongue and have learned English as a foreign language, others have a mixture of both languages as part of their early linguistic formation. Another portion of our students without training in the language are keen to formalize their efforts to become literate in the language.

Another source of useful information for potential students is our Spanish and Portuguese website (spanport.unm.edu). A more general but nevertheless useful aid can be found in the UNM Degree Plan site which outlines requirements for both Spanish and Portuguese.

An important recruitment event is the Language Expo which occurs every March, an event which invites high school students, UNM instructors, and members from Albuquerque community and from the surrounding area to participate in a series of workshops, presentations, and demonstrations. They all are invited to food and entertainment. The Department partakes with its own table in other events as well such as UNM's annual recruitment fair. Additionally, usually through our former students, we invite high school students to come directly to the Department to visit our classes and talk to our instructors.

Recruitment at the graduate level depends largely on our website, both the official departmental one as well as our Facebook site. Thirdly, positive endorsements that our own graduates who now teach give their students play a role. Most of our graduate students come up through the undergraduate degree program. We tend to lose our best prospects owing to the limited T.A. stipends of $7,348 per semester for students at the MA level and $7,948 for PhDs. The comparably low salary is exacerbated by the requirement that they teach two classes per semester.

Recently, the Graduate Director, Richard File-Muriel, has begun a recruitment initiative by securing travel support to bring in top students who have applied to our program. Prior to this effort, these students would be courted by other universities and, because of greater funding and support for them elsewhere, they often accepted offers from other schools. Because of File-Muriel's recent efforts, we have been able to bring in some first-rate students in Linguistics, have had them meet our dynamic linguists, and have been able to convince them to study with us. We have yet to do that with top literature students.

For graduate recruitment in Portuguese the Portuguese professors normally send out announcements on the primary Portuguese lists (APSA and BRASA), promote the program via Facebook and send out calls for applications to professors that they know in the field. These efforts demand strong follow-up with student inquiries as well as ushering the applications of students, particularly from Brazil, through the maze of bureaucracy, so they actually complete all the application steps. Additionally, the Portuguese professors organize recruitment sessions when they are in Brazil (for example at the Feevale, UnB and the PUC Porto Alegre). Professor Leila Lehnen has been invited to give mini courses and workshops which promote our work and program to students in Brazil by showing them the type of research that they are doing here at UNM and making them aware of the possibilities they allowing them to study at UNM. In addition, they have established University accords with the Feevale and are currently investigating possibilities with the UnB and USP that would facilitate credit transfer, professor and student exchanges and recruitment possibilities with these specific universities by reducing the amount of red tape involved. Finally, they have worked to create cross-over possibilities with Spanish in an effort to respond to the work that students are doing, help recruit students into our programs and create stronger ties and dialogue between Spanish and Portuguese particularly within the Latin American context.

As regards articulation of transfer credits, upon application to UNM, transfer students have their transcripts evaluated by Senior Academic Advisor, Kate Merrill, (formerly our Department undergraduate advisor and therefore eminently familiar with our program) who advises students regarding transferring credits; in the Department itself, the undergraduate advisor (UGA) has spent hours working with transfer credits. They make recommendations regarding credits, placement, etc. We have aligned credit transfer with Spanish courses taught at Central New Mexico Community College.
In addition, the departmental UGA has spent hours contacting foreign institutions of higher education where our students earn credits which in turn provide a greater challenge for determining equivalencies. The UGA has visited universities both in Spain and Latin America and met with administrators and instructors in these institutions on fact-finding missions to make the transfer of credits as seamless as possible.

4.B. Enrollment Trends, Persistence, and Graduation Trends

Portuguese

Fall Enrollment by Major and Level (2006 to 2015)

Undergraduate Majors and MA Candidates

The composite average of declared majors in Portuguese—i.e., from both University College and from Major Colleges—has remained constant overall with slight fluctuations. It has averaged 11.2 from 2006 to 2015, with the smallest enrollment of all declared majors being seven serving as bookends in 2006 and 2015. In 2011 enrollment spiked upward to its highest at 15. Although it coincides with bringing a third Portuguese professor on board in the person of Jeremy Lehnen, this may simply be the coincidence of two unrelated events. In 2015, enrollment at seven was slightly below the 11.2 overall average. (See Fig. 4.B.1)

In the last ten years, 2006 to 2015, the number of MA Candidates in Portuguese has fluctuated with a low of four and a high of 20 averaging 6.3 graduate students over the ten years. The highest number, ten, occurred in 2012. The final count of six in 2015 is just slightly below the overall 6.3 average for this period. (See Fig. 4.B.1)

Figure 4.B.2 shows the enrollments for lower-division courses (100-200) of Spanish as a Second Language, Spanish as a Heritage Language, and Portuguese.

Fig. 4.B.1.

Fall Enrollment by Major and Level (2006-2015) Portuguese										
Undergraduate Students in University College with Declared Major in Discipline										
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Year 1: Freshman	0	2	0	1	0	1	0	0	0	0
Year 2: Sophomore	0	1	2	1	0	1	1	3	0	4
Year 3: Junior	0	0	0	0	0	0	0	3	0	0
Year 4: Senior	0	0	0	0	0	0	0	0	2	1
Total	**0**	**3**	**2**	**2**	**0**	**2**	**1**	**6**	**2**	**5**
Undergraduate Students with Declared Major Admitted to the Major College										
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Year 1: Freshman	0	0	0	0	0	0	0	0	0	0
Year 2: Sophomore	1	0	0	0	1	0	0	1	0	0
Year 3: Junior	2	5	0	3	5	3	2	2	3	1
Year 4: Senior	4	7	8	9	8	12	9	11	9	6
Total	**7**	**12**	**8**	**12**	**14**	**15**	**11**	**14**	**12**	**7**

Graduate Students										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Masters	5	4	6	6	5	7	10	8	6	6
Total	5	4	6	6	5	7	10	8	6	6

Data Source: 21-day enrollment file for HED reporting. UNM Office of Institutional Analytics: Heather Mechier. The HED enrollment file is only created for the fall semester each academic year. It is possible that a student at the time of the 21-day census might not be enrolled at the end of the semester or vice-versa.

Fig. 4.B.2.

S&P Lower Level Division (100-200) Fall & Spring Enrollments			
AY	SSL	SHL	PORT
AY08-09	2,603	774	197
AY09-10	2,803	836	181
AY10-11	2,655	753	194
AY11-12	2,732	762	202
AY12-13	2,740	801	204
AY13-14	2,619	751	190
AY14-15	2,331	601	173
AY15-16	2,118	447	132
TOTAL	20,601	5,725	1,473
AVERAGE	2,575	716	184

* SSL - Spanish as a Second Language
* SHL – Spanish as a Heritage Language
* PORT - Portuguese

Graduate Student Applications and Admissions

In the last ten years, as seen above in Fig. 4.B.1, the number of students enrolled in the MA program in Portuguese has risen from two to four with a high in 2012 at seven enrolled. The number of applicants has gone from three in 2006 to 12 in 2010 and again in 2015. In the same span, the number admitted went from two to four with a spike of seven in 2012 accounting for the seven enrolled.

Fig. 4.B.2.

Graduate Student Applications and Admission Fall Semester Portguese - MA										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Applied	3	2	5	4	6	8	12	5	10	12
Admitted	2	1	4	3	3	3	8	2	4	4
Enrolled	2	1	3	3	2	3	7	2	3	4

Total Number of Degree Recipients, both BA and MA

Again, given fluctuations in the count between 2005 and 2015, the beginning figure and the final figure for recipients of the BA and MA in Portuguese are identical: four degree recipients consisting of one BA and three MAs. (See Fig. 4.B.3)

Fig. 4.B.3.

Total Number of Degree Recipients 2005-2006 to 2014-2015 Academic Years Portuguese											
Major	Degree	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	BA	1	2	1	1	1	1	2	0	3	1
Portuguese	MA	3	3	2	0	1	0	1	3	3	3
Total Degrees Awarded		4	5	3	1	2	1	3	3	6	4

Data Shource:21-day enrollment file for HED reporting. UNM Office of Institutional Analytics: Heather Mechier. Degrees are based on Academic Year (leading summer, fall, spring semesters). Students who receive multiple degrees over the ten-year period are counted each time.

Degree Recipients by Ethnicity and Gender: BA

Over the ten years, the number of males versus females that earn a degree in Portuguese is about the same, ten and nine respectively. Whites earning a degree in Portuguese double the number of Hispanics doing the same, eight to four. Only one African American has earned a degree in Portuguese in the ten-year period. (See Fig. 4.B.4)

Fig. 4.B.4.

Degree Receipients by Ethnicity and Gender 2005-2006 to 2014-2015 Academic Years Portuguese - BA																				
	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
Ethnicity	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Hispanic	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	4
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
White	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	2	1	0	8
Total	0	1	2	0	0	1	0	1	1	0	1	0	2	0	0	0	0	3	1	0	13

Data Shource:21-day enrollment file for HED reporting. UNM Office of Institutional Analytics: Heather Mechier. Degrees are based on Academic Year (leading summer, fall, spring semesters). Students who receive multiple degrees over the ten-year period are counted each time.

Degree Recipients by Ethnicity and Gender: MA

Recipients of the MA degree total 19 in the ten-year period presented here. International students earning the MA slightly more than doubles the number of White and Hispanic students combined, 13 to six. (See Fig. 4.B.5)

Fig. 4.B.5.

Degree Receipients by Ethnicity and Gender 2005-2006 to 2014-2015 Academic Years Portuguese - MA																				
	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
Ethnicity	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Hispanic	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3
White	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	3
International	2	0	0	1	1	1	0	0	0	1	0	0	0	1	2	1	1	0	1	1	13
Total	2	1	2	1	1	1	0	0	0	1	0	0	0	1	2	1	2	1	1	2	19

Spanish

Fall Enrollment by Major and Level (2006 to 2015): BA and MA

On the other hand, the composite average of declared majors in Spanish—i.e., from both University College and Major Colleges—has seen an overall increase from 254 in 2006 to 407 in 2015 with some fluctuation in between, this, down 23 from its highest point in 2009 when it was at 430. The biggest difference occurs between declared majors in University College, which rose from 37 in 2006 to 118 in 2015. The increase from 217 to 289 for declared majors from Major Colleges is not as spectacular as that of the previous set. Average enrollment over the ten years for both sets is 380 enrolled which means enrollment in 2015 at 407 is still above the average. (See Fig. 4.B.6)

Graduate enrollment at the MA level has not fared as well and shows a decline of ten, i.e. of 28%.

Fig. 4.B.6.

Fall Enrollment by Major and Level (2006-2015) Spanish										
Undergraduate Students in University College with Declared Major in Discipline										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Year 1: Freshman	14	11	17	20	13	15	21	15	24	17
Year 2: Sophomore	17	27	24	42	45	39	45	42	57	58
Year 3: Junior	6	11	6	10	11	10	15	28	29	30
Year 4: Senior	0	1	0	2	1	4	8	1	13	13
Total	37	50	47	74	70	68	89	86	123	118

Undergraduate Students with Declared Major Admitted to the Major College										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Year 1: Freshman	0	0	2	2	0	0	0	1	3	0
Year 2: Sophomore	19	22	29	35	25	16	18	22	19	13
Year 3: Junior	83	113	127	143	97	88	73	71	80	94
Year 4: Senior	115	167	165	176	211	200	218	217	192	182
Total	217	302	323	356	333	304	309	311	294	289

Graduate Students										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Masters	35	24	26	27	28	25	23	24	30	25
Total	35	24	26	27	28	25	23	24	30	25

Total Number of Degree Recipients Spanish: BA and MA

Again, fluctuation is the norm but when we look at the average for the ten-year period, numbers for AY 14-15 show a decline. The averages for the BA and the MA degrees awarded are respectively: 27.2 and 10.7 The actual figures for 2015 are 23 for the BA, four below the average, and 18 for the MA which is 7.3 above the average. The composite 41 BA and MA degrees awarded in 2015, then, is 1.6 higher than the mean which is 39.4. (See Fig. 4.B.7)

Fig. 4.B.7.

Total Number of Degree Recipients 2005-2006 to 2014-2015 Academic Years Spanish											
Major	Degree	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
	BA	18	25	23	33	22	27	33	23	45	23
	BAED	6	5	1	3	2					
Spanish	MA	11	12	7	10	8	13	9	9	10	18
Total Degrees Awarded		35	42	31	46	32	40	42	32	55	41

Ethnicity and Gender Spanish: BA

More women than men earn BA degrees in Spanish: 968 or 69.8% to 419 men or 30.2%. Hispanics comprise 71.9% (997) of those who earn a BA in Spanish with Whites constituting 21.8% (303) of those who earn a BA in Spanish. The remaining constituents of those who earn a BA degree in Spanish are Native Americans, Asians, Black or Afro-Americans, and those of unknown race or ethnicity or of two or more races. (See Fig. 4.B.8)

Fig. 4.B.8.

	Su 2011	F 2011	Sp 2012	Su 2012	F 2012	Sp 2013	Su 2013	F 2013	Sp 2014	Su 2014	F 2014	Sp 2015	Su 2015	F 2015	Sp 2016
Ethnicity and Gender Spanish - BA															
Gender:															
Female	36	102	97	30	105	102	30	86	77	24	73	63	20	70	53
Male	11	58	50	12	43	43	12	37	26	8	36	25	10	23	22
Race/Ethnicity:															
American Indian	1	2	2	1	0	0	0	1	1	0	1	0	0	0	0
Asian	1	2	0	0	1	1	1	1	0	0	0	0	0	0	0
Black or Afro American	1	3	4	0	4	3	0	2	0	0	0	0	0	0	0
Hispanic	27	100	92	25	101	101	31	92	81	27	87	76	22	75	62
Native Hawaiian		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Res Alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	2	4	3	2	4	2	0	0	0	0	1	1	0	1	0
Two or More Races	0	5	4	1	4	3	1	3	3	1	2	1	1	2	1
White	15	44	42	13	37	35	9	24	18	4	18	10	7	15	12
Total	47	160	147	42	151	145	42	123	103	32	109	88	30	93	75

Enrollment Figures for the BA in Spanish

As seen in Fig. 4.B.1, in 2015 the declared majors of Spanish in University College and in Major Colleges totaled 407 which is higher than the 380 average over this period because of several years of very low numbers for declared majors. Fig. 4.B.8 which includes numbers for summers as well show a steady decline in enrollment: 353 to 198 over five years, Ay 11-12 to AY 15-16. When minors, second majors, and majors are taken into account, the composite decline since 2011 is from 700 to 584 in 2015. (See Fig. 4.B.9)

Fig. 4.B.9.

Fig 1. Numbers of Spanish Majors, Second Majors, and Minors Fall 2011 to Spring 2016
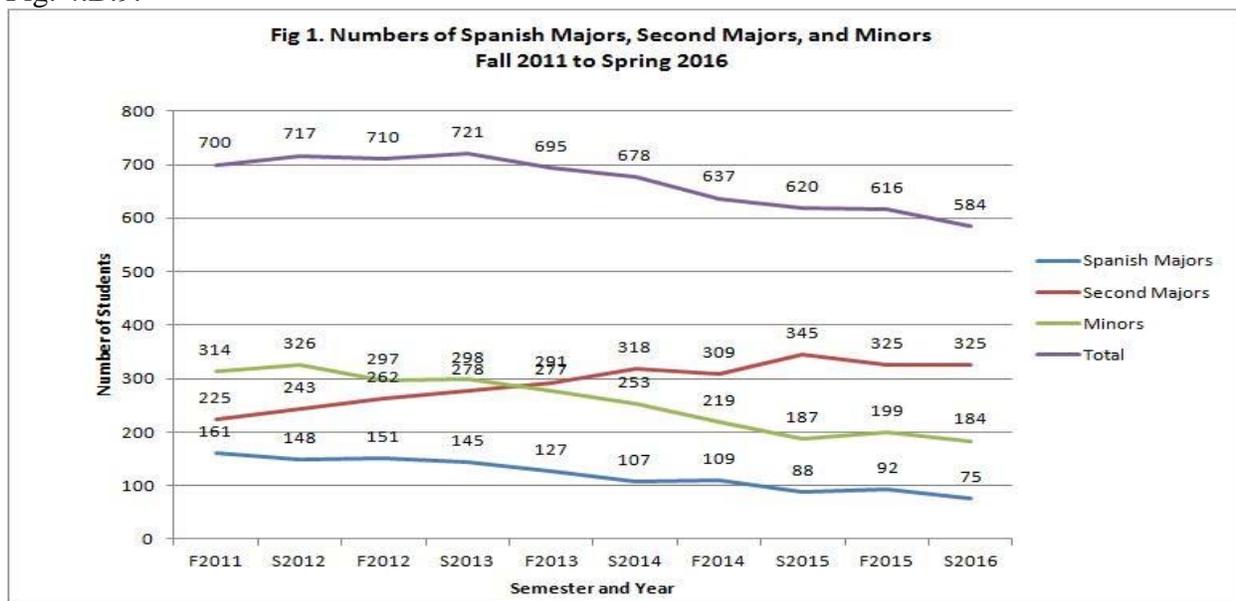
There has been a steady down turn since AY 11-12 when Arts and Sciences reduced the language component of group requirements from four semesters to one. This decision is a move that goes entirely against UNM's declared mission to "advance understanding of the world, its peoples, and cultures." It further deprives our students of the stated goal of providing them with "the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies" with emphasis on contributions to the state, since 48% of the state's population is Hispanic. In fine, we can but agree with Foreign Languages and Literature who also hold that the decision to reduce language requirements is benighted and could place our graduates at a disadvantage when competing for jobs in the state and globally.

In sum, enrollments overall have risen slightly whereas majors and minors have declined drastically. There seems to be a correlation between the decline of minors and the increase of second majors perhaps owing to the difference between the two degrees being a matter of six credits. The maintenance of enrollment overall may in part be owing to lower division students coming in for a quick three credits in Spanish and then taking no other classes which might lead to their majoring in Spanish. It is also quite conceivable that maintenance of enrollment is enhanced by the great upsurge in number of students enrolling for Medical Spanish.

Graduate Enrollment in Spanish: MA and Ph.D.

The same downward trend for the undergraduate program is mirrored in numbers for the graduate program.

The composite enrollment of MA and Ph.D. candidates from 2011 to 2016 has declined 10%, that is, by six, 60 to 54. Doctoral enrollment has suffered the greatest decline, nine students in all, or 32%, from 28 to 19. MA enrollment has increased slightly, three students in all or roughly 9%, which was insufficient to offset the total decline. (See Fig. 4.B.9)

Fig. 4.B.10.

Fall Enrollment by Major and Level (2011-2015) Spanish and Portuguese						
	2011	2012	2013	2014	2015	2015
Doctoral	28	28	25	22	17	19
Masters	32	34	33	37	32	35
Total	60	62	58	59	49	54

Graduate Student Applications and Admissions: MA

Despite occasional fluctuations upward, a clear downward trend manifests itself in a number of applications, students admitted, and students enrolled. The average numbers for these three categories respectively are 22.8, 16.6, and 10.9. In 2015, the numbers – 17, 13, and seven – are all below the average. (See Fig. 4.B.11)

Fig. 4.B.11.

				Graduate Student Applications and Admissions Fall Semesters Spanish - MA					
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Applied	23	21	22	29	25	24	16	23	28	17
Admitted	17	16	18	20	19	19	12	13	19	13
Enrolled	12	12	10	14	11	10	9	11	13	7

Graduate Student Applications and Admissions: PhD

Fluctuation seen throughout the tables is again the norm here with a noticeable decline in 2015. The averages for applications, admissions, and enrollees are 14.1, 8.2, and 3.6 respectively. The actual numbers for 2015 for the three categories were lower than the averages: six, three, and zero. This last number motivated the Department's move toward recent, more aggressive recruitment for the Ph.D. program.

Fig. 4.B.12.

				Graduate Student Applications and Admissions Fall Semesters Spanish & Portuguese (S&P) - PhD					
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Applied	12	16	20	12	7	21	17	19	11	6
Admitted	7	12	10	9	5	12	9	9	6	3
Enrolled	4	7	6	2	2	6	5	2	2	0

Total Number of Ph.D. Degree Recipients

The number of doctorates awarded over the ten-year period averages four per year. The highest number awarded was seven in AY 05-06 with the lowest being one in AY 07-08 and AY 10-11.

Fig. 4.B.13.

Major	Degree	Total Number of Degree Recipients 2005-2006 to 2014-2015 Spanish & Portuguese - PhD								
		2005-06	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
S&P	PhD	7	5	1	5	4	1	6	3	3	5
Total Degrees Awarded		**7**	**5**	**1**	**5**	**4**	**1**	**6**	**3**	**3**	**5**

Ethnicity and Gender at the Graduate Level

Ethnicity and Gender: MA

Hispanics and Whites are the largest ethnic constituencies of MA degrees with 63% and 25% of the total with the remaining comprising 12%. 64.5% of MA degrees are awarded to women and 35.5 to men. Forty-three women constitute 64.2% of Hispanics receiving an MA in Spanish. Twenty women constitute 74% of whites receiving an MA in Spanish. (See Fig. 4.B.13)

Fig. 4.B.14.

	Degree Recipients by Ethnicity and Gender Academic Years 2005-06 to 2014-15 Spanish - MA																			
	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
Ethnicity	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Hispanic	1	4	3	4	2	2	3	5	0	2	3	9	3	4	2	3	2	6	5	4	67
Black/African American	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
White	2	2	1	4	1	1	0	1	1	3	0	0	0	1	0	3	0	2	2	3	27
Race/Ethnicity Unknown	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	3
International	0	2	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	2	2	9
Total	3	8	4	8	4	3	4	6	3	5	3	10	3	6	3	6	2	8	9	9	107

Ethnicity and Gender: PhD

Hispanics and Whites constitute 87% of those receiving a Ph.D. in Spanish. Hispanics alone constitute 52.5% of these. The only African American and the only one to earn a Ph.D. was a woman. Women outnumber men as recipients of Ph.D.s 26 to 14.

Fig. 4.B.15.

	Degree Recipients by Ethnicity and Gender Academic Years 2005-06 to 2014-15 Spanish & Portuguese - PhD																			
	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
Ethnicity	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Hispanic	3	1	2	0	0	1	1	2	1	1	0	0	0	2	0	2	0	1	1	3	21
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
White	1	2	2	1	0	0	1	1	1	1	0	1	0	2	0	0	0	0	0	1	14
International	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	4
Total	4	3	4	1	0	1	2	3	2	2	0	1	0	6	0	3	1	2	1	4	40

4.C. Advisement Process

Undergraduate Advising

One faculty member, nominated and voted into that position, serves as Director of Undergraduate Studies (DUS). The DUS advises majors and minors in association with advisors for the College of Arts and Sciences. The DUS takes up undergraduate advising issues with the UG Committee and develops policy with the committee, which is then presented to and voted on by the entire faculty of the Department. The DUS keeps regular office hours for advising and is also available by appointment. All faculty members informally advise students as well.

In addition to the DUS, the Department also provides an Undergraduate Advisor, Katherine Merrill. Ms. Merrill has as a primary responsibility advising on administrative issues, i.e., the day-to-day, functional requirements leading to completion of studies and graduation. In the first weeks of each semester, she spends approximately fifteen hours per week advising Spanish majors, minors, and second majors.

Graduate Advising

One faculty member, nominated and voted into that position, serves as Director of Graduate Studies (DGS). One staff member, the Graduate Advisor (GA), has as a primary responsibility advising on administrative issues, i.e., the day-to-day, functional requirements leading to completion of studies and graduation. The staff member assigns students to faculty mentors who then meet with them, advise them, mentor them, and sign off on required forms such as class selection. When issues arise as, for example, exam failure, the need for extensions of one sort or another, normally the DGS summons the Graduate Committee who then comes to a recommendation on the matter. The Graduate Committee also establishes policy for the graduate program.

4.D. Student Support Services

Faculty members of the Department of Spanish and Portuguese individually encourage undergraduate students to take advantage of support services provided by the University such as CAPS (Center for Academic Program Support) tutoring, the Agora Crisis Center, the Dean Students, LoboRespect, and other units within the University. The two coordinators of lower-division Spanish, and the coordinator for 300-level classes, and the DUS all avail themselves to help students with issues that may arise.

At the graduate level, Teaching Assistants are given a week of orientation at the beginning of the Fall semester, and a 2-3-day orientation at the beginning of the Spring semester. Graduate students who are not Teaching Assistants are invited to attend one day of the orientation in the Fall. In addition, faculty members provide workshops dealing with such matters as how to successfully pass the MA Comprehensive Exams, Mock Job Interviews, workshops on how to successfully apply to other Ph.D. programs, etc. The Graduate Resource Center provides training on how to correctly format dissertations, how to apply for funding, and writing workshops.

4.E. Student Success and Retention Initiatives

Undergraduate

At the Undergraduate level, a student can graduate with Honors in one of two ways: Field Work & Professional Experience (SPAN or PORT 498) or a Research Paper (SPAN or PORT 499). Students are encouraged to apply for the Mellon-Mays Undergraduate Fellowship, to apply to the Research Opportunity Program/Ronald E. McNair Program. Faculty of the Department enhance their students' undergraduate experience with the CAS Undergraduate Student Research Initiative, which aims at having students work with faculty mentors on research or scholarship. The Department offers two, faculty-led program abroad experiences: Conexiones and España Literaria. Student reports of their undergraduate experience make clear that a considerable amount of mentoring by faculty has enhanced their experience. Faculty are known to form a close, mentoring bond with many students.

The Department has three fellowships and Arts and Sciences has one more, all awarded on a competitive basis: the Lina Ruiz y Ruiz Scholarship, the Conroy Scholarship, the Starkey Scholarship, and the College of Arts & Sciences Summer Scholarship.

Lina Ruiz y Ruiz Scholarship

The Lina A. Ruiz y Ruiz Memorial Award is for a UNM student pursuing a Spanish degree. The award is based on academic excellence and the strength of the submitted application letter.

Patrick Conroy Scholarship

Patrick Conroy has endowed a grant to be awarded to a meritorious student who is either a major, second major or minor in Spanish or Portuguese (within the College of Arts and Sciences) who would like to study abroad but finds it difficult to afford the cost of a program.

The Starkey Scholarship

This award is for an outstanding student to assist in pursuing studies at UNM providing the student is preparing to pursue a career in teaching, or in some branch of diplomacy in the United States of America or elsewhere, or who in the opinion of the University shows greatest potential for making a significant contribution to international relations.

College of Arts & Sciences Summer Scholarship

Awards are used toward tuition and class supplies. Students must be working toward an A&S major and demonstrate good academic standing.

Graduate

At the graduate level, Teaching Assistants work closely with their coordinators. At this level, students can form a close, professional bond with their mentors who encourage their students to develop as scholars and academic professionals. Faculty propose conference sessions in which their graduate students can participate; they frequently drive to conferences and bring their students who are presenting along with them, and they encourage their mentees to submit abstracts to conferences. Pre-conference, "trial run" presentations are hosted in the Department with open invitations to anyone interested. Faculty have mentored the research of graduate students seeing it through to publication. Teaching Assistants are nominated for teaching awards. Since 2008, eight Teaching Assistants have won the university-wide Susan Deese-Roberts Outstanding Teaching Assistant of the Year Award. 09-10 Elena Avilés, Whitney J. Purvis; 10-11 Daniel Abeyta, Kiley Guyton Acosta; 13-14 Cynthia O. Meléndrez, Víctor A. Valdivia Ruiz; 14-15 Andy Barrientos; 15-16 J. Hugo García-Macías.

Graduate students are also promoted for other grants and awards. Especially germane to Spanish and Portuguese are LAII Fellowships, LAII Field Research Grants, UNM-Mellon Dissertation Fellowship Program, and the Russell J. and Dorothy S. Bilinski Fellowship.

LAII Fellowship

The partner departments of LAII at UNM may nominate Ph.D. students whose research focuses on Latin America or Iberia. The LAII awards ten fellowships annually. The fellowship provides a stipend and a waiver of tuition and fees.

LAII Field Research Grant

The LAII provides support for graduate students in any UNM department to conduct fieldwork in Latin America, Spain, or Portugal.

UNM-Mellon Dissertation Fellowship Program

The Andrew W. Mellon Foundation and the University of New Mexico are committed to increasing the diversity and quality of graduate education by funding an innovative Ph.D. dissertation completion program.

Russell J. and Dorothy S. Bilinski Fellowship

The University of New Mexico invites advanced doctoral students in the UNM graduate programs of American Studies, English, Foreign Languages & Literature, History, Linguistics, Philosophy, and Spanish & Portuguese to apply for a Russell J. and Dorothy S. Bilinski Fellowship. Bilinski Fellowships include a $31,000 stipend per award period (May 15 to July 15 the year after) and a stipend for health insurance.

Other potential funding can be found in Appendix 4.E.

4.F. Describe Where Graduates of Each Program Are Typically Placed. Describe Efforts to Measure the Success of Program Graduates and the Result of Those Measures.

We do not have the wherewithal to follow the careers of our alumni in a systematic manner, and so we rely on contact that we maintain with them so what appears here is all rather informal.

Graduates of our program typically are involved in Higher Education, pursuing the doctorate and teaching at the university level. BAs and MAs, if they go into education, generally teach k-12 although some have gone on to teach at junior colleges. About 25% of our graduates move on to unknown occupations, but among the others, one finds that 29% pursue the doctorate, 15% teach k-12; 14% enter the private sector; another 13% are involved in Higher Education; finally, 4% are employed in government positions.

Regarding the categories of placement that we know, placement is consistent with the program's learning goals. Pursuing the doctorate and a career in education requires the skills that we try to instill in our classes: critical thinking, cultural awareness and appreciation, eloquence of speech, etc.

Students who have received a Ph.D. from us have gone on to teach in universities such as: the University of Vermont, Aquinas College, Roanoke College, Houston Baptist, Gettysburg College, William and Mary, U. of Texas, George Mason University, Bucknell University, University of Denver, University of Washington-Tacoma, Portland State University , Emporia State University, University California-San Marcos, Texas Tech University , Winona University (Minnesota), New York University, University Kansas, University of North Dakota, University of Oklahoma, Winona State University, etc.

In the same way that we garner information about the occupation of our graduates, we also garner information about their success. We know that our graduates who have become assistant, tenure-track professors at the college level have gone on to earn tenure. Others have gone into administration as chairs of departments in their universities. Some have become presidents of professional organizations. What we have gathered then, informal as it may be, leads us to believe that our graduates have been served well by what they have learned as students while with us.

As stated elsewhere, through rigorous study of language and culture, our students are "enlightened citizens" who "advance our understanding of the world, its peoples, and its cultures." Specifically, our faculty and students work together in the classroom, in the community, and in study-abroad programs to develop understanding, sensitive communication, and critical thinking about our diverse and interconnected world.

Fig. 4.F.1. Post MA Pursuits

Post MA Pursuits 2008-2016										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
PhD	1	2	2	2	7	2	2	6	4	28
Private Sector	1	1	2		1	1	3	4	1	14
K-12		1		2	1	3	3	3	2	15
Higher Education		2	1	3	1	1		2	3	13
Government			2	1		1				4
Unknown	1	3	1	4	3	3	4	3	2	24
Total	3	9	8	12	13	11	12	18	12	98

Post MA Pursuits

Unknown, 24% — Pursing Doctorate, 29% — Private Sector, 14% — K-12, 15% — Higher Education, 13% — Government, 4%
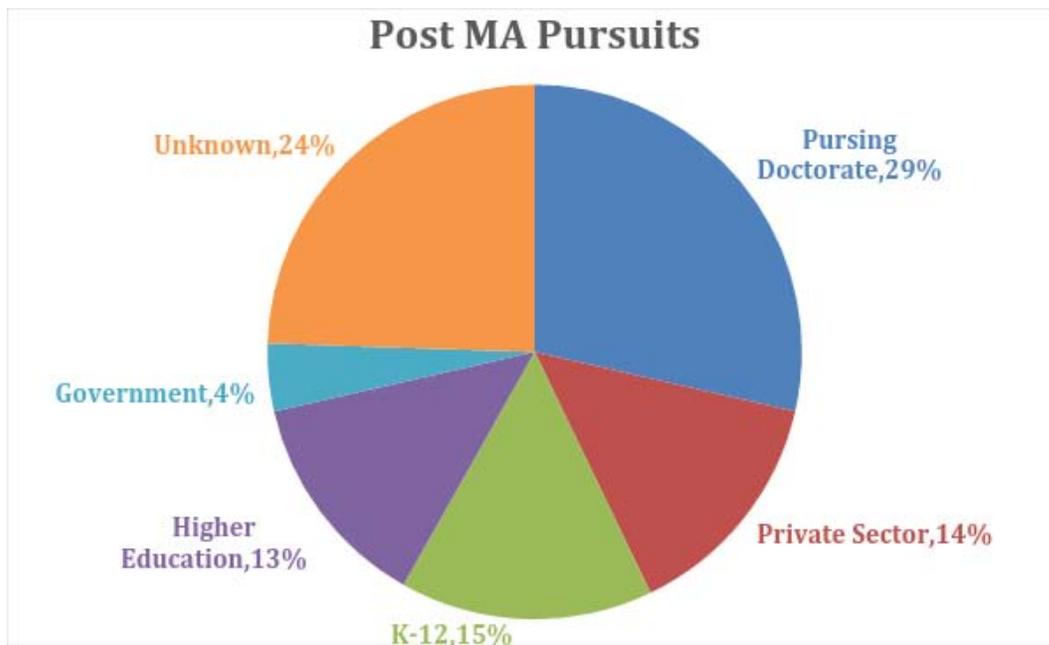
Fig. 4.F.2. Post PhD Pursuits

Post PhD Pursuits 2008-2016										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Faculty - Higher Education	1	4	1	3	2	2	2	1	1	17
Lecturer- Lecture Higher Education	1	1		1		1	1	2		7
Private Business						1	1		1	3
Government				1						1
Unknown								1		1
Total	2	5	1	5	2	4	4	4	2	29

POST PhD PURSUITS
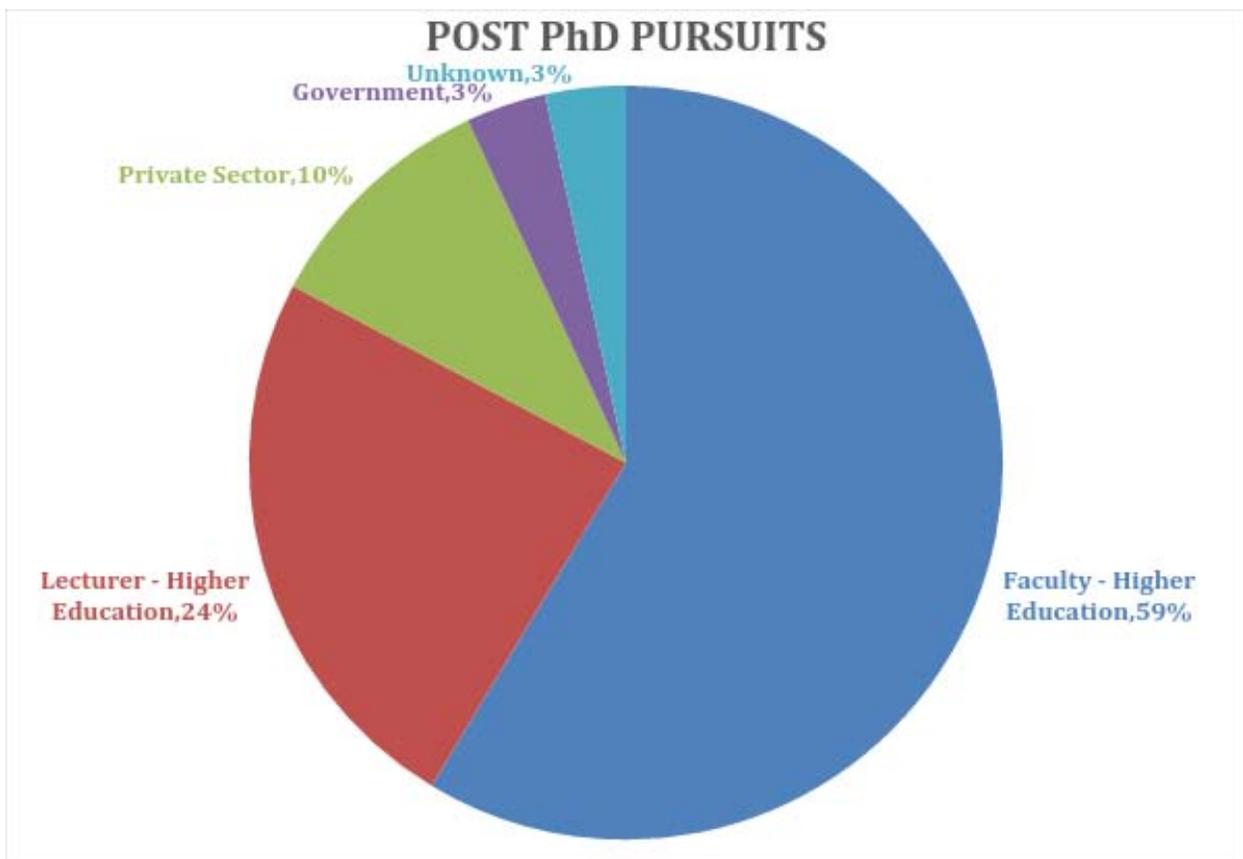
CRITERION 5: FACULTY

5.A. Composition of the Faculty

The Department of Spanish and Portuguese counts 19 FTE for AY 2015-2016 which includes three lecturers. Affiliated faculty consists of three part-time instructors (PTI). Faculty distribution by rank shows one Full Professor, 11.5 Associate Professors, 2.5 Assistant Professors, and two Lecturer IIIs. One Associate (Shin) and one Assistant (Vallejos) professor hold joint .5 appointments with the Department of Linguistics. Section coordinators for departmental undergraduate courses consist of one Associate (Rodríguez González), one Assistant (Wilson) and one Lecturer III (Holguín Chaparro).

Each FTE faculty member devotes 100% of their time to the program. Those with joint appointments dedicate 50% of their time to Spanish and Portuguese and 50% of their time to Linguistics.

The role of each tenured or tenure-track faculty member is spent in three major areas: Research (40%), Teaching (40%), and Service (20%). These activities and their indicated distribution are the norm. There are moments when faculty may, given the circumstances, spend more time on any one of these three areas. The role of Lecturers is divided between Teaching and Service. Lecturers are not required to produce research. When they do publish, it is deemed as above and beyond what is required of them.

The numbers of Tenure and Tenure-Track Faculty by Rank have fluctuated since our last APR as seen in the chart below from UNM's Office of Institutional Analytics (OIA) which show the following breakdown:

Fig. 5.A.1. Composition of the Faculty

Composition of the Faculty		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Tenure, Tenure-Track Faculty by Rank											
	Professor	2	2	3	3	3	3	2	2	1	1
	Associate Professor	7	6	6	7	6	6	6	7	9	9
	Assistant Professor	3	4	5	4	5	5	5	6	5	4
Non-Tenure Track Faculty by Primary Job Category											
	Visiting Faculty	1	0	0	0	0	0	1	1	0	0
	Instructors/Lecturers	0	0	1	0	2	2	4	3	2	2
Other Faculty											
	Temporary Faculty	1	6	3	2	3	4	2	3	3	3
Total Faculty		14	18	18	16	19	20	20	22	20	19

Fig. 5.A.2. The composition of ethnicity according to OIA information is as follows:

Faculty Composition of Ethnicity 2006-2015											
Ethnicity	Gender	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Hispanic	F	5	6	4	4	4	4	3	3	3	3
Hispanic	M	3	3	4	4	5	5	5	7	6	6
White, non-Hispanic	F	4	3	6	6	5	5	5	4	4	3
White, non-Hispanic	M	0	0	0	0	0	0	0	1	1	1
Race/Ethnicity Unknown	F	0	0	0	0	0	0	0	0	1	1
Race/Ethnicity Unknown	M	0	0	0	0	0	0	0	0	0	0

All tenure-track faculty in Spanish and Portuguese hold PhDs in their respective fields, as does one current Lecturer III. Another Lecturer III has an M.D. The Lecturer II has an MA degree. The average teaching load in Spanish and Portuguese for tenure-track faculty is two courses per semester except where course releases are allowed for administrative duties. The Chair and Coordinators of Spanish as a Second Language and Spanish as a Heritage Language (Cárdenas,

Rodríguez González, Wilson) each receives two course reductions, one per semester. So that they might maintain an active research agenda while completing administrative duties required by their new position, since Fall 2013 the Associate Chair, the Graduate Director, and the Undergraduate Director have been allowed one course release per academic year.

The standard teaching load for Lecturers is four courses per semester, except where course releases are justified due to administrative duties (Holguín Chaparro receives two, one as Undergraduate Director and one as 300-level Coordinator). All Spanish and Portuguese faculty advise students and serve on committees. All faculty work full-time in our Department except for two joint appointments: Professors Shin and Vallejos Yopán have a 50/50% appointment in the Department of Spanish and Portuguese and the Department of Linguistics.

Reflective Questions: Extension of 5.A.

Discuss the efficiency of the process used in assigning faculty course-load (i.e., faculty assigned to lower division vs. upper division courses). Include an analysis of faculty-to-student ratio and faculty-to-course ratio (based on the total number of credit hours taught).

Response:

Tenure-track faculty are not assigned to teach lower-division language courses. Lower-division is exclusively the domain of Teaching Assistants from first-semester MA students to Ph.D. candidates. The instruction they provide happens under the supervision of the Spanish as a Second Language and the Spanish as a Heritage Language Coordinators. If faculty taught these courses, we would need alternative funding source for our graduate students, or we would have to limit the size of the graduate program, which would have broad negative repercussions on our mission.

Teaching at the first and second year level is widely divergent in content and pedagogy from teaching at the third and fourth-year level. First and second year focuses primarily on language acquisition and secondarily on cultural, literary, and linguistic study. Third and fourth year levels focus primarily on cultural, literary, and linguistic study; here the focus on language acquisition requires a different approach. Teaching both 100-200-level language courses and 300-400 level courses in literature/linguistics/ culture would diffuse faculty members' attention and focus and decrease scholarly productivity, as occurs at liberal arts colleges and non-flagship universities, where faculty do teach in both areas. The assignment of 300-600 level courses to faculty enhances research productivity, which is central to the mission of UNM as a Research One institution. Finally, it is not cost-effective to assign T/TT faculty to 100-200-level language acquisition courses, when they can be taught with measurable effectiveness by graduate students.

Reflective Question

Explain your thoughts on how exposing undergraduates to tenure-track faculty within their first and second years may/may not provide opportunities for

increasing Portuguese majors.

Response:
Exposing undergraduates to the dynamism of our two Portuguese faculty would have the positive impact of their years of experience. In that regard, most of our Portuguese TAs do come to the classroom with previous teaching experience and, as such, can potentially help in the recruitment of Portuguese majors. Of note at the 100- and 200-levels is research by Bonnie Norton (Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada), among others, that demonstrates that students learn most effectively when they can successfully imagine themselves as integrating into and forming part of the target language group/community as members said community. Graduate student instructors embody this target language community, particularly since they are closer in age and therefore also share the interests of the actual generation of student learners, allowing for better identification between undergraduate language learners and their instructors.

Beyond the aforementioned research on language learning communities, it is also important to consider that the purpose of a flagship university, with respect to language learning and cultural knowledge, is not only to disseminate language/cultural understanding but to train and develop language & culture teachers. This is only possible by preparing our graduate students through hands-on preparation and practice in the classroom to become the language & culture teachers of future generations (for example in primary and secondary schools).

Furthermore, it is not cost-effective to assign tenured and/or tenure-track (T/TT) faculty to 100-200-level language acquisition courses, when they can be taught with significant effectiveness by graduate students (many of whom not only have prior experience teaching but also hone their skills in our language classrooms). If we were to begin to employ T/TT faculty to teach lower-division courses, this would necessitate hiring additional faculty in our Department because it would expand the number of courses that the Department's T/TT faculty would need to cover and thus increase the need for additional T/TT faculty lines above and beyond the existing and currently vacant positions. The Portuguese faculty currently teach mid-level, upper-division and graduate courses in Portuguese as well as in Spanish and in Latin American Studies. Courses in the latter two disciplines serve as a forum for outreach for the Portuguese program and thereby also function as recruitment tools into the major.

Finally, if T/TT faculty were placed at the 100- and 200-levels, alternative funding for the graduate program would need to be found, which would be a drastic loss since our Portuguese graduate program is one of the oldest and most prestigious in the nation, as well as being internationally renowned. A strong Portuguese program at the undergraduate and graduate level, with faculty with strong research agendas and output is also essential to other campus units, such as the Latin American Studies program and its continued funding as a National Resource Center Title VI recipient.

Reflective Question

What are the pedagogical limitations on the unit's course enrollment caps? Have you explored how other units/institutions have been able to address these limitations while maintaining the quality of their programs?

Response:

We view enrollment caps as essential for language acquisition and for the development of competence in writing and critical thinking. Given the interaction between instructor and student required in language acquisition, caps are the only realistic way to enhance the acquisition process and maintain quality. We have found in SSL that with a cap of 26 in face-to-face and 22 in online courses, the instructors are still significantly overloaded in terms of the time they invest in giving student feedback. We are concerned that this will affect the productivity of the graduate students in progressing through the degree program. We already require more teaching hours of our graduate students than do some public universities, which makes it difficult for us to compete for the best graduate students. We lose students to institutions such as the Universities of Texas, Pittsburgh, and Indiana. Experience indicates that other units and institutions follow the same logic.

In 2009, the Association of Departments of Foreign Languages, reaffirmed, "its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed twenty. We hold that the optimum class size is fifteen. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable—rather than to inhibit—the kind of effective interaction between teacher and students necessary to developing proficiency in the language." ADFL Guidelines for Class Size and Workload for College and University Teachers of Foreign Languages ADFL Bulletin, Vol. 40, Nos. 2-3 (Winter-Spring 2009), p. 92 ISSN: 0148-7639 CrossRef DOI: 10.1632/adfl.40.2.92.

Reflective Question

What are the resource and facility limitations for expanding course offerings? Are there creative ways to overcome these limitations? Are there opportunities and/or impediments to expanding the unit's online course offerings in order to serve our students better?

(Relevant data can be accessed on the Excel data spreadsheets previously provided - Criterion 4: Student Enrollment-SPPR and Criterion 5: SPAN & Port APR FR Data)

Response

Over the period since our last external review (2008), we have gradually increased online offerings from zero sections to 12 sections in spring 2017, with a greater focus on the lower levels, where enrollment is higher. In fall 2017, we are initiating eight-week intensive hybrid graduate courses, involving three faculty members. This is an area in

which we have a growth opportunity as we move forward, evaluating the effectiveness of the online sections.

Limitations derive from the need for support from Extended Learning Unit to develop the innovative practices necessary for highly-interactive language acquisition courses.

Limitations derive from the number of faculty we have and who is available to teach what. This becomes acutely detrimental when we are unable to replace faculty as they retire. This is what has happened with the Portuguese, Southwest, and Peninsular programs in the Department. One way that was suggested in our Academic Program Review from eight years ago, was to teach from a thematic perspective rather than based on geography and period. Given the receivership that we went into immediately after that review, we have only just begun to address this issue as can be seen in section 2.A.2.

5.B. Faculty Professional Development

Professional development of our faculty happens in a variety of ways including 1) teaching load, 2) startup packages, 3) sabbaticals, 4) training, 5) and funding, both a) external and b) internal.

5.B.1. Teaching Load

All Spanish and Portuguese faculty with active research agendas teach two courses a semester except for the Chair who teaches a 1/1, the Associate Chair who teaches a 2/1, the Graduate Director who teaches a 2/1 and the Undergraduate Director who teaches a 2/2 (this position is currently occupied by a Lecturer 3 whose typical load is 4/4 but because she is also Undergraduate Director her load is reduced to the current 2/2 status). As pointed out elsewhere, there are also three coordinators of our Department's undergraduate courses: two for lower division courses (100- and 200-level)—Sabine Ulibarrí Spanish as a Heritage Language (SHL) Program (Wilson), Spanish as a Second Language (SSL) Program (Rodríguez González); one coordinator for 300-level courses (Holguín Chaparro). SHL and SSL courses are taught by our graduate students and thus require supervision; upper-division courses at the 300-level are taught by Ph.D. candidates who have moved into the phase of their trajectory where they are writing their dissertations and by part-time instructors (PTIs); both groups needed guidance for the sake of program uniformity and consistency. The directors of these programs receive both a SAC and since 2013 a course release.

5.B.2. Startup Packages

Recent hires have enjoyed startup packages averaging close to $7,500 each for research equipment, travel, or other needs for advancing their scholarly work. Junior faculty receive a one-semester mid-probationary research leave, which many take during the year of their mid-probationary tenure review. This leave relieves the faculty member of teaching duties for one semester; unlike sabbatical, however, the faculty member cannot be gone from campus for the entire semester and must continue to perform departmental service and participate in

thesis/dissertation committees. This opportunity has contributed enormously to the success of junior faculty in accomplishing research goals and tenure benchmarks.

5.B.3. Sabbaticals

Sabbaticals are the primary way faculty receive a sustained period of release time to work on scholarly projects. UNM awards a full semester of sabbatical leave every six years at full salary or an entire year of leave at 2/3 salary. UNM also has a mini-sabbatical arrangement in which a faculty member can take a semester's leave after three years, but at 2/3 pay. Faculty must agree to return to UNM for a year after receiving sabbatical leave. Faculty who wish to apply for sabbatical leave must submit a research proposal with the approval of the Department Chair to the Dean of Arts and Sciences. The Department of Spanish and Portuguese carefully schedules these sabbaticals, as the lack of recent hires in many of the Department's core competencies, and no funds available to hire part-time instructors, means that a faculty absence is deeply felt in terms of service, committee work, and course offerings for graduate and undergraduate students. In general, advanced doctoral students and PTIs fill the breach of Sabbatical leaves and have made it possible for faculty to spend extended, focused time on major research projects that have lead to significant publications, particularly among our recently-tenured faculty. The opportunity sabbatical provides is fully utilized by our faculty members including Principal Lecturers— "Lecturers with at least eleven years of continuous service to the University at 0.5 FTE or greater who have sustained consistently high standards in their professional contributions, consistently demonstrated their wider service to the University community and its mission, and shown a conscientious interest in improving their professional skills" (Faculty Handbook C190.A.3)— since the Faculty Senate approved a new policy in 2013 that also allows them to apply for research leave for one semester.

5.B.4. Training

In addition to travel funds, sabbaticals, and attending conferences, the faculty of Spanish and Portuguese augment professional development through a series of different activities. These include training primarily related to teaching: ACTFL oral proficiency interview training, student learning outcomes training, workshop on designing multiple choice exams, face-to-face and online course design training, teaching with Wikis, training for AP exams in Spanish, basic Narrative Medicine workshops, workshops on classroom best practices, mentoring, and webinar design and implementation of language learning Can-do statements. Professional development related to research includes statistics in corpus linguistics and IRB training. Training related to administrative and personnel matters: conflict mediation training. Personal development training includes yoga teaching training and aquaponic training.

5.B.5. Funding

5.B.5.a. External Funding

Professor Naomi Shin received $20,000 from the Sociological Initiatives Foundation in 2015 for her project *Hablamos así*: Differentiating language impairment from language loss among bilingual children (local project, collaboration with co-PI Barbara Rodríguez from Speech & Hearing Sciences).

Professor Shin received $9425 in 2015 for her study on young bilingual children's grammar (a local project in collaboration with co-PI Barbara Rodríguez of Speech & Hearing Sciences).
In 2015, Professor Rosa Vallejos received $9,969 for her project "Spanish in the Amazon: Historical forces, social relations, and linguistic outcomes." This project investigates a contact variety of Spanish that coexists with dozens of indigenous languages, giving rise to a complex sociolinguistic configuration in the area.

Professor Rosa Vallejos has received $106,130 from the National Science Foundation for her project "Collaborative Research: Kokama-Kokamilla and Omagua: Documentation, Description and (Non-)Genetic Relationships", and $54,000 from the National Endowment for the Humanities for her project "Kokama: Trilingual Dictionary, Pedagogical Grammar, and Text Corpus." Outcomes of these projects include two books (Vallejos & Amías 2015, Vallejos 2016), and 249 files (audio, video, transcriptions) deposited in the ELAR digital archive (University of London).

Professor Vaquera-Vasquez received $7,500 for the Latino Literary Imagination Project.

5.B.5. b. Internal Funding

Spanish and Portuguese Faculty have modestly secured internal funding in three categories; Study Abroad Allocations Committee grants (SAAC), Research Allocation Committee grants (RAC) and Teaching Allocation Grants (TAG). SAAC grants in the total amount of $65,000 for five years has been infused into the España Literaria venture. RAC and TAG grants since 2008 have amounted to a total of $59,111 (TAG: $14,892 plus RAC: $44,219). UNM has two funds to which faculty may apply: the RAC Fund and the Teaching Allocation Committee Fund. RAC funding provides up to $10,000 for research projects lasting up to 18 months.

The RAC guidelines specify:

The primary mission of the RAC funding is to support the career development of faculty (research and creative works) who are in various stages of career development, but priority will be given to faculty: 1) in the early stage of their careers, 2) embarking upon new directions, or 3) in fields and disciplines where there is limited funding. The major objectives of RAC are to help junior faculty practice in preparing national-level proposals (NSF, NEA, etc.), to promote transition to extramural funding mechanisms, and to facilitate national exposure for research and creative works by UNM faculty. (http://rac.unm.edu/UNM_RAC_guidelines.pdf)

The Center for Teaching Excellence offers Teaching Allocation Grants up to $5000 for specific projects designed to enhance teaching effectiveness:

It is the intent of the TAG to support NEW and innovative teaching and learning methods and to enhance effective communication of information, ideas or methods of inquiry in an academic environment. Proposals for upgrading existing courses, developing interdisciplinary approaches, or utilizing modern technologies as teaching tools are encouraged. It is essential that the proposal include a) a clear indication of the anticipated effect on learning enhancement b) the number of students that will benefit, and c) how the success of the project will be assessed. Funds may not be used to compensate faculty's time spent on the project or to support author-subsidized publication.

Some UNM faculty have received this funding; recently, Professors Mary Quinn and Anna Nogar made use of this money in developing new curriculum for the Honors College *Conexiones* summer study abroad program, offered in conjunction with the Department of Spanish and Portuguese.

A great deal of professional development takes place through mentoring by other faculty within and outside of our Department. Faculty members from Spanish and Portuguese who were specifically mentioned in this capacity include Kathryn McKnight, Enrique Lamadrid (emeritus) and Anthony Cárdenas.

Spanish and Portuguese faculty have sought to advance their professional development well beyond the resources available to them through the department, college, and university by attending University-sponsored and other workshops and programs, taking mediation training, attending conferences, etc. These are listed in the Appendix 5.B.

5.C. Research and Creative Work

Summary and examples of research and creative work of faculty members within the unit.

Anthony J. Cárdenas-Rotunno (Ph.D. University of Wisconsin—Madison, 1974) came to UNM as a Full Professor with tenure in 1990. His teaching and research focus on writings of the Medieval Period, some Golden Age works, and Miguel de Cervantes. Beginning with *Bibliography of Old Spanish Texts* (1975 and 2nd augmented edition 1977), in the Text and Concordances series he was Associate editor of the *Royal Scriptorium Manuscripts of Alfonso X, el Sabio* and has edited: *Libro de las animalias que caçan* (1987), *La vida & hystoria del Rey Apolonio* (1999), *Libro del cauallero Zifar* (2007), and *El Escorial h.III.24: Arboleda delos enfermos and Admiraçion operum Dey of Teresa de Cartagena; Vençimiento del mundo of Alfonso Núñez de Toledo; Dichos e castigos de profetas & filosofos que toda verdad fablaron* (2016); *Corónica del muy esforçado y esclarescido Cauallero Cifar nueuamente impressa* (Fundación Castro, 2014); and the anthology *Heroes and Anti-heroes: A Celebration of the Cid* (HSMS, 2013). He is currently finishing editions and translations of the works of Teresa de Cartagena and Alonso de Benavides. Other representative publications include:

- "*Historia de Enrique Fi de Oliva*: Premodern Kitsch?" *Monographic Review/Revista monográfica* 25 (2009 [2010]): 28-44.
- "*Enrique, fi de Oliva:* magia y género editorial." *El olvidado encanto de* Enrique fi de Oliva. Cristina González, ed. New York: HSMS, 2011. 193-206.
- "(Mis)Reading the *Libro de buen amor*: Exemplary Ambiguity and Ambiguous Exempla." *Romance Notes* 52.1 (2012): 3-11.
- "Introduction." *Heroes and Anti-heroes: A Celebration of the Cid*. Ed. Anthony J. Cárdenas-Rotunno. New York: HSMS, 2013. i - xviii.
- "In Search of a King: Alfonso VI in the Thirteenth and Sixteenth Centuries." *Heroes and Anti-heroes: A Celebration of the Cid*. Ed. Anthony J. Cárdenas-Rotunno. New York: HSMS, 2013. 23-52.
- "'¡Dios, qué buen vassallo, si oviesse buen señor!': Alfonso VI en el siglo XVI." *Aproximaciones y revisiones medievales. Historia, lengua y literatura.* Concepción Company *et al*. eds. México: El Colegio de México, UNAM, UAM, 2013. 63-89.
- "The Mirth of Girth: Don Quixote's Stout Squire." *Rocky Mountain Review of Language and* Literature, 68.1 (Spring 2014): 9-31.
- "De perros y asnos: Cervantes y la tradición." *Anuario de estudios cervantinos* 12 (2016): 199-212.

Richard J. File-Muriel (Ph.D. Indiana University, Bloomington, 2007) is Associate Professor of Hispanic Linguistics. His research focuses on how frequency of use impacts language variation and change, predominately within the sound system. He adopts a usage-based approach, in which language use drives change and determines how individuals store information about the greatly varying sound patterns to which they are exposed. His articles have appeared in journals such as *Journal of the International Phonetic Association, Corpus Linguistics and Linguistic Theory, Journal of Phonetics, Language Variation and Change, Language and Cognition, Journal of Research Design and Statistics in Linguistics and Communication Science.* He was awarded a Fulbright in Spring 2013 to teach and research in Bogotá, Colombia. A selection of his more recent publications includes:

- Bybee, Joan, Richard J. File-Muriel, and Ricardo de Souza. (2016). "Special reduction: a usage-based approach." *Language and Cognition*, available on CJO2016. doi:10.1017/langcog.2016.19.
- File-Muriel, Richard J. & Orozco, Rafael (Eds.) (2012). *Colombian Varieties of Spanish*. Frankfurt: Iberoamericana Vervuert Verlag.
- File-Muriel, Richard J. & Brown, Earl (2011). "The gradient nature of s-lenition in Caleño Spanish." *Language Variation and Change* 23(2): 223-243.
- File-Muriel, Richard J. (2010). "Lexical frequency as a scalar variable in explaining variation." *Canadian Journal of Linguistics* 55(1): 1-25.

Carmen Julia Holguín Chaparro. (Ph.D. University of New Mexico, 2011) As a Lecturer III, she coordinates Spanish 300-level courses and serves as Undergraduate Advisor. Dr. Holguín Chaparro's main areas of interest are Hispanic American literature; Hispanic American dictatorship in literature and other fine arts; and creative writing. She has published several poetry and narrative books: *La Oviedo rifa* (Poetazos, Onomatopeya Producciones, 2015), *El que tenga oídos...* (Instituto de Cultura del Municipio de Chihuahua 2013-2016, 2014), *La frontera.*

Cinco poemas (The Write Deal, 2012), and *A tu prójimo amarás* (Facultad de Estudios Superiores Zaragoza en la Academia de Extensión Universitaria y Difusión de la Cultura de la Universidad Nacional Autónoma de México, 2008). Her creative writing has been published in anthologies and magazines. A selection of her publications from 2012, when she started as a lecturer at the Department of Spanish and Portuguese, includes poetry, editing, and translation work:

- "En el País de las Nubes." *Coplitas de mezcal y algo de su historia*. Ed. Estela Guerra Garnica. México, Temascalcingo, EdoMex: DECIDTE, 2016. 74.
- "No era un cuento de hadas" "Yohana" "Tu abuela" "Nota roja". *Poesía en rojo*. Anthology of XXIII International Poetry Conference Mujeres Poetas en el País de las Nubes / Women Poets in the Clouds' Country. México, DF: Centro de Estudios de la Cultura Mixteca, 2015. 40-42.
- Doherty, Kathleen**,** Judy Nickell and Diane Orchard. *Al borde de la escritura:poesía y narrativa.* Ed. Carmen Julia Holguín Chaparro. México, D.F.: Tinta Nueva Ediciones. 2015.
- "No era un cuento de hadas" o "Unce Upon a Time". *Danza de la sinestesia*. Rafael Cárdenas Ed. Monterrey, NL: Poetazos, Onomatopeya Producchons, 2015. 12-13.
- "Llenando formularios" "El hombre". *Tejedoras de luz.* Anthology of XXI. International Poetry Conference Mujeres Poetas en el País de las Nubes/Women Poets in the Clouds' Country. México, D. F.: Centro de Estudios de la Cultura Mixteca, 2014. 42-44.
- "Recomenzar" "Sin opciones" "Ella". *Centinelas de la palabra*. Anthology of XXI International Poetry Conference Mujeres Poetas en el País de las Nubes/ Women Poets in the Clouds' Country. México, D. F.: Centro de Estudios de la Cultura Mixteca, 2013. 38-41.
- "Lucía". *Blood of Mine*. Poetry of Border: Violence, Gender and Identity in Ciudad Juárez. Ed. Jennifer Rathbun and Juan Armando Rojas Joo. Saline, Michigan: Ohio Wesleyan University/Center For Latin American and Border Studies, NMSU/Colección Arca de Los Seres Imaginarios/Taller Literario P6:30 / Revista Arenas Blancas, NMSU, 2013. 86-87.
- Revision of the translation into Spanish of the poetry books of Nahui Ollin as a part of the book *Nahui Ollin, sin principio ni fin. Vida, obra y varia invención*, edited by Dra. Patricia Rosas Lopátegui. The translation was made by Rocío Luque. University of Nuevo León / CONACULTA. México, 2012.
- "Plegaria". *Los recuerdos del día*. Arlu. http://losrecuerdosdeldia.blogspot.com.Poetry Selection. *Poetas del Siglo XXI Antología de Poesía Mundial*. Ed. Fernando Sabido Sánchez. Poetassigloveintiunoblogspot.com. 2012.

Jeremy Lehnen (Ph.D. University of New Mexico, 2010) is an Assistant Professor of Portuguese, Spanish and Latin American Studies. His primary area of research focuses on Brazilian and Spanish American cinema, literature and culture. His theoretical approximation is guided by the study of questions of gender and sexuality, particularly masculinities and their intersection with socio-political issues. His research attempts to place cinematic form in dialogue with socio-historical and political circumstances to better understand the socio-political dimensions of the work of art. His book *Down These Manly Streets: Neo-Authoritarian Masculinity in Contemporary Brazilian Crime Film* is under contract with University Press of Florida as part of their series *Reframing Media, Technology, and Culture in Latin/o America*. He

has published articles on both Brazilian and Mexican film and literature in peer-reviewed journals such as *Luso-Brazilian Review* and *Mexican Studies/Estudios mexicanos*.

- "Mourning Love: Derrida e o amor e luto em 'Requiem Sertanejo'." *Pro-Posições*: *Revista Quadrimestral da Faculdade de Educação da Unicamp* Vol. 27. No. 1 Jan/Abr (2016): 57-72.
- "Machos em crise? A masculinidade nos romances de Daniel Galera." *Do trauma à trama: o espaço urbano na literatura brasileira contemporânea*. Ed. Ricardo Barberena, Regina Dalcastagnè. Porto Alegre: Editora Luminara, 2016. 273-300.
- "*Madame Satã*: Unapologetically Queer." *Luso-Brazilian Review* Vol. 52. No. 1 Spring (2015): 77-94.
- "Disjunctive Urbanisms: Walls, Violence and Marginality in Rodrigo Plá's *La zona* (2007)" *Mexican Studies / Estudios mexicanos.* Vol. 28. No. 1 Winter (2012): 163-182.

Leila Lehnen (Ph.D. Vanderbilt University, 2003) is Associate Professor of Spanish, Portuguese and Latin American Studies. She specializes in contemporary Brazilian and Southern Cone literature. Her thematic areas of research include the representation of citizenship, human rights, social justice in literary and cultural production. Her book *Citizenship and Crisis in Contemporary Brazilian Literature* (Palgrave Macmillan 2013) examines the representation and critique of differentiated citizenship in contemporary Brazilian literature. She has published articles on citizenship, social justice, and globalization in Brazilian and Spanish American literature, among other topics. She vice-president of the American Portuguese Association and serves on the editorial board of several peer-reviewed journals, among them *Luso-Brazilian Review*. *Transmodernity* and *Revista Estudos de Literatura Brasileira Contemporânea*. She has presented nationally and internationally and has published in a variety of scholarly publications, including *Revista Estudos de Literatura Brasileira Contemporânea*, *Letterature d'America* and *A Contracorriente*. A representative selection of her recent publications includes:

- "Literatura e direitos humanos na obra de Ademiro Alves (Sacolinha)." *Revista Literatura Brasileira Contemporânea* 49 (2016): 79-104.
- "Narrativas de (trans)formação: A configuração dos direitos humanos através do *Bildungsroman* em *Ponciá Vicêncio*. *Das luzes às soleiras: Perspectivas críticas na literatura brasileira contemporânea*. Ed. Ricardo Araújo Barberena and Vinícius Carneiro. Porto Alegre: Editora Luminaria. 2015. 215-237.
- "Memória e Cidadania em *K*, de Bernardo Kucisinki" *Nonada – Letras em Revista* 1.22 (2014). 14 pp.
- "Itinerant Citizens: Imagining Global Citizenship in the Works of Osvaldo Soriano." *The Generation of '72: Latin America's Forced Global Citizens*. Ed. Sophia A. McClennen and Brantley Nicholson. *A Contracorriente* 9.4 (2012). 171-197.

Kimberle López (Ph.D. University of California, Berkeley, 1994) Dr. López's teaching and research include themes of the relationship between history and fiction, exile and diaspora, and cannibalism and colonialism. Her current research focuses on the ethics of international adoption from Guatemala prior to the 2008 moratorium, including themes of human rights, migration, the commoditization of children, corruption and coercion, the role of intermediaries in human trafficking, and rumors of organ trafficking.

She has published *Latin American Novels of the Conquest: Reinventing the New World* (University of Missouri Press, 2002), which examines the representation of colonial desire in a corpus of recent Latin American historical fictions that rewrite the chronicles of the conquest and colonization of the Americas. She has published articles on Latin American narrative in *Chasqui*, *Colonial Latin American Review*, *Luso-Brazilian Review*, *Letras Femeninas,* and *Revista de Crítica Literaria Latinoamericana*. Recent publications include:

- "From *Converso* to Conquistador: Colonial Desire and Jewish Self-Hatred in Homero Aridjis's *1492* and *Memorias del Nuevo Mundo*" Alicante: Biblioteca Virtual Miguel de Cervantes, 2016. cervantesvirtual.com
- "Conquistador Gone Native: The Transculturation of Gonzalo Dávila in Homero Aridjis's *Memorias del Nuevo Mundo*" Alicante: Biblioteca Virtual Miguel de Cervantes, 2016. cervantesvirtual.com
- "An Argentine in Paris: Exile and Diaspora in Alicia Dujovne Ortiz's *El árbol de la gitana*." *Exile Through a Gendered Lens: Women's Displacement in Recent European History, Literature and Cinema*. Ed. Gesa Zinn and Maureen Tobin Stanley. New York: Palgrave MacMillan, 2012. 59-82.
- "Governing Juana: Madness and Manipulation of Power in Three Spanish American Plays on Juana la Loca," co-authored with Angela Marino Segura. *Latin American Theater Review* 42.1 (2008): 81-100.

Miguel López-Lozano (Ph.D. University of California, Berkeley, 1998) Dr. López-Lozano specializes in Mexican and Chican@ narrative with a focus on Border Studies. His first book, *Mexican Dreams, Postmodern Nightmares* (Purdue University Press, 2008), analyzes the impact of the dystopian imagination on Mexican and Chican@ intellectuals at the turn of the millennium. Besides pursuing the utopian impulse in Latin American letters, he is also working on social issues and human rights in the Americas, including the book in progress *Femicide Fictions: Globalization and Gendered Violence in the Borderlands*. His articles have appeared in refereed journals and critical anthologies in Mexico, United States, Europe and Cuba including *Chasqui*, *Aztlán*, *Casa de las Américas*. Currently, he is working on his second monograph analyzing the impact of border femicides on the literary and cinematographic imagination. Among his recent publications:
- "Pensar la nación mexicana a través del apocalipsis ecológico en dos novelas distópicas de Homero Aridjis." Alicante: Biblioteca Virtual Miguel de Cervantes, 2014. cervantesvirtual.com
- "Femicides through Chicana Eyes: Women in the Global Machine*,*" *Gender Violence at the U.S.-Mexico Border*. Ed. Héctor Domínguez-Ruvalcaba and Ignacio Corona. Tucson: University of Arizona Press, 2010. 128-51.
- "Traces of Red: Anthropology, Historiographic Metafiction, and Chicano Identity in Guy Garcia's *Obsidian Sky*." *Confluencia* 24:1 (2008): 41-59.
- "La globalización y el gesto canibalesco en *The Rag Doll Plagues* de Alejandro Morales" *Casa de las Américas*. 252 Julio-Septiembre (2008): 41-55.

Kathryn McKnight (Ph.D. Stanford University, 1992) is Associate Professor of Spanish and Portuguese. Her research focuses on the voices of those who speak from the margins of colonial Spanish American society, particularly how individuals and groups respond to their portrayal in dominant discourses by redefining themselves in complex and positive ways. In *The Mystic of*

Tunja: The Writings of Madre Castillo, 1671-1742 (U Massachusetts P, 1997), she examined the writings of a nun from the Nuevo Reino de Granada (Colombia) whose self-portrait brings out the conflicts between the gender limitations imposed on her, her access to power in governing the convent, and the intellectual opportunities she makes for herself through her writing. The anthology *Afro-Latino Voices: Documentary Narratives from the Early Modern Iberian World, 1550-1812*, which she co-edited with historian Leo Garofalo (2009; English edition 2015) begins to fill a significant void in colonial studies. Her work on Afro-Latino narratives has been published in *Revista de Estudios Hispánicos*, *Colonial Latin American Review*, and *Colonial Latin American Historical Review*. Currently, she is researching the integration of Medical Spanish with literary and cultural studies, looking at the effects on student attitudes, behavior, and performance of an approach to literary and cultural studies that draws from the field of Medical Humanities and thus speaks to the career aspirations of a large segment of the Spanish second major population.

- "Performing Double-Edged Stories: The Three Trials of Paula de Eguiluz." *Colonial Latin American Review* 25.2 (2016): 154–74. Web.
- "Limón diverso: Narraciones de identidad y cimarronaje del Palenque del Limón en Cartagena de Indias (1634)." *Estudios coloniales latinoamericanos en el siglo XXI: Nuevos itinerarios*. Ed. Stephanie Kirk. Pittsburgh: Instituto Internacional de Literatura Iberoamericana, 2012. 97-119.
- "Colonial Religiosity: Convents, Nuns, Witches, and Heretics." *A Companion to Latin American Literature and Culture*. Ed. Sara Castro-Klaren. Oxford: Blackwell, 2008. 197-209.

Anna M. Nogar (Ph.D. The University of Texas at Austin, 2008) is Associate Professor of Hispanic Southwest Studies. Her research is focused on colonial-era Mexican writing and book culture; the literature and culture of New Mexico from the 16th century to the present day; and Mexican American cultural studies. She has written, coauthored, or edited five books since joining the Department of Spanish and Portuguese faculty in 2008: *Complete Spanish for Americans* (Santillana, 2008); *Colonial Itineraries of Contemporary Mexico: Literary and Cultural Inquiries* (University of Arizona Press, 2014); *Cambridge History of Mexican Literature* (Cambridge University Press, 2016); *Sisters in Blue/Hermanas de Azul* (University of New Mexico Press, 2017); *Quill and Cross in the Borderlands: Sor María de Jesús de Ágreda, 1628-2015* (University of Notre Dame Press, 2017). She was elected to the Modern Languages Association Executive Division on Ethnic Studies in Language and Literature, serves on the editorial advisory board of the *Journal of Colonial Latin American Studies*, the editorial board of the UNM Press *Querencias* series, and has reviewed for several journals and presses. Dr. Nogar has presented domestically and abroad and has published in an array of scholarly outlets, including *Revista de Estudios Hispánicos*, *Bulletin of Spanish Studies*, *Renaissance Quarterly*, *Journal of the Southwest* and *New Mexico Historical Review*. A representative selection of her recent publications includes:

- "New Spain's Archival Past and Present Materiality." *Cambridge History of Mexican Literature*. Eds. Ignacio Sánchez Prado, Anna M. Nogar and José Ramón Ruisánchez. Cambridge: Cambridge University Press, 2016. 128-140.
- "神話、伝説、そして歴史―

ーニューメキシコの文化的記憶におけるムヘロタス" ("Myth, Legend and Memory: Indo-Hispana Mujerotas ("Strong Women") in Nuevomexicano Cultural Memory.") With Enrique Lamadrid. 沖縄ジェンダー学３ 交差するアイデンティティ (Gender Studies in Okinawa 3: Crossing Identities). Ed. and Trans. Ikue Kina. Tokyo: Otsuki Shoten Publishers, 2016. pp. 233-66.

- "El lecho que abarca la vida y la muerte: Borrando los bordes existenciales en el libro infantil *Gerardo y la cama* de Fabio Morábito." *Los oficios del nómada: Fabio Morábito ante la crítica*. Eds. Sarah Pollack and Tamara Williams. México: Universidad Autónoma de México, 2016. 335-360.
- "Genealogías hagiográficas y viajes coloniales: Sor María de Agreda en las Filipinas." *Revista de Soria* (89) Summer 2015. 151-159.
- "La décima musa errante: Sor Juana en la ficción mexicana/americana." *Asaltos a la historia: Reimaginando la ficción histórica en Hispanoamérica*. Ed. Brian Price. Mexico: Ediciones Eón, 2014. 77-99.
- "Rethinking the Nascent Nation: Historical Fiction and Meta-Narrative in Pablo Soler Frost's *1767*." Colonial Itineraries of Contemporary Mexico: Literary and Cultural Inquiries. Eds. Oswaldo Estrada and Anna M. Nogar. Tucson: University of Arizona P, 2014. pp. 233-251.
- "'*Hamandeggs*': Dual Translation in *La casa en Mango Street." Confluencia* (28.1) Fall 2012. 52-66.

Veronica Plaza, (MD National University of Rosario, Argentina, 1990; MPH University of New Mexico, 2003) is Lecturer III, specializing in Medical Spanish instruction. She completed her post-doctoral training in Pathology Biochemistry Rush Medical College in Chicago. She then served as Research Associate with the Midwest Latino Health Research Center at the University of Illinois at Chicago. She worked at the Department of Health New Mexico State, where she served as a member of the State Medical Committee and Specialist Health Promotion. She was awarded for best scientific work at the Health Promotion CDC's Conference in 2006. Dr. Plaza completed a Fellowship in Medical Education at the University of New Mexico during 2009-11. As a student, Dr. Plaza was a founding member and first President of the Scientific Society Medical Students of Rosario and Scientific Society of Argentina Medical Students. Currently, Dr. Plaza is a member of the AAMC Program in Medical Educational Research; Coordinator of Medical Spanish courses in the Department of Spanish and Portuguese; serves as a Senior Fellow at the Center for Health Policy Studies at the Robert Wood Johnson Foundation; is a Collaborating Centre member of the World Health Organization in Education Human Resources Training & Health; and is co-chair of the Collaborative for Hispanic Latino Health Equity at the University of New Mexico, Albuquerque, United States. Her current research focus is public health, health promotion and language access in health care.

Mary Quinn (Ph.D. University of California, Berkeley, 2006) is Associate Professor and is a specialist in early modern Spanish literature. Her research interests include festival culture of the Habsburg Empire; secular music, in particular the vihuela repertoire and early zarzuela; Cervantes and the novel; Muslims in pre-modern Iberia. Her book, *The Moor and the Novel: Narrating Absence in Early Modern Spain* (Palgrave Macmillan, 2013) engages both literature and history to uncover fundamental connections between nationalist violence, religious identity, and the birth of the novel. She has also published articles on such topics as Cervantes, Ginés

Pérez de Hita, and the music of early modern Spain. She is currently working on an array of projects, including a book-length comparison of the empire-wide celebrations (literary, theatrical, and musical) surrounding the birth of the Hapsburg Prince, Felipe Próspero (1657); and, with Anthony Cárdenas-Rotunno, a critical edition of the text of the first zarzuela, Calderón de la Barca's *El laurel de Apolo*. A selection of recent publications includes:

- "Imagining Domesticity in Cervantes." Co-authored with Ignacio Navarrete. *Imaginary Matters: A Special Issue of the Bulletin of Spanish Studies*. Accepted and Forthcoming 2016. Print.
- "*La guerra de los moriscos* and Pérez de Hita's (Ab)use of the Ballad." *Calíope. Journal of the Society for Renaissance and Baroque Hispanic Poetry*. Fall 2014. Print.
- *The Moor and the Novel: Narrating Absence in Early Modern Spain*. Basingstroke, U.K.: Palgrave Macmillan, 2013. Print.
- "*Un cierto claro escuro:* Night and the Performance of Class in The Palace Episodes of *Don Quijote.*" *eHumanista* 22 (2012): 330-342. Web. <http://www.ehumanista.ucsb.edu/volumes/volume_22/index.shtml>.

Susana D. Rivera (Ph.D. University of New Mexico, 1989) is Associate Professor of Spanish and Portuguese. Her research centers mostly on 19th and 20th-century Spanish poetry and especially on Ángel González. Her books consist of ten editions including *Ángel González: Tiempo inseguro* (Litoral 2002) and *La primavera avanza* (Visor Libros, 2009). She is currently working on González' connection to pantheism and Zen Buddhism that reveals that he is not merely a poet of experience who reflects everyday life, but rather a poet of knowledge and discovery who strives to attain a transcendent insight into reality. Her study will prove that his poetry transcends the limits of human physical experience and enters a metaphysical realm. His "ordinary" language does not mean simplicity of thought but is more in keeping with Juan Ramón Jimenez' plea "Intelligence give me the exact name of things" to make the text intelligible so that it may reach the "ordinary" reader and elevate him/her to his same level of consciousness. Time and its meteoric flight take us to death, but the powers of music create a stasis that transports us to an alternate temporal plane in which we become one with the "harmony of the spheres." The journey towards salvation is not merely a physical one, but rather a metaphysical quest that concerns the very nature of being. The ultimate destination is the triumph over time and space, and in the end, over death or the threat of nothingness because the void is everything or totality in the greater ontological scheme of being. Some publications include:

- "La luz que me han negado: el exilio ontológico en los poetas hispano-mexicanos." *Encuentros con los 50: La voz poética de una gener*ación. Ed. Miguel Munárriz. Ámbito Cultural de El Corte Inglés, 2016. 247-254.
- "Donde la vida se doblega, nunca." *Revista de Literatura* (12, Otoño-Invierno 2009): 109-117.
- "Introduction." *La primavera avanza*. Ed. Susana Rivera. Text by Ángel González. Visor Libros, 2009. 9-22.
- "Introduction." *Antología poética*. Ed. Susana Rivera. Text by Francisco Brines. Granada: Diputación de Granada, 2008. 2-25.

Eva Rodríguez González (Ph.D. The University of Kansas, 2006) is Associate Professor of Hispanic Linguistics. She coordinates the Spanish as a Second Language program, and lower-division Portuguese program. Dr. Rodríguez González's main areas of research interest are 1) classroom-based language learning and 2) cognitive approaches to language acquisition. She is

particularly interested in foreign language proficiency assessment and program evaluation. She has published articles on issues in foreign language lexical and grammatical acquisition, feedback in foreign language speaking and writing and Spanish-English codeswitching. Dr. Rodríguez González has presented her research nationally and internationally. Her articles have appeared in journals such as *Journal of Spanish Psychology*, *Hispania*, *Journal of Second Language Teaching and Research* and *Innovation in Language Learning and Teaching*. She is currently working on a large Spanish proficiency project that will assess language complexity gains in different learning settings and teaching modalities. A selection of her recent publications includes:

- Rodríguez-González, Eva & Castañeda, M. E. (2016)."The Effects and Perceptions of Trained Peer Feedback in L2 Speaking: Impact on Revision and Speaking Quality." *Innovation in Language Learning and Teaching 1-17* D.O.I.: 10.1080/17501229.2015.1108978
- Hernández, T. & Rodríguez-González, Eva (2013). "Impact on Instruction of the Use of L2 Discourse Markers." *Journal of Second Language Teaching and Research* 2.1., 3-31.
- Rodríguez-González, Eva (2013). "The effects of Peer Feedback practices in Spanish Second Language Writing." *Solutions for the Assessment of Bilinguals: Multilingual Matters*. Ed. V.C. Mueller Gathercole. Bristol: UK, pp. 194-213.
- Rodríguez-González, Eva (2012). "Neighborhood density effects in the processing of Spanish Preterite" Journal of Spanish Psychology, 15.1, 35-47.

Eleuterio Santiago-Díaz (Ph.D. Brown University, 2003) is Associate Professor of Hispanic literature. Dr. Santiago-Díaz's research and teaching focus on Afro-Hispanic literature and cultural production in the 20th century. His book publications include *Breaths* (University of New Mexico Press, 2012) and *Escritura afropuertorriqueña y modernidad* (Instituto Internacional de Literatura Iberoamericana, 2007). His work examines the discourse of black authors from the Caribbean and that diaspora in light of critical theories on race, writing, and modernity. His work explores the diverse responses of Afro-Puerto Rican and Afro-Hispanic writers to dominant discourses on national identity and racial relations. His research also highlights the ontological problem of Afro-Hispanic writers who, aspiring to place Africanness at the core of their discourse, face the difficult task of speaking and writing without the support of a Black intellectual tradition in Latin America. In a book and other articles, he has analyzed critical moments in the reflection of Puerto Rican intellectuals on the subjects of race, nation, and modernity in Puerto Rico and developed a theory of the ellipsis as a tactical rhetorical figure of Afro-Puerto Rican and Afro-Hispanic writing. In more recent articles, he has extended the analysis to the works of Puerto Rican and other Latin American writers in the U.S. to examine the discourses through which they negotiate conflicting racial and national paradigms across cultural borders. Along with his scholarly research, he has developed creative writing projects, including a book of poems published in 2012 by UNM Press, and a collection of short stories, a memoir, and two collections of poems in progress. A selection of recent publications includes:

- "Writing Race against Literary Whiteness: The Afro-Puerto Rican Outcry of Piri Thomas." Co-authored with Ilia Rodríguez. *Bilingual Review* 31.1 (2012-2013, a volume released 2015): 12-29.
- "A teacup" and "Am[a]ble." *La Llegada del Niño*. Chapbook. Placitas, NM, 2015.
- "Elegia ao Novo Mundo e outros poemas: O prólogo extraviado." *Revista de Literatura,*

História e Memória 10.16 (2014): 181-195.
- "Del femicidio a la guerra: avatares de la carencia en la poesía de Carmen Julia Holguín Chaparro." *Confluencia* 27.2 (2012): 103-114.
- "First Clay." *Creatures of the Long Night*. Chapbook. Placitas, New Mexico, 2012.
- "Stroke III." Poem. *The Magazine: Santa Fe Monthly*. Santa Fe, New Mexico, September 2012.
- "Desde las fronteras raciales de dos casas letradas: Habla Piri Thomas." Co-authored with Ilia Rodríguez. *Revista Iberoamericana* 75.229 (2009): 1199-1122.

Naomi Shin (Ph.D. The Graduate Center at the City University of New York, 2006) is Associate Professor of Linguistics and Hispanic Linguistics. Her primary interests include bilingualism, language contact, and child language acquisition. Her research focuses on patterns of morphosyntactic variation, examining how these patterns are acquired during childhood and how they change in situations of language contact. Since 2008 she has published one co-edited volume, *Subject pronoun expression in Spanish: A cross-dialectal perspective* (Georgetown University Press, 2015), eight articles in peer-reviewed journals, nine peer-reviewed chapters in edited volumes, and two book reviews. She also has two peer-reviewed chapters that are currently in press, and three articles that have been submitted and are under review for publication. Since 2010, Prof. Shin has received seven grants. Her most recent grant-funded work is a project examining the development of grammatical skills -- especially gender agreement and direct object clitic pronouns -- among bilingual children in Albuquerque, funded by the Sociological Initiatives Foundation ($20,000) and a UNM Research Allocations grant ($9,245). In addition to working on the bilingual child language project, Shin is currently co-authoring a Spanish grammar textbook that employs a sociolinguistic approach to studying grammar, co-editing a volume on challenging entrenched habits of mind in linguistic theory, and continuing to work on children's acquisition of morphosyntactic variation, including variable subject-verb ~ verb-subject word order in Spanish. Some examples of recent publications in peer-reviewed journals include:

- Shin, Naomi L. 2016. Acquiring patterns of morphosyntactic variation: Children's Spanish subject pronoun expression. *Journal of Child Language* 43(4), 914-947.
- Shin, Naomi L. & Jackelyn Van Buren. 2016. Maintenance of Spanish subject pronoun expression patterns among bilingual children of farmworkers in Washington/Montana. *Spanish in Context* 13(2), 173-194.
- Shin, Naomi L. Grammatical complexification in Spanish in New York: 3sg pronoun expression and verbal ambiguity. *Language Variation and Change* 26(3):303-330.
- Shin, Naomi L. & Ricardo Otheguy. 2013. Social class and gender impacting change in bilingual settings: Spanish subject pronoun use in New York. *Language in Society* 42, 429-452.
- Shin, Naomi L. & Helen Smith Cairns. 2012. The development of NP selection in school-age children: Reference and Spanish subject pronouns. *Language Acquisition* 19(1), 3-38 .

Rosa Vallejos, (Ph.D. University of Oregon, 2010) is Assistant Professor of Linguistics and Hispanic Linguistics. Her research focuses on Amazonia and, over the last seventeen years, she has conducted several interconnected projects to study and document three typologically distinct languages: Kukama-Kukamiria (Tupían), Secoya (Tukanoan), and Amazonian Spanish. Her commitment to obtaining external support is exemplified in fieldwork funded by several agencies

including the National Science Foundation, the National Endowment for the Humanities, the Hans Rausing Endangered Language Program, the Endangered Language Fund, and the Ford Foundation. Her research has also been supported by UNM's Research Allocations Committee and UNM's Latin American and Iberian Institute. She has published articles and chapters in three areas of linguistics: morphosyntax, language contact, and documentary fieldwork. Her interest in Spanish in contact with Amazonian languages derives from her work with speech communities in a number of language development projects, such as orthography design, teacher-training, production of school materials, among others. She is the author of *A Grammar of Kukama-Kukamiria: A language from the Amazon* (Brill 2016), and the coauthor of *Diccionario kukama-kukamiria/castellano* (Formabiap 2015). A selection of her recent publications includes:

- Vallejos, Rosa. 2016. Structural outcomes of obsolescence and revitalization: documenting variation among the Kukama-Kukamirias**.** In Gabriela Perez-Baez, Chris Rogers and Jorge Rosés-Labrada (Eds.), *Language Documentation and Revitalization in Latin America,* 143-164. Berlin: De Gruyter Mouton.
- Vallejos, Rosa. 2015a. A typological approach to gender indexicality in Kukama-Kukamiria. In Ana Fernández, Albert Álvarez, and Zarina Estrada (Eds.), *Estudios de Lenguas Amerindias 3: contribuciones al estudio de las lenguas originarias de América*, 199-225. Hermosillo (México): Universidad de Sonora.
- Vallejos, Rosa. 2014a. Peruvian Amazonian Spanish: Uncovering variation and deconstructing stereotypes. *Spanish in Context 11*.3: 425-453.
- Vallejos, Rosa. 2014.B. Reference constraints and information-structure management in Kokama purpose clauses: A typological novelty? *International Journal of American Linguistics, 80*.1: 39-67.
- Vallejos, Rosa. 2014c. Integrating language documentation, language preservation, and linguistic research: Working with the Kukamas from the Amazon. *Language Documentation & Conservation, 8:*38-65.
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Santiago Vaquera-Vásquez (Ph.D. University of California, Santa Barbara, 1997) is Associate Professor of Spanish. Creative Writer and specialist in Hispanic Southwest/Latin@ literatures, Mexico/US Border Studies. He is a member of the research association UC-Mexicanistas. Dr. Vaquera-Vásquez has authored four collections of short stories, *Algún día te cuento las cosas que he visto* (2012), *Luego el silencio* (2014), *One Day I'll Tell You the Things I've Seen* (2015), and *En el Lost 'N Found* (2016). His literary work has been published in anthologies in Spain, Italy, Latin America and the United States, including *Malos elementos. Relatos sobre la corrupción social* (2012); *En la frontera: i migliori raconti della letteratura chicana* (2008); *Pequeñas resistencias 4* (2005); *Se habla español* (2000); and *Líneas aéreas* (1998). His stories have also appeared in literary journals including *Make Literary Magazine, Etiqueta Negra, Los noveles, Paralelo Sur, Revista 0, Camino Real*, and *Ventana abierta*. He is a recipient of two Fulbright awards. His first was a Fulbright Senior Scholar in Spain in 2006. Currently, he is a Fulbright Senior Scholar in Turkey where he is teaching graduate and undergraduate courses on US Latin@ literatures and cultures in the Department of American Cultures and Literatures at Hacettepe University while also writing a new collection of interconnected short stories. A selection of his recent publications includes:

- "La urgencia de llamarse chicano." *Revista Avispero* 10 (2015): 51-55.
- "'The Inextinguishable Longings for Elsewheres' The Impossibility of Return in Junot

Díaz." *Identity, Diaspora and Return in American Literature*. Maria Antònia Oliver-Rotger, ed. Routledge Transnational Perspectives on American Literature 23. New York; London: Routledge, 2014. 170-188.

- "Apuntes de un cruzador de fronteras." *Pasiones y obsesiones: secretos del oficio de escribir*. Sandra Lorenzano, ed. México: Fondo de Cultura Económica; Universidad del Claustro de Sor Juana. 190-203.
- "Meshed América: Confessions of a Mercacirce." *Code Meshing as World English: Policy, Pedagogy, Performance*. Vershawn Ashanti Young, Aja Martínez, eds. NCTE Press, 2011. 257-71.
- "Luego el silencio." *Etiqueta Negra*. 81 (2010): 81-87.

Damián Vergara Wilson, (Ph.D. University of New Mexico, 2009) is Assistant Professor of Hispanic Linguistics. Dr. Wilson coordinates the Sabine Ulibarrí Spanish as a Heritage Language program, one of the largest and most established Heritage Language programs in the country. His research focuses on usage-based models of cognitive linguistics, sociolinguistics, bilingualism, and Spanish as a heritage language. His book, *Categorization and Constructional Change in Spanish Expressions of 'Becoming'* (Brill Academic Publishers, 2014) examines lexically-driven language evolution and the cognitive mechanisms that propel linguistic change through usage. He is interested in applying concepts of usage-based linguistic analysis and sociolinguistics to understanding bilingual practices in a way that challenges established notions of linguistic transfer. He also draws upon sociolinguistics in order to investigate Spanish as a Heritage Language learners; this research, in addition the growing body of scholarly work on SHL, gives him the foundation to implement an SHL program that raises critical awareness, provides contextualized materials for learners, and increases proficiency in both community and formal registers. His articles have appeared in *Spanish in Context, International Journal of Bilingualism, Heritage Language Journal,* and *International Journal of the Linguistic Association of the Southwest*. A representative selection of his publications includes:

- Dumont, Jenny, and Damián V. Wilson. 2016. The role of language contact in the variation of analytic and periphrastic verbs in Spanish. *Spanish in Context.* 13(3). 395-420.
- Wilson, Damián V., and Carlos E. Ibarra. 2015. Understanding the Inheritors: The Perception of Beginning-Level Students toward Their Spanish as a Heritage Language Program. *EuroAmerican Journal of Applied Linguistics and Languages*, Special Issue. 2. 85-101.
- Wilson, Damián V., and Jenny Dumont. 2015. The emergent grammar of bilinguals: The Spanish verb *hacer* 'do' with a bare English infinitive. *International Journal of Bilingualism*, Special issue "Gauging convergence on the ground: Code-switching in the community," Rena Torres Cacoullos and Catherine E. Travis (eds.). 19. 444-458.
- Wilson, Damián V. 2012a. Developing a placement exam for Spanish heritage language learners: Item analysis and learner characteristics. *Heritage Language Journal* 9. 27–50.

5.D Faculty Vitae

See Appendix 5.D for complete CVs of faculty.

CRITERION 6: RESOURCES AND PLANNING

6.A. Resource Allocation and Planning

The Department of Spanish and Portuguese budget is planned by the Chair in consultation with the Department Administrator when treating general operating expenses. The College of Arts and Sciences determines the specific I&G allocation amount received which goes towards salaries and operating expenses. From this allocation, funds are set aside for departmental activities, distribution of which is determined by an Activities Committee. These funds cover expenses associated with at least partial support for bringing guest speakers, supporting symposia requests both from within the Department and beyond and other activities of an academic nature. Finally, monies are provided by the Dean for travel to conferences at a rate of $500 per tenure-track and tenured faculty member. The aggregate sum is then apportioned as follows: $500 is allotted for international travel, $350 for travel to national conferences within the continental US, and $150 for regional conferences. When possible, monies are added to these amounts if they are available.

To understand further resource allocation and planning it is fitting to begin with the wide range of variables that come into play. First, there are Professors and Lecturers. Then a second group consists of Staff. A third group consists of Teaching Assistants (TAs), Interdepartmental Teaching Assistants (ITAs), and finally Part Time Instructors (PTIs). Funding for these various entities comes from different sources. Professors, lecturers, staff and TAs receive salaries from I&G allocations regarding the sum of which the Department has little say. Interdepartmental Teaching Assistants funding allocation is a set amount given to the Department. PTI funds come from resources set aside specifically for them but funding must be requested semester-by-semester.

Salaries for Professors and Lecturers have been established at the time of hiring with additional monies provided when faculty ascend in rank. Occasionally raises are available from the University, and in such instances, the Merit and Evaluation Committee examines work output in the three areas of research, teaching, and service and makes a recommendation to the Chair. Normally, the chair adheres to the recommendation of this committee but is at liberty to adjust recommendations for individual faculty members based on a wide variety of variables including rank, publications, teaching, and service to the Department. When only partial raises are offered, the amounts are minimal. In such instances, the Chair in consultation (with the DA) looks at activity of individual departmental members, at matters of equity, and finally at such raises as incentives. The Chair then determines how these funds might be distributed, runs this decision by the Dean, and when approved, funds are distributed.

Salaries for Staff have been established at the time of hiring and increases are determined by the University.

Salaries for TAs also come from I&G and a portion from PTI funds determined by University guidelines as regards minimum pay. ITAs and Temporary Part-time Faculty salaries now come

from PTI funding requested every semester on an as-needed basis from the Dean. The ITA program provides support for students from other A&S departments and as a last resort from other colleges, for example, College of Education or the College of Architecture. The Provost, too, provides funding for the Evening and Weekend Degree Program (EWDP) which lead "to regular academic degrees . . . catering to non-traditional students who work full time during the day." Our face-to-face classes supported by EWDP funding have decreased and are being replaced by online courses that we offer.

The Departmental Merit and Evaluation Committee following guidelines to be found in Appendix 6.A recommend to the Chair increase of salary taking into consideration publications and departmental service.

Reflective Questions: Extension of 6.A.

What are alternative avenues that have been or could be explored within UNM and/or statewide to increase enrollments and/or generate other revenue to maintain the quality of the programs and the courses offered?

Response

We have done little regarding exploration of alternative avenues within UNM or statewide to increase enrollments. As a Department, we open our classrooms to visitation from Albuquerque high schools as a means to not only attract students to Spanish but also to the University in general. As a byproduct of need, Medical Spanish may have influenced enrollment positively in Spanish courses in general.

Reflective Question

It seems that the Portuguese programs tend to have few majors. Are there innovative opportunities that could be explored to increase the enrollments of the Portuguese programs and showcase the quality of the programs? Explain if operational efficiencies can be found by better utilizing faculty, staff, and other resources.

Response

The Portuguese lower-division program is currently working on several curricular and programmatic initiatives in Spring 2017 that will help the study of Portuguese to be more organically included in the Spanish BA Program. Starting in Fall 2017, scholarships for study abroad in Portuguese-speaking countries will be generated through royalties from the courses' textbook. The introduction of online course deliveries for the study of Portuguese is a promising venue for the expansion of Portuguese course offerings. Preliminary conversations are taking place with the School of Business for the design and implementation of an Intermediate Portuguese course for Business.

6.B. Provide Information Regarding the Unit's Budget Including Support Received from the Institution as Well as External Funding Sources

As a public institution, UNM receives its annual budget from the State Legislature. Departments receive their allocation from the Dean who in turn receives his from the Provost. The base budget for the Department of Spanish and Portuguese for FY16 was 1,880,849. Salaries deriving from I&G funding constitute 98% of the base budget. The total amount includes, then, not only salaries but also travel support, operating budget, and Special Administrative Components (SACs) for the positions of Chair, Associate Chair, SSL Coordinator, SHL Coordinator, Portuguese Coordinator, Graduate Director, and Undergraduate Director.

Fluctuations in I&G Salaries are due to a variety of factors including gains in personnel through hires, loss of personnel because of retirements or because faculty took positions at other institutions. Another factor that comes into play was the matter of university salary increases. In general, there is a constant, albeit modest, gain but the decrease from FY15 to FY16 results from loss due to the resignation of an Administrative Assistant II, reduction in salary for a full-year sabbatical, removal of surplus funds mainly from GA and TA allocation lines.
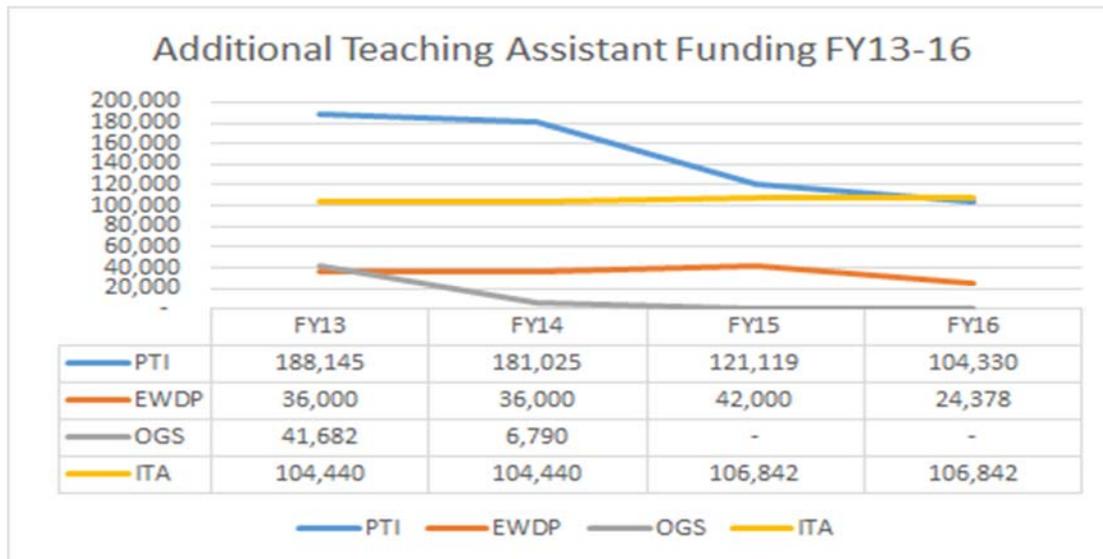
Fig. 6.B.1 Budget
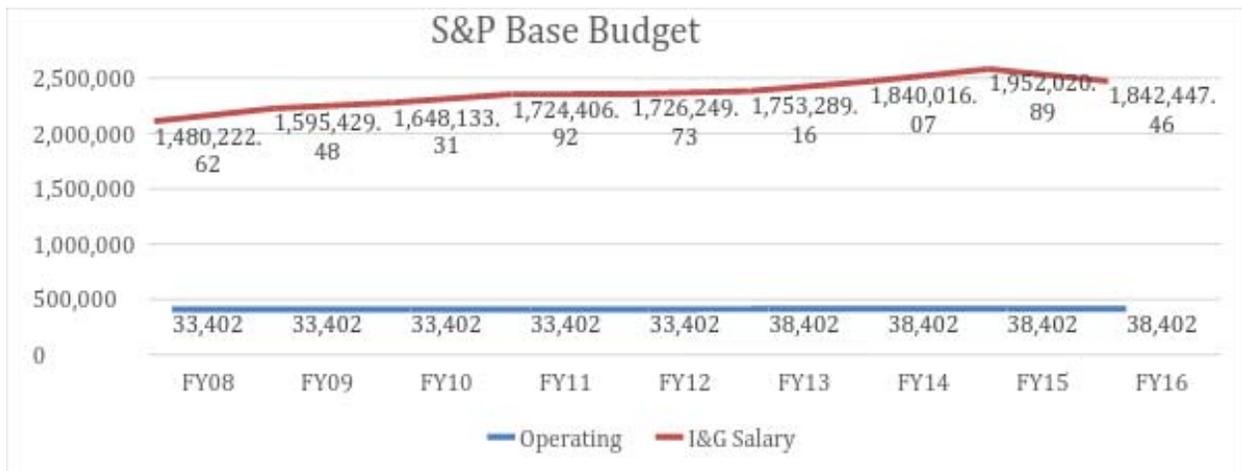
Faculty Travel Funds

Prior to FY15, funding for travel for conferences derived from departmental resources: Extended University (EU), I&G Operating funds and Non-Endowed funds. Starting with FY15, the College of Arts and Sciences has allocated $500 per tenured or tenure-track faculty member from their F&A balances to support faculty conference travel.

Additional Teaching Assistant Funding

The I&G budget does not include all salaries for our Teaching Assistants or Part-time instructors. Most of the funding excluding Interdepartmental Teaching Assistant (ITA) funding is negotiated with the College of Arts and Sciences on a semester-by-semester basis. PTI budget has decreased because of different factors: most importantly we have been asked to reduce our requests for PTI funding; overall enrollment has decreased (majors, second majors, and minors); and faculty have taken on more 300-level instruction. We have converted Evening and Weekend Degree Program (EWDP) courses to Online instruction accounting for the decrease in this funding. OGS funding ended in FY15. Interdepartmental Teaching Assistantship (ITA) funding remains consistent except for a 2.5% increase in FY15. Fluctuation in amounts can be seen in the table below.

Fig. 6.B.2 Teaching Assistantship Funding

Additional Teaching Assistant Funding FY13-16

|	FY13	FY14	FY15	FY16
PTI	188,145	181,025	121,119	104,330
EWDP	36,000	36,000	42,000	24,378
OGS	41,682	6,790	-	-
ITA	104,440	104,440	106,842	106,842

Extended University (EU) Budget

The biggest decrease occurred in this kind of funding when it no longer came directly to the Department being routed in part to the Dean's office and in part to Central Administration. When the College discontinued EU allocations, it made the following additions to our I&G budget starting FY15:

1. Increased our GA/TA allocation by $44,373 which reflected a 1.5 FTE increase in TA lines according to the Provost's budget allocations guidelines for FY14. This allocation was mainly given to fund online courses.
2. New funding was set aside in the amount of $29,582 for a 1.0 FTE to have ABD's from the Department of Linguistics teach Spanish Linguistics courses at the 300-level.
3. Funding for a .5 FTE TA line from LAII was increased by $14,791 for an MA student to teach SPAN 101 and 102.

The graph below shows how the Department allocated funding between FY11-FY16 for various expenditures.

Fig. 6.B.3. Extended University Expenditure
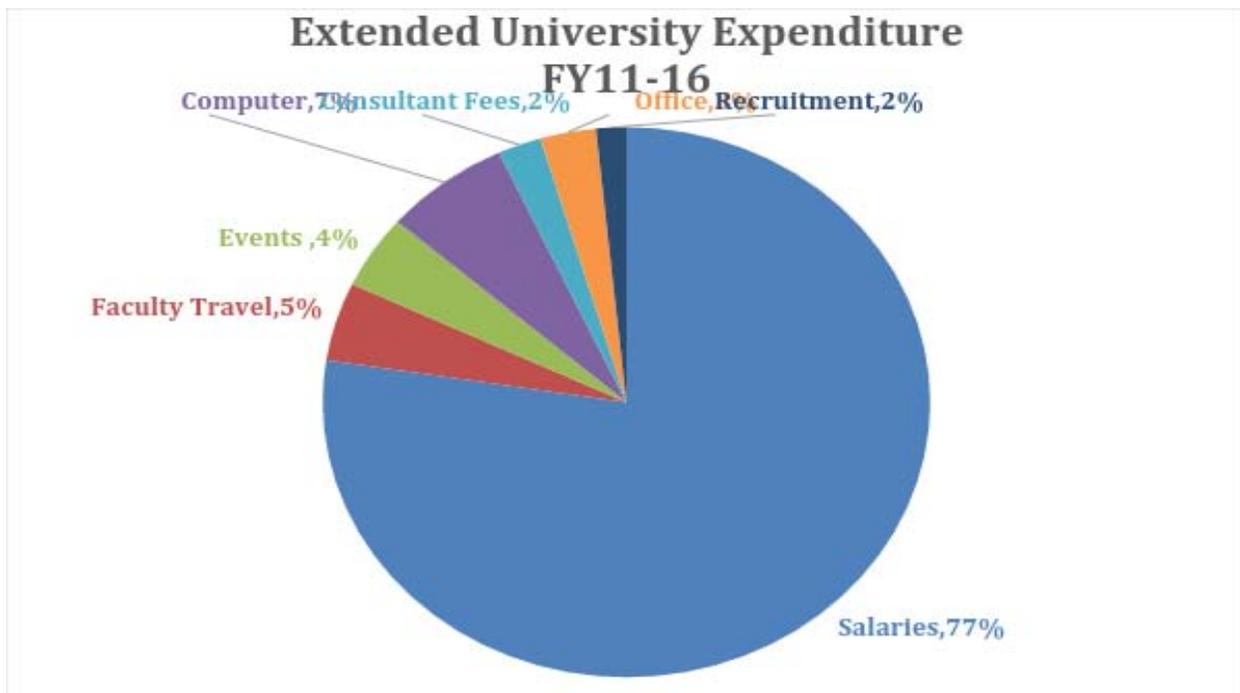
S&P Endowed Scholarships

S&P has two endowed scholarships: Lina A. Ruiz y Ruiz Memorial Award and Patrick D. Conroy Endowed Scholarship. Both scholarships are announced in the spring semester and awarded to the student by the summer or fall semesters.

The Lina A. Ruiz y Ruiz Memorial Award is an annual award to a junior-level student majoring in Spanish who in the judgment of the professors of the Spanish section shall have done excellent work in the field of Spanish studies. From FY08 to FY16 the Department has awarded a total of $13,000, an average of $1,444 per academic year.

Patrick D. Conroy Endowed Scholarship is an annual award to support travel expenses for students participating in the UNM Study Abroad Program (Europe, Central America, South America) and majoring or declaring a 2nd major in Spanish and/or Portuguese. Recipients must be a junior or senior and must demonstrate financial need. From FY10 to FY16 the Department has awarded a total of $4,900, an average of $544 per academic year.

S&P Non-Endowed Funds Revenue

The Spanish & Portuguese General fund (blue line in the graph below) provides resources for faculty and students, including scholarships, professional development, and teaching materials. The funds began in 2008 with a total of $15,832. Every year since we have received donations ranging from as low as $1,326 and as high as $4,979. We have used funds to purchase food & supplies for events, travel to conferences for faculty and students, and a variety of other fees such that by 2016 we remain with a balance of $8,660.

During FY12 through FY16, most of the revenue came from donations made during the annual departmental Alumni Homecoming celebration. The initiative to derive support from alumni is a novelty that is requiring time to take hold. The annual departmental Alumni Homecoming celebration has not been a consistent source of funds as such are affected by the popularity of the theme celebrated. For example, themes treating Spanish in New Mexico tend to draw larger participating than do purely literary themes. Furthermore, we have been able to garner more support when we mail requests for donations than when we request support online exclusively as we found out last year when we received $1,326.

The Sabine Ulibarri Spanish as a Heritage Language fund (green line in the graph below) provides opportunities under the discretion of the Program Coordinator to promote the program goals of Spanish revitalization and maintenance of students from bilingual communities. Funds aid students who are studying abroad in Spanish immersion programs, bring relevant artists and community members to cultural events on campus and pay for educational and promotional materials.

The Spanish as a Second Language Program fund (purple line in the graph below) provides for students' and instructors' resources for those studying Spanish, including scholarships, professional development, and teaching materials.

The Medical Spanish fund (red line in the graph below) is available to pre-health students interested in improving their skills in communicating with the Spanish-speaking population of New Mexico by enrolling in health-related Spanish courses. The fund supports students by providing scholarships and resources, enhancing the development of future Spanish-speaking health professionals.

Fig. 6.B.4. S&P Non-Endowed Funds
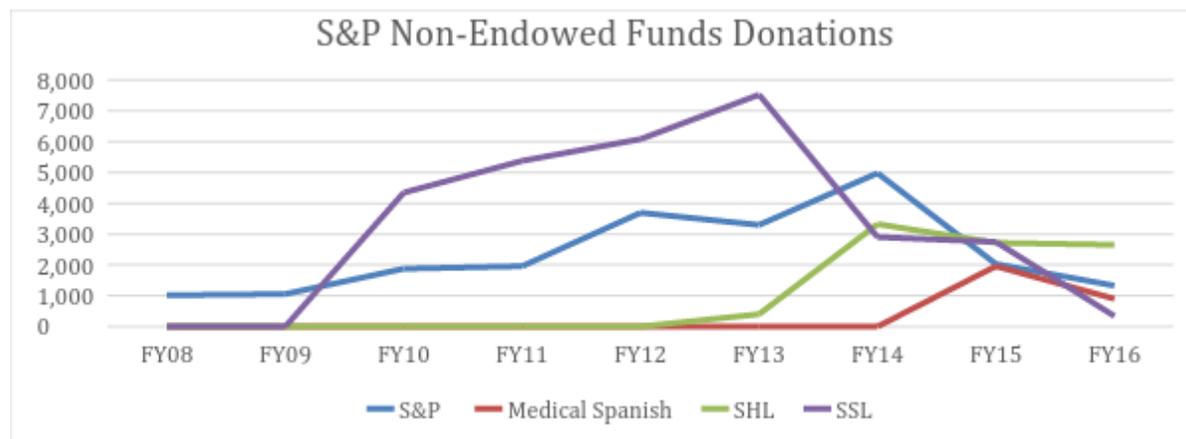
6.C. Describe the Composition of the Staff Assigned to the Unit (Including Titles and FTE) and Their Responsibilities

Since our last Academic Program Review, Department Administrator, Rosario Johnson retired in Spring 2011. In July 2011, Fabiola Parra-Oldham took the reins of the Department as its Administrator. Louis Carrillo, our Administrative Assistant II, retired in 2012, replaced by Mayra Flores Soto who was with us until Spring 2016. Luisa Mariscal, who had worked with us as a work study since January 2013, became our new, Temporary Administrative Assistant II in Spring 2016.

In June of 2014, the Department consisted of four full-time administrative positions (a Department Administrator and three Administrative Assistants), one part-time, work study, a computer tech, and two part-time work-study students. A month later, beginning July 2014, one of the administrative assistant positions was divided between the A&S Advising Center and our Department, and by Fall 2015 this position was fully absorbed by the A&S Advising Center, and our former Administrative Assistants was promoted to Senior Academic Advisor for Foreign Languages. During the same semester, the Department also lost its computer tech, part-time work study whose duties were taken over by the College of Arts and Sciences IT support.

Since January 2016, then, the Department staff consists of three full-time administrative positions (Department Administrator, Administrative Assistant, and Graduate Academic Advisor) and one or two part-time work study students. All these adjustments have left us at minimum staff capacity.

Our current Department Administrator (Fabiola Parra-Oldham) plays an essential role working closely with the Chair and other faculty and staff. She oversees and administers programs, strategies, and initiatives designed to develop, enhance, and support the Department. In her essential duties, she oversees all internal and external business activities, handles budgets,

prepares contracts, administers grants, endowments and non-endowments, coordinates faculty and staff searches, coordinates mid-probationary as well as tenure and promotion files, works closely with faculty and coordinators overseeing the execution of S&P courses, manages accounting and finance, and human resources to support our current nineteen Faculty members, approximately fifty Teaching Assistants, three Part-time Instructors, two Staff members, and one or sometimes two work-study students.

Our Administrative Assistant (Luisa Mariscal) assists different areas within our Department working closely with Fabiola Parra-Oldham (Department Administrator), Professor Eva Rodríguez González (Coordinator of the SSL and PORT Programs), and Professor Damian Wilson (Coordinator of the SHL Program). She provides administrative support to the Language Programs (teaching materials, program activities, reports/data collection) and administrative support to the Department. She assists with the administration of finances and is responsible for assigning office space, updating the Department's website and social media, assists in planning, promoting and carrying out events, serves as liaison with other UNM departments and community outreach, is accountable for Annual Inventory, and S&P enrollments. She is also in charge of the Annual Department report which is a comprehensive report of each academic year that contains activities such as teaching, research, service, Department events, and changes in the Department. This position is crucial to the Department. Currently her position in classified as temporary until April 2017 when we hope it can become permanent.

Our current Graduate Academic Advisor (Martha Hurd) oversees the administrative part of the graduate program, along with the Faculty Graduate Director who administers the academic portion of the program. She plays a key role in the academic life of our students. The primary responsibility of this position is to advise graduate students, provide prospective, new, and continuing education students with information regarding the graduate program. She provides collective planning for the graduate curriculum, gathers information and organizes graduate student progress reviews and reposts, coordinates annual assessment of the graduate program, submits program assessment reports, and acts as a liaison between our Department and the Office of Graduate Studies. This position ensures achieving greater consistency in advisement through familiarization with policies and procedures that affect our graduate students. The position provides a significant number of walk-in hours for our graduate students. This position enhances retention and graduation rates among our graduates. Ms. Hurd has been with the Department since 2000.

6.D. Describe the Library Resources that Support the Unit's Academic and Research Initiatives

Library facilities available to faculty, staff, and students of the Department of Spanish and Portuguese consist of four main-campus libraries—Zimmerman Library, Centennial Science and Engineering Library, Fine Arts and Design Library, and Parish Memorial Library—and two more located on north campus: the UNM Law Library and the Health Library and Informatics Center. This University Libraries system holds the largest library collection in the state housing more than three million catalogued volumes, 3,200 print journal subscriptions; 47,000 electronic journal subscriptions; 650,000 government documents; 13,000 linear feet of manuscripts and

archives; 220,000 maps and cartographic images; and 3.8 million microform titles; access to another five million volumes via collaborative memberships, for example, the HathiTrust Digital Library with more than 12 million volumes digitized from research libraries around the world, Center for Research Libraries, Greater Western Library Alliance, New Mexico Consortium of Academic Libraries and other consortium groups. Additionally, the Libraries use the Worldcat library system for its catalog, allowing integrated access to millions of books and journal articles in libraries worldwide, which can be accessed through the Libraries' Interlibrary Loan service, an efficient means to borrow materials not housed in the UL System. This service is usually able to deliver most journal articles within 24 hours and books within five days. This service is free to students, faculty, and staff. The loan period for borrowed books is determined by the lending library. Sometimes the book may be loaned for one week, sometimes up to eight weeks, it simply depends on where it comes from and their current policy. Lending libraries renew approximately 40% of the books borrowed.

Research librarians can be contacted by chat, email, or phone. Libraries research help desks for face-to-face help. These are open over 60 hours per week and staffed by professionals in order to help patrons with research problems and using materials. UL provides subject specialists for Spanish and Portuguese, Chicana and Chicano Studies, Latin American and Iberian Studies, Women Studies (Suzanne Schadl), Linguistics (Liz Cooper), History (Susanne Clement), Foreign Languages and Literature (Sever Bordeianu), and, Africana Studies (Todd Quinn). These research librarians can provide outreach, classroom instruction, one-on-one consultation services, and collections support to our Department. Faculty can also work with these librarians to design classroom assignments that teach students how to conduct research. The librarians purchase library resources (journals, films, books, databases, etc.) to support the Department's work. The Librarians also work in coordination with UL's Research Data Services Department, overseen by its director to support the Department's data needs such as: creating data management plans for grant proposals; managing, curating, and archiving data sets; maximizing the usefulness and lifespan of researcher's data; and, collaborating with researchers to share data.

The more than 400 databases subscribed to by UL, those especially pertinent to the study of Spanish and Portuguese include the MLA International Bibliography, PRISMA Database, Hispanic-American Periodicals Index (HAPI), Fuente Académica, and Informe Académico. Additional Databases on Spanish & Portuguese include the following: Arte Público Hispanic Historical Collection: Series 1, Celebrating New Mexico Statehood, Ethnic NewsWatch & Ethnic NewsWatch History, Hispanic Digitalia, HLAS Online, JSTOR, Latin America Data Base, American Experience, LLBA - Linguistics and Language Behavior Abstracts, Mexican Cinema, Mexico Newspaper Project, Project MUSE, Sabin Americana, 1500-1926, Teatro Español del Siglo de Oro, and World Scholar: Latin America and the Caribbean Portal. *Libros*, UNM's computerized system, makes these materials easily accessible. UL also provides infrastructure, UNM's Lobovault, to support data hosting needs and to archive faculty publications when allowable under copyright policy.

With 290,000 physical titles in Spanish and approximately 60,000 in Portuguese as well as 200 print journals from Spanish and Portuguese speaking countries, UNM libraries are recognized nationally among the best in the world for academic work in Spanish and Portuguese. In addition to these physical resources, journal and database subscriptions offer additional access to Spanish and Portuguese journal, magazine and newspaper content. For additional information see:

http://libguides.unm.edu/Spanish_Portuguese

The Center for Southwest Research (CSWR) offers many unique materials, from rare books and manuscripts to photographs, local history, organizational papers, and the UNM University Archives, focuses on New Mexico history, culture, government, and environment. Archival Collections in this Center support Spanish and Portuguese with significant holdings documenting linguistic studies in varied New Mexican communities. Examples of these archival collections include: The American Indian Oral History Collection, The Robert W. Young Papers, the Ruben Cobos Collection of Southwestern Folklore and Folk Music, The John Duncan Collection of California Maidu Oral Histories and Music and Plains Indian Music, and the New Mexico-Colorado Spanish survey records – which constitutes the first comprehensive, quantitative survey of New Mexican Spanish as spoken by resident native speakers. Especially germane is that the UL system at UNM is recognized nationally and internationally for the strength of our Latin American Collections with nearly 600,000 books in English, Portuguese and Spanish. A small but growing collection of sources in Latin American indigenous languages supplements these holdings, which are spread across all libraries at UNM. Furthermore, the collections for anthropology, photography, the history of photography, Southwest and border studies, and Hispano/Chicano collections are also excellent. To this one can add the *Annual Review of Linguistics* which covers significant developments in the field of linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, and their interfaces.

UL provide PCs and Macs for students and faculty. Laptops are available for checkout at each of the branch Library Service Desks. Color and black & white printer/copiers are located in each library. There are flatbed scanners in each library. Zimmerman Library, Centennial Library and the Fine Arts & Design Library also have overhead scanners for larger documents. SCANNX Book Scan Centers, located in Parish Library and the Fine Arts & Design Library can be used to scan to Google Docs (requires a Google account) or a USB drive. The Map and Geographic Information Center in Centennial Library has a large-format scanner/copier/printer for oversize maps, architectural drawings, and other documents. Microfilm and microfiche readers are located in Zimmerman and Centennial Libraries. Microform images can be saved to a USB drive, emailed or printed. The Fine Arts and Design Library has Listen & View stations for library materials: LPs, 45s, cassette tapes, VHS, DVDs and Blu Rays. Kindles are available at Zimmerman Library for 1-day loan.

CRITERION 7: FACILITIES

7.A. Description of Facilities

Many of the complaints regarding facilities registered in the 2007-08 APR have since been remedied. Although we share the third floor of Ortega with Foreign Languages (whose administrative offices are on the second floor of this building), the departure of American Studies from the third floor in 2011 has significantly alleviated pressures for space recorded since our last review.

The Department of Spanish and Portuguese is currently located on four different floors of Ortega Hall. On the first floor, room 108 in the floor plan below has been dedicated to the Hispanic Linguistic Laboratory overseen by Professors Richard File-Muriel and Eva Rodríguez González. The Lab currently houses the NMCOSS corpus: 357 interviews between 1991 and 1996. This corpus resulted in the publication of a linguistic atlas of the Spanish Language of New Mexico and Southern Colorado compiled by Professors Garland Bills and Neddy Vigil, both retired, as well as in a significant number of studies that have contributed not only to our understanding of Southwest Spanish but also to the implementation of Spanish heritage language programs in New Mexico and beyond. The corpus is often used by graduate students in Hispanic Linguistics for class projects. The Lab is also frequently used to record sociolinguistic interviews for 300-level linguistics course and has been used for Spanish as a Heritage Language (SHL) assessment. Eva Rodríguez González is furnishing the lab with new computers equipped with psycholinguistic and statistic software, which will be available for faculty and graduate student research.

Fig. 7.A.1 Ortega First Floor

FIRST FLOOR
SCALE: 1/16" = 1'-0"

NORTH
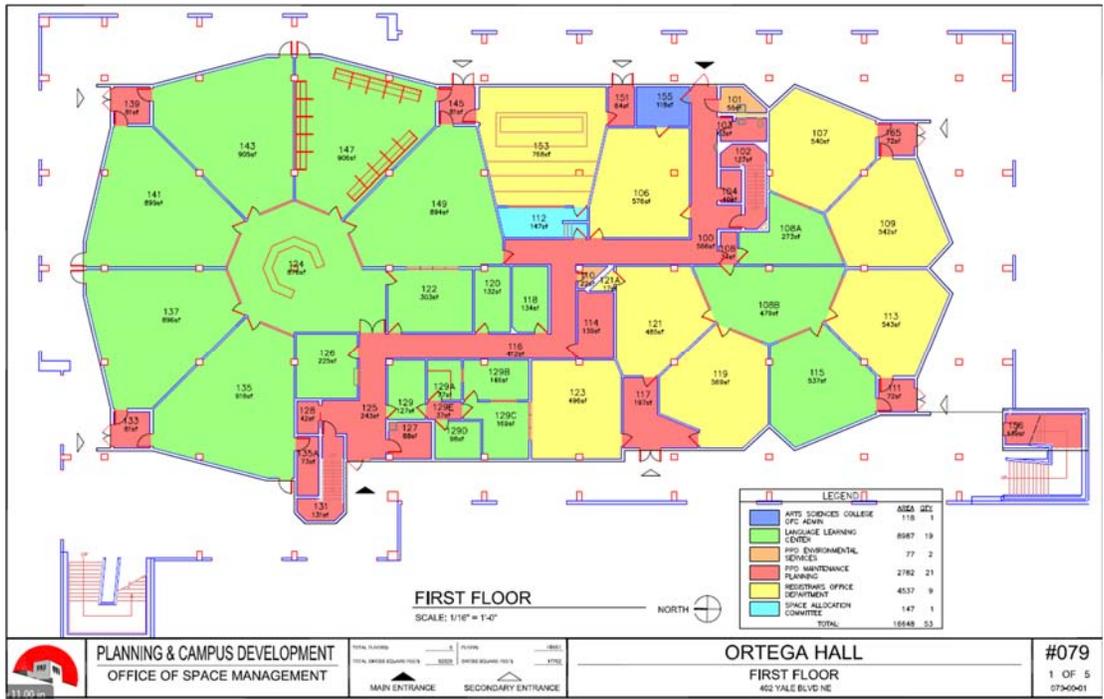
On the second floor, a total of 1952 square feet has been dedicated to housing departmental administrative offices. Room 235A houses Martha Hurd, Graduate Academic Advisor, and room 235B houses Luisa Mariscal, Administrative Assistant II. It provides ample space and a conference table also used for staff meetings; a principal foyer accommodates reception needs. Room 235D houses Fabiola Parra-Oldham, Department Administrator, and room 235E houses the Department Chair. Room 235G is a multipurpose space (mail, copying, storage). Toward the rear of this room is room 235H, a small kitchen/storage space. Adjacent and connected to 235a is room 233, which houses Senior Academic Advisor of Arts and Sciences, Katharine Merrill.

Fig. 7.A.2. Ortega Second Floor
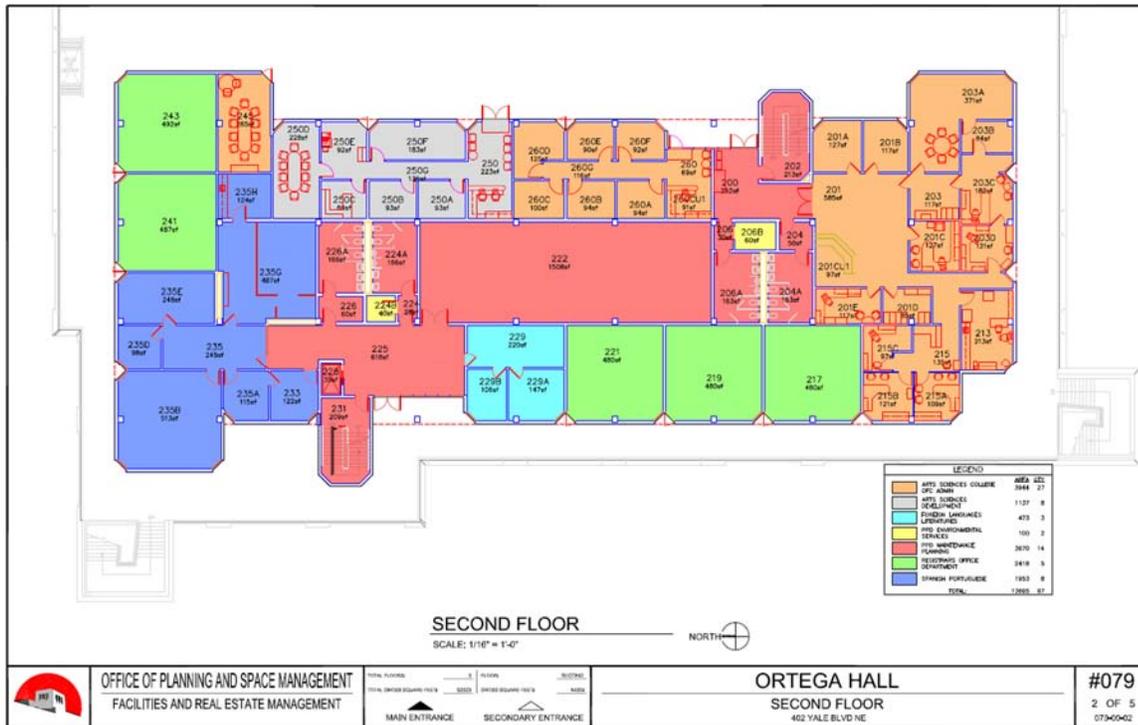
The third floor of Ortega Hall includes eight offices housing TAs and faculty (300A, 301, 303, 305, 307, 310, 351D, 355), additionally, two large reading areas: room 322 the third-floor atrium plus 322A, a small kitchen area on the north end; across the hallway, room 335 the Robert M. Duncan Reading Room provides space for a multitude of Departmental activities, holds meetings between Dean and Chairs, and provides space for a variety of UNM functions.

Fig. 7.A.3. Ortega Third Floor
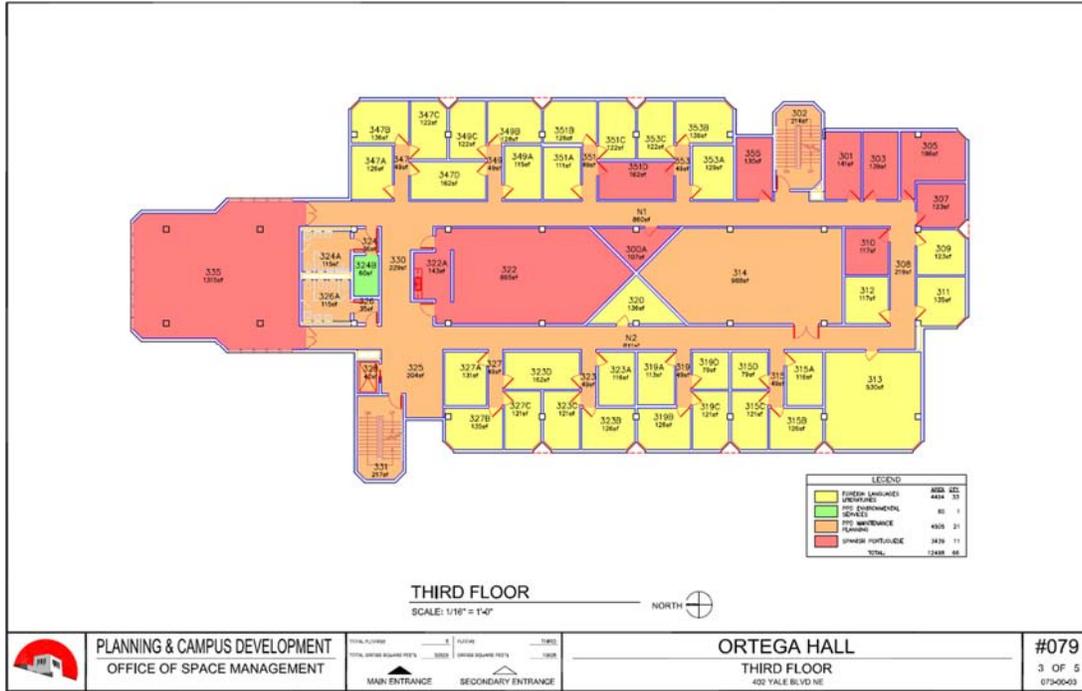
The fourth floor of Ortega Hall is the site of 18 faculty offices (407,409, 413, 415, 417, 419, 421, 423, 425, 427, 441,443, 445, 447, 449, 451, 453) two larger rooms housing TAs (411, 412), and 435 a seminar classroom.

Fig. 7.A.4. Ortega Fourth Floor
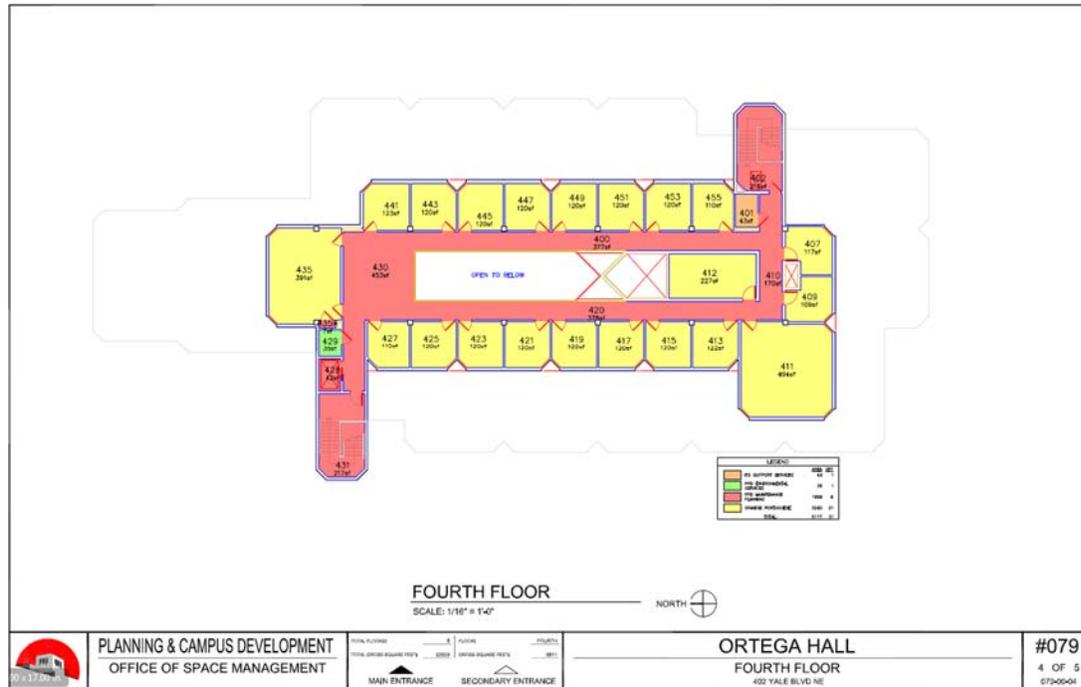
In 2014, improvements were made to the administrative offices of the second floor and room 411 consisting of new carpet paid for by the Department. In 2012, the Robert M. Duncan Reading Room (335) was furnished with new tables donated by the Language Learning Center (LLC). The chairs and window coverings were paid for by the College of Arts and Sciences.

The Scheduling Office typically locates S&P classes in Ortega Hall, Mitchell Hall, and Dane Smith Hall although space is offered anywhere on campus according to need and availability.

The Language Learning Center located on the first floor of Ortega Hall frequently provides the Department additional teaching space for classes that incorporate technology and thus need "smart classrooms." 435, the small classroom on the north end of Ortega, provides a convenient area for holding graduate seminars and other classes with fewer students.

See Appendix 7.A for larger versions of the Ortega floor plans.

7.B. Computing Facilities

Computing facilities are made available in the form of desktop computers and laptops for each professor. The Language Learning Center offers a plethora of computing facilities for both student and faculty. Although not all classroom buildings can boast this, many of them, especially the ones used for language instruction are smart classrooms. The Department itself provides laptops, screens, projectors for professors and TAs who may want to use them on a short-term basis for instruction. In 411 and 412, for example, there are six computers for TA use. In smaller TA offices, there are anywhere from three to five computers available to teaching assistants. All printing takes place in the main office at the computer work station. Access to the internet is available in all buildings of the University. There has been a concerted effort on behalf of professors to make sure that their computers are in good working order for both teaching and research.

Up until January 2016 departments contracted their own IT personnel. Since then, IT support is the purview of a centralized office of the College of Arts and Sciences. Up to now their servicing our needs has been first-rate both in terms of the quality and promptness of support.

In fact, then, the maintenance of all computing facilities we use is the purview the College of Arts and Sciences.

CRITERION 8: PROGRAM COMPARISONS

8.A. Unit's Distinguishing Characteristics

The Department of Spanish and Portuguese at UNM both distinguishes itself through innovative research and educational programming while also providing educational opportunities that are expected from such a department in a way that articulates with other departments. This section elaborates on a comparison of 18 of our 22 peer institutions identified by the UNM Office of Institutional Analytics and approved by the Higher Education Department (HED): http://oia.unm.edu/facts-and-figures/index1.html. In terms of educational opportunities for students, the UNM Department of Spanish and Portuguese distinguishes itself in offering a variety of undergraduate classes in Southwest Studies (Chicano Literature) as well as a broad range of Portuguese courses, offering an MA in Southwest Studies, offering Portuguese for Spanish Speakers, offering a double MA in Portuguese and Spanish, offering classes in Medical Spanish, and in offering a comprehensive lower-division Spanish as a Heritage Language program. At the same time, as is the case with most Departments of Spanish and Portuguese, UNM's Spanish program offers graduate and undergraduate classes that focus on Peninsular Literature, Latin American Literature, and Linguistics; the Portuguese program offers graduate and undergraduate classes that focus on Brazilian literature and culture

8.A.1. National Ranking

There is no comparative evaluation system that ranks Spanish and Portuguese programs as a whole or at the undergraduate level. However, the National Research Council (NRC) surveys scholars and departments every ten years in order to compile information on doctoral programs in order to create comparisons on a variety of dimensions. Therefore, the following description comes from the NRC's data as filtered through PhDs.org and the Chronicle of Higher Education. Examining data from the 2010 survey of the NRC on doctoral programs, of the top 60 universities identified, PhDs.org indicated that UNM's Department of Spanish and Portuguese ranked 36th. This ranking must also be analyzed in relation to the fact that only 11 of UNM's 22 peer institutions[1] were identified by the NRC's ranking system as pertaining to the top 60 doctoral programs in Spanish and Portuguese.

- According to this ordered ranking, UNM came out ahead of six HED peer institutions: Florida International University, Texas Tech, University of Arizona, University of California-Riverside, University of Houston, and University of Oklahoma.
- The programs that ranked ahead of UNM, according to this metric and in order of ranking, were: Arizona State University, University of Iowa, University of Colorado-Boulder, University of Kansas, and University of Texas-Austin.

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[1] http://oia.unm.edu/facts-and-figures/index1.html

An examination of the same data presented in the Chronicle of Higher Education (http://www.chronicle.com/article/nrc-rankings-overview-spanish/124661) provides some detail that aids in the current comparison:

- UNM's Department of Spanish and Portuguese stood out in the category of *Students* which is "derived from students' completion rates, financial aid, and other criteria." With a survey ranking range of 1-14, UNM was only surpassed by University of Iowa (1-12) and followed closely by University of Arizona (1-17).
- Of these 12 institutions (11 peers plus UNM) analyzed by the NRC, UNM ranked 7th in *S-Rank* in which "programs are ranked highly if they are strong in the criteria that scholars say are most important" (20-46).
- UNM was 5th in R-Rank in which "programs are ranked highly if they have similar features to programs viewed by faculty as top-notch" (27-50).

In all, UNM's Department of Spanish and Portuguese ranks very competitively with peer institutions according to the data gathered by the NRC and it is worth pointing out that many of our HED peer institutions did not have Spanish and Portuguese programs that were ranked in the top 60.

8.A.2. Comparison with Other Spanish and Portuguese Programs at Peer Institutions

Beginning with a comparison to other undergraduate programs, Fig. 8.A.1 gives an overview of the HED peer institutions' offerings in Spanish and Portuguese. Although it is common to group Spanish and Portuguese into one department, as is the case at UNM, not all institutions studied offered Portuguese. Highlights from Table 1 include:

- Only seven of the institutions surveyed were Hispanic Serving Institutions (HSI): New Mexico State University, University of Texas at Arlington, University of Houston, Florida International University, University of California- Riverside, University of Texas at El Paso, and University of Oklahoma-Norman. In addition, University of Nevada-Las Vegas is listed as an 'emerging HSI.'
- Of the institutions surveyed, only two offered a <u>Portuguese major</u>: Florida International University and University of Texas-Austin.
- Eight institutions offered a <u>Portuguese minor</u>: University of Texas-Arlington, University of Tennessee, Texas Tech, University of Iowa, University of Kansas, University of Missouri-Columbia, University of Colorado-Boulder, and Florida International University.
- Six institutions offered courses in <u>Medical Spanish</u>: University of Texas-Arlington, Arizona State University, University of Nebraska-Lincoln, University of Oklahoma-Norman, and University of Texas-Austin.
- Ten institutions offered classes in teaching <u>Spanish as a Heritage Language</u>: Texas Tech, University of Iowa, University of Nevada-Las Vegas, Texas A&M, New Mexico State University, The University of Texas at Arlington, Arizona State University, University of Nebraska-Lincoln, University of Houston, and The University of Texas at Austin.

Fig. 8.A.1. Undergraduate Programs

Institution	Hispanic Serving	# Faculty	BAs in SPAN & Port	Minor	Study abroad	Medical Span	Heritage Span
University of New Mexico	Yes	20	Span Port	Span Port	Yes	Yes	Yes
Arizona State University	No	13	Span	Span	Yes	Yes	Yes
Florida International University	Yes	21	SPAN & Port	SPAN & Port	Yes	No	No
Oklahoma State University	No	13	Span	Span	Yes	No	No
Texas A&M	No	22	Span	Span	Yes	No	Yes
Texas Tech University	No	15	Span	SPAN & Port	Yes	No	Yes
The University of Tennessee	No	13	Hispanic Studies & Spanish and World Business	SPAN & Port	Yes	No	No
The University of Texas at Arlington	Yes	27	Global Competence & Translation and Interpreting	SPAN & Port	Yes	Yes	Yes
The University of Texas at Austin	No	45	Spanish, Portuguese, Iberian and Latin American Langs and Cultures	None listed	Yes	Yes	Yes
The University of Texas at El Paso	Yes	7	Span	Span	Yes	No	No

University of California- Riverside	Yes	8	Hispanic Studies: Lit, Ling, or cultural studies	Span	Yes	No	No
University of Colorado-Denver	No	15	Span	Span	Yes	No	No
University of Houston	Yes	20	Span, SPAN for Global Professions	Span	Yes	Yes	Yes
University of Iowa	No	19	Span	SPAN & Port	Yes	No	Yes
University of Kansas	No	17	Span	SPAN & Port	Yes	No	No
University of Missouri-Columbia	No	10	Span	SPAN & Port	Yes	No	No
University of Nebraska-Lincoln	No	19	Span	Span	Yes	Yes	Yes
University of Nevada-Las Vegas	Emerging' HSI	9	Major of lang culture / Major in SPAN for professions	Span	Yes	No	Yes
University of Oklahoma- Norman	Yes	21	Span	Span	No	Yes	No
University of Colorado-Boulder	No	25	Intl SPAN for Professions, SPAN Lang & Lit, and Span	SPAN & Port	Yes	No	No
New Mexico State University	Yes	10	Span	Span	Yes	No	Yes

University of Utah	No		14	Spanish (Ling, Lit, Culture) & SPAN for Teaching	Span	Yes	No	No

Continuing with a comparison to graduate programs in Spanish and Portuguese, Fig. 8.A.2 provides an overview of UNM and its HED peers. An examination of 8.A.1 reveals the following highlights:

- dAside from UNM, the only other program that offer an MA degree in Portuguese is UT Austin (they do not offer this, however, as a terminal degree but rather as part of the Ph.D. program); no program offers a Ph.D. exclusively in Portuguese, but both UNM and UT Austin offer Portuguese and Spanish combined PhDs.
- Of the graduate programs surveyed at peer institutions, MA and Ph.D., all offer a concentration in some area of <u>Literature</u>: 14 at the Ph.D. level and 20 at the MA level (please see below).
- Nine MA programs offer a concentration in <u>Linguistics</u>: Texas Tech University, the University of Texas at Austin, Arizona State University, New Mexico State University, University of Colorado-Boulder, University of Colorado-Denver, University of Houston, University of Iowa, and the University of Utah.
  - Note UT Austin's MA is part of a Ph.D. track and not offered as a stand alone.
- Only six peer institutions offer a <u>Ph.D. in Hispanic Linguistics</u>: Texas Tech University, the University of Texas at Austin, Arizona State University, University of Houston, University of Iowa, and the University of Utah.

Fig. 8.A.2. Graduate Programs

Institution	MA	PhD	Certificate
University of New Mexico	SPAN Lit, Cultural Studies & Ling. MA in Port	SPAN and Portuguese Lit, Cultural Studies & Ling	
Arizona State University	SPAN Lit, Cultural Studies, Ling and Port	SPAN Lit, Cultural Studies & Ling	
Florida International University	SPAN Lit	SPAN Lit	
New Mexico State University	SPAN Lit & Ling	No	
Texas A&M	PhD track	Hispanic Studies-SPAN Lit	

Texas Tech University	SPAN Lit, SPAN Ling, Port minor	SPAN Lit, SPAN Ling, Port minor	
University of California- Riverside	SPAN Lit	SPAN Lit	
University of Colorado-Boulder	SPAN Lit & Ling	SPAN Lit	
University of Colorado-Denver	SPAN Lit/Ling combo	no	
University of Houston	SPAN Lit & Ling	SPAN Lit, Ling, & Creative Writing	Spanish as a Heritage Language
University of Iowa	MFA SPAN Creative Writing, MA SPAN Lit & Ling	SPAN Lit & Ling	
University of Kansas	SPAN Lit	SPAN Lit	
University of Missouri-Columbia	SPAN Lit	SPAN Lit	
University of Nebraska-Lincoln	SPAN Lit	SPAN Lit	
University of Nevada-Las Vegas	MA Hispanic Studies (Span)	No	Translation Studies
University of New Mexico	SPAN Lit, Cultural Studies & Ling		
University of Oklahoma-Norman	SPAN Lit	SPAN Lit	
University of Tennessee	SPAN Lit	Modern Foreign Langs-Span	
University of Texas at Arlington	Modern Langs-Span	No	
University of Texas at Austin	PhD track	Iberian & Latin American Lit and Culture (Span), Literatures and Cultures in Portuguese and Spanish, & Iberian and Latin American Linguistics	

University of Texas at El Paso	SPAN Lit	No	TESOL
University of Utah	SPAN Lit & Ling	SPAN Lit & Ling	Utah Certification

8.A.3. Summary

A summarizing point in comparing UNM's undergraduate program in the Department of Spanish and Portuguese to similar programs in other institutions is that UNM has one of the most robust and comprehensive offerings across the board. UNM not only offers Spanish majors and minors but Portuguese majors and minors as well. We are at the vanguard in responding to growing utility of offering a Medical Spanish sequence and at the vanguard of offering a Spanish as a Heritage Language track.

A comparison of our offerings to those of our HED peers reveals that UNM's Department of Spanish and Portuguese has a comprehensive and competitive graduate program. One of the things that makes UNM unique is related to our offerings in Portuguese. Not only are we the only institution to offer terminal graduate studies in Portuguese at the MA level, but we also offer a Spanish and Portuguese double MA. Another area that sets UNM apart is our MA concentration in Southwest Studies, an interdisciplinary concentration that allows students to study Literature, Linguistics, and Cultural Studies. At the Ph.D. level, we are one of only two institutions that offers a Ph.D. that combines Spanish and Portuguese and allows for students to concentrate in either of the two languages as their primary area of research. With five faculty members, our Hispanic Linguistics section is able to cover a wide range of topics in support of our MA and Ph.D. students. In the area of Literature, we are able to support MA and Ph.D. students with a wide range of interests.

One area that we could work on, as revealed by the comparison, is in offering a graduate-level certificate: four peer institutions offer certificates (see 8.A.2). These could play an important part in the marketability of our Ph.D. students and especially for the terminal MA students, who typically go on to teach at the high-school level. In recognition of this, our faculty is currently exploring a way to offer a certificate that will facilitate teaching in the public-school system.

CRITERION 9: FUTURE DIRECTION

9.A. Summary of Strengths and Challenges

9.A.1. Strengths

The Department of Spanish and Portuguese claims a productive and collegial faculty, a diverse program, and a student body representative of UNM's status as a Hispanic-serving and Majority-Minority institution. Historically we have had a diverse program, including undergraduate degrees in both Spanish and Portuguese; graduate degrees in Hispanic Linguistics, Hispanic Literature, Portuguese, and Hispanic Southwest Studies and one of the nation's oldest and largest Spanish as a Heritage Language programs and a thriving focus on Medical Spanish. These strengths have continued despite significant budget constraints. The faculty is dynamic and adaptable; it has a strong research record and is recognized for its excellence in teaching. Over the past few years, the faculty has successfully developed greater collegiality and a heightened sense of working together for a common purpose.

Since the 2008 APR, we have had eight retirements or departures and eight new hires. While the faculty losses have left some curricular holes, the infusion of young faculty members with an especially active research agenda and growing national recognition has brought tremendous positive energy to the Department. Faculty members have developed significant international engagement through presentations, international collaborations, and teaching, in Brazil, Chile, Colombia, Costa Rica, Ecuador, England, Guatemala, Mexico, Nicaragua, Northern Ireland, Okinawa, Peru, Spain, and Turkey. Faculty members engage students in joint research projects, particularly in Linguistics, with seven co-authored papers appearing in the past five years. Faculty members' scholarship, creativity, and excellence in teaching has been recognized recently by significant awards, including two Fulbright awards, the Southwest Book Award from the Border Regional Library Association, the UNM Teaching Fellows Program Award, two UNM New Teaching of the Year Awards, and the Outstanding Student Service Provider Award from UNM Division of Students Affairs.

Our student population is one of our strengths. In a Hispanic-serving institution, our undergraduate and graduate student populations are majority Hispanic. The remaining forty-five percent of the graduate student population is almost evenly divided between international students and non-Hispanic white students. Among graduates who earned their Ph.D. from the Department since 2008, 58.5% hold faculty positions and an additional 24% hold positions as lecturers or instructors in higher education. Departmental culture has successfully encouraged graduate students to engage actively in scholarly exchanges at conferences, with many presenting papers at regional and national conferences including ACTFL, APSA, BRASA, HDLS, ICMS, LASA, LASSO, MLA, RMCLAS. RMMLA, RMMRA, SCOLAS, SiUS, and WSS. The Department has been blessed with superb language coordinators over the past eight years. Under their guidance, the quality of the graduate students' teaching has thrived, and nine graduate students have been awarded the university-wide Susan Deese-Roberts Outstanding Teaching Assistant Award.

The diversity and regional emphasis of the Department's academic programs is a strength that draws students from outside New Mexico and prepares New Mexican students for life and careers in the particular cultural and linguistic context of the Southwest. Course offerings and MA concentrations in Southwest Studies and Hispanic Linguistics include unique strengths in New Mexican culture and literature, bilingualism, and language contact. The Medical Spanish courses, which have grown from three courses (68 enrollments) in 2008-2009 to eleven courses (271 enrollments) in 2015-2016, provide much-needed inter-professional education for pre-health majors in a majority Hispanic state.

The programmatic structure of the Department encourages students to work across disciplinary and national boundaries. We are one of the few departments that offers the option of a dual MA in Spanish and Portuguese, with a concentration in literary and cultural studies, which an increasing number of MA students complete. We are also moving toward university approval of a combined BA in Spanish and Portuguese. Many students enhance their academic program with courses or a second major at the undergraduate level, or at the graduate level with courses in the Department of Linguistics or the Department of History. The strength of Latin American Studies at UNM benefits both undergraduate and graduate students. Finally, we offer a range of study abroad opportunities for our students, including the university-sponsored semester exchange programs and short-term faculty-led programs within the Department, in which students travel to Ecuador, Mexico, Nicaragua, and Spain.

9.A.2. Challenges

Challenge #1: Needed faculty hires

The Department has experienced recent retirements in Southwest Studies (Lamadrid 2013) and Portuguese (Milleret 2015) and has an anticipated retirement in Peninsular literature in the next few years (Cárdenas). Both the Southwest Studies program and the Portuguese program areas have been unique strengths of the Department, the former particular to our regional location, the latter key to one of the top Latin American Studies programs in the country. A hire in each of these two areas is vital once the current hiring freeze is lifted. With Cárdenas's impending retirement, Peninsular studies also have a critical hiring need. As we plan for the sustainability of the relatively new (eight-year-old) course offerings in Medical Spanish, we may need to make a part- or full-time hire.

Challenge #2: Promotion of Associate Professors to Full

Our faculty has become middle-dominant. In 2016-17, three-quarters of the tenured/tenure-track faculty are at the Associate level, and we anticipate that next year we will be one Full Professor and the rest will be associate professors. Five Associate Professors have remained at this level for from eight to eighteen years; five have ascended to Associate since 2012; the final three assistants are all presenting themselves for tenure and promotion in Spring 2017. It is worth repeating that since Fall 1992, i.e. in the last 24 years, Spanish and Portuguese has had eleven different individuals as chair: two acting chairs for a semester each; one interim chair for one year; and eight other chairs at the helm for anywhere from two years to the full term of four years for an average of 2.18 years per chair. This particular state of departmental leadership

combined with heavy service commitments and family obligations have all contributed to the delays in promotion for some of these faculty members.

Challenge #3: Funding for the Intellectual Life of the Department and Faculty and for Graduate Students

Funds available from the College and from the Latin American & Iberian institute for conference travel only partially cover travel to a single conference per year. Faculty salaries are not competitive with peer institutions. Gathering moneys to support outside speakers constitutes a considerable challenge. The intellectual life of the Department and scholarly engagement by faculty members need additional support in these areas.

Most of our graduate students--the ones without children--can almost make ends meet on their assistantships, but the workload is not competitive with many of our peer institutions. Teaching Assistants teach two courses per semester, which makes recruitment efforts difficult. For Ph.D. students, the level of support slows their progress toward the degree.

Challenge #4: Departmental Program Integration

Our Department's programmatic diversity is a strength as well as a weakness. While our varied programs and course wealth in Hispanic Linguistics, Literature, Portuguese, Southwest Studies, and Medical Spanish attract students, they also present challenges. How do we better integrate the diverse parts of the Department into a more cohesive and coherent whole? How do we increase collaboration within and across sections? How do we increase the commitment among faculty to the betterment of the whole, above the advancement of individuals? How do we increase integration of Spanish and Portuguese programs?

We have made steps toward greater programmatic integration over the past few years. For example, the Medical Spanish program has become more integrated since 2013 and has continuously sustained high enrollment. Professors in the Department have become more involved in leadership positions and have gained a broader perspective. We have developed a series of thematic courses that cross-departmental sections (see Appendix: soon to be submitted to the university curricular process). The Portuguese section has developed the dual degrees in Spanish and Portuguese, bringing greater integration of students and to some extent cross-listed courses. There is more to be done in all these areas as well as those noted above.

Challenge #5: Graduate Student Recruitment

The Hispanic Linguistics section developed intense recruitment efforts that paid off in the MA program in fall 2016. Portuguese has always had to engage in very active recruiting. Recruitment efforts overall need to be more coordinated, more active in Hispanic Literature and Southwest Studies, and more engaging of up-to-date media.

Challenge #6: Career Guidance for MA Students

Approximately one-third of our MA students continue to the Ph.D. We need to give better career guidance to the remaining two-thirds, both at the point of recruitment and during the program.

Many come in considering a teaching career but without clear understanding of what the options are with an MA and without teacher certification or an additional professional degree. Many go on to join the local teaching community in charter or private institutions, and sometimes in regular APS schools. A worthwhile initiative would be to find a way for them to obtain alternative licensure to be able to teach in public schools in New Mexico.

Challenge #7: The Department's Profile within the University

In a state in which 48% of the population identifies as Hispanic and 28.8% speak Spanish, the Department of Spanish and Portuguese should have a higher profile within the university than it does. We need to develop a clearer and enhanced profile among our colleagues in other departments and administrators in other schools. This profile needs to draw on a reconsideration and definition of our departmental areas of strength, given the faculty changes over the past ten years and potential future hires.

9.B. Strategic Planning

Long-term strategic planning has been challenging, given faculty and the volatility departmental leadership turnover, financial insecurity of the College and University; and a series of turnovers in the upper administration. Despite these challenges, the Department has engaged in a series of successful medium-term planning efforts. The increasingly collegial relationships and improving morale in the Department over this period, especially under the current chair have resulted in especially fruitful efforts.

MA Exam Structure and Reading Lists: Sections have restructured the MA Exam in Portuguese (2013) and Linguistics (2015) to respond to changes in the field and the departmental faculty specializations and, in Portuguese, to support student-centered areas of specialization. All sections have made significant revisions to the MA Exam reading lists, particularly in Hispanic Literature, where we reduced the length of the list by 50% (to a total of 100 works) to improve student mastery.

Curricular Development: In 2013, we hired two full-time faculty members at the Lecturer III level to address undergraduate curricular needs. One lecturer coordinates the SPAN 300 courses in culture (SPAN 301), Composition (SPAN 302), and introduction to literature (SPAN 307), providing much-needed support and supervision to the ABD students who teach at that level. The other lecturer was hired to grow the Medical Spanish offerings that were initiated in 2008 with support from the Latin American & Iberian Institute. SSL is currently formalizing a new course request for a 200 level Medical Spanish (similar to SPAN 202). If approved, it would be taught online with study abroad complements in Latin America. Hires we have made since 2008 have expanded our course offerings which have encouraged enthusiastic responses among our students.
In 2015, we graduated the first MA students in a Dual MA Degree in Spanish and Portuguese, one of the few such programs in the country. Students take advantage of the University's individualized dual degree program to design their MA based on a Department-approved structure. The degree broadens teaching opportunities for terminal MA students and prepares

students bound for the Ph.D. for a discipline that increasingly breaks national boundaries. We intend to evaluate the initiative after several cohorts have graduated and consider a formalized degree. We have also approved as a faculty the concept of a combined BA in Spanish and Portuguese and are working toward having it approved. The Portuguese faculty is developing a proposal for the university curricular process. Finally, an initiative begun Fall 2016 is the dual MA between Spanish and LAII studies.

In May 2016, we approved five thematic classes at the undergraduate and graduate level: Writing Workshop; El arte de la escritura; Topics in Cultural Geographies; Topics in Race, Ethnicity, Class, and Gender; and Topics in Social Justice, Rights, and Insurgency. These classes formalize for the university catalog and for recruitment developments in our teaching over the past several years. It is our hope that these thematic courses also encourage us to greater integration and collaboration among our sections, as any given theme may be taught within or across a variety of fields. As we consider and experience this shift, we should be able to better adapt to individual faculty retirements and departures. These courses must still proceed through the university curricular process.

Bylaws Revision: In May 2016, after an 18-month effort, the faculty approved the first thorough review of the bylaws in 20 years.

Media Presence: We have significantly increased our social-media exposure through a redesigned webpage (http://spanport.unm.edu), a Facebook presence (https://www.facebook.com/unmspanport/), and a new webpage for Hispanic Linguistics (https://www.unm.edu/~hispling/).

9.C: Strategic Directions and Priorities

9.C.1. Goal #1: Maintain and Reinforce Existing Strengths

In the face of increasing budgetary crises at the University, we need to seek the flexibility to maintain our delivery of high-quality academic experiences for students in the classroom and through mentoring and guided research. We need to sustain the high level of research carried out by many faculty and seek the means to lessen the service load on others to allow for increased scholarly engagement. As we have already cut the departmental budget to the bone, moving from photocopies to electronic files, giving up phone lines. A source of additionaly flexibility is not readily visible.

We need to secure three new hires as soon as possible after the current freeze ends: in Portuguese, Southwest Studies, and Peninsular Literature. These hires are especially important to provide appropriate richness to the MA degrees in Portuguese and Southwest Studies. The hires will also ease some of the heavy service load that has been concentrated primarily on the shoulders of the Associate Professors.

Portuguese: While university enrollments have declined recently, the Dual MA in Spanish and Portuguese and the proposed combined BA in Spanish and Portuguese will keep enrollments steady and increasing in Portuguese. The dual MA in Spanish and Portuguese has attracted some

of our best students and has been instrumental, we believe, in the excellent placement of some of them in elite Ph.D. programs, one at Tulane University and the other at Cornell University, and still another in a lecturer position at Harvard University. To continue this kind of success, sufficient and sufficiently varied courses at the 300, 400, and 500 levels must be offered in any given semester. Without a healthy number of offerings, students may not be able to finish degrees in timely fashion. This is especially important if, for example, one faculty member in Portuguese wishes to take sabbatical leave, or has a course release owing to administrative duties, or were to receive a grant requiring leave. Thus, we need to hire a replacement for Margo Milleret, who retired in 2015. A third faculty member will contribute to mentoring, advising, students, and other service obligations as well as allow the Portuguese faculty to teach more courses in Spanish or cross-listed Spanish and Portuguese courses that many of times open students to the study of Portuguese and serve as a gateway to dual or second majors and minors in Portuguese.

On a broader scale, the Portuguese component plays a crucial role for Arts and Sciences and the entire university in light of the Title VI Program. In 2014 LAII was again awarded a four-year Title VI National Resource (NRC) Grant by the US Department of Education (USDE). The LAII has held this status as an NRC with Title VI funding A critical and competitive component of the Title VI NRC is the university's commitment to providing a robust range of "less-commonly taught languages" which includes Portuguese. To not continue the trend begun by the support from LAII and Arts and Sciences to fund Portuguese a most unfortunate message might be sent to the USDE come the 2018 cycle of renewed funding as it might be construed that UNM is no longer committed to maintaining the Portuguese program which used USDE funds to help build it. It should be noted that Title VI indirectly subsidizes the Spanish component of the Spanish and Portuguese given that Title VI monies fund conference travel, events, and related activities which allows money in the regular LAII I&G budget to be used for other activities. Related to this is the receipt of FLAS funding which is closely related to funding from the NRC. FLAS funding supports many students in Spanish and Portuguese (S&P) since when TA funding is freed up by students of S&P, additional graduate students can be supported by the freed funds. Over the past six years, seven graduate and seven undergraduate fellowships have been awarded to S&P students.

Hispanic Southwest Studies: The Department has had a long history of providing instruction in the culture and folklore of New Mexico. Notable instructors in this area include renowned folklorist and ethnographer Aurelio Espinosa, Arthur L. Campa (Spanish religious folk theatre in the Southwest), Ruben Cobos (*A Dictionary of New Mexico and Southern Colorado Spanish*), and other scholars who focused on New Mexican culture, language and performance (Juan Bautista Rael, José Reina, and Rowena Rivera), concluding with Enrique Lamadrid, who retired in 2013. The position is vital not only to the Southwest Studies program in the Department of Spanish and Portuguese, but also to the flagship University of New Mexico, as it has been central to the recruitment, retention, and training of New Mexican students, at both undergraduate and graduate levels. Demographic studies of New Mexico and the United States more generally show that Spanish-speaking communities represent a growing body of future students; furthermore, educational studies have shown that courses whose content reflect lived experiences of students, as the Southwest Studies courses do, lead to greater student retention, more active participation in university studies, and matriculation.

We are the only university in the Southwest which holistically includes the Southwest as an area of study in a Department of Spanish; yet other Departments of Spanish throughout the country have begun to target hires in the areas of ethnopoetics, cultural studies, linguistics, and literature. In this sense, Hispanic Southwest Studies in the Department of Spanish and Portuguese at UNM is at the vanguard of where Spanish language, cultural and linguistic studies are headed in the United States, and is actively cultivating students for careers in this area. In the interest of robustly training our students in documenting, analyzing, studying, and understanding New Mexican culture we need this position to be filled. In the spirit of collegiality and collaboration, one of our tenured members of our section would consider a joint appointment with Chicano/a Studies. Ideally, this would be 75% Spanish, and 25% Chicana/o Studies. However, we would need the fourth position in Spanish and Portuguese to be filled before a joint appointment could be entertained.

Peninsular Studies: If we were to be so fortunate as to obtain a Portuguese hire and a Southwest hire as described above, there is also need for another Peninsularist and ideally one who might be able to offer classes in light of themes by which the Department will guide its instruction. Another possibility and one that might increase the potential for hiring in this area, taking financial exigencies into account, would be to find a Peninsularist with expertise in Iberian letters, i.e., in both Spanish and Portuguese, this could be with an emphasis in Medieval or third millennial studies considering the previously mentioned themes.

9.C.2. Goal #2: Support the Promotion of Associate Professors

The current chair has actively encouraged the advanced Associate Professors to move toward promotion to Full. Given the impending retirement of the current Chair, who is the only Full Professor in the Department, it is especially key to achieve the promotion of these Associate Professors. As a department, we need to clarify benchmarks for promotion to Full and explore the possibility that other contributions, such as institutional leadership service, might count more heavily toward promotion than they have previously. Clearly, without such a shift, a term as Chair of the Department in a department of the complexity and size of ours would mean the postponement for another four years of an Associate Professor's promotion. We will need a new Chair from among the Associate ranks in the next two to three years. The heavy service load concentrated on the shoulders of a few faculty members is one key factor in slowing their progress, including the recent and relatively intense planning efforts outlined in 9.B above. The Career Advancement Semester for Associate Professors offered by the College of Arts & Sciences will help in that endeavor. The recent and expected promotion of a significant number of Assistant Professors to Associate ranks will ease the mentoring burden and allow greater sharing of the service load.

9.C.3. Goal #3: Departmental Program Integration

If the past ten years of departures and new hires has posed challenges to planning and service loads, they have also consolidated a dynamic, hard-working, collegial faculty with a strong research record. Now it is time for us to look at ourselves again as a Department to assess our particular strengths and area relationships and to seek fuller integration together as a single faculty. We need to assess more clearly and describe our areas of unique strengths, as in our Portuguese program, our particular configuration of Southwest Studies--which emphasizes New

Mexican culture and language, our stellar Linguistics program, and our unusually rich offerings in Medical Spanish by a Lecturer who holds an MD degree, and the rich publications and mentoring of our 300-level Lecturer who has published an array of creative works. We have recognized the value of greater integration across fields with our development of new thematic courses: now, we need to begin to explore how to develop these connections best and how we might reconfigure our academic programs to engage more directly with (inter)disciplinary changes in the profession.

9.C.4. Goal #4: Funding for the Intellectual Life of the Department and Faculty and Graduate Students

Conference travel is essential for faculty at a Research One university: UNM salaries do not provide enough of a cushion for much supplementation. Currently, the Department can provide approximately $500 per faculty member per year, and the Latin American & Iberian Institute provides up to $350 per faculty member per year for airfare, as long as funds last. Invited speakers provide important access and inspiration for students and are important especially for the graduate students' professional development. The Department also has $800 to put toward invited speakers, and we can beg and borrow around $50-$100 from each of several related departments. Bolstering this area of the budget will enrich the intellectual life of the Department in ways crucial to a Research One institution.

9.C.5. Goal #5: Increasing Financial and Mentoring Support to Graduate Students

While the Department attracts some of the best graduate students to be found anywhere, the depth of the cohort is not what it should be. The warmth and helpfulness of staff and faculty during recruitment has won us more than one top graduate student recently, but we also lose many to institutions that provide better stipends and require lower teaching loads for their students. Our Ph.D. students are good enough that many have won internal and external fellowships (LAII Ph.D. Fellowship, the Bilinski, the Mellon, the Ford Foundation Fellowship, FLAS grants), but there is much less available for MA students and for Ph.D. students in their first two years. We need to seek opportunities for increased funding to graduate students.

We need to provide effective and realistic career guidance for terminal MA students. The Graduate Committee will begin to address job options in recruitment and to develop professionalization workshops related to post MA employment. We will work with UNM's Career Services Office on this. The Committee has also begun tentative discussions on developing relationships and perhaps a program with the College of Education to allow MA students to earn licensure while they complete the MA in Spanish and Portuguese. We welcome guidance from the external evaluation team in this endeavor.

9.C.6. Goal #6: Improve the Department's Profile within and outside the University & Increase graduate recruitment

As a Department of Spanish and Portuguese at a HSI in the borderlands of the Southwestern United States, the profile of the Department in this university should be more prominent. With the consolidation of a very strong faculty and with some time-consuming and necessary

housekeeping and curricular development out of the way (9.B), the Department is poised to articulate our uniqueness and strengths and to develop strategies to increase our visibility both within and outside the institution.

2016 Academic Program Review
Department of Spanish and Portuguese
University of New Mexico

APPENDICES

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MISSION STATEMENT AND BYLAWS
DEPARTMENT OF SPANISH AND PORTUGUESE
(APPROVED MARCH 9,1995)
Mission Statement
Adopted December 2001
Bylaws Amended January 31, 2003
Bylaws Amended November 30, 2006
Bylaws Revised May 6, 2016

These Bylaws derive their authority from Article II, Section 4, paragraph (a) of the Faculty Constitution of the University of New Mexico, which states: "The Faculty of each Department shall, with the advice and consent of the Dean of the College, decide upon the organization and procedures for the efficient functioning of the Department."

Contents

MISSION

The mission of the Department of Spanish and Portuguese is to promote quality teaching and research that integrate the languages, literatures, linguistics, and cultures of the Spanish-and Portuguese-speaking worlds. Faculty and students work together in the classroom, in the community, and in study-abroad programs to develop understanding, sensitive communication, and critical thinking about our diverse and interconnected world. The Department prepares its students with the skills, knowledge, and values necessary to lead productive and fulfilling lives as citizens and life-long learners. We share our expertise with the academic community, the city of Albuquerque, and the state of New Mexico. We are especially committed to conserving and enhancing the Spanish language and culture in New Mexico and to studying the interactions between cultures in the Southwest.

ADMINISTRATIVE ORGANIZATION AND
OPERATION OF THE DEPARTMENT

This statement presents a general administrative plan according to which the Department of Spanish and Portuguese may function with a maximum of harmony and efficiency. With regard to general policy the Department functions as one unit under the leadership of a Chairperson. The form of governance shall be a consensual one with faculty members making policy decisions as a body of the whole.

I)   Department faculty

A) Department Faculty and Voting Privileges

The faculty of the Department of Spanish and Portuguese shall include all tenure-line members of the Department, Professors, Associate Professors, Assistant Professors, and full-time Lecturers with a continuing contract. Every tenured member of the faculty and every full-time continuing non-tenured member of the faculty, including those holding joint appointment with other departments, shall have the right to one vote on matters of academic policy and procedures and on matters of hiring. Emeriti faculty do not have a vote in departmental matters. Every tenured faculty member shall have the right to one vote in cases of contract renewal for lecturers, tenure and promotion to Senior or Principal Lecturer or to Associate Professor. Every Full Professor in the department shall have the right to one vote on cases of promotion to Full Professor. In this document, the term "faculty" shall refer to members of the Department with voting membership.

B) Rights and Responsibilities of the Faculty

Faculty shall be responsible, both by direct action and action delegated, for academic policy and procedure of the Department in the areas in which it functions: graduate and undergraduate professional training and education in Spanish and Portuguese. The faculty has the right of review and final action at the Departmental level on such matters as affect the welfare of the entire Department including but not necessarily limited to: (1) the formulation of Department aims, (2) curricular changes, (3) amendments and bylaws to the Department Constitution, (4) deliberating on matters referred to the faculty by the members of the Department. The faculty may delegate to a committee the right to act on important matters of

policy and procedure and to make recommendations to the faculty, but the faculty shall have the right and duty to review, modify, accept, or reject decisions proposed in this manner.

C) Duties of the Faculty

1) To be available during normal business hours for assigned campus duties during the period beginning one week before the start of classes and ending with graduation for the fall and spring semesters, unless the individual contract indicates a longer period.

2) To attend all of the meetings of the departmental faculty, unless excused by the Chair.

3) To attend the meetings of all committees or other administrative bodies to which they have been appointed.

4) To perform such other administrative duties as may be properly delegated to them.

5) Exceptions are made for professional responsibilities that require a faculty member's absence.

II)   Meetings

Faculty meetings are held monthly during the academic year at a regular and predetermined day and time. Special meetings may be called by the Chair at any time or wherever a request in writing stating the purpose of such a meeting is made by four members of the faculty. Advance notice of at least one week will be given for special meetings, with the exception of emergency meetings. Special meetings will be called at the time of the regularly scheduled meetings if at all possible.

A) Customary Departmental Business

1) To serve as a forum for the discussion of University and College affairs as they relate to or affect the Department and its programs, faculty, staff, and students.

2) To deliberate on and make decisions regarding academic programs, policies, and procedures for the Department.

3) To make decisions and recommendations in faculty search processes.

4) To make decisions regarding graduate students including the evaluation of MA exams, PhD admissions, and as may arise, academic or disciplinary actions as pertain to students and their progress.

5) To announce and discuss the results of any votes which are taken outside of a meeting, as for example by email.

6) To hear reports from standing and ad hoc committees on a timely basis.

B) Meeting Procedures

1) Any faculty member may submit an agenda item. The Chair or Associate Chair will circulate a call for agenda items at least a week prior to the meeting. The agenda for each meeting will be distributed to all faculty at least three working days prior to the

meeting.

2) The Spanish and Portuguese GPSA sends a representative to all faculty meetings, except for the discussion of personnel issues and matters relating to individual graduate students (such as exam results and admission decisions). Graduate students are eligible to attend and speak at open Department meetings providing they have requested to do so prior to the meeting and have been approved to do so.

3) All meetings shall be conducted around a modified adaptation of Robert's Rules of Order that is acceptable to all members of the department and does not impose exclusionary practices towards any member of the faculty. All decisions made by formal vote of the Department are binding upon all members of the Department, whether or not they vote with the majority.

4) Minutes of each meeting of the faculty of the Department as a whole shall be recorded by a member of the Department who is appointed by the Chair as Faculty Secretary for the semester. Minutes shall be circulated and approved, and a central file of the minutes shall be maintained, accessible to all faculty members.

5) Minutes shall not be recorded at meetings of the tenured faculty in discussion of personnel cases, such as tenure, promotion, or renewal of appointment.

III)   Voting Procedures

1) A quorum for the purposes of voting shall consist of 50% plus one (1) member of the total faculty eligible to vote.

2) All voting will be by secret ballot. In the case of voting outside of faculty meeting, the ballots are given or sent to the Departmental Administrator.

3) A motion carries by 50% plus one votes of the quorum.

4) A voting member of the faculty who is unable to attend a meeting due to professional obligations or due to illness may designate in writing a proxy of their choice from among the voting faculty. The absent member should notify the Chair and Associate Chair of the proxy designation.

5) Votes may be taken via email or outside of faculty meetings, provided that sufficient notice--a minimum of three days--and opportunity are given to all faculty members who are eligible to vote.

IV)   Faculty Administrative Duties

A) Department Chair

The Department Chair shall be the chief administrator and executive officer of the Department, the Chair of its faculty, and ex-officio member of all its committees. The Chair shall be directly responsible to the Dean of the College of Arts and Sciences for the execution of university policy as well as the established College and departmental bylaws, and shall be

responsible to the departmental faculty for implementing approved faculty actions.

1) Selection. The Department's recommendation for a Chair appointment shall be determined by a majority vote of the faculty members of the Department in secret ballot, by December 1 preceding the end of the four-year term. An ad-hoc nominating committee will be elected by the faculty by November 1 and shall conduct the election in accordance with College procedures. The nominee with a majority vote shall be recommended to the Dean of Arts and Sciences for appointment. If no nominee obtains a majority vote, a second secret ballot between the two candidates receiving the most votes will be conducted.

2) Term of Service. The Chair shall serve for a term of four years. The chair may be asked to serve a single subsequent term by vote of the departmental faculty and appointment by the Dean. Special circumstances may exist because of which a candidate may agree to a shorter term in consultation with the faculty and the Dean.

3) Eligibility. The Chair must be a tenured member of the faculty.

4) Resignation of the Chair. If the Chair desires to resign before the end of the term, a resignation shall be submitted to the full faculty and to the Dean.

5) Removal of the Chair. If a 3/4 majority of the faculty desires to remove the Chair for cause before the end of the four-year term, a petition for termination shall be submitted to the Dean and, if approved by the Dean, a new election will be held.

6) Responsibilities of the Chair

   (a) Organizing and conducting the annual review process for faculty members
   (b) Setting annual faculty salary increases and adjustment with recommendation from the Merit and Evaluation Committee, and in accordance with the will of the faculty regarding the distribution of available increases into Cost of Living and merit raises.
   (c) Conducting mid-probationary, tenure and promotion, and promotion processes
   (d) Serving as hiring officer for the Department
   (e) Managing the office staff
   (f) Overseeing/developing operating and capital budgets and reporting departmental expenses by category on an annual basis to the faculty
   (g) Coordinating/organizing the external review process
   (h) Serving as a liaison to the UNM administration, including attending the College of Arts and Sciences Chairs' Council meetings, and meeting with the Dean, and report important information and issues to the departmental faculty
   (i) Maintaining and developing community and alumni relations
   (j) Developing and overseeing development/fundraising efforts
   (k) Other duties as required

B) Associate Chair

1) Selection. The Chair shall solicit nominations for the Associate Chair by April 1 of each year. Any faculty member including the Chair may nominate a candidate. The Chair selects the Associate Chair after discussing the candidacy with each of the nominees. The faculty votes to accept or reject the Chair's selection by secret ballot by May 1. In the case of disapproval, the process will be repeated.

2) Term of Service. The Associate Chair shall serve for one year. The term may be extended by a departmental vote and approved by the Chair to a maximum of one additional year.

3) Eligibility. The Associate Chair is preferably a tenured member of the faculty.

4) Responsibilities. The purpose of the office of the Associate Chair is to train faculty members who may be interested in administration. The Associate Chair shall assist the Department Chair in the duties of the Department. The Associate Chair will take on the duties of the Chair when the Chair is out of town or otherwise unavailable. The duties of the Associate Chair will be determined by the Departmental Chair in consultation with the Associate Chair elect and shared in writing with the faculty at the beginning of the academic year. Responsibilities of the Associate Chair may include setting meeting agendas, coordinating 400-level and graduate course scheduling with the Department Administrator, recording and distributing minutes of faculty meetings, and overseeing the annual program assessment, to ensure that the Directors of Graduate and Undergraduate Studies and the Language Coordinators submit annual assessment reports in a timely manner.

C) Director of Graduate Studies

1) Selection. There shall be a Director of Graduate Studies, nominated by the Chair and confirmed by the faculty. The Chair shall identify and consult with potential candidates by April 1 prior to a vacancy. Faculty interested in serving as Director of Graduate Studies should make their interest known to the Chair by this date. The faculty votes to accept or reject the Chair's selection by secret ballot by May 1. In the case of disapproval, the process will be repeated.

2) Term of Service. The term of the Director of Graduate Studies shall be three years.

3) Eligibility. The Director of Graduate Studies is preferably a tenured member of the faculty.

4) Responsibilities

Chairs and oversees the work of the Graduate Committee and works closely with the Graduate Advisor, ensuring that the Graduate Advisor is notified of all decisions pertaining to the graduate students and program.

(a) Together with the staff Graduate Advisor, has primary responsibility for advising graduate students, providing prospective, new, and continuing students with information on the graduate program

(b) Fosters collective planning on the graduate curriculum.

(c) Gathers information and organizes graduate student progress reviews and reports

(d) Coordinates annual assessment of the graduate program and submits program assessment reports to the Associate Chair who serves as Departmental Assessment Coordinator

(e) Acts as a liaison to OGS and attends OGS meetings as required

D) Director of Undergraduate Studies

1) Selection. There shall be a Director of Undergraduate Studies nominated by the Chair and confirmed by the faculty, in a secret ballot completed at or before the final faculty meeting of spring semester. The Chair shall identify and consult with potential candidates by April 1 prior to a vacancy. Faculty interested in serving as Director of Undergraduate Studies should make their interest known to the Chair by this date. The faculty votes to accept or reject the Chair's selection by secret ballot by May 1. In the case of disapproval, the process will be repeated.

2) Term of Service. The term of the Director of Undergraduate Studies shall be three years.

3) Eligibility. The Director of Undergraduate Studies should be a continuing member of the faculty who is willing both to direct the academic program and to advise students.

4) Responsibilities
   (a) Chairing and directing the work of the Undergraduate Committee
   (b) Monitoring and reporting to the faculty on the status of the department's undergraduate programs, including the major and the minor.
   (c) Coordinating revisions of the undergraduate courses and curriculum.
   (d) Coordinating annual assessment of the undergraduate program and submits program assessment reports to the Associate Chair, who coordinates the departmental assessment process.
   (e) Other duties as outlined in the Departmental Procedures Manual.

E) Language Coordinators

The Spanish as a Second Language Coordinator, the Sabine Ulibarrí Spanish as a Heritage Language Coordinator, the Spanish 300-level Coordinator, and the Portuguese Coordinator manage their respective programs and supervise Teaching Assistants, Instructors, and Supervisors where relevant. Coordinators' duties include but are not limited to the following:

1) Organizing orientation for Teaching Assistants in August and January prior to each semester.

2) Providing extensive guidance and mentoring in teaching

3) Evaluating teaching performance

4) Coordinating annual assessment of language programs and submitting assessment reports to the Associate Chair who coordinates departmental assessment.

5) Designing and/or overseeing course syllabi

6) Managing teaching schedules

7) Designing and/or overseeing teaching materials

8) Addressing the concerns of students in the language courses

V) Departmental Committees

A) General Organization

1) Selection. Members and Chairs of all standing committees shall be confirmed by a vote of the faculty during the final faculty meeting of spring semester. Normally, a committee Chair should be a tenured member of the faculty.

2) Terms. Membership on any standing committee shall be for a two-year term with one-half of the membership elected in alternate years. No elected individual may serve two consecutive terms or more on the same standing committee, unless approved by the faculty.

3) Operation. Each standing committee will be responsible for its own organization, under the direction of the committee Chair. Chairs are selected according to the policy of each committee, as stipulated below. Committees use consensus for decision-making. When setting precedent, the full faculty should be consulted.

B) Standing Committees: Membership and Charges

1) Merit and Evaluation Committee

(a) This committee shall consist of 4-5 members elected by the faculty. The committee shall select its own chair, who should be a tenured member of the faculty. No member shall serve a second consecutive term.

(b) The committee's responsibilities are to study data regarding faculty research, teaching, and service activities and make recommendations to the Chair regarding salary and merit increases. The committee shall also evaluate and update tools used for the collection of data for the purpose of salary and merit increases.

2) Advisory Committee

(a) Membership: 4-5 members including faculty representatives, one lecturer whenever possible, the Department Chair (*ex officio*) and Associate Chair (*ex officio*). Hispanic Literature, Hispanic Linguistics, Portuguese, and Southwest Studies should each be represented.

(b) This committee serves at the discretion of the Chair.

(c) The committee's responsibilities are to advise the Chair on administrative and policy decisions affecting the Department and in other matters for which the Chair may seek advice or assistance and to suggest a path forward through complex matters that require resolution.

3) **The Graduate Committee**

(a) The Graduate committee shall be chaired by the Director of Graduate Studies (DGS). At least one member of the graduate committee (including the DGS) shall be from Portuguese, Southwest Studies, Hispanic Linguistics, and Hispanic Literature. Additionally, either the Coordinator of SHL or the Coordinator of SSL shall serve on this committee. The Graduate Advisor shall participate in meetings of the Committee, when relevant issues are discussed.

(b) Responsibilities of the committee are to deal with any matter relating to graduate instruction, recruitment, MA admissions and ranking for MA teaching assistantship, graduate student reviews, curriculum, degrees, program assessment, the MA Reading List, petitions for exceptions to the graduate requirements, professionalization workshops, cases of academic dishonesty, departmental nominations for student fellowships, and formulate recommendations for consideration by the faculty.

(c) Documentation of the Graduate Committee's work shall be maintained and updated in the Department, overseen by the Graduate Advisor.

4) **Undergraduate Committee**

(a) The Undergraduate committee shall consist of the Director of Undergraduate Studies, who serves as chair of the committee, a Portuguese faculty member and two additional faculty members elected by the faculty at large. Additionally, either the Coordinator of SHL or the Coordinator of SSL shall serve on this committee.

(b) Responsibilities of the committee are to deal with any matter relating to undergraduate instruction, curriculum, program assessment, degrees, cases of academic dishonesty brought to the committee, to formulate recommendations for consideration by the faculty, and to administer the selection process for departmental scholarships and prizes. The committee shall publicize and administer the departmental Honors program.

(c) Documentation of the Undergraduate Committee's work shall be maintained and updated in the Department, overseen by the Undergraduate Advisor.

5) **Activities Committee**

(a) This committee shall consist of 2 members elected by the faculty, with the Department Chair casting a deciding vote when needed. The committee shall

select its own chair, who should be a tenured member of the faculty.

(b) The responsibilities of this committee shall be to plan and carry out the annual commencement exercises; and to allocate funding for conferences, programs, and speakers.

6) Ad Hoc Committees.

Special circumstances arise from time to time that require the convening of a temporary committee. Such a committee and its composition will be selected and approved by the faculty. The committee shall select its own chair, who should be a tenured member of the faculty. Normally, the committee's work should be completed within one semester.

VI)   Amending the Departmental Bylaws.

The departmental bylaws can be amended by a 75% vote of all voting faculty, with all voting faculty members being given an opportunity to vote on the proposed amendments.

Dept. of Spanish and Portuguese
Policy on Mentoring Faculty
Fall 2012

Introduction

Mentoring is a critical component of professional development for lecturers, junior faculty and for faculty pursuing advancement beyond tenure to full professor. Mentoring is a multi-faceted endeavor that encompasses the proffering of information, advice, support, encouragement, honest feedback, problem-solving, referrals, networking opportunities, and advocacy. Faculty members need mentoring to do their job most effectively, but what each individual needs varies with the person and his or her circumstances during his or her professional career. Not every mentor will provide all possible benefits, and not every protégé needs them from one person.

Definition of mentoring relationships and skills

The Department defines a traditional mentor as an experienced colleague who guides, advises, and supports less experienced protégés for the purpose of furthering their careers. The Department also recognizes other mentoring relationships, such as, peer mentors who are at similar stages in their careers, and e-mentors who provide on-going or occasional support through structured or informal electronic communication.

Good mentoring is demonstrated by actively listening to facilitate the protégé's own problem-solving abilities, offering encouragement in professional matters, and suggesting strategies for dealing with departmental, college, and university requirements. The Department realizes that mentors may be colleagues from the Department or beyond the Department, either from other departments or colleges in the university. Mentoring skills for lecturers and junior faculty will differ from those needed for faculty preparing for full professorship. For lecturers and junior faculty, mentors should provide protection from undue service, give direction with research, offer sponsorship for desirable projects, serve as a role model, offer constructive critique of mentee's academic work and teaching, and provide academic counseling, if appropriate. In addition to serving as a role model and providing constructive critique, mentors for faculty preparing for promotion to full professor should provide guidance on assuming and balancing opportunities for service and leadership at the university and national levels, provide guidance in the mentee's negotiation of university structures in administrative duties, offer feedback on research directions appropriate to maintaining productivity, and provide insights into the expectations for full professors, which vary greatly across departments. Mentors and protégés at all levels of career development should be aware of and sensitive to the needs of a diverse faculty.

Needs of lecturers and junior faculty that mentors should address

Mentors should address the needs of lecturers by explaining the review process for advancement and by helping lecturers collect and prepare the appropriate documents for that review process. Mentors for junior faculty should help them understand how to successfully pass third year reviews, get tenure, as well as how to develop their skills as researchers, teachers, and

department citizens. Mentors for lecturers and junior faculty should introduce their protégés to the campus environment and academic governance and encourage their participation, as appropriate. They should give their junior colleagues an explanation of the unwritten rules of and means for navigating departmental culture. Mentors should recognize their protégé's need to gain collegial support, the acceptance of students and recognition in their field. Lastly, mentors should be aware that their protégés may have needs related to dual careers and/or personal adjustments.

Types of activities that mentors may engage in with lecturers and junior faculty

Mentors should meet with their protégés, visit their classes, consult about syllabi, read articles or project proposals, take a proactive role in calling attention to scholarly activities in the field such as conferences and publishing opportunities, and provide advice when requested. It is desirable for the mentor to review the protégé's CV, especially at the time of reviews, and to review the mentee's annual review/evaluation narrative, and discuss the mentee's accomplishments and possible improvements with him/her. At the time of third year and tenure review for junior faculty, the mentor should also read the mentee's professional statements and review/read their third year/tenure file and monitor progress towards meeting the guidelines for third-year review, promotion and tenure. Mentors and their protégés may also choose to co-teach a class, co-write articles, conduct classroom research together, create a protégé catalog (past accomplishments, ongoing projects, and planned projects), work on balance between time invested in teaching and research, and work on self-help for task management and stress reduction.

Needs of associate faculty that mentors should address

Faculty members at the associate level do not have a timeline to help them in preparing for promotion to full professor. In addition, they may not have many senior colleagues in the department to guide them. Thus, associate faculty members need encouragement to find traditional mentors beyond the department and/or peer-mentors or e-mentors that can provide additional insights into their career advancement. Associate professors are asked to assume a greater role in service and leadership at the local and national levels while maintaining an active research agenda. They need advice on how to balance the immediate needs and satisfaction of providing leadership and service with the more long-term demands of pursuing scholarship based on previous work or on new areas of research. Opportunities in teaching, research or service that were not possible during the years of pre-tenure may present themselves and faculty members may need help deciding which avenues to follow and the consequences of their decisions.

Types of activities that mentors may engage in with associate faculty

Most of the activities listed in the junior faculty section can be equally helpful to associate faculty. However, at a minimum mentors should regularly review their colleague's CVs and discuss the balance between service, teaching and research. Mentors may be helpful in providing information on negotiating the structures and politics of the university to mentees who take on administrative positions, such as undergraduate or graduate director or program director. Mentors may also be aware of leadership or funding opportunities that could be helpful to

associate faculty. Senior colleagues can provide feedback about the faculty member's progress in the areas needed for promotion.

Administration of mentoring relationships

The chair or associate chair will be responsible for facilitating appropriate mentoring relationships for lecturers and junior faculty in the fall of their first semester at UNM and in the fall following promotion for associate faculty. The chair or associate chair will maintain regular contact with mentors and their mentees. The chair will evaluate mentor/ protégé relationships, serve as mediator as needed, and facilitate switching to another mentor if the initial match is not working. The chair will ensure that all mentees are receiving proper support.

Adapted from: Brainard, S.G., Harkus, D.A. and George, M.R.(1998), A curriculum for training mentors and mentees: Guide for administrators. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.
"Mentoring of Faculty: Principles and Practices at Duke University." March 7, 2006.
Ragens, B.R. and Kram, K.E. (2007),The Handbook of Mentoring at Work: Theory, Research and Practice. Los Angeles, CA: Sage.

Tenure and Promotion Criteria
Department of Spanish and Portuguese
Adopted April 25, 2002
Revised November 16, 2012

Description of Department

        In a large department assigned the duties of educating students in the language, culture, literature and linguistics of Spanish and Portuguese, members are called upon to contribute in many ways to help achieve the department's mission. Departmental business for this large and complex organization is conducted in committees, via e-mail, and in general meetings. All faculty members are expected to participate generously in this governance. Teaching responsibilities are assigned to reflect the department's commitment to excellence in undergraduate and graduate teaching. Therefore, faculty should demonstrate teaching experience, effectiveness, and curricular development at both levels of coursework. The department supports the professional development of its faculty and expects each individual to pursue an active agenda of scholarly work that is balanced and related to his/her fields of expertise and teaching.

        The guidelines for tenure and promotion reflect the needs, size, and mission of the department and its unique role on the UNM campus and in the community.

Guidelines

        The department adheres to the guidelines outlined in the 1998 Revised Faculty Handbook of UNM and in particular the following:

        Section 1.2(a) "The categories in which faculty performance will be evaluated are the following: (1) Teaching, (2) Scholarly Work, (3) Service, (4) Personal Characteristics."

        Section 1.2(b) "In order to earn either tenure or promotion or both, faculty are required to be effective in all four areas. Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion. Service and personal characteristics are important but normally round out and complement the faculty member's strengths in teaching and scholarly work."

        Section 1.2(c) "In those cases in which specific assignments limit the faculty member's involvement in some major area of faculty responsibility, a written understanding to this effect shall be made by the department, approved by the dean and the Provost/VPHS and filed in the office of the Provost/VPHS at the time the assignment is made."

Annual Review

        Each year faculty will submit documentation that summarizes their activities for the year in the areas of teaching, research, and service. The report will also include space for objectives for the coming year. The guidelines outlined in the criteria for promotion and tenure will be used to evaluate activities and to determine if any action is to be taken when suitable progress is not made. The Chair makes yearly reports to the Dean about the progress of Lecturers, Tenure-track and Post-tenure faculty. When decisions regarding faculty promotion or promotion and tenure are required, faculty members in the department serve as a committee of the whole and review the candidates' files. All faculty members review the files of Lecturers, faculty at the Associate rank or above review the dossier of candidates for promotion and tenure to Associate professor and

faculty at the Full professor or Distinguished professor ranks review the dossier of candidates for Full Professor.

Lecturers and faculty new to the College of Arts and Science in Fall 2012 are expected to submit a teaching portfolio as part of their annual review. The portfolio should contain a statement of teaching philosophy, documentation of course development, peer evaluations, and student evaluation. Lecturers are evaluated primarily on their teaching and coordinating responsibilities, although they may include activities in research and service as part of their annual evaluation.

Timetable
        Lecturers will complete five years of successful reviews to be eligible for promotion to Senior Lecturer and eleven years of service for promotion to Principal Lecturer. Candidates for promotion to Associate Professor will have served six years and will have completed a successful Mid-probationary review in their third year. Candidates for promotion to Full Professor will have served at least five years at the Associate rank and must have support of senior colleagues and the chair in order to pursue promotion.

Teaching and mentoring
        The department requires effective teaching of its candidates for promotion and tenure as defined by the Revised Faculty Handbook 1.2.1. According to the Handbook, "*Teaching* includes regularly scheduled undergraduate, graduate, post-graduate and professional instruction, and the advising, direction and supervision of individual undergraduate, graduate, post-graduate, and professional students." The department also recognizes supervision of graduate teaching assistants, program direction, service learning, field work with students, productions, open lab facilitation, innovative teaching, and developing and maintaining study abroad programs as valuable teaching endeavors. Mentoring and advising students is expected of all faculty members, as is serving on MA and/or Ph.D. committees. If needed, untenured faculty may chair MA or Ph.D. theses after consulting first with the chair and/or mentoring professor(s). Responsibilities and expectations for untenured faculty in supervisory roles should be clearly outlined as per section 1.2(c) of the Revised Faculty Handbook.
        The Revised Faculty Handbook defines an effective teacher as someone who demonstrates effective communication skills, shows evidence of strong preparation, presents material that reflects the current state of knowledge in the field, demonstrates classroom management skills, organizes topics in a meaningful sequence, demonstrates an ability to interact with students in an engaging and stimulating manner, and demonstrates a commitment to the discipline. Documentation of effective teaching should include student evaluations, peer evaluations, sample activities, assessments, and course syllabi showing the course's student learning outcomes.

Scholarly Work
        The department utilizes the terms for "scholarship", "research", and "creative work" as detailed in the Revised Faculty Handbook 1.2.2(a) and employs the general description for its criteria and evidence from section 1.2.2(b) and (c). However, given the diversity of contributions made by members of the department, scholarly work can also be demonstrated by other appropriate means as documented by the faculty member and supported by evidence. Refereed publications written in Spanish and Portuguese and published abroad or in the US have the same weight as those published in English. Since

many publications in the Humanities have delays of several years, accepted articles or manuscripts carry the same weight as published or digital works.

The decision for tenure and/or promotion is based primarily on work published or presented since the completion of the Ph.D. When a revised, published dissertation is counted toward tenure, there must also be evidence of scholarship beyond the dissertation project. For tenure and promotion, scholarly or creative achievement is a body of work that is recognized by the professor's colleagues and national/international authorities as making a significant contribution to the candidate's field. For promotion to full professor, the research record should show few gaps in productivity and show a trajectory. There must be documentation showing an established reputation as a leading scholar in the candidate's field. This work can be demonstrated in a balanced distribution of the following categories:

Primary sources

Monograph(s)
Refereed publications such as articles in journals, review essays, and conference
    proceedings
Articles appearing as chapters in refereed edited volumes
Major outside research funding
Critical anthologies and editions
Textbook(s)
Major exhibitions and media productions
Computer websites, games, or other technology
Archival processing, including: arrangement and preservation, indexing, description (finding aid), accessation

Secondary sources

Book reviews, performance reviews, encyclopedia articles, etc.
Other writings in scholarly publications
Other writings in non-scholarly publications

Service

To assure the smooth functioning of the Department, College and University all tenure-track faculty members must serve on committees and participate in the decision-making processes of the institution. Lecturers and untenured faculty are expected to actively and willingly participate in service on such committees after consulting first with the chair and/or mentoring professor(s). Service to professional organizations and relevant service to the community, demonstrate a faculty member's involvement beyond the university and are particularly relevant for promotion. A successful candidate for tenure and/or promotion will present a well-balanced record of service. A successful candidate for promotion to full professor will present a record of visibility and leadership at UNM and leadership in discipline-related professional organizations.

Collegiality

The Department of Spanish and Portuguese fosters the values of the University of New Mexico and the desired personal characteristics of a faculty member as stated in

section 1.2.4 of the Revised Faculty Handbook, which promotes cooperation, intellectual, ethical and moral maturity, mutual respect and support among professional colleagues.

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Procedure for Post Tenure Review
Adopted 2002.
Revised November 16, 2012

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The Department bases its policy and procedures for Post-Tenure Review on the Faculty Handbook Section B 4.9. According to the General Principles of that policy, "A tenured professor who performs well should be rewarded, and one who performs inadequately should seek or accept help and improve or be subject to dismissal." Post tenure faculty members are expected to remain active in the areas of scholarship, teaching, and service.

Based on the results of the Annual Review, if deficiencies in research/scholarly work, teaching or service are identified for two consecutive years, the chair will request that a more complete review be undertaken (similar to mid-probationary review). If deficiencies are confirmed, a plan and timetable to remedy the deficiencies must be developed. The faculty member will have a period of two years following the complete review in which to remedy a deficiency by bringing a research agenda to fruition or receiving guidance/ attending workshops on teaching methodologies or increasing participation in service to the department, university or discipline.

Post-Tenure Review Criteria and Procedures
Department of Spanish and Portuguese
(Approved Spring 2002)

I. Purpose-The Faculty Handbook policy on Post-Tenure Review states that tenured faculty will be reviewed each year with respect to teaching, research or creative work and service. It also states that each department shall have on file a statement of criteria and procedures for annual evaluation of the performance of tenured faculty members.

II. Description of Standards and Procedures

The Post Tenure Review Policy of the Department of Spanish and Portuguese incorporates the procedures for annual post-tenure review of teaching, scholarly work and service that are specified in Section B.4.9 of the Faculty Handbook. The Faculty Handbook says that if serious deficiencies in research/scholarly work, teaching or service are identified for two consecutive years, the faculty member or chair may request that a more complete review be undertaken (similar to mid-probationary review). If deficiencies are confirmed, a plan and timetable for remedy of the deficiencies must be developed. In addition, the policy of the Department of Spanish and Portuguese also incorporates the standards that must be met for a university-initiated dismissal of a tenured faculty member based on several criteria (such as academic incompetence or neglect of duty) as presented in section B.5.3. In such a situation, the procedures of B.6.4.3 are to be followed.

III. Specific Criteria of the Department of Spanish and Portuguese.

A. Research

The minimum level of research productivity is the publication of two-peer-reviewed articles in the preceding three-year period. Alternative types of research productivity may be appropriate and may include works in progress. Continued participation in scholarly conferences is expected. Creative work, exhibitions, and the preparation of catalogues for such exhibitions would also be considered as alternative productivity. Exceptions or alterations to this productivity requirement must be approved in advance by the chair of the department.
If a faculty member fails to meet the minimal research productivity level then he/she must submit to the chair a plan for increasing research productivity. If the plan is approved by the chair, then the faculty member would have a specified period of time to meet the minimal research requirements. If the plan is not met, the chair may assign a heavier teaching load.
As a second option, the faculty member failing to meet the minimal research requirement may request an increase in teaching load. If this option is approved then the faculty member will no longer be judged on research productivity.

B. Teaching
The level of teaching expected for faculty members who meet the minimal research

productivity requirement will be to effectively teach their assigned load each semester. Evaluation of teaching effectiveness will be based on the criteria listen in Section B.1.2.1 of the Faculty Handbook. Faculty with extraordinary service or research loads may negotiate in advance for a temporary reduction in teaching. This would include the Undergraduate Advisor, the Graduate Advisor or a faculty member with an extraordinary amount of dissertation students. It is not possible to permanently substitute research for teaching.

If a faculty member fails to meet the minimal teaching requirements, in terms of level or effectiveness, then he/she must submit to the chair a plan for improved teaching. If this plan is approved, then the faculty member would have a specified amount of time to meet the minimal teaching requirements.

C. Service

Each tenured faculty member is expected to participate in governance of the department and university by actively serving on at least one departmental or university committee during each semester that the faculty is in residence at UNM and not on an approved leave. Service on professional organizations at the state, national or international level may be substituted for a specific time. Faculty members are expected to participate in general departmental functions and maintain collegial interactions with students, staff and fellow faculty members.

If a faculty member fails to meet the minimal service requirement then he/she must submit to the chair a plan and timetable for improved service.

IV. Departmental Procedures

1. The information provided for annual post-tenure review will be the same as that provided by all tenure-track faculty for university biographical purposes and for salary consideration.

2. Faculty members will provide the following information to the chair and the Executive Committee:
   a. detailed professional biographical data for the preceding calendar year;
   b. ICES forms and any other written evaluations that relate to performance in research, teaching or service.

3. The chair will evaluate the information provided. Input from the Executive Committee will be considered. Al letter will be prepared by the chair for each tenured faculty member, as follows:
   a. When the faculty member has satisfied the minimal criteria in any category a satisfactory rating for that category will be received.
   b. When the faculty member has not satisfied the minimal criteria in any category, an unsatisfactory rating will be received. The chair will meet with each tenured faculty member who received an unsatisfactory rating in order to develop a plan for correcting deficiencies.
   c. If the faculty member has in previous years had one or more unsatisfactory ratings and

this has been corrected, it will be noted in the chair's letter.
Note: Faculty members who greatly exceed the minimal criteria in any category will be rewarded according to the departmental policy for merit salary increase that year. This will not be specifically noted in the post-tenure review letter.

4. In the event that the faculty member does not agree with the evaluation of the chair, on of the procedures discussed in section B.4.9 of the Faculty Handbook may be followed.

V. Policy Evaluation

This policy will be reviewed every three years. It may be amended upon the request and approval of two-thirds and tenure-track faculty.

CRITERION 1: PROGRAM GOALS

5. **APPENDIX 1D Course Syllabi with Objectives**
6. **APPENDIX 1G Community Outreach**

DEPARTAMENTO DE ESPAÑOL Y PORTUGUÉS

PROGRAMA DE ESPAÑOL 307
Primavera de 2016

INTRODUCCIÓN A LA LITERATURA HISPÁNICA

Sección 005 LMV 10:00-10:50 am
Mitchell Hall 119

Instructora: Kathryn McKnight
mcknight@unm.edu

**Horas de oficina en OH 419
lunes y miércoles 11:00 am-12:30 pm**

Descripción del curso

Introducción a la literatura hispánica tiene el propósito de presentar una muestra variada de obras de autores españoles e hispanoamericanos en tres géneros literarios: cuento, poesía, y teatro. Los estudiantes analizarán los textos aplicando conceptos del análisis formal, explicando *cómo* los textos dan placer, *cómo* comunican ideas y *cómo* conmueven a los lectores con su visión de la vida humana. Se espera que el aprendizaje aumente su placer de lectura y su apreciación de esta literatura del mundo hispanohablante.

Objetivo principal

Los estudiantes comenzarán la exploración crítica al mundo de la literatura a través de tres principales géneros: poesía, narrativa y drama.

Objetivos específicos de aprendizaje

- saber leer y describir el sentido literal de un cuento, drama o poema escrito por un hispanohablante;
- explicar y responder críticamente a las ideas de una obra literaria;
- definir los términos de los recursos literarios propios de la narrativa, el teatro, y la poesía;
- identificar y analizar el uso de recursos literarios en un texto, explicando su efecto estético;
- presentar oralmente y por escrito un análisis persuasivo que plantee una tesis, la apoye con evidencia textual, explique la evidencia y organice el argumento de manera coherente;
- comparar el tratamiento de un tema en diferentes géneros literarios;
- mejorar su habilidad de aprender de manera independiente;

- trabajar con más eficacia en un equipo de diversos talentos e identidades;
- desarrollar destrezas que promuevan su plena realización como ser humano, miembro de una comunidad, y profesional; éstas incluyen la habilidad de
- gozar de la experiencia de la clase.

Material de trabajo/Textos

- ***Aproximaciones al estudio de la literatura hispánica***. 7a edición. Friedman, Valdivieso, Virgilio. Nueva York: McGraw-Hill, 2012.
- McKnight, K. *Cuaderno para SPAN 307*, Primavera de 2016, (Copy Center, Dane Smith Hall 124)
- UNM Learn: learn.unm.edu
- **Es obligatorio** un diccionario inglés-español español-inglés

EL COMPROMISO *(COMMITMENT)*:

UN COMPROMISO CON LA PREPARACIÓN: Para adquirir no solamente un título (*a college degree*) sino también conocimiento y habilidades que le sirvan para realizarse personal- y profesionalmente, se tiene que hacer un serio compromiso. Mucho del aprendizaje en la universidad ocurre fuera de clase en la preparación que usted hace. Para realizar los objetivos de esta clase, usted va a pasar de seis a nueve horas por semana **en preparación**. **El compromiso académico total de un(a) estudiante que tome 15 horas de crédito, es de 45 a 50 horas por semana.** http://everydaylife.globalpost.com/many-hours-day-study-college-classes-4165.html

UN COMPROMISO CON LA LENGUA: Para que todos mejoren su habilidad de comprender y comunicar en español en una situación monolingüe, se le pide que firme un *compromiso personal* en que se comprometa a usar solamente español en la clase.

UN COMPROMISO CON LA COMUNIDAD: Se aprende mejor cuando se crea una comunidad en que todos aprendamos. Tanto la profesora como los estudiantes buscarán crear esa comunidad de mutuo respeto y colaboración.

APRENDIZAJE EN EQUIPO: En esta clase la mayoría del aprendizaje se basará en el trabajo de equipos, usando una estrategia llamada "team-based learning". Esta estrategia tiene las siguientes ventajas en comparación con una pedagogía tradicional de ponencias (*lectures*) y discusión de toda la clase. Con el apendizaje en equipos, los estudiantes:
- participan más en el aprendizaje y la clase se vuelve más interesante;
- aprenden mejor el material del curso;
- aplican mejor el pensamiento crítico al material;
- aprenden a trabajar productivamente en equipos, aprovechándose de su diversidad; y
- desarrollan amistades y otras relaciones positivas con sus compañeros de clase.

¿HA TENIDO USTED MALAS EXPERIENCIAS CON EL TRABAJO DE GRUPO?

Hablaremos en clase de cómo "Team-Based Learning" evita los problemas comunes del trabajo en grupo, incluyendo lo siguiente:

- Hay ejercicios (Aseguranzas de la Preparación) que aseguran la responsabilidad individual.
- La mayoría del trabajo de equipo ocurre durante la hora de clase, evitando conflictos de horarios.
- Está claro que el equipo comprende mejor de lo que pueda cualquiera de sus miembros.
- Al final del semestre, los estudiantes evalúan la contribución de sus compañeros.
- Hay frecuentes discusiones de clase en que los equipos escuchan los informes de otros y así son motivados a lograr más como equipo.
- Ver: https://www.youtube.com/watch?v=kxg5FTGZhZs

EXPECTATIVAS Y CONSECUENCIAS:

- La **asistencia** (*attendance*) es obligatoria. Se le permiten **dos** faltas sin penalización: guárdelas para cuando realmente las necesite. Otras faltas requieren nota médica para evitar penalización.

- Si usted se ausenta de **tres clases seguidas** sin ponerse en contacto con la profesora, la profesora hará un "instructor initiated drop".

- La **llegada a clase después de las 10:00 am** cuenta igual como una ausencia, porque perjudica su propio aprendizaje como también el de su equipo y representa una falta de respeto.

- La **entrega tardía** de cualquier tarea individual resultará en una reducción de la nota en un **10% por día** a partir del **comienzo** de la clase en que se debe entregar (contando todos los siete días de la semana). Se permite *una* excepción durante el semestre **si** el / la estudiante se comunica con la profesora 24 horas antes de la hora de entrega.

- **Uso de celulares y tabletas:** queda prohibido el uso de celulares y tabletas como materiales de apoyo: diccionarios, Google, etc. Desgraciadamente cuando se ha permitido este uso muchos estudiantes han abusado y usado los instrumentos para cosas personales.

- **Puntos extra: No** habrá oportunidades de obtener puntos extra.

- **Comunicación fuera de clase:** La comunicación entre estudiantes e instructora será básica para un mejor desarrollo del curso. El recurso más usado fuera del salón de clase será **el correo electrónico.** Es fundamental tener una cuenta de correo electrónico accesible que les permita enviar y recibir sin problemas tanto mensajes de texto como cualquier archivo adjunto.

- Se requiere que cada estudiante trabaje con **honestidad académica.** Sólo se permite la colaboración en el trabajo cuando esté explícitamente señalado. **El plagio** resultará en la pérdida de nota de la tarea indicada y posiblemente la reprobación (*failure*) del curso, según la severidad del caso. Usted es responsable por conocer el contenido de la política de UNM sobre "Academic Dishonesty" (https://pathfinder.unm.edu/common/policies/academic-dishonesty.html) y la sección sobre **"El plagio"**:

> **PLAGIARISM** is the presentation of the ideas or words of others as if they were your own, whether you cite their words directly or paraphrase them. Plagiarism constitutes academic dishonesty and incurs severe academic penalties. In professional life, plagiarism can lead to the loss of reputation, loss of a job or loss of the license to practice a profession. Plagiarism in any form will not be tolerated in this class.

Plagiarism includes
- turning in as your own work your have purchased or downloaded from the Internet,
- including ideas or words of others in your work without giving due credit,
- turning in work with your name on it that is not exclusively your own,
- turning in work you completed for another class, or
- using an internet translator or a friend to translate your reading assignments or written work.

EVERY TIME you use ideas or language in your papers that are not ENTIRELY YOUR OWN, you MUST cite the source clearly. The 7th edition of the *MLA Handbook for Writers of Research Papers* (ZIM Ref LB2369 G53 2009) has a chapter on what plagiarism is (chapter 2) and guidelines on how to take notes to avoid plagiarism (Section 1.7.2). These are also excellent sources:
https://plagiarism.arts.cornell.edu/tutorial/index.cfm
http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/

Using sources to help you interpret the texts: With the click of a few computer keys, you can find on the Internet an abundance of interpretations of the works we read in this class. If you consult these sources before you formulate your own thoughts about the work and before we discuss the works in class, you will impede your progress in developing the critical analytical skills, which is the primary goal of this class! Exams place heavy emphasis on your ability to interpret a work you have not seen before and about which you have not read any interpretations. So do not deprive yourself of essential practice. Hearing and reading other people's interpretations is a very helpful step in building your analytical skills, but it is the **timing** that is key, here. Push yourself to think about the texts on your own first. THEN discuss the texts with your classmates, so that together you can work out a richer and more defensible analysis. After you have formed your own interpretation of the text, compare it with interpretations written by scholars, interpretations your professor proposes, interpretations on the web, but not before!! And REMEMBER: if you consult ANY source in your preparation of written work for this class you MUST provide a full citation (MLA style) or you are committing plagiarism.

Allowed help: A friend or tutor may read your paper and point out where your ideas or language are not clear. They may make general suggestions such as "review the use and conjugation of the imperfect vs. the preterite" or "give more examples, here". They **may NOT rewrite** sentences or parts of sentences for you.

EVALUACIÓN: La nota final se basará en lo siguiente:

Rendimiento individual……………………………………………………………710 puntos
- Aseguranzas de la Preparación (APs)   60 puntos
- Escritura   300 puntos
  - 1 Mapa semántico (150 palabras; 15 puntos)
  - 3 Reflexiones (200 palabras; 15 puntos c/u)
  - 2 párrafos analíticos (200+ palabras c/u; 20 puntos c/u)
  - 2 comentarios analíticos (900+ palabras c/u; 100 puntos c/u)
- Examen sobre la narrativa   100 puntos
- Examen sobre el drama   50 puntos
- Examen final cumulativo   200 puntos

Rendimiento del equipo……………………………………………………………420 puntos
- Pruebas para Evaluar la Preparación (APs)   120 puntos
- Lectura dramática   100 puntos
- Presentación de la poesía   100 puntos
- Trabajo diario: participación de todos, uso del español,
  profundidad del análisis, cualidad de la argumentación   100 puntos

OJO: *Al final del semestre, la nota del equipo será dividida entre los miembros del equipo en base a las evaluaciones confidenciales que cada miembro del equipo haga de sus compañeros. Hay que tener una nota individual de C (72.6%) para beneficiarse de la nota del equipo.*

Escala de calificaciones:

A+	96.6-100	A	92.6-96.5	A-	89.6-92.5
B+	86.6-89.5	B	82.6-86.5	B-	79.6-82.5
C+	76.6-79.5	C	72.6-76.5	C-	69.6-72.5
D+	66.6-69.5	D	62.6-66.5	D-	59.6-62.5
F	00.0-59.5				

Servicios de accesibilidad: "It is the student's responsibility to inform Accessibility Resource Center and his or her professors in a timely manner of the need for an accommodation to ensure access to and use of all programs, and to ensure he or she is provided with equal services in as integrated a setting as possible. Students with disabilities bear the primary responsibility for raising their needs to the attention of faculty in a timely manner. Faculty members are not required to anticipate what a student's needs are" (http://as2.unm.edu/) Once you submit the required documentation, they can determine any accommodations you may need, and you will receive paperwork with which to notify your instructor. Once notified, your instructor will accommodate those requests in an effective manner.

The Office of Equal Opportunity requires that instructors report any evidence of possible abuse suffered by a student and mentioned in class or in a class paper. The OEO will communicate with any student reported in order to offer assistance regarding a possible criminal situation. The student is in no way required to accept assistance or cooperate with the OEO.

EL PRONTUARIO

Fecha	ANTES de la clase	Temas y obras
INTRODUCCIÓN		
20 de enero		**¿Qué es la literatura?** • Objetivos de la clase
22 de enero	• El sílabo • *Cuaderno* (4-6) • *Aproximaciones* (2-5)	• El aprendizaje en equipo • Requisitos y notas
25 de enero	• Ejercicio diagnóstico (UNM Learn) • *Cuaderno*: Explora la Tabla de	• El arte literario y el análisis: "La noria"

	materias (2-3)	
	• *Cuaderno* (17-18 & 57-58)	

LA NARRATIVA

27 de enero	• *Cuaderno* (7-10) • *Aproximaciones* (10-14) • *Aproximaciones* (19-22: escribir respuestas y compárelas con las del *Cuaderno* 74)	• La perspectiva narrativa y la estructura de la trama: **AP #1** (Aseguranza de la Preparación)
29 de enero	• *Aproximaciones* (42-46) • *Cuaderno* (75-77)	• Don Juan Manuel "Lo que sucedió…" • Ser v. estar
1 de febrero	• *Aproximaciones* (50-53) • *Cuaderno* (19-20; 61; 78) • **Mapa semántico** (UNM Learn)	• Emilia Pardo Bazán: "Las medias rojas" • El pretérito v. el imperfecto
3 de febrero	• *Aproximaciones* (61-68) • *Cuaderno* (78-79)	• Julio Cortázar: "La noche boca arriba"
5 de febrero	• *Cuaderno* (21-23) • **Reflexión #1** "La noche boca arriba" (UNM Learn)	• La tesis y los conectores
8 de febrero	• *Aproximaciones* (14-19) • *Cuaderno* (79)	• El discurso de la narrativa: **AP #2**
10 de febrero	• *Aproximaciones* (68-72) • *Cuaderno* (80)	• Juan Rulfo: "No oyes ladrar los perros"
12 de febrero	• *Cuaderno* (21-23) • **Reflexión #2** "No oyes ladrar los perros" (UNM Learn)	• El análisis escrito
15 de febrero	• *Aproximaciones* (79-83) • *Cuaderno* (80-81)	• Ana María Matute: "Pecado de omisión"
17 de febrero	• *Cuaderno* (61-62 & 71-73) • **Reflexión #3** "Pecado de omisión" (UNM Learn)	• Escritura
19 de febrero	• Estudie el *Cuaderno*, sus apuntes y *Aproximaciones*	• REPASO para el EXAMEN
22 de febrero	**EXAMEN sobre la NARRATIVA Parte A**	
24 de febrero	**EXAMEN sobre la NARRATIVA Parte B**	

EL TEATRO / EL DRAMA

26 de febrero	• *Cuaderno* (48-49)	• Introducción al teatro • Planificación inicial de la lectura dramática

29 de febrero	• *Aproximaciones* (252-61) • *Cuaderno* (12, 81-82)	• Los recursos teatrales: **AP #3**
2 de marzo	• *Aproximaciones* (223-24 – biografía) • *Aproximaciones* (335-42) • *Cuaderno* (83;85)	• Federico García Lorca: *La casa de Bernarda Alba* – Acto primero • El subjuntivo v. El indicativo
4 de marzo	• *Aproximaciones* (343-47) • *Cuaderno* (83;85)	• *La casa de Bernarda Alba* – Acto primero
7 de marzo	• *Cuaderno* (24-28) • **El párrafo analítico #1** (UNM Learn)	• El párrafo
9 de marzo	• *Aproximaciones* (348-60) • *Cuaderno* (84;85-86)	• *Bernarda Alba* – Acto segundo
11 de marzo	• *Aproximaciones* (360-70) • *Cuaderno* (84;86)	• *Bernarda Alba* – Acto tercero
	DESCANSO DE PRIMAVERA	
21 de marzo	• *Cuaderno* "Modelo 5" (67-69) • *Cuaderno* (29-34; 41-43)	• El argumento analítico
23 de marzo	• *Cuaderno* (48-49) • **Tesis y esquema (*outline*) para Comentario analítico #1** (Learn)	• Planificación de la lectura dramática • Lectura dramática inicial en equipos
25 de marzo	• *Cuaderno* (35-38) • Trabajar en el Comentario analítico	• CANCELAR LA CLASE POR PASCUAS
28 de marzo	• *Cuaderno* (38-43): "Revising Your Paper" • **Comentario analítico #1** (UNM Learn)	• Lectura dramática-preparación
30 de marzo	• Lectura dramática-preparación	• Lectura dramática-preparación
1 de abril	• Lectura dramática-preparación	• Lectura dramática-preparación
4 de abril	• Lectura dramática-preparación	• Lectura dramática (Equipos A-B)
6 de abril	• Lectura dramática-preparación	• Lectura dramática (Equipos C-D)
8 de abril	• Estudiar el portafolio	• Prepararse para el EXAMEN sobre el teatro
11 de abril	**EXAMEN sobre el TEATRO**	

	LA POESÍA	
13 de abril	• *Aproximaciones* (138-39; 143-45; 148-50; 174-75) • *Cuaderno* (89); opcional (87-89)	• Versificación: cómputo de sílabas/rima • La acentuación • "El enamorado y la muerte"
15 de abril	• *Aproximaciones* (152-60) • *Cuaderno* (89-90)	• "Trato discursivo del indocumentado en la política estadounidense: Un análisis crítico del discurso" por Dominique Rodríguez
18 de abril	• *Aproximaciones* (152-60) • *Cuaderno* (89-90) • Más ejercicios (opcionales): Learn > PPTs de la clase > Clase 33: Las figuras retóricas – PRACTICA • Google Docs > La presentación de poesía > Instrucciones y recursos	• El lenguaje figurativo: **AP #4**
20 de abril	• *Aproximaciones* (195-98) • *Cuaderno* (90-91)	• Gertrudis Gómez de Avellaneda: "A Él"
22 de abril	• *Aproximaciones* (202; 205-06) • *Cuaderno* (91)	• José Asunción Silva: "Nocturno III"
25 de abril	• *Aproximaciones* (219-21) • *Cuaderno* (92; 50-51)	• Vicente Huidobro: "La capilla aldeana" • Presentación de poesía – planificación
2 7 de abril	• *Aproximaciones* (229-30) • *Cuaderno* (92-93; 30-31 Temas e instrucciones) • **Tesis y esquema para el Comentario #2** (UNM Learn)	• Nicolás Guillén, "Sensemayá"
29 de abril	• *Aproximaciones* (246-49) • *Cuaderno* (93)	• Nancy Morejón, "Mujer negra"
2 de mayo	• **El comentario analítico #2** (UNM Learn)	• Ensayo (práctica) de la presentación de la poesía
4 de mayo	Presentación de la poesía	
6 de mayo	REPASO para el EXAMEN FINAL	
13 de mayo 7:30-9:30 am	EXAMEN FINAL	

Spanish 352.002 ~ Advanced Spanish Grammar ~ Spring 2016
Tuesdays, Thursdays 11:00-12:15 **LLC Lab 1**

Instructor: Naomi Shin, Office: Ortega 409   Office hours: T/Th 12:30-1:30 & by appt.
naomishin@unm.edu   *Always email me to schedule an appt.

Course description: In this course we will study how Spanish grammar can vary depending on place, social group, and social situation, thus moving beyond so-called 'correct' or textbook grammar. Through the investigations of variability of grammar, students will learn grammatical terminology and how to identify categories and constructions in Spanish (e.g. subject versus object pronoun). We will also examine why some varieties of both Spanish and English are considered prestigious while others are not, drawing on current and historical sociopolitical contexts. Finally we will discuss and question our own language attitudes throughout the course.

Student Learning Outcomes

1) Students will expand their knowledge of grammatical structures of Spanish and will apply this knowledge to analyses of constructions in discourse.
2) Students will increase their knowledge of linguistic terminology and will apply this knowledge as they describe constructions in discourse.
3) Students will distinguish between prescriptive and descriptive approaches to grammar.
4) Students will recognize and explain variation in Spanish.
5) Students will recognize the underlying sociopolitical factors that impact people's language attitudes, and perhaps change their own belief system (and that of others) regarding the way people talk.
6) Students will develop the tools and habits of mind to continue life-long inquiry and learning about linguistic variation and language attitudes.

Reading and exercises:

- There is no required textbook for this course. There will be selected exercises taken from various sources including the professor's own material. All readings and exercises will be posted on UNM Learn.

UNM Learn: Announcements, Readings, PowerPoint slides, quizzes, homeworks **https://learn.unm.edu/**
Support: 277-0857. Learn@unm.edu Student help: http://online.unm.edu/help/learn/students/

Grading scale

Letter	Number	Letter	Number	Letter	Number
A+	97-100	B-	80-82	D+	67-69
A	93-96	C+	77-79	D	63-66
A-	90-92	C	73-76	D-	60-62
B+	87-89	C-	70-72	F	0-59
B	83-86				

Evaluation criteria: Points

Assessment	Due dates	Percent of grade
1. Four homework assignments	1/28, 2/9, 3/1, 4/5	12%
2. Survey ("Pre- and post-test")	Pre-test: 1/21; post-test: 5/5	3%
3. Four online quizzes	See dates in green font below	20%
4a. Initial report/transcription	3/10	20%
4b. Group project: Final paper	4/19	20%
4c. PowerPoint or Prezi	4/21	5%
4d. Final project: Group Presentation	Choose date: 11/19, 11/ 24, 12/1	10%
5. Final reflection paper	5/5	10%

ASSESSMENTS (All work will be done in Spanish.)

1. Homework: There will be four homework assignments. These will be submitted via UNM Learn. The maximum grade for each assignment is 10 points. Points will be deducted if the assignment is incomplete or is turned in late (-1 point for each day late, including weekend days). Lateness may be excused under extraordinary circumstances with documentation.

2. Pre- and post-tests: You will be given full credit for completing these online surveys regardless of your answers. I will not see your answers until after I've submitted grades. If you agree to it, your responses will be part of a research project aimed at evaluating the current method of teaching grammar. Pre-test due Jan. 21, Post-test due May 5.

3. Quizzes: Students are responsible for taking FOUR online quizzes on UNM Learn by the due date. Dates are on syllabus, but are subject to change. There will be **no make-up quizzes and no extensions**. Under extraordinary circumstances with documentation, arrangements will be made with the instructor's approval to substitute the overall quiz average for one missed quiz grade. For technical issues, contact the Learn support (learn@unm.edu, 505-277-0857).

4. Final project "*La gramática de un hispanohablante*": There are four parts to this project (see below). Students will work in GROUPS (pairs, groups of three, maximum four) and will analyze one digitally recorded sociolinguistic interview with a Spanish speaker. The interviews can be new (i.e. conducted by a group member with a friend, family member, etc.) or can come from an online source (youtube, Spanish in Texas Project website, etc.). Speakers can be from any region (U.S., Latin America, Spain, etc.), and can be monolingual, bilingual, or multilingual. All group members must specify their contribution to the project.

4a. **Initial short report & transcriptions** *Due March 10*
   SUBMIT ONE WORD DOCUMENT THAT CONTAINS:
   * One paragraph summarizing important information about speaker, such as where speaker is from, where the speaker was born, age, gender, level of education etc.).
   * Write a bulleted list of the following structures, followed by **transcribed examples** (exact wording from interview) of these structures in your speaker's interview. Note that this means you have to LISTEN to the whole interview and transcribe relevant parts. I suggest you divide up this work!
      o Structures to be included: subject-verb word order, subject pronouns, direct objects, direct object pronouns, indirect objects, indirect object pronouns, subject-verb agreement, present perfect ~ preterit (referring to past events), pluperfect, present subjunctive forms and usage, past subjunctive.
      o Also look for interesting cases of variation and usage:, such as: preverbal subjects in interrogatives (Caribbean), *voseo/tuteo*, direct object omission, leísmo, *comistes, vide, truje* (and any other nonstandard verb conjugations), *había ~ habían*, 'no sé si + subjunctive', *haiga ~ haya, bailara ~ bailase*

4b. Final project: Final paper of *La gramática de un hispanohablante*. *Due April 19*: Students will write a paper that presents (i) background information about the person whose interview they analyzed (ii) analyses of grammatical features. Include specific examples of grammar in interview and relate these examples to relevant topics covered in the course: regional variation, variation by social group, language contact, and language attitudes. Grammatical features not covered in class can be included, but please consult with Prof. Shin regarding these grammatical features. In order to complete this part of the project, you'll need to listen to the interviews again and transcribe for structures that we studied after March 1.
Specifications: Approximately 4 pages single-spaced or 8 pages double-spaced, 12 pt. font, Times New Roman font, 1-inch margins. Paper should be divided into sections with each member of the group

responsible for a different grammatical feature. Each group member's contribution should be noted on the paper ("Sección A, *pronouns,* por Naomi Shin). Group members should all read and edit the paper before submitting a final version.

4c. Visual/audio accompaniment for presentations*: Due April 21.* Groups will prepare for an oral presentation by creating a PowerPoint, Keynote, or Prezi for presentation. Consult "Death by PowerPoint" by Alexei Kapterev: http://www.slideshare.net/thecroaker/death-by-powerpoint & "How to Give an Awesome (PowerPoint) Presentation." http://youtu.be/i68a6M5FFBc.

4d. Oral presentation Groups will **present** their final projects on one of the following dates:*4/26, 4/28, 5/3* (and possibly one on 5/5 if necessary). Presentations = ~10 minutes long.

5. Final reflection paper. *Due May 5.* At the end of the semester students will write a paper reflecting on what they have learned. Drawing from assignments, project, etc. students will elaborate on how they met the 6 student learning outcomes (SLOs) listed above, particularly how the material relates to lifelong learning. Be sure to mention specific grammatical structures in your reflection on SLOs 1 and 2. Written in Spanish (as is the case with all other work). Specifications: ~2 pages double-spaced, 12 pt. font, Times New Roman font, 1-inch margins.

6. Extra credit: Course evaluations (1 percentage point): Towards the end of the semester you will receive an email from UNM asking you to evaluate this class. Follow the link provided and complete the evaluation. Then you will be provided with a completion certificate. Now that we have changed to an online course evaluations system, it is more difficult to get students to complete these. Student evaluations are very important to me. As such, I am offering an incentive: if you *email me a copy of your completion certificate by May 6,* I will add one percentage point to your final grade. My assumption is that you'll want to save your certificate as a pdf file. We can discuss the format in class.

Attendance/participation policy & information: Attend class regularly and come to class prepared. You are responsible for all material covered in class, even when you are absent. To find out what you missed, please access our UNM Learn site AND contact another student in the class. **Do not email the instructor to find out what was missed**. Exchange information with a classmate for this purpose:

Classmate 1: Name: _____ Contact info: _____
Classmate 2: Name: _____ Contact info: _____

Extra credit policy: Other than the 1% point for completing student course evaluations (see above), there will be **no opportunities for extra credit** in this class. Complete the required tasks *throughout the semester* according to the class schedule. There will be no last-minute ways to make up for missed work at the end of the semester.

Accessibility Services: Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

CAPs: Take advantage of CAPs, a free-of-charge educational assistance service (http://caps.unm.edu/).

If you wish to withdraw: Last day to withdraw with 100% refund and without a grade = Feb. 5. Last day to withdraw without the Dean's approval = April 15, *with* the Dean's approval = May 6.

Course schedule

Date	Topics & Assignments. Blue font = readings, red font = DUE DATE for submitting work
T 1/19	Introduction to class, review syllabus. **DO** 'pre-test' en UNM Learn

<table>
<tr><td colspan="2" align="center">Unit 1: What is grammar? What is a dialect? Language attitudes</td></tr>
</table>

Date	Topics & Assignments
Th 1/21	Prescriptivism Read Fromkin et al, What is grammar? **DO** 'pre-test' en UNM Learn
T 1/26	What is a dialect?, Form groups for final project Read Wolfram & Schilling-Estes Ch. 1., pp. 1-9
Th 1/28	Language attitudes Read Martínez 2006, Ch. 2 ***SUBMIT HOMEWORK 1**

Quiz 1. 1/28-2/2: Prescriptivism, descriptivism, what is a dialect, language attitudes

<table>
<tr><td colspan="2" align="center">Unit 2: How we talk about things and people: Subjects, objects, pronouns, articles</td></tr>
</table>

Date	Topics & Assignments
T 2/2	<u>Regional variation</u>: *¿Cómo tú estás?* Subjects, verbs, and word order. <u>Grammar</u>: subjects, verbs, pronouns. <u>Language attitudes</u>: Stigmatization of Caribbean Spanish
Th 2/4	<u>Regional variation</u>: *voseo* Read: Lipski 2008, 144-145; and <u>Grammar</u>: subjects, verbs. Cameron 2012 (on teaching *voseo*) <u>Language attitudes</u>: Stigmatization of *voseo*
Th 2/9	<u>Regional variation</u>: *Sí, vi ~ Sí, lo vi.* ***SUBMIT HOMEWORK 2** <u>Grammar</u>: direct objects, direct object pronouns <u>Language attitudes</u>: Stigmatization of contact varieties
T 2/11	<u>Regional variation</u>: *leísmo* <u>Grammar</u>: direct, indirect objects

Quiz 2. 2/11-2/16: subjects, direct & indirect objects, pronouns, variation, language attitudes

<table>
<tr><td colspan="2" align="center">Unit 3. Talking about the past & <i>haber</i> as an auxiliary and presentative verb</td></tr>
</table>

Date	Topics & Assignments
2/16	<u>Regional variation</u>: *comistes, vide, trujeron* <u>Grammar</u>: Verbs, verb conjugations (subject-verb agreement, preterit & imperfect forms) <u>Language attitudes</u>: Stigmatization of rural and/or archaic verb forms
2/18	<u>Regional variation</u>: Present perfect ~ preterit (*Me levanté ~ Me he levantado*) <u>Grammar</u>: Verb conjugation, expressing past tense events, *haber* as auxiliary verb. Common paths of grammaticalization. <u>Language attitudes</u>: Is one usage better?
2/23	Terminology day: Other uses of *haber* as <u>auxiliary verb</u> (e.g., pluscuamperfecto)
2/25	<u>Social variation</u> *Habían/había muchos niños* <u>Grammar</u>: presentative *haber*, subject-verb agreement <u>Language attitudes</u>: Stigmatization of *habían*

<table>
<tr><td colspan="2" align="center">Unit 4. Affirming, doubting, conjecturing through verb conjugation: The subjunctive</td></tr>
</table>

Date	Topics & Assignments
3/1	<u>Social/Regional variation</u> *Cuando vaya/vas; No sé si...* ***SUBMIT HOMEWORK 3** <u>Grammar</u>: present subjunctive

3/3	<u>Social variation</u>: *haiga* <u>Grammar</u>: *haber,* present perfect subjunctive <u>Language attitudes</u>: stigmatization of *haiga*	

Quiz 3 online 3/3-3/8 Verb conjugations and usage (<u>indicative forms</u>: present simple, present perfect & preterit; <u>subjunctive forms</u>: present, present perfect, past), *haber* **as auxiliary & presentative verb, stigmatization of and reasons for** *haiga* **&** *habían***,**

3/8	<u>Regional variation</u>: *hablara ~ hablase* <u>Grammar</u>: imperfect subjunctive <u>Language attitudes</u>: *-se* and prestige	
3/10	**Group work**, prep for Part 1 of final projects	**Submit initial report & transcription**

3/15-3/17: SPRING BREAK! Relax! Enjoy!	
Unit 5. Spanish in the U.S	

3/22	<u>Language contact</u>: Spanglish & code-switching. <u>Language attitudes</u>: Stigmatization of U.S. Spanish	
3/24	<u>Language contact</u>: Calcos, préstamos <u>Language attitudes</u>: Stigmatization of U.S. Spanish	
3/29	*Yo ha*, overgeneralization of verb forms	
3/31	El subjuntivo vs. el indicativo	
4/5	New Mexican Spanish <u>Grammar</u>: archaic verbs, 1pl –nos (*hablábanos*), *hacer* + English verb <u>Language attitudes</u>: Stigmatization of NM Spanish	Read Wilson, 2015 *** SUBMIT HOMEWORK 4**
4/7	*"Está saliendo el sol", "Escribiendo es importante"* <u>Grammar</u>: El progresivo, el gerundio	
4/12	*Carla vio (a) los alumnos*. <u>Grammar</u>: prepositions and 'a' personal	

Quiz 4. 4/12-4/14: U.S. Spanish, loanwords, calques, code-switching, verb forms, subjunctive vs. indicative, New Mexican Spanish, progressive, gerund, prepositions, and 'a personal'.

Unit 6. Final projects	

4/14	Group work: final project preparation	
4/19	Group work: final project preparation	**SUBMIT final paper** *La gramática de un hispanohablan*
4/21	Group work: final project preparation	**SUBMIT powerpoint or Prezi for final project**
4/26, 4/28, 5/3	Student Presentations	
5/5	Final wrap up	**SUBMIT Final reflection paper, post-test, and course evaluation certificates**

SPAN 371 Spanish of the Southwest / Otoño 2016

Martes y jueves, 2-3:15
Los martes: LLC Lab 6 / Los jueves: ORT 243

Damián Vergara Wilson ~ Ortega 417~ damianvw@unm.edu
Office Hours: Lunes y martes: 1-2pm, jueves 12-1pm y por cita.

Concientización---Objectives and description:

This course examines the usage of Spanish in the American Southwest through a variety of disciplines and themes. This class will be conducted in a seminar format in which the class discussions and explorations form the nexus of learning. This is not a lecture class where the students passively listen to the professor talk about the readings. Therefore, it is absolutely crucial to keep up with the readings.

Focusing on speech communities of Spanish speakers of the Southwest, this course will present a survey of scholarly research in linguistic history, sociolinguistics, sociology of the language, and Spanish as a heritage language. The overarching goal is to familiarize the students with the sociopolitical history of Spanish in the Southwest and how it has been researched. What is the past, the present, and the future situation for Spanish in the Southwestern region? How has contact with English affected the speech community? While most of the readings will focus on New Mexico, we will also look at research on neighboring states (CA, AZ, NV, CO, TX). Topics covered will include bilingual practices such as code-mixing, language attitudes, socio-historical factors in language transmission, and dialectal features of the Spanish of the Southwest. We will also explore political ideologies revolving around language given that this is an election year. Through participation in class activities and assignments, especially the final project, students will enhance their academic capabilities.

By the end of this course the students will:
- Gain an understanding of the social and historical circumstances surrounding the usage of Spanish in the Southwest through reading, activities, projects, and class discussions.
- Be able to discuss issues such as the relationship between language and statehood in NM and AZ.
- Increase their bibliographic knowledge of scholarly research in sociology of the language and sociolinguistics based in the SW.
- Improve research skills through collaborative and individual activities.
- Improve their ability to carry out scholarly research in sociolinguistics/sociology of language through completing a data-driven final project.

Required Course Materials:
- Martínez, Glenn A. 2006. *Mexican Americans and Language: ¡Del dicho al hecho!* Tucson: University of Arizona Press.
- Other readings are available on *Google Drive* and you will need to provide a Gmail address to the professor in order to access them.
- We will also make creative use of technology through apps such as Kahoot!

Overview of Assignments and Grading:

(1)	Actividades de análisis	20 %
(2)	Participación en la clase	20%
(3)	Colaboración electronica	15 %
(4)	Presentación de artículo	5%
(5)	Quizzes	10%
(6)	Proyecto final	30%

Late Policy: No late work is accepted! Extensions, due extraordinary circumstances, must be authorized.

Actividades de análisis (20%): Cinco análisis serán asignados a los alumnos a lo largo del semestre (véase el horario abajo). Consisten en un análisis de datos auténticos o aproximaciones a las ciencias sociales auténticas aplicando conceptos estudiados en las lecturas. El objetivo es averiguar si los fenómenos estudiados pueden encontrarse en datos auténticos y/o experiencias auténticas.

Participación en la clase (20%): Como esta clase se hace en forma de seminario, hay que participar activamente en cada discusión. Por lo tanto, hay que llegar a la clase cada día habiendo leído las lecturas y listo/a para discutirlas. De hecho, puesto que muchos alumnos vienen de las comunidades estudiadas, las discusiones de la clase sirven como texto discursivo. Usar la computadora en la clase para tomar apuntes y participar en actividades electrónicas está bien. Aquí hay una lista de algunas acciones que pueden afectar negativamente tu nota si lo haces en la clase: comportamiento disruptivo (interrumpir, dominar el discurso, hacer payasadas), hacer Facebook o surfear el internet, mandar textos o emails, y llegar tarde por costumbre. Básicamente, si tengo que pausar la clase para lidiar con cierto comportamiento—puntos ¡perdidos! Finalmente, sólo puedes faltar dos clases sin que afecte tu nota.

Colaboración electrónica (15%): Para estimular la exploración de los conceptos, vamos a usar presentaciones de *Google Drive* como recurso para la clase de variadas maneras. Por ejemplo, el profesor llegará con unas preguntas que los estudiantes contestarán en grupos en el mismo *Google Presentation*. Estas servirán como base para la discusión que sigue. El profesor mantiene el derecho de usar estos recursos colaborativos de una manera flexible, adaptiva, y creativa. El uso de apps y el involucramiento de los alumnos cuentan bajo esta categoría.

Presentación de artículo (5%): Año de elecciones y aquí estamos. Ya hemos visto que la lengua española se ha convertido en un enfoque político. Los alumnos van a encontrar artículos de la prensa, sea en español o inglés, que ubiquen el español en el entorno político de EEUU de una forma u otro. La meta es entender mejor lo que representa nuestro idioma en la construcción política de varios grupos. Este trabajo se hará en pares.

Quizzes (10%): A lo largo del semestre, vamos a tener pruebas cortas para averiguar la comprensión de las lecturas y conceptos estudiados.

Proyecto final (30%): Los alumnos llevarán a cabo un proyecto original que tenga que ver con los fenómenos o conceptos estudiados en la clase. Idealmente, se basarán en un estudio de datos auténticos. Pueden trabajar en grupos de dos o tres si quieren. Aquí hay un esquema básico—el profesor les dará una hoja con más detalles.

11/1	Propuesta escrita (10%): 500 palabras con bibliografía de 5 fuentes
12/6 & 12/8	Presentación ante la clase (20%)
12/13	Versión final (70%): 8-20 páginas

Trasfondo e historia del español en el Sudoeste: de colonias a territorios hasta estados

Lengua, Identidad y los contextos de uso

¿Mantenimiento o desplazamiento?

La enseñanza de español como lengua de herencia

Día de la elección (11/8):
¡¡¡QUE VOTEN!!!

-------------------𝕮𝖆𝖒𝖇𝖎𝖔/𝖒𝖊𝖟𝖈𝖑𝖆 𝖉𝖊 𝖈ó𝖉𝖎𝖌𝖔𝖘
                   11/17 Martínez (2006): Ch 6, pp. 94-108

Semana 14   **11/22** Pletsch de García (2008)
                      11/24 Día de dar acción de gracias

Semana 15   **11/29 Actividad de análisis de datos #5**
                      12/1   Sagel (1990), Romero (2008); *Prueba #4

Semana 16   **12/6**   Presentaciones de los proyectos finales
                      12/8   Presentaciones de los proyectos finales

Semana de exámenes finales 12/13: ***Entregar proyectos finales***

¡Ojo! Este programa puede cambiar.

Bibliografía de lecturas para la clase:

Achugar, Mariana. 2008. "Counter-Hegemonic Language Practices and Ideologies: Creating a New Space and Value for Spanish in Southwest Texas." *Spanish in Context* 5 (1): 1–19.

Beaudrie, Sara, and Cynthia M. Ducar. 2005. "Beginning Level University Heritage Programs: Creating a Space for All Heritage Language Learners." *Heritage Language Journal* 3 (1): 1–26.

Bills, Garland, and Neddy Vigil. 2008. *The Spanish Language of New Mexico and Southern Colorado : A Linguistic Atlas*. Albuquerque: University of New Mexico.

Cashman, Holly R. 2009. "The Dynamics of Spanish Maintenance and Shift in Arizona: Ethnolinguistic Vitality, Language Panic and Language Pride." *Spanish in Context* 6 (1): 43–68.

Dowling, Julie. A. 2010. "'I'm Not Mexican... Pero Soy Mexicano': Linguistic Context of Labeling among Mexican Americans in Texas." In *Spanish of the U.S. Southwest: A Language in Transition*, edited by Susana Victoria Rivera-Mills and Daniel J Villa, 265–76. Norwalk, CT: Iberoamericana Vervuert Publishing Corp.

DuBord, Elise M. 2010. "Language Policy and the Drawing of Social Boundaries: Public and Private Schools in Territorial Tucson." *Spanish in Context* 7 (1): 25–45.

Fernández-Gibert, Arturo. 2010. "Ideologías Lingüísticas En El Nuevo México Territorial: Lengua Nacional vs. Lengua Ancestral, 1880–1912. (Spanish)." *Spanish in Context* 7 (1): 46–77.

Gonzales, María D. 1999. "Crossing Social and Cultural Borders: The Road to Language Hybridity." In *Speaking Chicana : Voice, Power, and Identity*, edited by D. Galindo and M. D. Gonzales, 13–38. Tucson: University of Arizona Press.

———. 2005. "Todavia Decimos 'Nosotros [Los] Mexicanos': Construction of Identity Labels among Nuevo Mexicanos." *Southwest Journal of Linguistics* 24 (1–2): 65–77.

Gonzales-Berry, Erlinda. 2000. "Which Language Will Our Children Speak? The Spanish Languge and Public Education Policy in New Mexico, 1890-1930." In *The Contested Homeland : A Chicano History of New Mexico*, edited by David Maciel and Erlinda Gonzales-Berry, 1st ed., 169–89. Albuquerque: University of New Mexico Press.

Hill, Jane H. 2008. *The Everyday Language of White Racism*. Chichester, U.K; Malden, MA: Wiley-Blackwell.

Hudson-Edwards, Alan, and Garland Bills. 1982. "Intergenerational Language Shift in an Albuquerque Barrio." In *Spanish in the United States: Sociolinguistic Aspects*, edited by J. Amaste and L. Elías-Olivares, 135–53. Cambridge: Cambridge University Press.

Jenkins, Devin L. 2009. "The Cost of Linguistic Loyalty: Socioeconomic Factors in the Face of Shifting Demographic Trends among Spanish Speakers in the Southwest." *Spanish in Context* 6 (1): 7–25.

———. 2013. "El Suroeste Creciente: Un Breve Análisis Sociodemográfico de La Población Hispanohablante de Los Estados Unidos." In *El Español En Estados Unidos: E Pluribus Unum? Enfoques*

    Multidisciplinarios, edited by Domnita Dumitrescu and Gerardo Piña-Rosales, 31–45. New York: Academia Norteamericana de la Lengua Española.

MacGregor-Mendoza, Patricia. 2000. "Aqui No Se Habla Espanol: Stories of Linguistic Repression in Southwest Schools." *Bilingual Research Journal* 24 (4): 355–67.

———. 2015. "La Palabra Enseña, Pero El Ejemplo Arrastra: Profesionista Immigrants' Views of Spanish and English." *Spanish in Context* 12 (3): 327–48.

Martínez, Glenn A. 2006. *Mexican Americans and Language: Del Dicho Al Hecho*. Tucson: University of Arizona Press.

Mendoza-Denton, Norma. 1999. "Fighting Words: Latina Girls, Gangs, and Language Attitudes." In *Speaking Chicana : Voice, Power, and Identity*, edited by D Galindo and Gonzales, M. D., 39–56. Tucson: University of Arizona Press.

Pletsch de García, Kati. 2008. "¡Ala! Linguistic Innovation and the Blending of Cultures on the South Texas Border." *Southwest Journal of Linguistics* 27 (1).

Potowski, Kim. 2005. *Fundamentos de La Enseñanza Del Español a Los Hispanohablantes En Los EEUU*. Madrid: Arco Libros, S.L.

Romero, Levi. 2008. *A Poetry of Remembrance: New and Rejected Works*. Albuquerque: University of New Mexico Press.

Sagel, Jim. 1990. *El Santo Queso / The Holy Cheese*. Albuquerque: University of New Mexico Press.

Wilson, Damian V. 2015. "Panorama Del Español Tradicional de Nuevo México." *Informes Del Observatorio, Instituto Cervantes at Harvard*. http://cervantesobservatorio.fas.harvard.edu/es/informes/informes-del-observatorio-observatorio-reports-012-062015sp-panorama-del-espa%C3%B1ol.

Wilson, Damián V., and Carlos E Ibarra. 2015. "Understanding the Inheritors: The Perception of Beginning-Level Students toward Their Spanish as a Heritage Langauge Program." *EuroAmerican Journal of Applied Linguistics and Languages* 2 (2): 85–101.

Zentella, Ana C. 2003. "'José, Can You See?': Latin@ Responses to Racist Discourse." In *Bilingual Aesthetics*, edited by Doris Somer, 51–66. NY: Palgrave.

Gender Discrimination

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

Otoño de 2016
SPAN 431 Literaturas
Hispanoamericanas I
Martes y jueves 11:00 am 12:15 pm
Lab 1 - LLC Ortega 124

Kathryn McKnight
Oficina: Ortega Hall 419
mcknight@unm.edu
Horas de consulta en Ortega 419:
Martes 9:30-10:40 am
Martes y jueves: 1:00-1:50 pm

DESCRIPCIÓN:

América Latina vive la herencia de la colonización española y portuguesa con una compleja, fascinante, y conflictiva coexistencia entre los descendientes de los pueblos amerindios, hispanos, y africanos. Desde el mal llamado "descubrimiento de las Indias" por Cristóbal Colón, surgió en este Nuevo Mundo una convivencia violenta entre culturas muy diversas. A partir de aquel encuentro, se fueron formando culturas heterogéneas, en las cuales los europeos llegaron a dominar económica- y políticamente.

Las sociedades de estas tierras fueron creadas por las interacciones diarias entre conquistadores y conquistados, pero este binario (conquistador/conquistado) simplifica la dinámica intercultural, la cual incluye negociación, acomodación, resistencia, y transformación. La creación y transformación sociales ocurrían en la experiencia vivida tanto como en su representación verbal y visual. En las literaturas escritas y orales, la documentación burocrática, las artes visuales, las ceremonias, y los festejos surgieron profundos debates que moldeaban esta convivencia. Conocemos la realidad colonial y su legado en Nuevo México, donde también ocurrieron una conquista y colonización españolas y un mestizaje racial y cultural indohispano.

Después de las guerras de independencia (s. XIX), las jóvenes repúblicas construyeron nuevas naciones y redefinieron su identidad. Las literaturas y expresiones artísticas eran un medio preferido para la tarea. Los intelectuales—frecuentemente figuras políticas o militares—elaboraron su visión de la nación en el ensayo, la narrativa, la poesía y el teatro, proponiendo soluciones a los profundos conflictos presentados por la heterogeneidad social. Sus obras presentan un diálogo acerca de la proyección de una nueva sociedad y, en ella, el papel de la diferencia racial, social y sexual.

Accomodation/ADA: If you require special accommodations to complete course requirements, please speak with me at the beginning of the semester. I will work with you and Student Support Services to make the necessary accommodations. For more information: Student Support Services (http://ceop.unm.edu/sss/index.html), the Accessiblity Resource Center (http://as2.unm.edu/) at 277-3506 or the Veterans' Resources Center (http://vrc.unm.edu/) at 277-3181.

Gender Discrimination: In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

GOALS and LEARNING OUTCOMES

GOAL 1: Students will acquire knowledge of the history and cultural expressions of the colonial and early Independence period in Latin America:

- to describe political, social, and cultural processes during four broad in Spanish American history:
  o 14th-15th centuries -- Before the Encounter
  o 15th-16th centuries -- The Encounter and Conquest
  o 16th-17th centuries -- The Middle Colonial Period
  o 18-19th centuries: -- The Age of Revolution and Republics

GOAL 2: Students will analyze literary, artistic, and historical texts:

- using reading strategies to understand and retain information
- differentiating between literary criticism and historical narration
- defining key terms
- posing questions appropriate to literary and cultural analysis
- applying historical knowledge to the analysis of literary and cultural texts
- paraphrasing, summarizing, and citing sources responsibly
- developing evidence-based arguments
- presenting arguments orally and in written form
- responding to the needs of a specific audience

GOAL 3: Students will use theoretical concepts to interpret texts:

- explaining how members of indigenous and Spanish American societies used verbal and visual texts to construct identity and ethos; define difference; and imagine society and the nation; and how these texts manifest a narrative politics, cultural symbolism, and autoethnography.

GOAL 4: Students will collaborate with classmates to build an effective learning team:

- identifying personal strengths and using them to ensure team success
- encouraging individual teammates to contribute their strengths to team success
- drawing on team members' diverse knowledge to interpret and analyze texts
- seeking help from teammates to improve personally weak skills,
- interacting respectfully with teammates, listening, requesting clarification, responding thoughtfully,
- demonstrating individual responsibility for the team's success in the Readiness Assessment Process and application activities

TEXTOS Y MATERIALES:
- McKnight, Kathryn J., ed. *Cuaderno: Literaturas hispanoamericanas 2016.* UNM Copy Center, Dane Smith Hall, 2016.
- UNM Learn: https://learn.unm.edu
- Google Docs (Hay un enlace en UNM Learn)

LOS REQUISITOS Y LA EVALUACIÓN:

Análisis, investigación, y creatividad (total)		**400**
Diario (10 entradas: incluso definiciones, reflexión, resumen, y paráfrasis)	200	**puntos**
Trabajo escrito I	100	
Trabajo escrito II	100	
Contribución al equipo (con una nota individual mínima de 73%)		
• Aseguranzas de la preparación	100	**300**
• Ejercicios de aplicación / discusiones	200	**puntos**
Dominio del material		
• Aseguranzas de la preparación (individuales)	50	**300** **puntos**
• Examen parcial I	100	
• Examen parcial II	150	

Grade of Incomplete.

"The grade of I is given only when extenuating academic or personal circumstances beyond the student's control have prevented completing the work by the official ending dates of the course. The I automatically becomes an F if not removed (1) by the published ending date of the next semester of residence, (2) within the next four semesters, if the student does not re-enroll in residence. The student should not re-enroll in the same course in order to remove a grade of Incomplete."[1]

UNA COMUNIDAD DE APRENDIZAJE por MEDIO de los EQUIPOS:
El éxito profesional en el mundo de hoy depende de la habilidad de colaborar en el trabajo y de tomar responsabilidad por el aprendizaje propio. La comunidad se beneficia cuando todos aprecien y sepan aprovecharse de la diversidad de experiencias y habilidades de sus miembros. En esta clase, vamos a crear una comunidad en que cada estudiante se preocupe por el progreso de sus compañeros y el bienestar del grupo, utilizando una estructura de Aprendizaje en Base a los Equipos (TBL: https://youtu.be/WFdVfycAWg4

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[1] *University of New Mexico Faculty Handbook,* Policy D125.

o
http://www.teambasedlearning.org/Resources/Documents/AprendizajeBasadoenEquipos.pdf).

El trabajo de equipo se construye sobre el modelo del salón invertido (*flipped classroom*) en que los estudiantes preparan el material fuera de clase, con la ayuda de guías audiovisuales preparadas por la instructora. En clase, la tarea de los equipos es aplicar los conceptos y conocimiento histórico al análisis de los textos, para así desarrollar prácticas analíticas aplicables en muchas profesiones, mientras se llega a una comprensión más profunda de los textos y de las realidades que describen.

EXPECTATIVAS Y POLÍTICAS: EL RESPETO PROPIO Y EL RESPETO POR LOS OTROS
Para que todos puedan desarrollar plenamente sus capacidades en una comunidad de aprendizaje, se esperan las siguientes acciones y actitudes:

- una **preparación** mínima de 5 horas por semana fuera de clase;
- la **asistencia** a **todas** las clases, excepto en caso de enfermedad o crisis;
- la **llegada puntual**;
- el no usar el **celular, texting, emilio, surfing, tweeting, etc.** durante la clase;
- el **trato respetuoso** de los compañeros de clase y de la profesora;
- la **honestidad académica.**

OJO:
        Toda tarea debe entregarse en Learn ANTES de la clase (11:00 am). Toda tarea entregada después de las 11:00 am, incurrirá una baja de 3% en la nota. Cada día subsiguiente a las 11:00 am incurrirá una baja de un 5% adicional de la nota.
        Si sabes de antemano de una situación familiar o médica emergente que llevará a una entrega tardía, avísele a la profesora LO MÁS PRONTO POSIBLE por correo electrónico.

LA HONESTIDAD ACADÉMICA

Familiarícese con el "Policy on Academic Dishonesty"[2], y la siguiente política de esta clase.
Las violaciones resultarán en la pérdida de la nota para la tarea o para el curso, según la severidad del caso.

EL PLAGIO es la presentación de **las ideas** o **las palabras** de otros como si fueran las de uno. En la vida profesional, el plagio puede resultar en la pérdida de reputación, trabajo o licencia para practicar. El plagio incluye:
- entregar un trabajo que usted ha comprado o recibido de otro;
- entregar un trabajo en que hay partes sacadas del Internet o cualquier otra fuente incluyendo un trabajo anterior que tú has escrito, **sin indicar cuáles**

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[2] http://pathfinder.unm.edu/policies.htm#academicdishonesty

partes son de estas fuentes, sea con citas, paráfrasis, o resumen;
- incluir las ideas o palabras de otros sin identificarlas como tales;
- entregar un trabajo de colaboración como si fuera su trabajo individual;
- entregar un trabajo que completó para otra clase;
- usar un traductor electrónico o la ayuda de otros para traducir las tareas;
- entregar trabajo escrito por otra persona como si usted lo hubiera escrito.

Ayuda permitida: **Se permite que otra persona lea su trabajo y** le dé sugerencias **sobre la organización, el vocabulario, la gramática y la ortografía, pero esa persona** no debe escribir o corregir **oraciones o partes de oraciones por usted.** Si usted le pide ayuda a otro/a lector/a, adjunte a su trabajo final el borrador que contiene las correcciones. Para la ayuda con la escritura, se recomienda una visita a CAPS http://caps.unm.edu/ donde hay tutores talentosos que hablan y escriben excelente español.

EL HORARIO DE LECTURAS Y PREPARACIÓN

Semana 1 INTRODUCCIÓN	
23 de agosto	Los temas y lentes del curso
Objetivos	• Describir la organización del curso y sus lentes analíticos • Aplicar los lentes a una lectura preliminar de un texto cultural • Familiarizarse con los requisitos del curso por el sílabo
Textos	• *Imágenes* 1-5 • *Cuaderno* (p. 3) • Sílabo
Tareas	
25 de agosto	Estrategias para el aprendizaje
Objetivos	• Aseguranza de la Preparación (AP) – práctica • Discutir las ventajas del aprendizaje activo • Tomar apuntes de lectura usando el sistema de SQ3R para comprender y retener información (UNM Learn > Enlaces) • Entender el por qué y el cómo del Aprendizaje en Equipos
Textos	• The Power of a Team?" (UNM Learn > Enlaces) • Team-Based Learning in Arts and Sciences at Duke?" (UNM Learn > Enlaces) • *Cuaderno* (4-22) • *La escritura* (3-4 & 27)
Tareas	• Diario 1: SQ3R
Semana 2 ANTES DEL ENCUENTRO	
30 de agosto	América indígena, África y la Península ibérica **AP 1**
Objetivos	• Distinguir entre fuentes primarias, secundarias, y terciarias • Describir las poblaciones amerindias, ibéricas, y africanas antes del Encuentro • Identificar creencias, fenómenos, y organización social amerindias,

	ibéricas, y africanas que afectarían la conquista y colonización hispanoamericana
	• Demostrar la competencia de lectura
Textos	• *Cuaderno* (23-48)
Tareas	• UNM Learn > Estrategias de lectura > América indígena, África …
1 de sept	La poesía náhuatl
Objetivos	• Distinguir la metodología historiográfica de la crítica literaria
	• Describir valores y creencias nahuas, (acolhuas), y elementos estilísticos de la poesía nahua
	• Analizar el *etos* y la ética en los poemas nahuas
Textos	• *Cuaderno* (49-54)
	• *Imágenes* 6-9
	• *La escritura* (4-7)
Tareas	• Diario 2: Reflexión

Semana 3 EL ENCUENTRO

6 de sept	Cristóbal Colón
Objetivos	• Presentar las ideas e información de una fuente terciaria por medio del resumen y de la paráfrasis.
	• Escribir un un resumen, una paráfrasis, y una cita
	• Apreciar la ética profesional al participar en una comunidad intelectual, utilizando una fuente terciaria con honestidad académica
Textos	• UNM Learn > Enlaces
	o Montana Senator Comes under Fire for Plagiarism Allegations
	o Recognizing and Avoiding Plagiarism
	o Safe Practices
	o Paraphrase: Write It in Your Own Words
	o How to Write a Summary
	• *La escritura* (7-11)
Tareas	• Diario 3: Resumen y paráfrasis
8 de sept	Cristóbal Colón
Objectives	• Reconocer y distinguir entre los conceptos de la verdad histórica en la Edad Media, el Renacimiento, y el s. XXI
	• Analizar la construcción de *etos* y la política narrativa
	• Explicar cómo el *etos* que construye Colón y su política narrativa participan en la formación de una ideología imperialista
Textos	• *Cuaderno* (55-66)
	• *Imágenes* 10-13
Tareas	

Semana 4 LA CONQUISTA

13 de sept	El mito de los hombres excepcionales
Objetivos	• Describir los procesos de la conquista española
	• Explicar cómo se formó el mito de los hombres excepcionales
	• Escribir para aprender: tomar apuntes para aumentar la comprensión y retención del material (Cornell Note-Taking)
Textos	• *Cuaderno* (67-90)
	• *La escritura* (12-13)
Tareas	• Diario 4: Cornell Notes

15 de sept	El mito de la completitud **AP 2**		
Objetivos	• Describir los procesos de la conquista española • Explicar cómo los conquistadores participaron en la creación del mito de la conquista • Demostrar la competencia de lectura		
Textos	• *Cuaderno* (91-103)		
Tareas	• UNM Learn > Estrategias de lectura > El mito de la completitud		
Semana 5			
20 de sept	El simbolismo europeo e indígena		
Objetivos	• Reconocer y describir diferencias entre el simbolismo amerindio y el europeo		
Textos	• *Cuaderno* (104-107) • *Imágenes* 14-21 • *La escritura* (5)		
Tareas	• Diario 5: Reflexión		
22 de sept	Versiones nahuas de la conquista		
Objetivos	• Analizar la política narrativa de los informantes de Sahagún, aplicando el conocimiento del contexto histórico y haciendo inferencias del texto		
Textos	• *Cuaderno* (108-117) • *Imagen* 22		
Tareas			
Semana 6	**LOS DEBATES DE LA GUERRA JUSTA**		
27 de sept	Bernal Díaz del Castillo **AP 3**		
Objetivos	• Demostrar la competencia de lectura • Analizar su representación de varios personajes históricos y cómo esa representación sirve su política narrativa.		
Textos	• *Cuaderno* (118-134) • *Imágenes* 22-25		
Tareas	• UNM Learn > Estrategias de lectura > Bernal Díaz del Castillo		
29 de sept	Bernal Díaz del Castillo *y La otra conquista*		
Objetivos	• Explicar cómo Bernal Díaz justifica la conquista en su narración, su política narrativa.		
Textos	• *Cuaderno* (118-134) • *La escritura* (16-26; 28-29)		
Tareas	• Diario 6: Tesis y esquema para el Trabajo escrito I		
Semana 7	**SÍNTESIS**		
4 de oct	*La otra conquista*		

Objetivos	• Desarrollar por escrito un análisis literario de un texto colonial
	   o respondiendo a una pregunta apropiada para el estudio literario
	   o articulando una tesis específica y analítica
	   o desarrollando un argumento basado en evidencia textual
	   o definiendo términos claves
	   o aplicando conocimiento histórico
	   o usando responsablemente la paráfrasis, el resumen y la cita		

	○ respondiendo a las necesidades de sus lectores
Textos	• *La escritura* (16-26; 28-29)
Tareas	• Avanzar el Trabajo escrito I (se entrega el jueves 6 de octubre)
6 de oct	REPASO PARA EL EXAMEN
Objetivos	• Sintetizar el material del curso
	• Entender las expectativas del examen
	• Describir las características de respuestas adecuadas
Textos	• *La escritura* (30-33)
Tareas	• Trabajo escrito I
Semana 8	
11 de oct	**EXAMEN PARCIAL I** **Objetivos:** • Describir los procesos políticos, sociales, y culturales durante dos períodos de la historia hispanoamericana • Analizar textos literarios, artísticos e históricos. • Usar conceptos teóricos para interpretar los textos.
13 de oct	**DESCANSO DE MEDIO SEMESTRE**
Semana 9	**EL PERÍODO MEDIO COLONIAL**
18 de oct	La transculturación: el xocólatl
Objetivos	• Entender el proceso de la transculturación a partir del xocólatl • Entretener el paladar
Textos	• *Imágenes* 26-33 • *Cuaderno* (Opcional 136-137)
Tareas	• Descansar, respirar, jugar
20 de oct	El Inca Garcilaso de la Vega **AP 4**
Objetivos	• Demostrar la competencia de lectura • Definir la autoetnografía y el proceso de la transculturación
Textos	• *Cuaderno* (137-148) • *Imágenes* 34-36
Tareas	• UNM Learn > Estrategias de lectura > El Inca Garcilaso de la Vega
Semana 10	
25 de oct	El Inca Garcilaso de la Vega
Objetivos	• Analizar el etos en los *Comentarios reales* • Analizar la armonía renacentista • Explicar elementos de la autoetnografía en los *Comentarios reales*
Textos	• *Cuaderno* (137-148)
Tareas	
27 de oct	La sociedad colonial: la religión *No hay reunión de clase*
	• Describir la complejidad de la sociedad colonial por el lente de la religión
Textos	• *Cuaderno* (149-161) • *La escritura* (8)
Tareas	• Diario 7: Resumen
Semana 11	

1 de nov	Sor Juana Inés de la Cruz
Objetivos	• Describir el contexto en que escribió Sor Juana Inés de la Cruz su "Respuesta", incluso elementos biográficos y culturales y la vida del convento femenino en el período colonial • Tomar un pasaje estilísticamente barroca y reescribirlo en una paráfrasis que clarifique su significado.
Textos	• *Cuaderno* (162-174)
Tareas	
3 de nov	Sor Juana Inés de la Cruz
Objetivos	• Analizar las estrategias retóricas de una escritora que entra en un mundo intelectual masculino.
Textos	• *Cuaderno* (172-185) • *La escritura* (5)
Tareas	• Diario 8: Reflexión
Semana 12	**LA ÉPOCA DE CAMBIO**
8 de nov	El criollismo y la Independencia
Objetivos	• Reconocer, identificar, e explicar los procesos de la independencia
Textos	• *Cuaderno* (186-205)
Tareas	
10 de nov	Imaginarios de la diferencia en los virreinatos
Objetivos	• Definir conceptos de la diferencia del mundo virreinal: calidad, casta, nación, linaje, género sexual • Analizar la pintura de los siglos XVII-XVIII, usando el concepto de la construcción de identidad
Textos	• *Cuaderno* (206-210) • *Imágenes* 37-48 • *La escritura* (5)
Tareas	Diario 9 Reflexión
Semana 13	
15 de nov	Andrés Bello y el Neoclasicismo **AP 5**
	• Comprender los objetivos y estilo del Neoclasicismo • Analizar la visión que plantea Bello para las nuevas repúblicas en relación a su contexto histórico
Textos	• *Cuaderno* (211-224)
Tareas	• UNM Learn > Estrategias de lectura > Andrés Bello y el Neoclasicismo
17 de nov	José María Heredia y el Romanticismo
	• Comprender los objetivos y estilo del Romanticismo • Analizar la visión que plantea Heredia para las nuevas repúblicas en relación a su contexto histórico
Textos	• *Cuaderno* (225-32)
Tareas	
Semana 14	
22 de nov	Las mujeres en los procesos de la Independencia
Textos	• *Cuaderno* (233-241)
Tareas	

24 de nov	**DÍA DE LA ACCIÓN DE GRACIAS**
Semana 15	
29 de nov	Juana Manuela Gorriti y el Romanticismo
Objetivos	• Analizar el cuento como representativo del Romanticismo • Analizar la agencia femenina en la nación en conflicto según una escritora de la época
Textos	• *Cuaderno* (242-256)
Tareas	
1 de dic	*Camila*

Objetivos	• Desarrollar por escrito un análisis literario de un texto colonial
	    o respondiendo a una pregunta apropiada para el estudio literario
	    o articulando una tesis específica y analítica
	    o desarrollando un argumento basado en evidencia textual
	    o definiendo términos claves
	    o aplicando conocimiento histórico
	    o usando responsablemente la paráfrasis, el resumen y la cita
	    o respondiendo a las necesidades de sus lectores

Textos	• *La escritura* (16-26; 28-29)
Tareas	• Diario 10: Tesis y esquema para el Trabajo escrito II
Semana 16	**SÍNTESIS y EVALUACIÓN**
6 de dic	*Camila*
Textos	• *La escritura* (16-26; 28-29)
Tareas	• Avanzar el Trabajo escrito II
8 de dic	REPASO PARA EL EXAMEN PARCIAL II
Objetivos	• Sintetizar el material del curso • Entender las expectativas del examen • Describir las características de respuestas adecuadas
Textos	• *La escritura* (30-33)
Tareas	• Trabajo escrito II
Semana de exámenes	
13 de dic	**EXAMEN FINAL (12:30-2:30)** **Objetivos:** • Describir los procesos políticos, sociales, y culturales durante dos períodos de la historia hispanoamericana • Analizar textos literarios, artísticos e históricos. • Usar conceptos teóricos para interpretar los textos.

PELÍCULAS:

Las películas proveen una entrada muy interesante a la relación entre el pasado y el presente: ¿Cómo y por qué se han creado películas sobre temas coloniales en los siglos xx y xxi?

El espejo enterrado. Guión escrito por Carlos Fuentes. Producido por Sogetel en colaboración con la Institución del Smithsonian y el Quinto Centenario España, 1992. [Documental sobre la historia de América Latina, con fuerte énfasis en los momentos prehispánico y la conquista.]

Aguirre: The Wrath of God. Dir. Werner Herzog. Alemania, 1972. [Historia del viaje de un conquistador brutal que buscaba El Dorado. Estudio psicológico del conquistador.]

Cabeza de Vaca*.* Dir. Nicolás Echeverría. España, 1993. [El viaje de un conquistador que se perdió, volviéndose esclavo de los indígenas y trasculturándose.]

Camila. Dir. María Luisa Bemberg, 1984. [Basada en la historia de la argentina elitista Camila O'Gorman, que en 1847 se enamora de un sacerdote opositor de la dictadura de Juan Manual de Rosas.]

El Dorado. Dir. Carlos Saura, 1987. [La trágica expedición de soldados españoles que se pierden en la selva en busca del afamado "El Dorado".]

Erendira Ikikunari. Dir. Juan Mora Catlett, 2007. [Leyenda de la joven purépecha que resiste la invasión española del siglo XVI para proteger a su pueblo y sus tierras.]

The Mission*. Dir. Roland Joffe, 1986.* [Historia de las misiones jesuitas en Paraguay y su destrucción en medio del conflicto entre españoles y portugueses.]

La monja alférez. Dir. Emilio Gómez Muriel, 1944. [Una monja española se escapa para servir de soldado en las guerras de conquista, vistiéndose de hombre. Basada en la vida de Catalina de Erauso, pero tratado con los valores del cine mexicano de los años 1940.]

La otra conquista. Dir. Salvador Carrasco, 1998. [El hijo ilegítimo de Moctezuma sobrevive la masacre del Templo Mayor y se enfrenta con la evangelización católica, buscando preservar sus propias creencias.]

Quilombo. Dir. Carlos Diegues, 1984. [Conflicto épico entre una confederación de comunidades libres de negros en Brazil durante la época de la esclavitud.]

También la lluvia. Dir. Icíar Bollaín, 2010. [Un director de cine mexicano hace una película sobre Cristóbal Colón en Cochabamba, cuando el pueblo se alza contra planes para privatizar el agua.]

La última cena. Dir. Tomás Gutiérrez Alea. Cuba, 1976. [Hermosa película sobre la transformación de un amo "benévolo" con sus esclavos a una represión brutal.]

Yo, la peor de todas. Dir. María Luisa Bemberg, 1991. [Excelente película sobre la vida de Sor Juana Inés de la Cruz, con énfasis en su poesía, su amistad con la virreina, y su conflicto con la Iglesia, basada en Las trampas de la fe de Octavio Paz]

SPAN 502: Research and Critical Methodology	Prof. Kathryn McKnight
Fall 2016	Office: Ortega 419; Tel. 980-6901
Tuesdays & Thursdays 2:00-3:15 pm	E-mail: mcknight@unm.edu
Ortega Hall 435	Office hours: T 9:30-10:40
	& TR 1:00-1:50

Introduction

This class is about entering the scholarly world of literary and cultural studies, learning what research in the humanities involves, and developing research skills and habits. We will create an intellectual community of critical dialogue and mutual teaching and learning. You will acquire the basic tools for research in literary and cultural studies and together we will enhance our practice of close reading. This class will be challenging. Literary and critical theory use an often unfamiliar language. You will find that in graduate school the models of intellectual work at times seem unreachable and daunting. At the same time, the ideas and practices you will take on can be mind-boggling in a most exciting way. Throw yourself into this endeavor with your heart and mind and commit yourself to the hard work it takes to change the way you think about literature and culture. We will do this together and support each other in the hard work and shared rewards.

What you take from this class cannot be comprehended in a simple list of **outcomes**, and yet there are some nuts and bolts of graduate study that can be articulated and that you will accomplish in this course:

A. **Literary and Cultural Studies: you will develop a framework for research in literary and cultural studies, by**
   1. acquiring a basic critical theoretical vocabulary
   2. comparing concerns of critical theory from New Criticism to Foucault to Williams
   3. describing the use of theory in current scholarship on Luso-Brazilian and Hispanic texts
   4. identifying ways to keep up with the field through conferences, peer-reviewed publications, blogs, and other digital media

B. **Research Methods: you will develop a research project, by**
   1. employing theoretical concepts to articulate a research question
   2. finding, evaluating, documenting, and working with print and electronic sources
   3. carrying out close readings informed by a theoretical approach and secondary research
   4. using electronic tools for bibliographical management and editing

C. **Academic Writing: you will professionalize your academic writing, by**
   1. taking systematic reading notes and writing to learn
   2. preparing an annotated bibliography
   3. formulating a thesis and building an analytical argument
   4. drafting a conference paper proposal
   5. citing, summarizing, and paraphrasing appropriately, employing MLA citation style

D. Intellectual Community: you will create an intellectual community with your cohort, by
1. sharing resources and ideas in an online platform
2. organizing study groups to provide mutual support and constructive critique
3. encouraging and respecting your colleagues' contributions in class

Disabilities and Accommodations: If you have a documented disability that will impact your work in this class and/or you require accommodations, please contact me at the beginning of the semester to discuss your needs. Additionally, you will need to register with the Accessibility Resource Center in Room 2021 on the second floor of Mesa Vista Hall.

Gender Discrimination: In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf).   This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

Texts:

UNM Bookstore:
Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research.* 3rd. ed. Chicago: U of Chicago P, 2008.
Culler, Jonathan. *Literary Theory. A Very Short Introduction*. 2nd ed. Oxford: Oxford UP, 2000.
Foucault, Michel. *History of Sexuality*. Vol. 1. *An Introduction.* Vintage, 1990.
Modern Language Association. *The MLA Handbook.* 8th ed. NY: MLA, 2016.

UNM Copy Center DSH 124
McKnight, Kathryn. *Materials for Spanish 502*. Fall 2016.

Google Drive > My Drive > _SPAN 502 F16 Class Folder > Readings
Abrams, Elizabeth. "Summary." Harvard College Writing Center, Writing Resources. Harvard University, 2000, 16 August 2016, http://writingcenter.fas.harvard.edu/pages/summary.
Alcalá Galán, Mercedes. "Las piernas de la duquesa: Praxis médica y claves hermenéuticas en el *Quijote* de 1615." *Cervantes: Bulletin of the Cervantes Society of America* vol. 33, no. 2, 2013, pp. 11-27. http://web.a.ebscohost.com.libproxy.unm.edu/ehost/pdfviewer/pdfviewer?sid=d8a3104a-2ff7-41b6-814e-eab800097b66%40sessionmgr4006&vid=4&hid=4206
Auerbach, Erich. "The Enchanted Dulcinea." *Mimesis. The Representation of Reality in Western Literature.* 50th Anniversary Edition. Trans. Willard R. Trask. Introduction by Edward Said. Princeton: Princeton UP, 2003. 334-58. Print.

Cervantes Saavedra, Miguel de. Capítulos 10, 48 & 69. *Segunda parte del ingenioso cavallero don Quixote de la Manda.* Ed. Francisco Rico y Joaquín Forradellas. Estudio preliminar de Fernando Lázaro Carreter. Centro Virtual Cervantes. Instituto Cervantes, 1997-2016. Reservados todos los derechos. cvc@cervantes.es.

Cervantes Saavedra, Miguel de. Translation by Edith Grossman. Part II: chapters 10, 48 & 69. *Don Quixote.* New York: Ecco, 2003. Print.

"Cornell Note-Taking System," Academic and Student Affairs, School of Health Professions, University of Texas Medical Branch at Galveston, 16 August 2016, https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf.

Engle, Michael. "How to Prepare an Annotated Bibliography: The Annotated Bibliography." *LibGuides*, Cornell University Library, 8 December 2015, 16 August 2016, http://guides.library.cornell.edu/annotatedbibliography.

Friedman, Edward H., L. Teresa Valdivieso y Carmelo Virgillo. *Aproximaciones al estudio de la literatura hispánica*. 6ª edición. Boston: McGraw-Hill, 2008. 133-56. Print.

Gabriel, Trip. "Plagiarism Lines Blur for Students in Digital Age." *New York Times* 1 August 2010. Web.

Kelsky, Karen. "How-To(sday): How to Write a Paper or Conference Proposal Abstract." *The Professor Is In.* 12 July 2011. Web. 13 July 2015.

Horace H. Rackham School of Graduate Studies University of Michigan, Ann Arbor. "Making a Thesis or Dissertation Support Group Work for You." University of Michigan, ca. 2000, 16 August 2016, https://unmgrc.unm.edu/support-services/graduate-writing-support/writing-groups/documents/making-writing-groups-workforyou.pdf.

Lee, David. *Quick Tutorial for the New Google Drive*. YouTube, 23 December 2014, 16 August 2016, https://youtu.be/-HU9Z5gtQVk.

Martin, Jonathan. "Plagiarism Costs Degree for Senator John Walsh." *New York Times*, 10 October 2014, 16 August 2015, http://nyti.ms/1D1YJv0.

O'Connor, Alan. *Raymond Williams.* New York: Rowman & Littlefield, 2006. Print. Selections.

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 11 August 2014.

Smith, C. Colin. "An Approach to Góngora's Polifemo." *Bulletin of Hispanic Studies* 42 (1965): 217-38. Print.

-----. "Rich Rhyme in Gongora's Polifemo." *Bulletin of Hispanic Studies* 42 (1965): 106-12. Print.

"SQ3R Method." *Graduate Connections*, Office of Graduate Studies, University of Nebraska, Lincoln, 16 August 2016, http://www.unl.edu/gradstudies/current/news/sq3r-method.

Soules, Aline. "Strategy SQ3R." *Summary / Reading Notebook*, California State University East Bay, 16 August 2016, http://library.csueastbay.edu/modules/SQ3R/SQ3R.htm.

Williams, Raymond. *Marxism and Literature*. Oxford: Oxford UP, 1985. Print. Selections.

The Writing Center at UNC-Chapel Hill. "Summary: Using it Wisely." 2010-2014, 16 August 2016, http://writingcenter.unc.edu/handouts/summary-using-it-wisely/.

The Writing Center @ The University of Wisconsin - Madison. "How to Paraphrase a Source." *Writer's Handbook*. The University of Wisconsin, 2014, 16 August 2016, https://writing.wisc.edu/Handbook/QPA_paraphrase2.html.

Highly Recommended:

Semenza, Gregory Colon. *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities.* Gordonsville: Palgrave Macmillan, 2005.

Requirements and Evaluation:

15%   Class participation: quality matters more than quantity, absences excused only for illness and emergencies

20%   Brief oral presentations (textual commentaries, presentation of critical and theoretical texts, presentations of bibliographical and research projects)

20%   Brief written assignments (explication, research questions, preliminary bibliography, definition of theoretical terms)

10%   Writing Group Support (reading and responding to groupmates' writing; meeting with writing group regularly)

25%   Final project: annotated bibliography, outline, abstract

10%   Oral presentation of the final project

NOTE:

All written assignments must be posted in your private folder in Google Drive BEFORE class on the due date. Late submissions incur penalties of 5% if submitted AFTER class and 10% of the grade per calendar day, thereafter. If you are aware of a family or medical situation that will lead to a late submission, contact me AS SOON AS POSSIBLE.

All work completed in SPAN 502 falls under the rubric of the Academic Conduct Policy of the Department of Spanish and Portuguese. All students will read the policy, print, sign, and submit the Signature pages by August 30, 2016.

DATE	TOPIC	READINGS & PREPARATION (before class)
Aug 23	*Introduction*	
Aug 25	What is literature? What is literary criticism? What is theory?	❑ Syllabus for SPAN 502 F16 ❑ Culler, 1. What is Theory? (1-18); 2. What is Literature and Does It Matter? (19-42) ❑ McKnight, *Materials for Span 502* (1-5) ❑ SQ3R Method (text) or Strategy SQ3R (audio) & Cornell Note Taking System ❑ How To: Quick Tutorial on Google Drive ❑ *Google Drive:* Class folder > 02 Presentations-Biographies
Aug 30	*New Criticism / Formal Analysis*	❑ *Presentation (biography):* Smith ❑ Culler: 4. Language, Meaning, y Interpretation; and 5. Rhetoric, Poetics, and Poetry ❑ Smith: "An Approach to Gongora's Polifemo," "Rich Rhyme in Gongora's Polifemo" ❑ *Google Drive:* Student Folder > 01 Culler & Smith ❑ Print, read, sign and submit the Academic Conduct Policy Signature pages (at the end of this syllabus)

Sept 1	New Criticism: Poetry • Versification • Sound and musicality • Figurative discourse	❑ ***Presentation (biography):*** Friedman ❑ Friedman et. al. (110-23; 124-30); Use the exercises (123-24; 130-33) as needed. Some answers are in the *Materials* reading. ❑ ***Google Drive***: Class folder > 03 Choose a poem ❑ Poems (*Materials* 6-19): Identify poetic elements: syllable count; verse form; rhyme; rhetorical figures; prepare a **preliminary** explanation of their meaning. Start with your assigned poem and make sure you are ready. Then read all the other poems and identify some of the elements that make them different from yours. ❑ *The MLA Style Center* "Works Cited: A Quick Guide"
Sept 6	New Criticism: Poetry - A close reading	❑ *Materials* (20-21 & 101) ❑ ***Google Drive:*** Student Folder > 02 Explication ❑ ***Presentation:*** Group oral presentation of your explications. Please do not read, but rather talk to your classmates about your interpretation.
Sept 8	"Everything You Always Wanted to Know about Graduate School but Were Afraid to Ask", Workshop by Prof. Kimberle López	❑ *Materials* (104-09; 133-34 and 1-2 sample essays) ❑ Dedicate 2-3 hours per week to identify a primary (literary) text or texts for your final project. Consult your professor. On **Oct. 6**, you will tell me what your primary text is. On **Oct. 11** you will write a review of the book and present it in class. As you think about possibilities, note your selection in ***Google Drive:*** Class Folder > 04 Final Project Primary Texts, as it will help me ensure early that you are on the right track.
Sept 13	New Criticism: Narrative	❑ ***Presentation (biography):*** Auerbach & Culler ❑ Culler: 6. Narrative (83-94) ❑ *Materials* (21) ❑ Cervantes: *Quijote*, Parte II, Cap. 10 ❑ Auerbach: "The Enchanted Dulcinea"
Sept 15	What New Criticism does not see	❑ ***Presentation (biography):*** Alcalá Galán ❑ Abrams, "Summary" ❑ ***Google Drive:*** Student Folder > 03 Alcalá Galán Research ❑ Cervantes, *Quijote*, Parte II, Caps. 48 & 69 ❑ Alcalá Galán, "Las piernas de la duquesa"
Sept 20	***Cultural Studies I:*** ***Raymond Williams*** Basic Concepts: culture and literature	❑ ***Presentation (biography):*** Williams & O'Connor ❑ *Materials* (22-23) ❑ O'Connor: *Raymond Williams* (only 63-80) ❑ Raymond Williams: *Marxism y Literature*: Part I: Basic Concepts (1. Culture & 3. Literature); Part II: 6. Hegemony; 9. Structures of Feeling ❑ ***Google Drive:*** Class Folder > 05 Williams' Terms

Sept 22	Cultural Theory: defining terms	❑ O'Connor: *Raymond Williams* (only 81-93) ❑ Williams: III Literary Theory: 5. Conventions; 7. Forms; 8. Authors ❑ *Google Drive:* Student Folder > 04 Theoretical Concepts
Sept 27	*Cultural Studies II*: *Michel Foucault* *(pronounced Foo-koh)*	❑ *Presentation (biography):* Foucault ❑ *Materials* (24-27) ❑ Michel Foucault, *The History of Sexuality. Vol. I: An Introduction* (Parts I, II, III; 3-73) ❑ *Google Drive:* Student Folder > 05 Foucault
Sept 29		❑ Foucault, Part IV, ch. 1-3 (75-114) ❑ *Materials* (28) ❑ *Google Drive:* Student Folder > 05 Foucault
Oct 4	Foucault & Williams in Literary Criticism	❑ Applying Theory *(Materials* 29-34) ❑ *Presentation* of article (5 minutes): *Google Drive:* Class Folder > 06 Applying Foucault and Williams
Oct 6	*Academic Integrity I* "Recognizing and Avoiding Plagiarism"	❑ *Google Drive:* Class Folder > 04 Final Project Primary texts
Oct 11	*Final Projects: The primary text*	❑ Purdue OWL, "Writing a Book Review" ❑ *Materials* (50-52) ❑ *Google Drive:* Student Folder > FP 01 Book Review ❑ *Presentation:* book review-7 mins: talk, don't read
Oct 13	**FALL BREAK**	**Breathe deeply & go for walks**
Oct 18	*Final Projects: Introduction*	❑ *Presentation (biography):* Booth ❑ *Materials* (35-42; 53; 101-02) ❑ Booth, Colomb, & Williams (1-101), Part I Research, Researchers and Readers; Part II Asking Questions, Finding Answers ❑ *Google Drive:* Student Folder > FP 02 Analytical and secondary questions ❑ *Materials*: Appendix A (50-100) includes several student examples of every element of the research project. Read them as you develop your project.
Oct 20	*Finding Sources: Databases* • Analytical and contextual questions • Databases & Sources • Zotero	❑ *Google Drive:* Student Folder > FP 02 Analytical and secondary questions. Revise your questions: reread your primary text(s) as needed. ❑ *Google Drive:* Student Folder > FP 03 Databases
Oct 25	The Literature Review	❑ *Google Drive:* Student Folder > FP 04 Preliminary Bibliography
Oct 27	No class meeting	❑ Final Project: Read at least two secondary sources, minimum 50 pages of criticism on your primary texts ❑ *Materials* (54-55) ❑ Engle, "How to Prepare an Annotated Bibliography" ❑ *Google Drive:* Student Folder > FP 05 Annotated Bibliography. Write two annotations

Nov 1	Developing a Thesis and Argument	❑ Booth, Colomb, & Williams (103-51), Part III Making a Claim and Supporting It (Not "Warrants")
Nov 3	***Academic Integrity II*** Plagiarism and the MLA Style	❑ *The MLA Handbook* 8th ed (vii-58) ❑ Martin: "Plagiarism Costs Degree" ❑ Gabriel: "Plagiarism Lines Blur" ❑ *Materials* (43-46) ❑ ***Google Drive***: Student folder > 06 Plagiarism Exercise ❑ ***Google Drive***: Class folder > 07 Appointments
Nov 8	Writing a Proposal or Abstract	❑ ***Presentation (biography):*** Kelsky ❑ Kelsky, "How To(sday): How to Write a Paper or Conference Proposal Abstract" ❑ *Materials* (47-49; 65-66; 76) ❑ Browse: "S&P Professional Resources" (***Google Drive***) ❑ ***Google Drive***: Student Folder > FP 06 Abstract
Nov 10	Individual Meetings Class does not meet	❑ ***Google Drive:*** Student Folder > FP 02 Analytical and secondary questions. Revise your questions: reread your primary text as needed.
Nov 15	Making a Writing Group Work: Southwest Hispanic Studies MA only	❑ "Making a Thesis or Dissertation Support Group Work for You" (Includes ideas applicable to any writing group.) ❑ ***Google Drive:*** Student Folder > FP 07 Proposal
Nov 17	Making a Writing Group Work: Portuguese MA only	❑ Booth, Colomb, & Williams (171-212 ONLY) Part IV Planning, Drafting, and Revising (ch. 12-14) ❑ ***Google Drive:*** Class Folder > Writing Groups
Nov 22	Making a Writing Group Work: Hispanic Literature MA only	❑ ***Google Drive***: Student folder > FP 08 Outline (draft)
Nov 24	***THANKSGIVING***	**Breath, eat, relax**
Nov 29	Coherence & Style	❑ Booth, Colomb, & Williams (232-76) Part IV Planning, Drafting, and Revising (ch. 16 & 17) ❑ ***Google Drive:*** Class folder > 08 Final presentations
Dec 1	MLA Style: the Devil is in the details Course evaluations	❑ ***Google Drive***: Student Folder > FP 05, FP 07, FP 08 (final versions)
Dec 6	Final presentations	❑ *Materials* (36; 102-03)
Dec 8	Final presentations	
Dec 13	Final presentations 10:00 am-11:00 am	

DEPARTMENT OF SPANISH AND PORTUGUESE POLICY ON ACADEMIC HONESTY[1]

Below is the Graduate Policy on Academic Honesty of the Department of Spanish and Portuguese. Students are expected to read it carefully and have a full understanding of what constitutes academic honesty and dishonesty. The consequences of violating the policy can be severe, including dismissal from the degree program.

The faculty of the Department of Spanish and Portuguese is dedicated to creating an environment in which academic integrity is valued and upheld by all. Our collective commitment to academic honesty is framed in the context of the University of New Mexico's policy, which appears as follows in *The Pathfinder - UNM Student Handbook*:

A. UNIVERSITY POLICY ON ACADEMIC DISHONESTY

ACADEMIC DISHONESTY
Adopted by the President June 15, 1992
ALSO SEE FACULTY HANDBOOK D100
Subject to Change Without Notice

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

What follows is the statement adopted on September 19, 2014 by the Department of Spanish and Portuguese designed to clarify expectations for graduate students in the M.A. and Ph.D. programs of the Department of Spanish and Portuguese at UNM. All M.A. and Ph.D. students in the Spanish and Portuguese programs are expected to adhere to the following guidelines regarding academic standards and behavior. These guidelines are not meant to be exhaustive. Students are expected to seek the guidance of their professors about what constitutes appropriate academic behavior. Copies of these guidelines and disciplinary procedures can be found in the Graduate Manual and on the department website.

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[1] This document is based on the Policy on the Latin American Studies (LAS) Policy on Academic Dishonesty, with changes made to accommodate the differences in the two programs. The text of the LAS document was informed by academic honesty policies from Harvard University (www.harvard.edu), Harvard Graduate School of Arts and Sciences (http://www.gsas.harvard.edu/publications/handbook/regulation.html), the University of California (www.deanofstudents.ucla.edu), the University of Michigan (University of Michigan website for the Horace H. Rackham School of Graduate Studies, at www.rackham.umich.edu/StudentInfo/Publications/GSH), Grinnell College (www.grinnell.edu/offices/studentaffairs/studenthandbook), and by Masur, Kate. "Papers, Profits, and Pedagogy: Plagiarism in the Age of the Internet", Perspectives, May 2001 (www.theaha.org/perspectives/issues/2001/0105/0105new3.cfm.)

B. FORMS OF ACADEMIC DISHONESTY

The faculty of the Department of Spanish and Portuguese consider the following behaviors to constitute academic dishonesty, and are considered unacceptable in any academic work presented by a student, whether in a written or oral assignment, a thesis or dissertation, a course examination, or a comprehensive examination.

FABRICATION OF INFORMATION USED IN ACADEMIC WORK
This includes: altering data to support research; presenting results from research that was not performed; and crediting source material that was not used for research.

PLAGIARISM (presenting another person's words or ideas as if they were one's own)
This includes: submitting, as your own work, part of or an entire work produced verbatim by someone else; paraphrasing ideas, data, or writing without properly acknowledging the source; authorized or unauthorized transfer and use of someone else's computer filework as your own; and authorized or unauthorized use of someone else's data in completing an exercise. Presenting information obtained from formal or informal interviews, conversations, or observations of meetings without indicating the source is also plagiarism.

MULTIPLE SUBMISSIONS
This includes: resubmission of a work that has already received credit with identical or similar content in another course without the consent of the present instructor; and submission of work with identical or similar content in concurrent courses without consent of instructors.

REGARDING THE USE OF INTERNET SOURCES.
As with any other source, information taken from the Internet must be properly cited in any assigned work. See the The MLA Style Center for guidance regarding proper citation of sources for literary studies.

FACILITATING ACADEMIC DISHONESTY
This is defined as participating in any action that compromises the integrity of the academic standards of the University and the programs of the Department of Spanish and Portuguese; assisting another student in committing an act of academic dishonesty. This includes: taking a quiz, exam or similar evaluation in place of another person; allowing another student to copy from you; and providing material or other information to another student with knowledge that such assistance could be used in any of the violations mentioned above.

REGARDING COLLABORATIVE WORK AMONG STUDENTS.
Intellectual exchange among students is an extremely valuable aspect of the graduate experience, one which enriches the experience of each student as well as the quality of the program overall. However, in terms of assigned work, the amount of collaboration with others that is permitted can vary, depending on the policy set by the course instructor. Students must assume that collaboration in the completion of assignments is only permitted when explicitly specified by the instructor. Students must acknowledge any collaboration and its extent in all submitted work.

REGARDING SCIENTIFIC RESEARCH, PARTICULARLY INVOLVING HUMAN SUBJECTS.
The University and the Department of Spanish and Portuguese are deeply concerned for the integrity of scientific research by both students and faculty with sound and safe practices. Student and faculty researchers are expected to maintain the University's policies and practices with respect to scientific

misconduct with regard to Human Subjects. All research conducted by students and faculty under the auspices of the Department of Spanish and Portuguese should follow the guidelines outlined by UNM Institutional Review Board http://research.unm.edu/IRBmaincampus/index.cfm. If research involving human subjects is planned, approval of the Institutional Review Board is required before the research may begin.

These examples are not meant to be exhaustive, and the program reserves the right to determine, in a given instance, what action constitutes an infringement of academic honesty and integrity.

C. DISCIPLINARY PROCEDURES - UNM

The disciplinary procedures of the Department of Spanish and Portuguese are based on the UNM Student Grievance Procedure, as outlined in *The Pathfinder - UNM Student Handbook*:

> **Student Grievance Procedure**
> This policy has been approved by the Faculty Senate 3/10/87, ASUNM Senate 4/1/87, GSA Senate 5/2/87 and by the Board of Regents 8/11/87.
> Revisions approved by the Faculty Senate in May 1994 and by the President in May 1995. Revisions approved by the President: March 5, 1999; June 19, 2001; July 2, 2013 and May 13, 2014.
> Subject to Change Without Notice

> **ARTICLE 3. ACADEMIC DISHONESTY**

> **3.1. Scope**
> This article sets forth procedures which shall be followed in cases of suspected academic dishonesty. These procedures are not exclusive; various University departments and programs may have additional policies and procedures on academic dishonesty. Academic dishonesty is defined in the Policy on Academic Dishonesty, as published in the student handbook, The Pathfinder.

> **3.2. Academic Dishonesty within Courses: Faculty-Imposed Sanctions**
> **A.** When a violation of the academic dishonesty rules appears to have occurred within the academic process, the faculty member shall discuss the apparent violation with the student as soon as possible and give the student an opportunity to explain. After this discussion, the faculty member may impose an appropriate sanction within the scope of the academic activity, such as failing grade on the assignment or in the course, grade reduction and/or voluntary or involuntary withdrawal from the course. The faculty member shall notify the student of the academic sanction. The faculty member should contact the Dean of Students Office to see if there are any prior incidents of academic dishonesty on file for that student.
> **B.** The faculty member should report the matter in writing to the Dean of Students Office, by using the faculty adjudication form provided by that office or submitting written documentation describing the events and indicate if he/she wishes the Dean of Students Office to pursue any additional disciplinary action against the student. A copy of such report shall be sent by the Dean of Students Office to the student.
> **C.** The student may challenge a faculty-imposed sanction through the formal academic appeals process, set forth in Article 2. The student may appeal the decision of the Dean of the College to the Provost, as provided in Article 2.3.F.

3.3. Academic Dishonesty in Other Settings

When academic dishonesty occurs other than in connection with a course, the person who observes or discovers the apparent violation shall transmit in writing to the Dean of Students a statement describing the occurrence. A copy shall be sent to the student. The Dean of Students shall determine the sanction following the procedures set forth in Article 3.4.

3.4. Sanctions Imposed by the Dean of Students

Upon receiving a report of academic dishonesty from a faculty member pursuant to Article 3.2.B, or from other University staff pursuant to Article 3.3, the Dean of Students may, after considering the recommendation of the faculty member, if any, initiate additional disciplinary action in accordance with this Student Grievance Procedure. A decision of either the Student Conduct Committee or the Student Conduct Officer shall, however, be appealable to the Provost, rather than to the Dean of Students or the Vice President for Student Affairs.

D. DISCIPLINARY PROCEDURES - DEPARTMENT OF SPANISH AND PORTUGUESE

If the alleged instance of academic dishonesty falls within the context of a course, the course instructor may handle the case independently or may refer the case to the department's Director of Graduate Studies, in which case it will follow the same procedure as those instances of academic dishonesty that fall outside of the context of a class (below). The graduate Committee will provide a "recommendation" to the professor, but it remains the prerogative of the professor to follow said recommendation in relation to the course.

If the alleged instance of academic dishonesty falls outside of the context of a class, such as on a comprehensive examination, in a conference presentation, or in a thesis or dissertation, the faculty member, staff member or student who observes or discovers the violation **shall** submit a report alleging academic dishonesty to the Director of Graduates Studies. The Director of Graduate Studies will coordinate the departmental decision regarding internal sanctions as follows:

1. The Director of Graduate Studies will inform the Dean of Students of the allegation, as outlined in 3.3 above.
2. The Director of Graduate Studies will also provide the student accused of academic dishonesty the opportunity to meet with the Graduate Director to present the student's interpretation of the facts of the case. The Director may request the help of one or more members of the Graduate Committee in carrying out an investigation of the case, if needed.
3. The Director of Graduate Studies will then convene the Graduate Committee to discuss the available facts of the case, inviting the student to appear in person before the committee if he or she chooses to do so. The committee will make a preliminary determination of whether the allegation has merit (this may require more than one meeting and additional investigation).
4. If the Graduate Committee makes a finding of academic dishonesty, it will reach a preliminary determination of the appropriate disciplinary action, which the Director of Graduate Studies will communicate to the student.
5. If the Graduate Committee decides on a sanction that includes either a failing grade on an exit requirement for the program or termination of the student from the program, the Director of Graduate Studies will convene the entire departmental faculty, present the facts and the Graduate Committee's decision, and the entire faculty will deliberate and vote on the decision. The student may present his or her case in person or in writing to the faculty.

Because of the potential jeopardy to the reputation and rights of an accused person, great care will be taken to handle inquiry and investigations in a way that preserves confidentiality, providing information only to those with a need to know. A student accused of academic dishonesty will be informed at each stage of the process, and will be given the opportunity to represent his or her case at every stage.

E. SANCTIONS FOR MISCONDUCT

Sanctions that may be imposed in cases of misconduct include the following (in order from minimum to maximum sanction):

FAILURE
Failure of the examination or assignment and/or failure of the course. Failure will be calculated in the student's grade for the course, and in the cumulative grade point average.

ADMONITION
A formal reprimand that becomes part of the student's official record.

PROBATION
A warning to the student that he/she is in serious danger of being required to withdraw from the program for a period during which a withdrawal action is pending. At the end of that time, the student may be relieved from probation by a majority vote of the Graduate Committee if the student's conduct has been satisfactory. A student on probation may be required to withdraw from the program by vote of the department faculty at any time if his/her conduct is unsatisfactory. No student currently on probation may be recommended for a degree.

REQUIRED TO WITHDRAW
The student may be required to withdraw from the program. Depending on the time of withdrawal, the student may receive a grade in his/her current courses. In the case of failure to withdraw, the department faculty may dismiss the student from the program.

DISMISSAL
The student's connection with the program is terminated. This action must be approved by a two-thirds vote of the department faculty. Re-admission is possible only if approved by two-thirds vote of the department faculty. A student must re-apply to rejoin the Department of Spanish and Portuguese program no less than one year after dismissal. The department faculty may take the previous dismissal into consideration in its decision whether to readmit the student.

EXPULSION
The department faculty may recommend to the Dean of Students that the student be expelled from the University. As only the Dean of Students can take this action, such a recommendation on the part of the department faculty is advisory only.

F. PROMOTING ACADEMIC INTEGRITY

PROACTIVE STRATEGIES
The procedures listed above are painful and difficult. The Department of Spanish and Portuguese wishes to engender a climate of open discourse and scholarship, and it is our view that the best way to deal with

academic dishonesty is to promote a climate that discourages such conduct in the first place. Students are asked to take the following proactive strategies seriously during their course of study in the department:

DO NOT ALLOW OTHERS TO USE YOUR COMPUTER PROGRAMS.
Keep your computer password secret to avoid unauthorized access. When using class notes for an assignment, ask yourself: 'Did this information come from me?' Always document where and from whom you got your information (e.g., other students, professor, class text, web site, community members).

What can you do if you are unsure whether it is unauthorized collaboration or whether it is okay to work together? When in doubt, ask. Check your course syllabus or speak with your instructor for special requirements. Utilize resources for assistance.

G. HELPFUL RESOURCES

Your instructor (stay after class or go to office hours)

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed.
    Chicago: U of Chicago P, 2008.
MLA Handbook for Writers of Research Papers. Most recent edition. New York: Modern Language
    Association, 2009.
Purdue Online Writing Lab (OWL), Research and Citation Resources:
    https://owl.english.purdue.edu/owl/section/2/
Purdue Online Writing Lab (OWL), Avoiding Plagiarism:
    https://owl.english.purdue.edu/owl/resource/589/1/
Spatt, Brenda. Writing from Sources with 2009 MLA and 2010 APA Updates. 7th ed. New York:
    Bedford/St. Martins, 2010.
UNM Counseling and Therapy Services (CATS)

DEPARTMENT OF SPANISH & PORTUGUESE
UNIVERSITY OF NEW MEXICO
ACADEMIC CONDUCT POLICY
(Signature pages)

1. The UNM policy on "Dishonesty in Academic Matters" states that:
Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

Your initials here and dated signature, below, constitute acknowledgment that you have read the UNM "Dishonesty in Academic Matters" policy and will abide by it. _____ (initials)

Additionally, the Department has adopted a more extensive and delineated Academic Honesty Policy with information on academic honesty as well as delineated procedures in the case of academic dishonesty claims, which applies to all current graduate and undergraduate students.

Your initials here and dated signature, below, constitute acknowledgment that you have read the Department of Spanish & Portuguese's "Academic Honesty Policy" and will abide by it. _____ (initials)

A student found to have engaged in academic dishonesty will have a letter placed in his or her graduate file. A violation of this policy constitutes grounds for losing a Teaching Assistantship and dismissal from the M.A. or Ph.D. program, if deemed appropriate by the Graduate Committee. Please see Department of Spanish & Portuguese's Academic Honesty Policy for a detailed description of sanctions and disciplinary procedures in cases involving questions of academic dishonesty.

Your initials here and dated signature, below, constitute acknowledgment that you understand the potential sanctions and disciplinary procedures for academic dishonesty. ____ (initials)

2.   Collegiality includes respect for the ideas of others and polite and respectful behavior toward faculty, fellow students and staff in classrooms, in UNM office spaces and on campus. All Spanish & Portuguese graduate students are expected to follow the Student Code of Conduct in the UNM *Pathfinder* **http://pathfinder.unm.edu/campus-policies/student-code-**

of-conduct.html.

Infractions of the Student Code of Conduct may result in delay in progress to degree, suspension of a teaching assistantship or other disciplinary action. Policy 2220: Freedom of Expression and Dissent **http://policy.unm.edu/university-policies/2000/2220.html** in *The Pathfinder* states, in part:

> As an institution that exists for the express purposes of education, research, and public service, the University is dependent upon the unfettered flow of ideas, not only in the classroom and the laboratory, but also in all University activities. As such, protecting freedom of expression is of central importance to the University. The exchange of diverse viewpoints may expose people to ideas some find offensive, even abhorrent. The way that ideas are expressed may cause discomfort to those who disagree with them. The appropriate response to such speech is speech expressing opposing ideas and continued dialogue, not curtailment of speech.

The University also recognizes that the exercise of free expression must be balanced with the rights of others to learn, work, and conduct business. Speech activity that unduly interferes with the rights of others or the ability of the University to carry out its mission is not protected by the First Amendment and violates this policy.

Your initials here and dated signature below constitute acknowledgment that you have read Policy 2220 and will abide by it. _____ (initials)

Additionally, students are expected to abide by the UNM Respectful Campus Policy 2240: http://policy.unm.edu/university-policies/2000/2240.html

Your initials here and dated signature below constitute acknowledgment that you have read Policy 2240 and will abide by it. _____ (initials)

3. **Your initials here and signature below constitute acknowledgment that you have read the Department of Spanish & Portuguese Graduate Manual.** _____ (initials)

_____   _____
Name (printed)   Date

_____
Signature

El español de Nuevo México / Spanish of New Mexico (SPAN 547.001)

- Write a research paper that can be presented at a professional conference.

Required Course Materials:
Readings are available on *Google Drive* and you will need to provide a Gmail address to the professor in order to access them.

Grading:
(1)	Actividades de análisis	20 %
(2)	Participación productiva / activa en la clase	15%
(3)	Reseñas y la bibliografía anotada	10 %
(5)	Examencitos	5%
(6)	Proyecto final	50%

Late Policy: No late work is accepted. Extensions, due extraordinary circumstances, must be authorized at least one day before the due date.

Actividades de análisis (20%): Cuatro análisis serán asignados a los alumnos a lo largo del semestre (véase el horario abajo). Consisten en un análisis de datos auténticos aplicando conceptos estudiados en las lecturas. El objetivo es averiguar si los fenómenos estudiados pueden encontrarse en datos auténticos que recolectamos y que el profe nos da.

Participación en la clase (15%): Como esta clase es un seminario graduado, hay que participar activamente en cada discusión. Por lo tanto, hay que llegar a la clase cada día habiendo leído las lecturas y listo/a para discutirlas. De hecho, puesto que muchos alumnos vienen de las comunidades estudiadas, las discusiones de la clase sirven como texto discursivo. Usar la computadora en la clase para tomar apuntes y participar en actividades electrónicas está bien. Aquí hay una lista de algunas acciones que pueden afectar negativamente tu nota si lo haces en la clase: comportamiento disruptivo (interrumpir, dominar el discurso, hacer payasadas, discurso discriminativo o machista), hacer Facebook o surfiar el internet, mandar textos o emails, y llegar tarde por costumbre. Básicamente, si tengo que pausar la clase para lidiar con cierto comportamiento—¡puntos perdidos! Finalmente, sólo puedes faltar <u>una</u> clase sin que afecte masivamente tu nota.

Reseñas y la bibliografía anotada (10%): Esta parte de la clase tiene dos componentes:
- **Reseñas:** Para entender mejor la vida escolástica los estudiantes investigarán autores académicos. Las reseñas se basarán en los autores estudiados y los alumnos se apuntarán. Presentarán verbal y/o visualmente (PPT) la información aprendida al principio de la clase. Pueden tener forma de bosquejo o de narrativa e incluir imágenes.
- **La bibliografía anotada:** Para tener mejor entendimiento de las lecturas y del campo en general, los estudiantes trabajarán en una bibliografía anotada en *Google Drive* que se basa en las obras citadas en las lecturas de la clase. Cada alumno será asignado un par de lecturas de la clase de las cuales tiene que identificar 2 a 3 fuentes principales. El estudiante encontrará y leerá estas fuentes para poder hacer entradas en la bibliografía anotada de mínimo 150 hasta máximo de 300 palabras. Durante la discusión de dichas lecturas de la clase, el estudiante responsable para la bibliografía correspondiente compartirá su pericia con el grupo. Hay que hacer la entrada de las fuentes antes de la clase en la que vamos a discutir la lectura para recibir crédito.

Examencitos (5%): Dos exámenes serán asignados que los alumnos harán el casa. Utilizando el sistema de honor de no ver fuentes escritas y contestando una de varias preguntas, Uds. escribirán un ensayo detallando los temas generales de la clase. La idea es poner a prueba su entendimiento del material y darles una mini-práctica para los comps de MA.

Proyecto final (50%): Los alumnos llevarán a cabo un proyecto original que tenga que ver con los fenómenos o conceptos estudiados en la clase. Se espera que sean suficientemente sofisticados para presentarse en una conferencia. Pueden trabajar en grupos de dos o tres si quieren. Lo que sigue es un esquema básico—el profesor les dará una hoja con más detalles.

10/9   Propuesta escrita (10%): 500 palabras con bibliografía de 5 fuentes
11/27   Primer borrador (10%)
12/4   Presentación ante la clase (10%)
12/11   Versión final (70%): 12-20 páginas

<div align="center">

Horario de SW Span, Otoño 2014

</div>

Trasfondo e historia del español en NM: de colonia a territorio hasta estado

Semana 1   **8/20**   **Introducción:** Panorama del español tradicional de NM
                               Un Panorama (Wilson 2015)
                               Topónimos de NM, Len Beké

Semana 2   **8/27**   **La colonia:**
                               Genesis (Sanz-Sánchez and Villa 2011)
                               Variedades (Sanz-Sánchez 2013)
                               Actividad de análisis de datos #1
                               También: que haigan visto *Mapa del corazón*

Semana 3   **9/3**   **El territorio y la alfabetización:**
                               Ideologías (Fernández-Gibert 2010)
                               La prensa neomexicana (Meléndez 2005 Caps 1 & 2)

Semana 4   **9/10**   **La conversión de NM en estado y el español:**
                               Mezcla lingüística (Espinosa 1975)
                               El español de NM (Espinosa 1911)
                               Educación (Gonzales-Berry 2000)

Garland Bills and Neddy Vigil (2008): El atlas lingüístico de Nuevo Mexico
***Por favor véase el ebook disponible por la biblioteca UNM (LIBROS)

Semana 5   **9/17**   **El estudio del español de NM**
                               Mitos (Capítulo 2)
                               El NMCOSS (Capítulo 3)
                               Overview Histórico (Capítulo 4)
                               Actividad de análisis de datos #2

Semana 6   **9/24**   **La formación del Español tradicional de NM**
                               Retenciones (Capítulo 5)
                               Español nuevo en el Nuevo Mundo (Capítulo 6)
                               Nahuatlismos (Capítulo 7)

Semana 7   **10/1**   **El desarrollo del Español tradicional de NM**
                 Desarrollos internos (Capítulo 8)
                 Alianzas (Capítulo 9)
                 Anglicismos (Capítulo 10)
                 Mexicanismos (Capítulo 11)

Semana 8   **10/8**   **Descanso otoñal, no hay clase. Pero...**
                 Propuesta y bibliografía para el proyecto final
                 Examencito #1

Estudios sobre la estructura y las formas nuevomexicanas

Semana 9   **10/15** **Marcadores sociolingüísticos**
                 Asina (Aaron 2009)
                 Muncho (Pato 2013)
                 Pa'tras (Villa 2010)
                 Actividad de análisis de datos #2

Estudios del NMSEB: Guaging Convergence through Sociolinguistics

Semana 10   **10/22** **NMSEB Día 1: Introducción**
                 El corpus y la población (Cacoullos and Travis 2015)
                 Posición del pronombre yo (Benevento and Dietrich 2015)

Semana 11   **10/29** **NMSEB Día 2: fonética y fonología**
                 VOT-las vocales (Balukas and Koops 2015)
                 La /d/ intervocálica (Brown 2015)
                 Actividad de análisis de datos #3

Semana 12   **11/5**   **NMSEB Día 3: el léxico**
                 Préstamos (Aaron 2015)
                 Hacer *+ verbo infinitivo de inglés* (Wilson and Dumont 2015)

Actitudes, ideologías, identidad

Semana 13   **11/12** **El valor del idioma**
                 Nosotros los mexicanos (Gonzales 2005)
                 Etiquetas y actitudes (Wilson 2013)
                 Etiquetas y proficiencia (Villa and Villa 1998)
                 Actividad de análisis de datos #4

Semana 14   **11/19** **Ideología**
                 ¿El estándar? (Villa 2009)
                 Sanitización lingüística (Villa 2002)
                 Exam #2

Semana 15   **11/26** **Día de: torque, cócono, guajolote, pavo, gallina de la tierra...**
                 Primer Borrador del proyecto

Semana 16   12/3   Presentaciones de los proyectos finales

Semana de examenes finales
        12/10 ¡Entregar el proyecto final!

Bibliografía

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AARON, JESSI ELANA. 2015. Lone English-origin nouns in Spanish: The precedence of community norms. *International Journal of Bilingualism* 19.459–480.

BALUKAS, COLLEEN.; and CHRISTIAN KOOPS. 2015. Spanish-English bilingual voice onset time in spontaneous code-switching. *International Journal of Bilingualism* 19.423–443.

BENEVENTO, NICOLE M.; and AMELIA J. DIETRICH. 2015. I think, therefore digo yo: Variable position of the 1sg subject pronoun in New Mexican Spanish-English code-switching. *International Journal of Bilingualism* 19.407–422.

BILLS, GARLAND. 2008. *The Spanish language of New Mexico and southern Colorado : a linguistic atlas*. Albuquerque: University of New Mexico.

BROWN, ESTHER L. 2015. The role of discourse context frequency in phonological variation: A usage-based approach to bilingual speech production. *International Journal of Bilingualism* 19.387–406.

CACOULLOS, RENA TORRES.; and CATHERINE E. TRAVIS. 2015. Gauging convergence on the ground: Code-switching in the community. *International Journal of Bilingualism* 19.365–386.

ESPINOSA, AURELIO M. 1975. Speech mixture in New Mexico: The influence of the English Language on New Mexican Spanish. *El Lenguaje de los Chicanos : regional and social characteristics used by Mexican Americans*, ed. by Eduardo Hernandez-Chavez, Andrew D. Cohen, and Anthony F. Beltramo, 99–114. Arlington Va.: Center for Applied Linguistics.

ESPINOSA, AURELIO MACEDONIO. 1911. *The Spanish language in New Mexico and southern Colorado*. Santa Fe, N.M.

FERNÁNDEZ-GIBERT, ARTURO. 2010. Ideologías lingüísticas en el Nuevo México territorial: Lengua nacional vs. lengua ancestral, 1880–1912. (Spanish). *Spanish in Context* 7.46–77.

GONZALES-BERRY, ERLINDA. 2000. Which Language Will Our Children Speak? The Spanish languge and public education policy in New Mexico, 1890-1930. *The contested homeland : a Chicano history of New Mexico*, ed. by David Maciel and Erlinda Gonzales-Berry, 169–89. 1st ed. Albuquerque: University of New Mexico Press.

GONZALES, MARÍA D. 2005. Todavia Decimos "Nosotros [Los] Mexicanos": Construction of Identity Labels among Nuevo Mexicanos. *Southwest Journal of Linguistics* 24.65–77.

MELÉNDEZ, A. 2005. *Spanish-language newspapers in New Mexico, 1834-1958*. Tucson Ariz.: University of Arizona Press.

PATO, ENRIQUE. 2013. Sobre la forma muncho. *ELUA. Estudios de Lingüística Universidad de Alicante* 27.229–242.

SANZ-SÁNCHEZ, ISRAEL. 2013. Variedades de español en contacto en el Nuevo México colonial. *Romance Philology* 67.317–368.

SANZ-SÁNCHEZ, ISRAEL.; and DANIEL J. VILLA. 2011. The Genesis of Traditional New Mexican Spanish: The Emergence of a Unique Dialect in the Americas. *Studies in Hispanic & Lusophone Linguistics* 4.417–444.

VILLA, DANIEL. 2002. The sanitizing of U.S. Spanish in Academia. *Foreign Language Annals* 35.222–230.

VILLA, DANIEL. 2009. General versus standard Spanish: Establishing empirical norms for the study of U.S. Spanish. *Español en Estados Unidos y otros contextos de contacto: sociolingüística, ideología y pedagogía*, ed. by Manel Lacorte and Jennifer Leeman, 175–189. Madrid/Frankfurt: Iberoamericana/Vervuert.

VILLA, DANIEL J. 2010. Y nos vamos patrás: Back to an analysis of a supposed calque. *Spanish of the U.S. Southwest: A Language in Transition*, ed. by Susana Victoria Rivera-Mills and Daniel J Villa, 239–251. Norwalk, CT: Iberoamericana Vervuert Publishing Corp.

VILLA, DANIEL.; and JENNIFER VILLA. 1998. Identity labels and self-reported language use: Implications for Spanish language programs. *Foreign Language Annals* 31.505–516.

WILSON, DAMIÁN V. 2013. The Intersection of Identity, Gender, and Attitudes Toward Maintenance Among Beginning Spanish as a Heritage Language Students. *International Journal of the Linguistic Association of the Southwest* 31.177–97.

WILSON, DAMIAN V. 2015. Panorama del español tradicional de Nuevo México. *Informes del Observatorio, Instituto Cervantes at Harvard*. http://cervantesobservatorio.fas.harvard.edu/es/informes/informes-del-observatorio-observatorio-reports-012-062015sp-panorama-del-espa%C3%B1ol.

WILSON, DAMIÁN VERGARA.; and JENNY DUMONT. 2015. The emergent grammar of bilinguals: The Spanish verb hacer "do" with a bare English infinitive. *International Journal of Bilingualism* 19.444–458.

SPAN 639 Mujeres y negros en la colonia	Profesora: Kathryn McKnight
Martes y jueves 2:00-3:15 pm, Masley 2010	Oficina: Ortega 419,
Horas de consulta:	Correo-e: mcknight@unm.edu
Martes y jueves 9:30-11:30 am	Celular: 980-6901(Use con discreción)

DESCRIPCIÓN DEL CURSO:

Los negros y las mujeres estuvieron presentes en el encuentro colonial iberoamericano desde su primer momento. Además, participaron de manera central en la configuración tanto de las sociedades, como de las culturas, y las historias de todos los pueblos iberoamericanos. Sin embargo sus voces son, en su mayoría, ignoradas y ocultadas y sus representaciones distorsionadas en las historias y expresiones "literarias" del período. En este curso empezamos a remediar estos silencios por el estudio de las voces de africanos y sus descendientes y las de mujeres indígenas, europeas, y afrolatinas en textos documentales (de archivos). Además leemos críticamente sus representaciones en las obras canónicas del período colonial por los lentes del género sexual y la diferencia "racial" y étnica. No es casual esta combinación de raza y género, afrolatinos y mujeres en una sola clase; hay elementos que comparten los temas e intersecciones significativas entre ellos.

OBJETIVOS

HISTORIOGRAFÍA:
- Conocer algunos modos de participación social y cultural de los afrodescendientes y mujeres en el encuentro, la conquista y la colonización iberoamericanos;
- Describir elementos claves de los debates sobre la esclavitud, la diferencia social, y el género sexual en el período colonial iberoamericano;
- Formar un conocimiento general de la historia "literaria" iberoamericana del período colonial, con énfasis en los siglos XVI y XVIII;

TEORÍA:
- Explicar y problematizar conceptos históricos y actuales del género sexual, de la raza, y de la diferencia y su producción histórica;

CRÍTICA LITERARIA Y CULTURAL:
- Aplicar la teoría al análisis de representaciones de mujeres y afrodescendientes;
- Discutir la relación entre género textual e identidad social de quienes los producen;
- Explicar cómo intervienen los textos coloniales en la realidad, tomando en cuenta:
  - el contexto histórico, institucional, discursivo, cultural, y personal,
  - la inserción social de su(s) productor(es),
  - los tipos de mediación que entraron en su producción, y
  - sus destinatarios, y
  - analizando las estrategias simbólicas, retóricas, y narrativas usadas para conseguir los significados y actos de discurso de los textos.

METODOLOGÍA:
- Entender las diferencias entre la tarea de historiadores y de críticos literarios/culturales;

- Identificar, encontrar, y discutir fuentes secundarias que informen la interpretación de un texto;
- Desarrollar y presentar un argumento crítico aplicando acercamientos teóricos, críticos, y metodológicos apropiados al campo de estudios.

Una nota sobre los presupuestos teóricos en la clase:

El campo de estudios coloniales hoy en día toma por sentado ciertos conceptos del posestructuralismo y posmarxismo. Dos de los teóricos fundamentales son Raymond Williams, con su libro *Marxism and Literature* y Michel Foucault, con sus ideas sobre el discurso, el conocimiento y el poder. *La historia de la sexualidad* es un libro clave en su desarrollo de estas ideas. Discutiremos algunas de sus ideas relevantes en clase, pero si no los ha leído, recomiendo:

Michel Foucault, *History of Sexuality*: Part I "We Victorians" & Part IV, ch. 2 "Method"
Fillingham, Lydia Alix y Moshe Susser. *Foucault for Beginners*. London: Writers and Readers Documentary Comic Books, 1994. Este libro facilita la lectura de los textos de Foucault, explicando en términos más simples sus conceptos fundamentales.
Williams, Raymond. *Marxism and Literature*: los capítulos sobre lengua, literatura, hegemonía, y convención.

Para el desarrollo del proyecto de investigación, recomiendo:

Booth, Wayne C., Gregory G. Colomb, y Joseph M. Williams. *The Craft of Research*, 3a ed. Chicago: Chicago UP, 2008.

LOS TEXTOS:

Juana Inés de la Cruz, Sor. *The Answer / La Respuesta.* 2nd ed. Ed. Electa Arenal y Amanda Powell. New York: Feminist Press, 2009. [A comprar en Amazon, B&N, etc.]
McKnight, Kathryn Joy y Leo Garofalo. *Afro-Latino Voices. Narratives from the Early Modern Ibero-Atlantic World.* Indianapolis: Hackett, 2009. [En la librería de UNM]
van Deusen, Nancy E., ed. and translator. *The Souls of Purgatory. The Spiritual Diary of a Seventeenth-Century Afro-Peruvian Mystic, Ursula de Jesús.* Albuquerque: U of New Mexico P, 2004.
Textos en Google Drive.

LA EVALUACIÓN: (Ver explicaciones después del "Horario de lecturas y tareas")

1) Participación (20%)
2) 5 ejercicios de aplicación y 3 respuestas (20%)
3) [Dirección de una discusión](#) (10%)
4) Presentación de una fuente secundaria (10%)
5) Proyecto final (30%)
6) Presentación del proyecto final (10%)

Disabilities and Accommodations:

If you have a documented disability that will impact your work in this class, please contact me at the beginning of the semester to discuss your needs. Additionally, you will need to register with the Accessibility Resource Center in Room 2021 on the second floor of Mesa Vista Hall.

PLAGIARIASM/PLAGIO:

Todo/a estudiante leerá el documento titulado "DEPARTMENT OF SPANISH AND PORTUGUESE POLICY ON ACADEMIC HONESTY" y firmará el documento titulado "ACADEMIC CONDUCT POLICY" que se encuentran al final de este sílabo, antes de la segunda reunión de la clase.

EL HORARIO de LECTURAS y TAREAS

EA/R = Ejercicio de Aplicación o Respuesta al Ejercicio de un/a compañero/a
PF = Proyecto Final

Fecha	Lecturas
13 de enero	**Introducción** UNESCO, The Slave Route The Transatlantic Slave Trade Database, Introductory Maps Socolow, Susan. "Women in Colonial Latin American History." In *Oxford Bibliographies Online: Latin American Studies*. **Imágenes:** Lienzo de Tlaxcala, Malinche dirige el ataque en Cholula (ca. 1552) Mulatos de Esmeraldas, Andrés Sánchez Gallque (1599) Miguel de Cabrera, Sor Juana Inés de la Cruz (1750) José de Alcíbar, *De negro e india sale lovo* (ca. 1760-1770) Carta de don Alonso de Illescas
15 de enero	Adorno, Rolena. *Colonial Latin American Literature: A Very Short Introduction.* Oxford: Oxford UP, 2011. 1-55. Internet resource: elibrary.unm.edu.
20 de enero	Adorno (56-109) Anderson, Imbert E. *Historia De La Literatura Hispanoamericana*. México: Fondo de Cultura Económica, 1967. Print. 53-71. **EA/R** #1 (Ejercicio de Aplicación/Respuesta - Google Drive) Firmar y entregar POLICY ON ACADEMIC HONESTY (pp. 8-9)
	Las mujeres y los afrodescendientes: contexto histórico
22 de enero	**OJO: (miércoles 7:00 am) - quiero cambiar el plan para leer estos textos. Por favor me respondes al email. ¡Perdonen, por favor!**

Socolow, Susan Migden. "The Arrival of Iberian Women"; "Women, Marriage, and the Family". *The Women of Colonial Latin America.* Cambridge: Cambridge UP, 2000. 52-77. (Tabla de materias (para contextualizar el capítulo)

Vinson III, Ben. "Introduction: African (Black) Diaspora History, Latin American History". *The African Diaspora in the Colonial Andes.* Special issue of *The Americas* 63.1 (2006): 1-18.

	El género y la raza: conceptos
27 de enero	Scott, Joan Wallach. "A Useful Category of Historical Analysis." *The American Historical Review* 91.5 (1986): 1053-75.
	Sweet, James H. "The Idea of Race: Its Changing Meanings and Constructions," in Colin A. Palmer and Howard Dodson, eds., *Schomburg Studies on the Black Experience*. Ann Arbor, MI: Pro Quest, 2005. Internet resource.
	Hill, Ruth. "Before Race: Hierarchy in Bourbon Spanish America." *Hierarchy, Commerce, and Fraud in Bourbon Spanish America: A Postal Inspector's Exposé.* Nashville: Vanderbilt UP, 2005. 197-238. Notas.
29 de enero	Adorno, Rolena. "The Intellectual Life of Bartolomé de las Casas: Framing the Literature Classroom". *Approaches to Teaching the Writings of Bartolomé de las Casas*. Ed. Santa Arias y Eyda M. Merediz. NY: MLA, 2008. Tabla de materias y 21-32
	OJO: pp. 1-13 solamente. Las Casas, Bartolomé de. *Bevíssima relación de la destruyción de las Indias. Colegida por el Obispo don Bartolomé de las Casas o Casaus de la orden de Santo Domingo*, 1552. Ed. digital José Luis Gómez-Martínez. *Proyecto Ensayo Hispánico.* 1997-2005. Department of Romance Languages, University of Georgia. " 1-13.
	La colonización
3 de febrero	Las Casas, Bartolomé de. *Historia de las Indias*. 1561. Vol. I. Ed. André Saint-Lu. Caracas: Biblioteca Ayacucho, 1986. Libro I: cap. 24-27 (Vol. 1: 128-49); Libro III: caps. 102-04 (Vol. 3: 370-82) 128-29 (Vol. 3: 469-75).
5 de febrero	**Proyecto final**
	Leer el documento titulado, "Bibliografía de posibles fuentes para el proyecto final"
	PF: Identificar y leer la fuente primaria
10 de febrero	McKnight, Kathryn Joy and Leo J. Garofalo. Introduction. *Afro-Latino Voices. Narratives from the Early Modern Ibero-Atlantic World, 1550-1812.* Cambridge: Hackett, 2009.
	"The Treason of Dom Pedro Nkanga a Mvemba against Dom Diogo, King of Kongo 1550." In McKnight and Garofalo. 2-29.
	"Maroon Chief Alonso de Illescas' Letter to 30 the Crown, 1586." In McKnight and Garofalo. 30-37.
	EA/R #2

12 de febrero	Spores, Ronald. "Mixteca Cacicas." *Indian Women of Early Mexico.* Ed. Susan Schroeder, Stephanie Wood, and Robert Stephen Haskett. U of Oklahoma P, 1999. 199-214. Sousa, Lisa Mary. "Women and Crime in Colonial Oaxaca. Evidence of Complementary Gender Roles in Mixtec and Zapotec Societies." *Indian Women of Early Mexico*. 395-400. [Tutoriales para los documentos](#) *[hacer clic]*. Codex Nuttall (ca. 1500) and Codex Selden (1560). *Explore Mesolore*. Dir. Liza Bakewell y Byron Hamann. 2008-2012.
17 de febrero	Quispe-Agnoli, Rocío. "Taking Possession of the New World: Powerful Female Agency of Early Colonial Accounts of Perú." *Legacy: A Journal of American Women Writers.* 28.2 (2011): 257-89. Print. Zambrano, Camilo A. "Encomienda, mujeres y patriarcalismo difuso: Las encomenderas de Santafé y Tunja (1564-1636)". *Historia Crítica* 44 (2011).
	El período medio: los virreinatos
19 de febrero	Garcilaso de la Vega, el Inca. *Comentarios reales de los Incas*. 1609. Ed. Aurelio Miro Quesada. Caracas: Biblioteca Ayacucho, 1976. "Proemio al lector"; Advertencias; Libro I: XV-XVIII; Libro II: I-II; Libro IV: I-IX; Libro IX: XXXI. Zamora, Margarita. "Language and Authority in the *Comentarios reales*". *Modern Language Quarterly* 43.4 (1982): 228-41. **EA/R** #3
24 de febrero	Guaman Poma de Ayala. *Nueva corónica y buen gobierno.* (1615/1616). *The Guaman Poma Website*. A Digital Research Center of the Royal Library, Copenhagen, Denmark. Guengerich, Sara Vicuña. "Virtuosas o corruptas: Las mujeres indígenas en las obras de Guaman Poma de Ayala y el Inca Garcilaso de la Vega". *Hispania* 96.4 (2013): 672-83.
26 de febrero	"Queen Njinga Mbandi Ana de Sousa of Ndongo/Matamba: African Leadership, Diplomacy, and Ideology, 1620s-1650s". En McKnight y Garofalo 38-51. "Elder, Slave, and Soldier: Maroon Voices from the Palenque del Limon, 1634". En McKnight y Garofalo 64-82. "The Witchcraft Trials of Paula de Eguiluz a Black Woman, in Cartagena de Indias, 1620-1636". En McKnight y Garofalo 175-94.
3 de marzo	Gauderman, Kimberly. "A Loom of Her Own: Women and Textiles in Seventeenth-Century Quito." *Colonial Latin American Review* 13.1 (2004): 47-63. "Death, Gender, and Writing: Testaments of Women of African Origin in Seventeenth-Century Lima, 1651-1666". En McKnight y Garofalo 105-25. **EA/R** #4
5 de marzo	Proyectos finales: taller bibliográfico **Seleccionar** una fuente secundaria para la presentación del 31 de marzo: de la

	"Bibliografía de posibles fuentes para el proyecto final: Biblografía secundaria"
9-13 de marzo	DESCANSO DE PRIMAVERA
17 de marzo	Bristol, Joan Cameron. "'Although I Am Black, I Am Beautiful': Religion, Difference, and Calidad in Spanish America". *Christians, Blasphemers, and Witches. Afro-Mexican Ritual Practice in the Seventeenth Century.* Albuquerque: U of New Mexico P, 2007. 23-62.
	"The Making of a Free Lucumi Household: Ana de la Calle's Will and Goods, Northern Peruvian Coast, 1719". En McKnight y Garofalo 142-54.
	EA/R #5
19 de marzo	**PF:** reunión con la profesora
	PF: Pregunta analítica y preguntas contextuales. Identificar una fuente secundaria para la presentación del 31 de marzo. Puede ser de la "Bibliografía de posibles fuentes para el proyecto final" o de su propia investigación.
24 de marzo	Nancy E. Van Deusen, *The Souls of Purgatory: The Spiritual Diary of a 17ᵗʰ-Century Afro-Peruvian Mystic, Ursula de Jesús* (University of New Mexico Press, 2004). 1-77. Y del original en español (Google Drive), pp. 1-20 (consultando la traducción donde sea necesario.)
	EA/R #6
26 de marzo	Ursula de Jesús. *Diario espiritual* (1650s) original pp. 21-63.
	PF: Bibliografía preliminar
31 de marzo	**Presentación** de una fuente secundaria
2 de abril	Seed, Patricia. Introduction. *To Love, Honor, and Obey in Colonial Mexico: Conflicts over Marriage Choice.* Stanford: Stanford UP, 1992. 1-13.
	Juana Inés de la Cruz, Sor. *The Answer. La respuesta.* 1691. Expanded edition. Edición y traducción de Electa Arenal y Amanda Powell. NY: The Feminist Press, 2009. 1-37.
7 de abril	Juana Inés de la Cruz, Sor. *La respuesta.* 38-143.
	EA/R #7
9 de abril	Valle y Caviedes, Juan. "Carta que escribió el autor a la monja de México". *Obra completa de Juan del Valle y Caviedes*. Ed. Daniel R. Reedy. Caracas: Biblioteca Ayacucho, 1984. 451-55.
	Juana Inés de la Cruz, Sor. "Respondiendo a un caballero del Perú". *Obras completas.* Tomo I. *Lírica Personal.* México: FCE, 1994.
14 de abril	Sigüenza y Góngora, Carlos de. *Infortunios de Alonso Ramírez.* En *Seis obras.* Caracas: Biblioteca Ayacucho, 1984. 5-47. (Lean las partes de la introducción y la cronología que le ayuden a interpretar la obra.)
	"A Spanish Caribbean Captivity Narrative: African Sailors and Puritan Slavers, 1635". En McKnight y Garofalo, 195-213.

	EA/R #8
16 de abril	Juana Inés de la Cruz, Sor. "Villancicos que se cantaron en la Santa Iglesia Metropolitana de Méjico, en honor de María Santísima Madre de Dios, en su Asunción Triunfante, año de 1676, en que se imprimieron". En Arenal y Powell, 168-77.
	Valle y Caviedes, Juan del. "Vejamen que le dio el autor al zambo Pedro de Utrilla, el mozo"; "A una vieja del Cuzco". *Obra completa.* Ed. Daniel R. Reedy. Caracas: Biblioteca Ayacucho, 1984. 42-46; 252-54.
	Hill, Ruth. "Between Black and White: a Critical Race Theory Approach to Caste Poetry in the Spanish New World." *Comparative Literature* 59.4 (2007): 269-93.
	La época del cambio
21 de abril	"'El rey de los Congos': The Clandestine Coronation of Pedro Duarte in Buenos Aires, 1787." 155-73.
	"Slavery, Writing, and Female Resistance: Black Women Litigants in Lima's Late Colonial Tribunals of the 1780s". 285-301.
	"In the Royal Service of Spain: The Milicianos Morenos Manuel and Antonio Pérez during the Napoleonic Invasion, 1808-1812". 315-25.
	PF: Esquema
23 de abril	Taller de escritura
	PF: Escribir cinco (5) páginas del argumento
28 de abril	**Presentaciones finales**
30 de abril	**Presentaciones finales**
5 de mayo 5:00 pm	**Trabajo final**

Explicación de las expectativas / tareas

1) La participación en clase

Esta clase es un seminario, lo cual implica que los participantes toman responsabilidad por la dirección de la clase, incluso en la dirección de discusiones, los informes sobre el proyecto final y los métodos y teorías que encuentren útiles para la investigación. Se espera una alta calidad de participación de todos los estudiantes, la cual exige una preparación bien enfocada. La participación se evalúa por _**lo**_ que uno dice, no por _**cuánto**_ uno habla. De hecho, los que siempre dominan la conversación suprimen las voces de otros y frustran la diversidad de perspectiva que mejor ilumina los textos. Hay que escuchar bien a los compañeros, y cuestionar o responder a lo que digan. El fin es construir juntos un conocimiento mucho más rico y amplio del que trae cada uno al texto o problema. Hacen falta la preparación, la paciencia, la atención y la voluntad de construir juntos una comunidad intelectual.

Los siguientes sitios podrán ser muy útiles para su preparación diaria:
- [Handouts: Study Skills](), Dartmouth Academic Skills Center
- [Reading and Researching](), Writing at the University of Toronto
- [How to Take Notes from Your Reading]() About.com
- [Metacognition](), by Nancy Chick, Center for Teaching, Vanderbilt University

2) Los cinco (5) ejercicios de aplicación y las tres (3) respuestas (Google Drive)

Para desarrollar una metodología del estudio de los textos coloniales, cada estudiante pondrá en Google Drive un comentario de 300-600 palabras en que aplica a un texto primario un concepto de una de las lecturas secundarias (teóricas/críticas). La aplicación consistirá en:
- Dos o tres oraciones que resuman un concepto teórico o un acercamiento metodológico de uno de los textos secundarios que hemos leído;
- Un párrafo que empiece a aplicar el concepto al texto primario;
- Preguntas que surjan sobre su comprensión o interpretación de los textos.

En tres ocasiones, en vez de subir un ejercicio de aplicación, usted escribirá una respuesta al ejercicio de aplicación de un/a compañero/a. Su respuesta también debe ser de 300-600 palabras y debe cuestionar o extender las ideas de su compañero/a de manera respetuosa y constructiva.

Las fechas para los cinco ejercicios de aplicación y las tres respuestas están en el horario de lecturas, marcadas como **EA/R**. Se deben subir los ejercicios al documento en Google Drive > Comunidad Intelectual que lleva la fecha correspondiente. Al escribir una respuesta, lo que va a subir a este documento es su nombre y un enlace al documento en que se encuentra el EA al que quiere responder. En su respuesta, usted va a insertar un [marcador](). Hay un ejemplo en la carpeta.

Usted decidirá cuándo escribir un Ejercicio de Aplicación y cuándo escribir una Respuesta. El texto al que usted aplique el concepto debe ser un texto que se haya leído en el período entre la última entrega y la actual. Ejemplo: para **EA/R** #3 (19 de febrero) usted escribirá sobre un texto que leamos el 12, 17 o 19 de febrero. La Respuesta puede responder a cualquier EA que un/a compañero/a haya escrito.

3) La dirección de una discusión

Cada participante del seminario se encargará de dirigir una discusión de clase; puede ser solo/a o con un/a compañero/a. **Para enriquecer la preparación, cada equipo dirigente pondrá en Google Drive > Comunidad Intelectual > "Fecha Discusión" unas cuatro preguntas de enfoque <u>dos días antes de la clase</u>.** Los dirigentes tienen que consultar con la profesora por lo menos una semana antes de la discusión: deben haber leído los textos antes de reunirse con la profesora. Se sugiere que se reparta la responsabilidad para lanzar la discusión de cada pregunta con una breve reflexión. Recuerden que su objetivo es dirigir una discusión, no hacer una presentación.

4) La reseña de una fuente secundaria (21 de marzo)

El propósito de esta presentación es triple. Primero, le ayudará a iniciar su investigación para el proyecto final. Segundo, usted usará su lectura de la fuente secundaria como un modo de aprender la metodología de su campo por el estudio de un modelo: analizará un texto como un ejemplo–eficaz o no–de un estudio literario o historiográfico. Tercero, le dará una oportunidad para presentar sus ideas oralmente.

No hay necesidad de entregar un documento junto con la presentación, pero el siguiente sitio que explica la reseña como un género de escritura le dará una guía sobre el contenido que se espera en la reseña: "Book Reviews", The Writing Center, The University of North Carolina at Chapel Hill. La reseña debe ser de 8-10 minutos.

5) El proyecto final (5 de mayo–5:00 pm)

Cada estudiante preparará un trabajo analítico al estilo de un artículo profesional. El trabajo debe:
- tratar una o más fuentes primarias del período colonial que presenten la voz o representen a una mujer o un/a afrodescendiente;
- emplear métodos del análisis literario o de los estudios culturales (estudiantes de otras disciplinas pueden consultar con la profesora sobre un marco metodológico alternativo);
- tener una extensión de 5,000-6,000 palabras (20-25 páginas) (estudiantes que van a escribir un trabajo de 20-25 páginas en otra clase pueden discutir con la profesora la opción de escribir 15 páginas-3750 palabras);
- informarse de un mínimo de 10 fuentes secundarias;
- utilizar el estilo MLA o Chicago;
- emplear una fuente legible como Times New Roman de 12 puntos, a doble espacio;
- entregarse en Google Drive.

Pasos de la investigación: Google Drive

3 de febrero: ☐ Identificar y leer la fuente primaria. Documento en Google Drive titulado "Apellido_Fuente Primaria".

5 de marzo: ☐ Seleccionar una fuente secundaria para la presentación del 31 de marzo

19 de marzo: ☐ Identificar tres o cuatro fuentes secundarias que toquen de manera central la fuente primaria o el enfoque de interés para el proyecto (ver "Bibliografía de posibles fuentes para el proyecto final" o su propia investigación). Documento en Google Drive titulado "Apellido_Fuentes Secundarias".

☐ Pregunta principal de análisis y preguntas secundarias de investigación. Documento en Google Drive titulado "Apellido_Preguntas de investigación".

(a) La pregunta analítica será informada por un acercamiento coherente con los estudios literarios o culturales. Se enfocará en el significado de la fuente primaria o en lo que hace como acto discursivo. La tesis del

trabajo, la cual se va a articular **después** de hacer la investigación, responderá a esta pregunta.

(b) Las preguntas secundarias indagarán el contexto histórico, discursivo, biográfico, o cultural, según lo necesario para responder a la pregunta analítica. También harán un rastreo de la literatura secundaria saliente sobre el tema o texto.

□ Reunirse con la profesora para discutir y refinar el proyecto

26 de marzo: □ Componer una bibliografía preliminar de 25-35 fuentes secundarias (debe usarse el estilo MLA o Chicago, pero no es necesario que sea 100% correcto en esta etapa del proyecto). Documento en Google Drive titulado "Apellido_Bibliografía preliminar".

31 de marzo: □ Presentar el argumento central de la fuente secundaria seleccionada con la profesora el 19 de marzo. Presentación de 10 minutos. Entrega de un esquema. Documento en Google Drive titulado "Apellido_Fuente Secundaria-Argumento".

21 de abril: □ Leer fuentes secundarias y componer un esquema del argumento. Documento en Google Drive titulado "Apellido_Esquema del Proyecto Final".

23 de abril: □ Escribir cinco páginas (5) del proyecto final. Documento en Google Drive titulado "Apellido_Proyecto final". **Suba una copia a la carpeta "Comunidad Intelectual > Taller".**

28 de abril: □ Presentar el argumento central del proyecto final.

5 de mayo: □ Entregar el trabajo final antes de las 5:00 pm. Documento en Google Drive titulado "Apellido_Proyecto final".

Criterios de la evaluación del trabajo de investigación
Los porcentajes son aproximados

El análisis (50%)
● El trabajo examina un **texto** o corpus y una **pregunta** apropiados e importantes para los estudios literarios o culturales.
● Define una **tesis** clara y discutible, que demuestra originalidad de pensamiento y responde a una laguna del conocimiento en el campo de estudios. La tesis propone una interpretación del **significado** del texto y de su relación con su **contexto socio-histórico**.
● Sitúa su argumento en **relación a la crítica** sobre el mismo tema y/o texto, demostrando cómo extiende, contradice, o complementa sus argumentos.
● El argumento presenta **varias proposiciones** que respaldan la tesis principal, apoyándolas con suficiente **evidencia** de la(s) fuente(s) primaria(s) y secundarias y **explicando** cómo la evidencia comprueba la tesis.
● Las fuentes secundarias son fidedignas y publicadas por autores u organismos (asociaciones, revistas arbitradas) reconocidas por la academia.

La presentación (30%)

- El **enfoque** del trabajo es lo suficientemente **limitado** para poder desarrollar el análisis en profundidad.
- La **organización** facilita la comprensión del argumento, comenzando con la identificación de la(s) fuente(s) a tratar, su contexto, y la tesis y siguiendo un orden lógico en la introducción de las propuestas.
- Se logra la **coherencia** por el uso constante de un vocabulario de términos claves y por transiciones que expresan la relevancia de cada párrafo al argumento.
- La **conclusión** sintetiza los resultados del análisis, comenta sobre la importancia del análisis, e indica preguntas que quedan por investigar.

El estilo (20%)
- El trabajo responde a la **extensión** pedida.
- El **título** es apropiado y llamativo y comunica de manera eficaz el contenido del trabajo.
- Se usan **subtítulos** de manera eficaz para guiar al público lector.
- Se usa bien la **paráfrasis**, el **resumen**, y la **cita** directa de manera apropiada, identificando las fuentes adecuadamente con referencias parentéticas y una lista de obras citadas, al estilo MLA o Chicago.
- Cada **párrafo** tiene una oración temática, unidad de idea, suficiente desarrollo, y coherencia.
- Se emplea un **lenguaje académico**, apropiado a la disciplina, claro y gramáticamente correcto, sin errores de ortografía.

El <u>plagio</u>–intencional o no–resultará en una F (0%) como nota del trabajo y, según la severidad del caso, podrá resultar en una F para la nota final del curso.

6) **La presentación del proyecto final (28 y 30 de abril)**

Practique la presentación en frente de un/a compañero/a. La presentación debe ser de 15 minutos (mínimo 12 y máximo 18 minutos; las presentaciones que son más breves o largas sufrirán una baja en la nota).

Se permite compartir un esquema o una presentación de PPT/Prezi/Keynote en la carpeta "Comunidad Intelectual > Presentaciones". No es un requisito. Si quiere usar una presentación visual, úsela bien. Consulte "Death by PowerPoint" by Alexei Kapterev: http://www.slideshare.net/thecroaker/death-by-powerpoint. And "How to Give an Awesome (PowerPoint) Presentation (Whiteboard Animation Explainer Video)." http://youtu.be/i68a6M5FFBc.

Rúbrica de Evaluación

El argumento (50%): El argumento es persuasivo y demuestra pensamiento original. El/la ponente demuestra un conocimiento global de las obras discutidas y un análisis sofisticado y profundizado de su tema. La evidencia es bien seleccionada y analizada.

El argumento se sitúa en relación con la crítica (literaria-cultura) relevante.

Los contextos (20%): El argumento sitúa el análisis dentro de los relevantes contextos, que pueden incluir el contexto crítico, histórico, y cultural. El argumento señala la relevancia de la fuente primaria para el campo de estudios.

Presentation (30%): El/la ponente mantiene contacto con el público por medio de la vista, el interés de la presentación, la coherencia, y el estilo de presentación. Utiliza un lenguaje apropiado para el campo profesional y la situación oral: el lenguaje es académico y sintácticamente claro. El uso de materiales visuales (esquema, volantes, presentación audiovisual) aumenta la eficacia de la comunicación. El/la ponente responde de manera eficaz e informativa a las preguntas.

Appendix 1G: Community Outreach

Table of Contents

Service to the Profession

Spanish and Portuguese Faculty Members Review Articles for the Following Journals:
A contracorriente, NCSU
Alambique: Revista académica de ciencia-ficción y fantasia
Arizona Journal of Hispanic Cultural Studies
Australian Journal of Linguistics
Aztlán: A Journal of Chicano Studies, UCLA
Bulletin of Spanish Studies, Routledge
Bulletin of Hispanic Studies, Liverpool University Press
Cervantes, Bulletin of the Cervantes Society of America
Chasqui: Revista de Literatura Latinoamericana
Cincinnati Romance Review
CogniTextes
Colonial Latin American Historical Review
Comparative Literature, Duke University Press
La Corónica
Corpus Linguistics and Linguistic Theory; de Gruyter Mouton
Current Issues in Language Planning
Estudos de Literatura Brasileira Contemporânea
First Language
Frontiers: A Journal of Women's Studies
Heritage Language Journal
Hispania, AATSP, Johns Hopkins University Press
Hispanic and Lusophone Linguistics
Hispanófila
The Indiana University Linguistics Club Working Papers; Indiana University-Bloomington
International Journal of Bilingualism
International Journal of the Linguistic Association of the Southwest
Itinerarios, University of Prague
Journal of Child Language
Journal of the International Phonetic Association, Cambridge University Press
Journal of Lusophone Studies

Journal of Medieval and Iberian Studies
Journal of Phonetics, Elsevier
Journal of Psycholinguistic Research
Language Documentation & Conservation
Language Policy
Language Variation and Change, Cambridge University Press
Languages
Latin American Research Review
Lingua
Línguas Indígenas Americanas-LIAMES
Linguistic Discovery
Linguistic Typology
Luso-Brazilian Review
Melus, Society for the Study of Multi-Ethnic Literature, Oxford University Press
Modern Language Journal
Mosaic: An Interdisciplinary Critical Journal
Perífrasis, Colombia
PMLA
Revista Canadiense de Estudios Hispánicos
Revista de Estudios Hispánicos, Johns Hopkins University Press
Revista Hispánica Moderna, Columbia University
Revista Interacción; Universidad Libre, Bogotá, Colombia
Revista de Literatura Contemporánea Mexicana, UTEP
Revista de Literatura Mexicana, UNAM
Science Fiction Studies
Second Language Research
Sociolinguistic Studies
Southwest Journal of Linguistics
Spanish in Context
Studies in American Fiction
Studies in Hispanic and Lusophone Linguistics
        Textual Cultures
UNM Latin American and Iberian Institute Research Papers and Reference Works series

Spanish and Portuguese Faculty Members have reviewed book manuscripts, have served on Editorial or Advisory Boards for the following Presses, Journals, and Book Series:
Arizona Journal of Hispanic Cultural Studies
Colonial Latin American Historical Review
Issues in Hispanic and Lusophone Linguistics series, John Benjamins
Journal of Colonial Latin American Studies
Journal of Lusophone Studies
Journal of Psycholinguistic Research
Querencias series, University of New Mexico Press
Tulsa Studies in Women's Literature
Vernacular: New Connections in Language, Literature and Culture

Outreach in the Broader Community: Workshops, Consulting, Mass Media Presentations

Richard File-Muriel
- During his 2013 Fulbright, gave a talk at 2014-5 Colombian Fulbright Orientation attended by award recipients were about to embark on their PhD study in the United States. The talk covered different aspects of academics in the U.S.

Carmen Julia Holguín Chaparro
- Has given workshops on creative writing in Mexico. Also she has given poetry readings: *Décimo Encuentro Internacional de Poetas en Ciudad Juárez/ X international Conference of Poets in Juárez City* (2016); El Colegio de Chihuahua. Juarez City. México. October 22 nd to 24th 2015.
- Workshop. *Luces, cámara, ¡Escribe!* In the context of *Semana I / Week I*, organized by El Tecnológico de Monterrey, campus Chihuahua. September 21st - 25th 2014.
- Workshop on poetry reading, at the XXIInd International Poetry Conference Mujeres Poetas en el País de las Nubes / Women Poets in the Clouds´ Country. Nochixtlán, Tamazulapan, Huajuapan de León, and Teposcolula, Oax. México. November 3rd - 6th.
- *El que tenga oídos…* by Carmen Julia Holguín Chaparro. Book signing. Presenters: Virginia Aceves Tarango and Liliana Poveda. Mediateca Municipal. Chihuahua. Chih. México. October 8th.
- Segundo Encuentro de Escritores Parralenses/Second Conference of Writers from Parral. Hidalgo del Parral, Chihuahua, México. Coordinator Federico Corral Vallejo and Tinta Nueva. June 9th - 13th .
- Martes literario/Literary Tuesday. El Hojaldre Coffee. Chihuahua, Chih. México. March 18th. 2013.
- Celebrating International Women's Day. Organized by Art and Culture Society of Acámbaro and Art and culture Society of Salvatierra. Acámbaro, Jerécuaro and Salvatierra, Gto. Méx. March 6th-8th.
- 2012. Feria del Libro en Ciudad Juárez. Mesa de Literatura Erótica Femenina/Book Fair in Juarez City. Erotic Feminine Literature Panel. Organized by State of Chihuahua, CONACULTA and American Consulate. September 29th.
- 2015. April 9. "Cuando los astros se alinean" (Performance by Jorge de la Parra del Valle, Mexican poet).
- 2016. April 6. Poetic Recital with Renny Golden (Bilingual Poetic Recital with the United States poet). The poems were translated from English into Spanish by Spanish 307 students.
- April 13. "Tres mujeres al borde de la escritura" (Book signing and Poetic Recital with the United States authors of the book: Kathleen Doherty, Judy Nickell and Diane Orchard) April 20. "Desde la Travesía de Enrique al interior" (Panel organized in collaboration with professor Eva Rodríguez González. There were students from lower division and Spanish 300 level)

Jeremy Lehnen
- Was an invited guest / DJ on the local public radio station KUNM on the program Espejos de Aztlan about Carnival in the Americas February 2, 2015 and as an invited DJ on Free Form radio program playing and talking about Hip-Hop in Latin America September 30, 2010.

Jeremy Lehnen and Leila Lehnen
- Have given outreach talks and interviews to FEEVALE University's (Novo Hamburgo, Brazil) newspaper and television channel about studying in the United States and graduate studies at the University of New Mexico in Spanish and Portuguese.

Leila Lehnen
- Gave a workshop on human rights in Latin American literature at the University FEEVALE (Novo Hamburgo, Brazil)

Kathryn McKnight
- Co-directed the African-Caribbean Heritage Camp, Denver, Colorado, June 20-23, 2013. Co-coordinated the elementary programming for the same camp, August 2-5, 2012.

Anna Nogar
- Radio interview: "The Legacy of Jim Sagel." KUNM (NPR): *Espejos de Aztlán* radio program. Albuquerque, NM. 17 October 2011.
- Book presentation: "Eusebio Chacón and Gabriel Meléndez: Introduction." *The Writings of Eusebio Chacón* by A. Gabriel Meléndez and Francisco Lomelí. University of New Mexico Bookstore. Albuquerque, NM. 13 November 2012.
- Translator for invited international guest talk on popular religion by Dr. Jose Luis Antonio Ponga (University of Valladolid). University of New Mexico, Albuquerque, NM. October 2009.

Verónica Plaza
- Supervised Spanish students to provide a translation of the National Healthcare Decision Day video *Imagine* that is hosted on the NHDD website: http://www.nhdd.org/espanol. They also produced a Spanish translation for the Values History form (a form to assist in making healthcare choices in accordance with one's values), which is posted on the website of UNM Health Sciences Center Institute for Ethics: http://hscethics.unm.edu/common/pdf/values-history-espanol.pdf.

Susana Rivera
- Is a consultant for the Cátedra Ángel González at the University of Oviedo in Spain. Besides working closely with the Director she has also given two conferences hosted by the Cátedra, the first in June 2012 and the second in June 2016. She has also participated in events organized by other cultural entities in Oviedo: La Caravana del Verso, the Cátedra Emilio Alarcos, and Tribuna Ciudadana; the last two invited her to their speakers series in June 2008 and June 2016, respectively.

Eva Rodríguez-González
- Has since Fall 2015 collaborated with Instituto Cervantes to enhance the quality of Spanish teaching in UNM and ABQ area. Students in the Graduate Teaching Methods course observe and perform Spanish language teaching at the Instituto Cervantes. Some of these students are hired in Spring and Summer semesters by Instituto Cervantes. On Spring 2017, Eva Rodríguez-González will be submitting a National Endowment of Humanities Grant to create a Summer Teaching camp in June 2017 in collaboration with Instituto Cervantes, Language Learning Lab and Zimmerman Library. High school Spanish teachers in Albuquerque and Santa Fe area will be recruited for this summer teaching intensive course.
- Via Spanish Second Language Program- SPAN 202 has included in Spring 2015 and Fall 2016 digital storytelling projects where students narrate the story of selected natives of New Mexico that have been key in the history of the state. Zimmerman Library and National Parks office at UNM collaborated in the project.

Eva Rodríguez-González and Carmen Julia Holguín Chaparro
- Via Spanish Second Language Program and 300 Coordination- SPAN 202 has included the 2015-2016 UNM Lobo Reading Book "Enrique's Journey" in the 202 curriculum in addition to a series of community related events about Immigration in the U.S. Students in SPAN 202 shared their book reflections on a panel in collaboration with SPAN 300 level students Fall 2015 and Spring 2016 and attended to UNM open-forum discussions (UNM and Albuquerque community members) with the author of the book

Eleuterio Santiago-Díaz
- Organizer, poetry reading sponsored by the Instituto Cervantes, Albuquerque, New Mexico, April 26, 2014.
- Creatures of the Long Night (poetry recital). Candlelight Readings at Earth Vespers Service, Placitas, New Mexico, December 21, 2012.
- Readings from *Breaths* at Bookworks Bookstore, Albuquerque, New Mexico, April 19, 2012.

Naomi Shin
- Has contributed to the Center for Applied Second Language Studies (CASLS) newsletter, read widely by language teachers across the U.S. In particular, Shin has described her sociolinguistic approach to teaching grammar in an article that appeared in the newsletter.
- Gives lectures aimed at the general public, for example: "Pizcando la cherry: Mexican farmworkers in Montana's Flathead Valley." June 17, 2013 at the Jeannette Rankin Peace Center in Missoula, Montana.
- Has appeared on Univision in an interview about bilingual children. https://www.youtube.com/watch?v=0ftGMK6tj3s

Naomi Shin and Barbara Rodríguez (Chair of Speech & Hearing Sciences)
- Are conducting a grant-funded project investigating the development of grammatical skills among bilingual children in Albuquerque. The community partners in this project are Head Start (YDI), Rio Grande School District, and Rio Grande Educational Collaborative (RGEC). As part of this project they offer training in various assessments as a way of giving back to the communities we study.

Rosa Vallejos

- Between May and July of 2013, she conducted three workshops on alphabet development for the Kukama-Kukamiria language. These meetings took place in Iquitos, Peru, and the participants were community members, teachers, and leaders.
- On September 17 of 2015, she participated in a panel called "Collaborative language documentation as a practice to preserve cultural heritage." This event took place in Lima and targeted indigenous leaders, language activists, indigenous translators and interpreters, and the general public. This panel was part of ongoing governmental efforts to engage communities and researchers in language policy Issues.
- In the summer of 2012, Vallejos participated in a series of workshops to create the first reading book in the Secoya language. She has also produced a phonological description of Secoya, which became the basis for the design of the writing system currently in use. Also in 2013, working in collaboration with a Secoya teacher, she has produced a guide to implement the newly adopted writing system.
- In the summers of 2012, 2013, and 2014 Vallejos presented workshops on Kukama grammar for teachers and Kukama classes for heritage speakers enrolled in the *Programa de Formación de Maestros Bilingues de la Amazonía Peruana (FORMABIAP)*. Over the years, she also helped to produce a variety of classroom materials, including a texbook to teach Kukama as a second language (Curitima, Amías & Vallejos, 2014).

Santiago Vaquera-Vásquez

- Interview for *One Day I'll Tell You the Things I've Seen*. Good Day New Mexico, KOB 4. April 14, 2015.
- Luis Alberto Urrea, a reading and conversation (in conjunction with the Lannan Foundation). November 20, 2013.
- Cecilia Ballí, a reading and conversation (in conjunction with the Lannan Foundation). April 16, 2014.
- Junot Díaz, a reading and conversation. April 22, 2014.
- Reading/book signing for *One Day I'll Tell You the Things I've Seen*. Treasure House Bookstore. April 19, 2015
- Reading/book signing for *One Day I'll Tell You the Things I've Seen*.
- Bookworks Bookstore. Albuquerque, NM. April 15, 2015 and Collected Works Bookstore. Santa Fe, NM. April 16, 2015.
- Reading: "Our Lady of Tears." A Celebration of Hispanic Literature. Sponsored by the Cervantes Institute. Marble Brewery, Albuquerque. April 26, 2014.
- Interview for *One Day I'll Tell You the Things I've Seen*. Good Day New Mexico, KOB 4. April 14, 2015.
- Interview: "Conversation between Junot Díaz, Santiago Vaquera-Vásquez, and Shanté Paradigm Smalls" Invited Interview, hosted by George R R Martin. Jean Cocteau Cinema, Santa Fe, NM. April 21, 2014.

Damián Wilson

- Organizes *Libros infantiles* once every semester since Fall 2010. In this event, SHL students from SPAN 112 take their final projects, narrated and illustrated children's books that they create, to East San José Elementary school in order to share them with bilingual Spanish-

speaking children. In Fall of 2016, instead of San José, he will implement *Libros* at Longfellow Elementary, which is closer to UNM and which opens opportunities for more involved service learning.

Outreach to Elementary, Middle, and High Schools

Anthony Cárdenas
- Has participated in Albuquerque Academy Medieval Day presenting various topics on Medieval themes to 9th-grade students.
- Invited Albuquerque public school students of Spanish to participate in the reading aloud of Cervantes's *Quixote*. 2015.

Richard File-Muriel
- Volunteered with *Democracy Now!* for talk by journalist guru Amy Goodman at RFK charter school. Distributed fliers and email signup sheet. Spring 2016.

Miguel López-Lozano
- Is a volunteer soccer coach at Zia Family Focus Center since 2013 and has received the Albuquerque City Major's Recognition for Community Involvement.

Kimberle López
- Is a board member of Zia Family Focus Center, an afterschool program that teaches enrichment classes to elementary school children in Bernalillo County, and she is active in community groups such as Parents and Teachers Educating the Community through which she has given public lectures about the impact of standardized testing on elementary and secondary education. Kimberle López has also served as an expert witness on an immigration case.

Kathryn McKnight
- Taught two after-school poetry enrichment classes in Spanish to elementary students at the New Mexico International School, Spring 2012 and Fall 2012.
- Served as member and chair of the School Advisory Committee of the New Mexico International School, Albuquerque, NM, 2011-2013.

Anna Nogar
- Has twice hosted middle school students from Taft Middle School in Albuquerque in their tour of UNM. This was part of the since cancelled Albuquerque Public Schools program AVID (Advancement Via Individual Determination), an early college preparation program). Anna Nogar participated for two visits: May 2011 and December 2012.

Eleuterio Santiago Díaz
- Has been the Departmental Representative to UNM´s high school recruitment fair, 2012.
- Has been the Departmental Representative to UNM Native American, African-American, and Hispano Student Day, 2008.

Rosa Vallejos Yopán

- Carried out language development projects, such as orthography design, production of school materials, and teacher training. It is important to note that for the children of many Amazonian ethnic groups the lack of language resources makes it extremely difficult if not impossible to have access to primary education in their first language. For many languages, there is not even a writing system in place.
- Has participated in several initiatives advanced by different institutions, including the Ministry of Culture of Peru, the Ministry of Education of Peru, and the National Indigenous Organization AIDESEP's program called FORMABIAP.

Damián Wilson

- Evaluated portfolios at Albuquerque High School for seniors seeking to receive the Bilingual Seal on their diplomas in March, 2016.
- Consulted with Bosque School in their implementation of a Spanish as a Heritage Language program in Fall, 2014.
- At the *Spanish Summer Immersion Institute for Bilingual Teachers*, Damián Wilson gave a workshop on New Mexican Spanish at Dolores Gonzales Elementary School, Albuquerque, NM. June 20, 2016.
- Gave a Workshop for professional development and continuing education of primary and secondary school teachers called *Taller: El español de herencia* at the Centro Español de Recursos, National Hispanic Cultural Center, Albuquerque, NM. May 17, 2013.

Outreach at the University of New Mexico

Carmen Julia Holguín Chaparro

- Event organized to expand the opportunities for undergraduate students to be in contact with the Latin American culture and literature: *De Chihuahua con amor. Charla íntima con la Licenciada Margarita Muñoz sobre los escritores y amigos personales suyos Jesús Gardea, Carlos Montemayor y Víctor Hugo Racón Banda/From Chihuahua with Love. Talk with Margarita Muñoz about her personal friends the writers Jesús Gardea, Carlos Montemayor y Víctor Hugo Racón Banda.* Department of Spanish and Portuguese. March 25th, 2014

Kathryn McKnight

- Presented talks on the implementation of social-learning/flipped classroom pedagogy and co-organized a workshop mini-series on pedagogical topics—*Almuerzos pedagógicos*—in the Language Learning Center (2011-2013)
- Presented "Biografía de un proyecto" to "Las Academias" colloquium series organized by the graduate students of the Department of Spanish and Portuguese, University of New Mexico (2009).

Anna Nogar
- Is a General Committee member of the UNM Honors College Alumni Chapter, where she plans alumni events, develops fundraising activities, and has recently been asked to write the trimesterly alumni newsletter.
- Serves on the UNM Honors College Distinguished Alumni Committee, which selects an honors alum to be honored each year at homecoming for community accomplishments since graduation from UNM. She will be presenting the award at the Honors 2016 homecoming event.

Eleuterio Santiago Díaz
- Administered Spanish-language proficiency tests for study abroad applications from students majoring in various academic departments, 2010-2012.
- Collaborated in the editing of the Spanish translation of *La acequia de Juan del Oso*, published as *Juan the Bear and the Water of Life: La Acequia de Juan del Oso* by Enrique R. Lamadrid, Juan Estevan Arellano, and Amy Cordova. University of New Mexico Press, 2008.
- Reading at Wednesdays at Noon Poetry Series: Celebrating National Poetry Month, UNM Bookstore, Albuquerque, New Mexico, April 4, 2012.

Rosa Vallejos
- Has been a panel discussant in an interdisciplinary conference on fieldwork organized by graduate students of Political Science: *Conducting Fieldwork Under Complicated Circumstances.* University of New Mexico, April 21, 2016.
- Has been involved in the development of an innovative model for collaboration in graduate education between UNM and Universidad Central del Ecuador. In the summer of 2015, she was one of fifteen faculty members who traveled to Quito to both gauge interest and evaluate the qualifications of potential candidates for our PhD programs. The visit took place on July 2-3 and was coordinated by the LAII.

Santiago Vaquera-Vásquez
- Book presentation *One Day I'll Tell You the Things I've Seen* (UNMPress, 2015). University of New Mexico Bookstore. Albuquerque, NM. March 3, 2015

Outreach from the Department of Spanish and Portuguese

Readings:

Anthony Cárdenas and Mayra Flores Soto
- Reading of the Quijote commemorating the 400th anniversary of the publication of *Don Quijote (Part Two)* and the second commemorated the 400th anniversary of the author's death. To celebrate the publication of *Don Quijote*, the department held a week-long public reading of the entirety of *Don Quijote* (Parts One and Two) in both English and Spanish simultaneously. Participants of this reading included: undergraduate and graduate students of our department and the university at large; faculty and alumni of the department; community

members; and middle school students from South Valley Academy. The week culminated with a keynote presentation given by Professor James Parr (U.C. Riverside).

Carmen Julia Holguín Chaparro
- Book presentation of *A tu prójimo amarás*, a collection of poems. The University of New Mexico, April 1, 2009.
- Presented a collection of poems by Demetria Martínez translated into Spanish by Héctor Contreras López y Carmen Julia Holguín-Chaparro, The University of New Mexico, March 2008.

Lectures and workshops

Jeremy Lehnen and Leila Lehnen
- Fernando Arenas, University of Michigan, Ann Arbor: "Lisbon Stories: Migration, Citizenship, and Intercultural Relations in Contemporary Brazilian Cinema and Literature." April 30th, 2015.
- Brantley Nicholson, University of Richmond, VA: Symposium on La Generación del 72'. November 6, 2014.
- Marcus Vinícius Faustini: "Language and Art Are One: Art, Life and Politics As Action in Space (A Linguagem e a vida são uma coisa: Arte, vida e política como ação no território)." April 30th - May 4th, 2014.
- Emanuelle Oliveira-Monte, Vanderbilt University, "Blacks vs. Whites:
- Self-Denomination, Soccer, and Race Representations In Brazil." April 9 th , 2012.
- George Yúdice (University of Miami), "The Conundrums of Latino Media." Fall 2011.
- Richard Gordon (Ohio State University), "Slavery and Identity in Recent Brazilian Cinema: The Case of Aleijadinho: Paixão, Glória e Suplício (2001)." Fall 2009.
- Alberto Fuguet, "Contemporary Latin American Literature." Summer 2008

Jeremy Lehnen, Leila Lehnen, Eleuterio Santiago Díaz
- Idelber Avelar (Tulane University): "Neurosis and Masculinity in the Contemporary Argentine Novel," April 14, 2008.

Anna Nogar

- Nogar presentation translator: Translator for scholarly presentations on popular religion. 2 March 2013.
- Africans and Their Descendants in the Early Modern Ibero-American World: Richard E. Greenleaf Conference. Albuquerque, NM. 18 April 2011
- "Borderlands Bilocation: How a 17th- Century Spanish Nun Arrived in the 21st-Century Southwest." University of New Mexico University Honors Program Legacy Lecture Series. Albuquerque, NM. 3 October 2007.
- "From Center to Periphery: Sor María de Agreda in Colonial New Spain." Lady in Blue: Sor María de Jesús de Agreda, A University of New Mexico Homage. Albuquerque, NM, 24 April 2009.

- "Sor María de Jesús Agreda: The Lady in Blue." New Mexico Retired Educators Meeting. Belen, NM. 8 September 2011.
- "Sabine Ulibarrí: Educator, soldier and *literato*." "It All Began With 'Uli'." Departmental homecoming symposium. University of New Mexico. Albuquerque, NM. 7 October 2011.
- "New Spain and Sor María de Agreda." *Resolanas* Public Talk Series. National Hispanic Cultural Center. Albuquerque, NM. 21 April 2012.
- Moderated the panel: "Living Identity: Real-Time Chicano Mestizaje," Moros, Moriscos, Marranos y Mestizos: Alterity, Hybridity and Identity in Diaspora. 25-27 April 2010.
- Moderated the panel: "Blacks and the Politics of Corporate Identity in Ibero-America." 18 April 2011.
- Lady in Blue: Sor María de Jesús de Agreda, A University of New Mexico Homage. Albuquerque, NM, 24 April 2009.
- Moros, Moriscos, Marranos y Mestizos: Alterity, Hybridity and Identity in Diaspora. Albuquerque, NM. 25-27 February 2010.
- Colonial Authority and Identity in Ibero-America: Richard E. Greenleaf Colonial Studies Conference. Albuquerque, NM. 10-11 April 2013.
- Nuevo México In a Global Context: Popular Religiosity. Albuquerque and Santa Fe, NM. 28 February- 3 March 2013.

Eleuterio Santiago-Díaz
- Organizer of Creative Writing Workshop led by author Loida Maritza Pérez for undergraduates in creative writing courses, December 2014.
- Loida Maritza Pérez. Title: "Geographies of Home and Reflections on the Afro-Dominican Experience during the Haitian Massacre of 1937," April 16, 2013..
- Néstor de Jesús Guishard "En Vieques, la lucha continúa/Popular Protest and Community Development in Vieques, Puerto Rico," March 2008.
- Organized guest lecture by Dr. Mary Louis Pratt, co-sponsored by Spanish and Portuguese and the Southwest Hispanic Research Institute, Fall 2013.

Naomi Shin
- "Grammar and Society: A sociolinguistically informed approach to teaching grammatical structures". Talk given as part of UNM's Language Learning Center Speaker Series. April 2016.

Santiago Vaquera-Vásquez
- Organized Lectures and workshops as part of the Latino Literary Imagination: Emerging Voices Residency Program (co-hosted by Rutgers University with funding from the NEA). Loida Maritza Pérez & Edmundo Paz Soldán. Academic Year 2014-15.

Rosa Vallejos
- Gave a talk at the Latin American and Iberian Institute as part of LAII Lecture Series: *A Collaborative Approach to Lexicographic Documentation: A Case Study from the Amazon*. University of New Mexico, Albuquerque, March 27, 2014.

Symposia

Jeremy Lehnen and Leila Lehnen
- Mini-Symposium on Brazil with Two Leading Scholars from King's College: Anthony Pereira and Vinicius de Carvalho. April 13, 2016.
- Human Rights Symposium: Human Ecologies of Ethnicity, Race and Memory in Human Rights Discourse February 28th - March 1st , 2013.
- Mini-Symposium on Brazil with Two Leading Scholars from King's College: Anthony Pereira and Vinicius de Carvalho. April 13, 2016.

Jeremy Lehnen and Miguel López
- With the Latin American and Iberian Institute to organize the Greenleaf Conference Series "1920s-2020s: To Hollywood and Back: Latin American Cinema in a Global Context." Thursday, February 6, 2014.

Anna Nogar
- Organized *Siempre el corazón*: Symposium On the Life and Work of Jim Sagel and presented "The Jim Sagel Papers: Digital and Physical Archiving." Albuquerque, NM. 20 October 2011

Anna Nogar and Anthony Cárdenas
- The Department of Spanish and Portuguese organized a special afternoon where PhD, Graduate and undergraduate students read together original poems by Santa Teresa de Jesus de Ávila in celebration of the 500th anniversary of her birth. Professors Anthony Cárdenas and Assistant Professor Anna Nogar presented a brief welcome. Professor Nogar contributed more with "Santa Teresa In Ecstasy: The Art and Poetry of Santa Teresa de Jesús." Invited speaker, Professor Crowley, presented "St. Teresa de Ávila: Self-Portrait of a Saint." March 6, 2015.

Mary Quinn, Santiago Vaquera-Vásquez
- To commemorate Cervantes's death, Mary Quinn and Santiago Vaquera-Vasquez co-organized a day-long symposium entitled: "Cervantes and his Legacy." Two noted Cervantes scholars-- Ignacio Navarrete (U.C. Berkeley) and Lisa Vollendorf (San José State University)--discussed the influence of Cervantes in literature; and two well known authors-- Jorge Volpi (Festival Internacional Cervantino) and Rolando Hinojosa Smith (University of Texas, Austin) discussed the enduring influence of Cervantes on creative writers today.

Susana Rivera
- Collaborated in organizing a symposium in 2012 in honor of Ángel González for the UNM Department of Spanish and Portuguese Annual Homecoming celebration: *Palabra Sobre Palabra Simposio / Homenaje a Ángel González*. The Department of Spanish and Portuguese's second alumni event was held in association with UNM's 2012 "Super U Homecoming". The day-long event began with remarks and remembrances by the Ángel González Foundation's President, Professor Susana Rivera. Presentations throughout the day by graduate students and department lecturers concluded in the evening with invited poets

and scholars Gary L. Bower and Tony Mares, keynote speaker, Luis Muñoz and musician Pedro Ávila .

Eleuterio Santiago-Díaz
- Co-organizer of symposium: African and their Descendants in the Early Modern Ibero-American World. University of New Mexico, April 19, 2011.

Eleuterio Santiago-Díaz and Santiago Vaquera-Vásquez
- Latino/a Literary Imagination Symposium (Phase 1&2), a UNM-Rutgers University joint program funded by the National Endowment of the Arts. Co-sponsored by the Department of Spanish and Portuguese and co-organized Eleuterio Santiago-Díaz and Santiago Vaquera-Vásquez. Phase 1 of the conference took place in April 2011 with a two-site conference — Latino/a Literary Imagination Conference: North East/South West Dialogue on Narrative Voices and Spoken Word— in New Brunswick, NJ, and in Albuquerque, NM. The conference featured prominent Latino writers, artists, and literary critics. Phase 2 in 2014-15 included a writer's residency program designed to promote a regional exchange of authors. It brought Hispano/Chicano/ Mexicano authors to New Jersey and Latino authors culturally rooted in the Caribbean or members of the other Latino/a communities to New Mexico. Resident writers were Dominican writer Loida Maritza Pérez and Bolivian writer José Edmundo Paz-Soldán. Rutgers completed its portion of the program with visits by Cherrie Moraga and Guillermo Gómez Peña.

Hispanic Linguistics
- In 2013 the Hispanic Linguistics Section hosted an all day Symposium Celebrating Varieties of New Mexican Spanish in honor of Garland Bills and Neddy Vigil. The symposium included a panel of 5 scholars from other universities and a plenary speaker, Rena Torres Cacoullos. There was also a poster session where graduate students presented their research projects.
- In conjunction with the Department of Linguistics and the LAII, the Dept of Spanish & Portuguese offers the *Lecture Series in Linguistics*. Thus far, this series has hosted approximately 10 talks ranging from prominent scholars to advanced graduate students and are very well attended. Some of the scholars who have given talks include: William Raymond (University of Colorado, Boulder), Kim Potowski (University of Illinois, Chicago), Hiroto Uchihara (Universidad Nacional Autónoma de México), and José Ignacio Hualde (the University of Illinois Urbana-Champaign).

Resolanas
- This is an undergraduate Spanish as a Heritage Language student organization that has hosted presentations and workshops from local artists including Al Hurricane and Al Hurricane Jr., Carlos Medina aka 'Graviel de la Plaga', Lauren Poole aka 'Lynette', Levi Romero, and Annette Turk Gutierrez

CRITERION 2: TEACHING AND LEARNING-CURRICULUM

Appendix 2A Co-Majors with Spanish

Enrollments (Fall/Spring/Summer) 2nd Majors in Spanish	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	Total Enrollment
BA Africana Studies	1					1
BA American Studies	1	2	3	1		7
BA Anthropology	11	11	13	13	9	57
BA Art History			1			1
BA Asian Studies		2	1			3
BA Biochemistry	4	5	2	2	4	17
BA Biology	24	31	30	29	16	130
BA Chemistry	14	14	11	5	8	52
BA Chicana Chicano Studies			5	11	10	26
BA Classical Studies		2	1			3
BA Communication	11	22	21	20	23	97
BA Comp Lit & Cultural Studies		2				2
BA Criminology	42	50	70	96	105	363
BA Earth & Planetary Sciences			1			1
BA Economics	17	18	12	5	3	55
BA Economics-Philosophy	1					1
BA English	20	23	18	14	1	76
BA English Studies				2	17	19
BA English-Philosophy		1			2	3
BA Family Studies	4	9	7	4	1	25
BA Family Studies UC			2	5	6	13
BA French	2	1		1	2	6
BA German	2					2
BA Health, Medicine&HumanValues	1					1
BA History	7	11	11	12	12	53
BA International Studies	11	27	29	23	10	100
BA Journalism & Mass Communic	33	26	20	30	34	143
BA Languages	1	1	3	3	2	10
BA Latin American Studies	16	17	10	4	1	48
BA Linguistics	19	12	12	10	9	62
BA Music					2	2
BA Mass Communication	1					1
BA Philosophy	5	3	1	2	1	12
BA Political Science	39	45	47	42	31	204
BA Portuguese	4	3	2		3	12
BA Psychology	81	95	106	115	108	505
BA Religious Studies					1	1

BA Sociology	19	29	23	18	20	109
BA Speech & Hearing Sciences	10	12	25	38	51	136

Enrollments (Fall/Spring/Summer) 2nd Majors in Spanish	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	Total Enrollment
BAED Psychology		2				2
BAED Secondary Education		1				1
BA Women Studies	2					2
BAEPD Environment, Plan & Dsgn	2					2
BBA Business Administration	9	4	4	2	1	20
BFA Art Studio				1	1	2
BFA Interdisc Film & Dig Media					2	2
BS Anthropology	1	3	9	5	1	19
BS Astrophysics				2		2
BS Biochemistry	12	18	24	33	31	118
BS Biology	107	105	120	127	136	595
BS Chemistry	7	6	4	3		20
BS Emergency Medical Services		1			1	2
BS Family Studies	1	3	2	1	2	9
BS Earth & Planetary Sciences	1			1	1	3
BS Environmental Science	1	2	4	3	1	11
BS Exercise Science	1	1	1	2	4	9
BS Geography	1					1
BS Mathematics	4	3	9	4	10	30
BS Nutrition & Dietetics				1	4	5
BS Physics				3	1	4
BS Psychology	8	6	8	14	13	49
BSME Mechanical Engineering					1	1
BS Signed Language Interpret	4		3	2	4	13
BS Statistics			1	2	2	5
BSCE Civil Engineering				1		1
BSED Elementary Education	1	3		3	5	12
BSED Health Education					1	1
BSN Nursing		1	5	1	4	11
Bachelor Undecided					2	2

APPENDIX 2A: Medical Spanish Course Descriptions

SPAN 202: Intermediate Spanish II – Intro to Medical Spanish is a specific section of a regular Spanish 202. Taught with a communicative-based (task-based oriented) methodology, the course engages students in the practice of the four language skills (listening, reading, writing, speaking) using medical related vocabulary. Cultural competence is also present and assessed throughout multiple medical learning scenarios.

SPAN 301 Medical Spanish I: Medical Spanish & Public Health is a course tailored for native speakers and/or students with three years of college-level Spanish. This course will help students to continue developing their four language skills (listening, speaking, reading, and writing) through a comprehensive introduction to the field of Medical Spanish terminology, Health Communication and Public Health. The course provide a learning environment where students can learn to conduct medical encounters in Spanish through a portfolio of clinical cases with social, emotional, and physical dimensions using role play, case analysis and public health data.Prereq: Placement the 300 level or Span 202: Intro to Medical Spanish

SPAN 439: Medical Spanish II: Narrativas en Medicina: The course reading list explores the role of narrative in improving understanding of patients and the patient experience in the health-illness process. Pre-req: Medical Spanish 301, SPAN 302 & 307

SPAN 439: Medicina & Cine. The course uses a portfolio of Spanish movies that illustrate the patient's perspective in the health-illness process, the influence of the social determinants of health and different health care systems. Each film is followed by group discussion that explores the basic physiopathology, epidemiology and prevention interventions for each health topic. Pre-requisite: Medical Spanish II (439)

SPAN 439: Traditional Medicine without Borders: Curanderismo in the Southwest and Mexico. This course provides information on the history, traditions, rituals, herbs, and remedies of Curanderismo, a folk healing tradition of the Southwestern United States, Latin America and Mexico, and other countries. The course features demonstrations and hands-on activities for a number of rituals, such as: intestinal blockage (empacho), spiritual cleansings (limpias), laugh therapy (risa terapia), shawl alignments (manteadas) and preparation of medicinal teas (tes medicinales). Discuss the influences of traditional medicine from Moorish to Middle-Eastern influences, to Asian hot/cold concepts, to indigenous beliefs, rituals & herbal medications, to contributions from the U.S. Southwest. Traditional medicine has been marginalized and misunderstood by the general population as folk medicine. Research and studies will prove that this medicine is effective and can be integrated into modern allopathic medicine. Address the diversity of traditional medicine and will allow students to write a term paper in either Spanish or English, outlining the diversity, inclusions and contributions of traditional medicine.

SPAN 439: Spanish Medical Interpretation Practice This is a course for students who are interested in preparing and practicing for Spanish Medical interpretation Certification exams. The course discussion covers interpreter code of ethics, and the role of the interpreter in different healthcare settings. To develop sight, consecutive, and simultaneous interpreting skills, students practice with medical scenarios that an interpreter encounters while on the job. Pre-req: Medical Spanish I 301 and Medical Spanish II or instructor permission.

Enrollments in Medical Spanish:

Academic year		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total # of regular (classroom) sections		3	2	2	3	3	6	8	9
Sections	Fall sections	301	301	301	439	439	301	301	301
							301	301	301
							439	439	439
							497	439	439
								497	
								498	
	Spring sections	301	439	301	301	301	301	301	301
		301			301	301	439	301	301
							439	439	439
								439	439
									439
Total enrollments by year		**68**	**63**	**60**	**82**	**85**	**160**	**178**	**232**

Department of Spanish and Portuguese
Approved by the faculty on May 6, 2016

SPAN 461 Writing Workshop (3, no limit Δ)

In this workshop-style course students develop their writing skills at the advanced level, with focus on audience, genre, process, practice, and revision. Students enrich their vocabulary and improve their use of linguistic structures for specific purposes such as to narrate, argue, or attain coherence. The course may focus on academic genres such as critical analysis or research-based writing or on creative genres, such as poetry and short story. Students learn to value the craft of writing as a form of self-expression as well as acquiring a sense of the value of writing in the time of digital and other forms of communication.

SPAN 481/681 El arte de la escritura (3, no limit Δ)[1]
PORT 481/581 A arte da escrita (3, no limit Δ)

These topics courses offer an intensive study in a particular genre, period, writer, region, and/or literary movement. Topics vary.

SPAN 482/682; PORT 482/582: Topics in Cultural Geographies (3, no limit Δ)

How do literary and cultural expressions fix or transcend, reinforce or deconstruct socio-symbolic spaces such as the kingdom, nation, empire, region, barrio, ghetto, favela, refugee camp or prison? What knowledge and meanings are produced in literary and cultural expressions shaped by conquest, movement, migrations, and globalization? What light do concepts such as hemisphere, *frontera*, Borderlands, the Atlantic world and the circum-Caribbean shed on literary and cultural practices? Each topics course explores a particular relationship or relationships between space, place, and cultural expression.

SPAN 483/683; PORT 483/583 Topics in Race, Ethnicity, Class, and Gender (3, no limit Δ)

These courses examine the construction, representation, and contestation of identity. Courses may focus primarily on race, ethnicity, class, gender and/or their intersectionality. Topics may examine the representation of particular social groups; the performance of particular identities; or the emergence of new subjectivities. Studies may be specific to particular imagined communities, configured around group identifications, regions or historical markers/periods and/or may engage in comparative study.

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[1] Note to the faculty for the topics courses #81, #82, and #83: Whenever we offer a course at the graduate level under these course titles and the course bridges two departmental divisions, we will need to add a sentence to the departmental course descriptions to clarify which MA requirements the course will fulfill. Example: "This course may be counted as a course in Linguistics or in Southwest Studies."

SPAN 484/684; PORT 484/584 Topics in Social Justice, Rights, & Insurgency (3, no limit Δ)

These courses study the intersection between the humanities and political processes such as regime shift, insurgency, the definition and defense of rights, and social justice movements. Literature, film, and performance provide spaces in which to decolonize or contest practices of state violence, private and public structures of oppression and the general violation of individual and collective rights. Such cultural expressions configure and question discourses of subjectivity, citizenship, human rights, and social justice. They are central to social movements, social change, resistance, insurgency, the expression of memory and the healing of trauma. Topics vary.

**Report on Academic Programs of the Department of Spanish and Portuguese
for Assessing Potential Impacts of Changes in Requirements
for the Spanish Second Major and Minor**

Report prepared by Kathy McKnight
May 6, 2016

Contents

Background

On December 4, 2015, the faculty discussed a proposal to place limits on the number of credits in medical Spanish that can be applied to the Spanish major and second major. There was consensus expressed to limit to one course (3 hours) the study of Medical Spanish that can be counted toward the first major and two courses (6 hours) the study of Medical Spanish that can be counted toward the second major. The consensus was motivated by the following concerns:

- Humanistic studies are vital to all students. All students benefit from taking advanced courses in literature, culture, and linguistics. The analytical and critical thinking skills developed, attention to narrative and nuance, study of human experience through literature, vocabulary building, and focus on productive linguistic skills all support professional engagement as well as human development and should be required of our students.
- A degree in Spanish is a statement to the world that a student has mastered a certain type of literary, cultural, and linguistic content.
- If we do not limit Medical Spanish classes applicable to the second major, then enrollments in our advanced literature, culture, and linguistics classes will suffer.

During this discussion, there were questions that we did not ask, but that we need to ask in order to make informed decisions that will move the program, the students and the faculty to the desired outcome. Here are some of those questions:

- How will students who are taking medical Spanish classes respond if we place these limits on the degree? Will they enroll in the upper-level culture, literature, and linguistics courses or will they take medical Spanish classes and choose a second major or minor in another discipline?
- What are the potential consequences of the proposed changes to enrollments in upper-level Spanish classes, to the numbers of Spanish second majors and thus to the health of departmental programs as a whole, including faculty and TA lines?
- What do the students who take courses in medical Spanish perceive as their needs in terms of professional preparation and development and what merit do their perceptions have in our decisions?
- Importantly, who are our Spanish second majors and minors? What is the population we are serving with the second major and minor and in the medical Spanish courses?

During the spring semester, 2106, Kate, Tony, Verónica and I have collaborated to seek answers to these questions, gathering data on majors, second majors, and minors, looking at enrollments in medical Spanish, and administering a detailed survey to our students. The present report seeks to present reliable data to answer the above questions, so that we might make well-informed decisions that will benefit both our students and our programs.

The report includes the following data:

- Trends in declaration of Spanish majors, second majors, and minors over the past five years.
- Distribution of first majors among Spanish second majors and minors.
- Medical Spanish enrollments over the past eight years.
- The relationship between medical Spanish and the recent growth in the number of second majors.
- Enrollment by students with pre-health majors in upper-level Spanish classes
- Students' views on medical Spanish and the proposed changes as expressed in the survey

Data on Spanish majors, second majors, and minors

Trends from 2011 to 2016

Undergraduate enrollment at UNM in spring 2016 is at 18,141. The enrollment in Spanish classes for this semester is 2,190 (this represents total enrollment, not number of students enrolled.) Currently there are 584 students who have declared either a first or second major or a minor in Spanish. These numbers have fallen from 700 to 584 over the past five years; this represents a decrease of 16.5%. At the same time, the number of students declaring a second major in Spanish has risen from 225 to 325 students; these numbers represent an increase of 44%. To look to a point further back in time, we have data on Spanish first and second majors in 2005: in that year, there were 145 Spanish majors and 171 Spanish second majors. In other words, in 2005 almost 46% of total majors were first majors, while in 2016 only 19% of total majors are first majors. We used to graduate almost as many first majors as second majors. Today, we graduate overwhelmingly second majors. It is this population of second majors that will be impacted by the proposed limits to the number of medical Spanish courses that can count toward the second major.

Fig 1. Numbers of Spanish Majors, Second Majors, and Minors Fall 2011 to Spring 2016
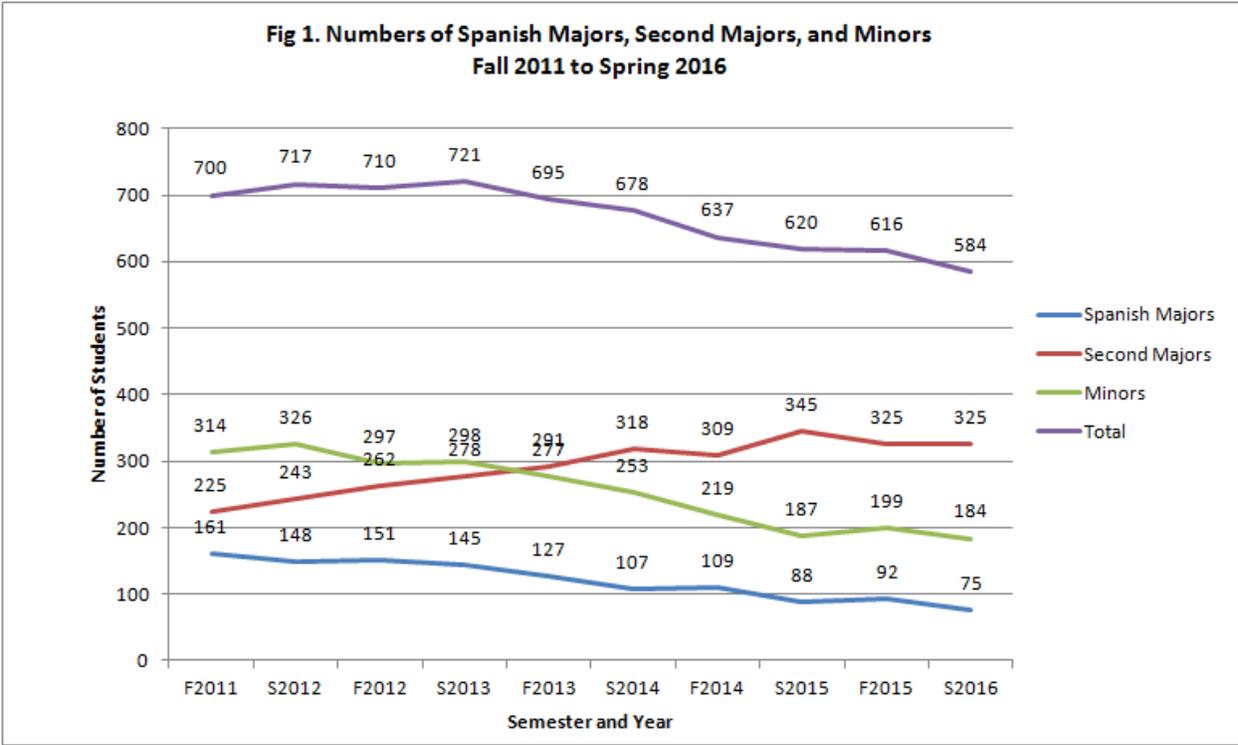
Distribution of declared majors, second majors and minors in spring 2016

Second Majors in Spanish	325	54.3%
Minors in Spanish	184	30.7%
First Majors in Spanish	75	12.6%
Minors in Portuguese	11	1.8%
Majors in Portuguese	2	0.3%
Double Majors in Portuguese	2	0.3%
Total # of students w/declared program in S&P	599	100.0%

Students' academic programs change significantly between initial declarations of majors and graduation, so it is helpful to look at the breakdown of a graduating class. Here is a snapshot of the 2015 Spring graduates. A total of 96 students graduated with either a major, second major or minor in Spanish and or in Portuguese. (One student graduated with a major in Spanish and a minor in Portuguese.) Among the 96 students who graduated in spring 2015, the distribution of majors, second majors, and minors is represented in the following table:

Second Majors in Spanish	58	60%
Minors in Spanish	29	30%
First Majors in Spanish	7	7%
Minors in Portuguese	2	2%
First Majors in Portuguese	1	1%
Totals	97	100%

<center>**Academic majors of Spanish second majors and minors in 2016**</center>

Who are the students we serve, as represented by these numbers? To answer this question, we can assess the distribution of academic majors among students who declare a second major or a minor in Spanish.[1]

We graduate primarily second majors in Spanish, not first majors. Students who declare a pre-health major represent more than half of Spanish second majors and minors. In spring 2016, a total of 509 students have declared either a second major or a minor in Spanish (325 second majors; 184 minors). Of these 509 students, 255 students (%) have declared first majors in pre-health disciplines or nursing, including 155 biology and biochemistry majors and 85 psychology majors. The table below shows the distribution of first majors among students who have declared a second major or minor in Spanish.

Distribution of first majors among students with a second major or minor in Spanish, spring 2016[2]

Pre-Health Sciences & Nursing	255	50.1%
Social Sciences	147	28.9%
Humanities	39	7.7%
Professional Programs	38	7.5%
Interdiscipinary Programs	22	4.3%
Other STEM disciplines	7	1.3%
Undecided	1	0.2%
Totals	509	100.0%

The earliest data we have gathered so far on pre-health majors among our Spanish second majors and minors is from fall 2010. There were a total of 548 Spanish second majors and minors, 41.4% of whom had declared a major in biology, psychology or chemistry, three of the principal pre-health majors..

Biology	143	26.0%
Psychology	68	12.4%
Chemistry	16	2.9%
Totals	227	41.4%

We have not (yet) gathered data on the number or percentage of our second majors and minors who have pre-health majors before 2011. Doing so might give a better sense of the

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[1] I have not yet looked at the data on the first majors of students who declare a double major or minor in Portuguese. I anticipate the relationship between students of Portuguese (majors/minors) and medical Spanish to be more complicated to interpret than the relationship between students of Spanish (majors/minors) and medical Spanish courses. The smaller numbers of declared majors and minors in Portuguese mean that the analysis of these relationships will not greatly affect the big picture.

[2] See table # with complete listing of majors.

impact that medical Spanish course offerings have had in attracting pre-health majors to the second major in Spanish.

The Study of Medical Spanish at UNM

Medical Spanish Sections and Enrollments 2009-2016[3]

Medical Spanish courses were first offered in 2008 and enrollments have increased steadily since then, with significant leaps in fall 2013, when the Lecturer III position was established, and then again in the 2015-2016 academic year.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total # of regular (classroom) sections	3	2	2	3	3	6	8	9
Fall sections	301	301	301	439	439	301 301 439 497	301 301 439 439 497 498	301 301 439 439
Spring sections	301 301	439	301	301 301	301 301	301 439 439	301 301 439 439	301 301 439 439 439
Total enrollments by year	68	63	60	82	85	160	178	232

Impact of medical Spanish on the number of second majors (2009-2016)

Over the past five years (2011-2016) the total number of pre-health majors among Spanish second majors and minors combined has not increased; rather it has dropped slightly, from 539 to 509 students. **However, declarations of second majors in Spanish by students with pre-health majors have increased.** Significantly the **percentage of Spanish second majors** that have a first major in a pre-health field has increased more than the decrease over the same period of time in the percentage of Spanish minors who have a pre-health first major (Figure 4). **These data suggest that over the past five years, students with a pre-health major have increasingly chosen a second major in Spanish over a minor in Spanish.**

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[3] The fulltime Lecturer III position was created beginning in fall 2013.

Pre-Health Majors as a Percentage of Spanish Second Majors and Spanish minors
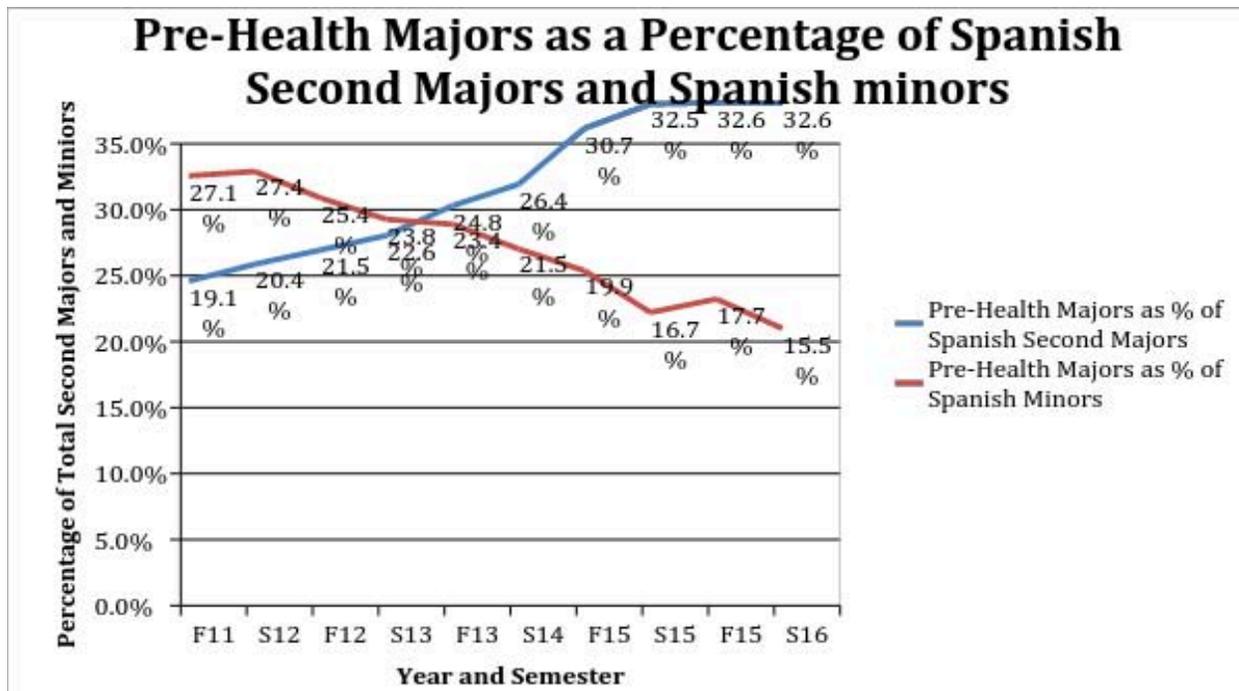
Do Pre-Health Majors take Upper-Level Classes in Literature and Culture?

If the numbers of pre-health Spanish second majors has increased, are these students taking or staying away from the upper-level classes in literature and culture that we want them to take?

Profile of Spring 2016 SPAN 400-level enrollments

In Spring 2016, there are 211 enrollments in SPAN 400-level courses that are not medical Spanish classes and 82 enrollments in medical Spanish at the 400 level (Fig. 1). Of the 211 enrollments in literature and culture courses—there are no 400-level linguistics courses this semester—198 enrollments represent students who have declared the following majors:

Declared Major	Number of enrollments in SPAN 400 literature & culture courses
Pre-Health	87
Humanities	46
Social Sciences	40
Interdisciplinary programs	13
Professional programs	11
Other STEM major	1
Total	198

The data also show that while there is not a current limit placed on the number of medical Spanish classes that count toward either the second major or the minor in Spanish, students who have declared a pre-health major—and thus the primary group interested in medical Spanish courses—are still enrolling significantly in advanced literature and culture courses. The 211 enrollments in SPAN 400-level literature and culture classes, represent 156 degree-seeking undergraduates, including 31 students with a first major in Spanish and 61 students with a second major in Spanish. These numbers show that students with a second major in Spanish currently enroll in advanced literature and culture classes at a rate almost as high as that of students with a declared first major in Spanish. Of all first majors in Spanish, 41.3% are currently enrolled in a literature or culture course at the 400-level, while 36.7% of all second majors are so enrolled. A cautionary note should be added here: all three of the medical Spanish courses offered this semester at the 400 level are overenrolled (104%, 108%, 140%), so there were no additional medical Spanish options for the pre-health second majors.

Students' Views on medical Spanish

What can students' views on the study of medical Spanish tell us about the potential effects of changes to the second major and minor in Spanish? During March and April, 2016, a survey of students regarding experiences and attitudes toward the study of medical Spanish at UNM was developed by Kathy McKnight in collaboration with Verónica Plaza, Kate Merrill, and Tony Cárdenas. The survey was piloted with a medical Spanish class between March 2-4 and then was sent to 739 students on March 28. Invitations were sent to all students who have declared a second major or minor in Spanish; all students who are currently enrolled in medical Spanish classes (SPAN 202, 301, 439) and all students who have enrolled in the past in a medical Spanish class.

Invitations and Respondants to the Medical Spanish Survey

Note on numbers of responses: The real response rate in each of the following student groups is higher than the data shows: separate invitations were sent to each group, which meant that some students received two or three invitations, but were only able to respond once to the survey. A total of 739 students received invitations and the overall response rate was 36.94% or 273 respondants, which is representative for the sample size.

	Spanish Second Majors	Spanish Minors	Current Medical Spanish Students	Former Medical Spanish Students (2009-2015)	
Invited	227	100	156	405	888 (739 separate individuals)
Respondants	81	27	75	90	273 (24 of the surveys were only partially completed)
Response rate	35.7%	27%	48%	22%	37%

Survey Respondants' Self-Reported Enrollment Status

Currently enrolled in an undergraduate program at UNM	201 (80.7%)
Currently enrolled in a graduate or professional program at UNM*	25 (10%)*
Currently enrolled as a non-degree student at UNM	9 (3.6%)
Not currently enrolled at UNM	14 (5.6%)

* Medical School (16); Pharmacy (1); Counseling (1); Nursing (1); MBA (2); no answer (4)

Survey Respondants' Linguistic Self-Identifcation

Native speaker of Spanish	94 (37.8%)
Heritage speaker of Spanish	67 (26.9%)
Second-language speaker of Spanish	87 (34.9%)
Other	1 (0.4%)

Medical Spanish Enrollment Status of Respondants[4]

Current and former medical Spanish students are highly represented among respondants. Students currently enrolled in medical Spanish classes were given in-class time to complete the survey.

Respondants currently enrolled in a Medical Spanish course	104
Not currently enrolled, but have taken Medical Spanish course in the past	57
Took Medical Spanish class in the past and now enrolled in graduate/professional school	30
Have not taken Medical Spanish class, but may take one in the future	35
Have not taken Medical Spanish class and do not plan to	23

Career Interests of Respondants[5]

By far the most frequently named career interest by respondants was that of a health profession.

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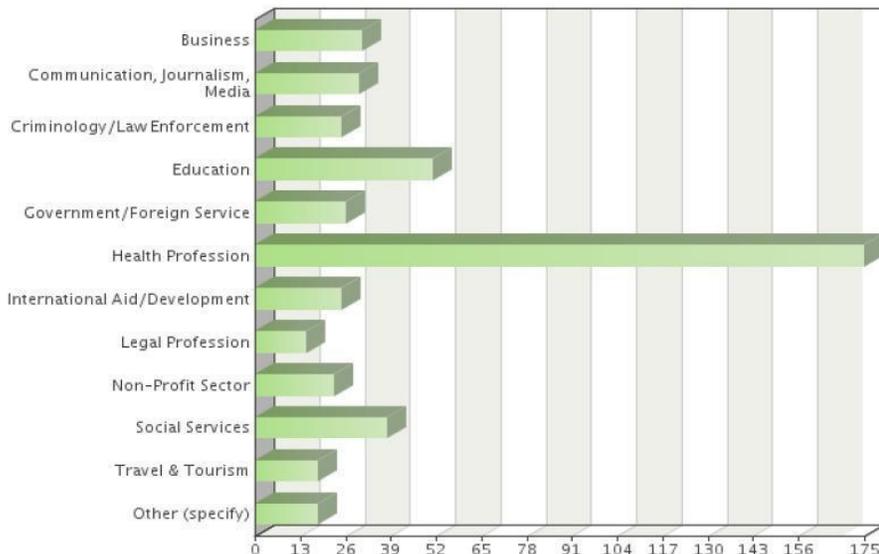
[4] Survey Question 10 Please choose the statement that best describes your Spanish class choices relative to Medical Spanish.

[5] Survey Question 8 Check the career field(s) that most interest you at present. Please choose a maximum of three fields.

Why do students enroll in medical Spanish courses

Question 12 of the survey asks respondents to explain why they have taken medical Spanish classes. Most express plans in health careers, including medical doctor, occupational therapist, speech-language pathologist, mental health work, medical interpretation, and international health work. A number of respondents already work in clinics or hospitals. Respondents express the need to communicate effectively with patients and state that they have learned how to "be sympathetic, understanding, and how to find compromise when we have an encounter with a patient who is culturall different from ourselves".

> "It helps you understand and help calm people down in bad situations. Makes you think outside the box when it comes to the reasons people feel the way they do, and it shows you the best way of going about it."

> "I have learned how to properly care and speak to a patient in my Medical Spanish classes more than in my Chemistry or Biology classes. Sometimes pre-health students think that the easy classes are the social-sciences and the hard classes are the chemistry and biology but sometimes its the other way around. (The Healing Heart by Norman Cousins)."

> "I work as an EMT for an area that has a large Spanish-Speaking population. I have always sought for courses that would not only improve my current language skills, but help fill the gap of language barriers within the healthcare field. Medical Spanish is by far one of the best and most useful courses I have at UNM."

Students' view on the limiting of medical Spanish hours applicable to the second major

When asked specifically whether they would support a change what would limit the number of medical Spanish classes applicable to the second major to 6 hours (2 classes), the respondants overwhelmingly disagreed with the change and supported maintaining the status quo.[6] Those who oppose the limits give give vigorous and specific arguments.[7]

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[6] Question 13. OPTION A Change the Second Major in Spanish to allow a maximum of 6 hours (2 classes) of medical Spanish to count toward the Second Major. This change would ensure that second majors study literature, language, and culture at the advanced level.

[7] The document titled "Survey Q13-16 Responses to Curricular Changes" separates out the explanations according to respondent's support or opposition to the proposed changes.

	OPTION A Limit of 2 Medical Spanish courses apply to Second Major	**OPTION B** Limit of 3 Medical Spanish courses apply to Spanish Minor	**OPTION C** No change
I support	57 (22.9%)	58 (23.3%)	**155** **(62.2%)**
I do not support	**119** **(47.8%)**	**100** **(40.1%)**	35 (14%)
I am neutral	57 (22.9%)	65 (26.1%)	43 (17.3%)
I don't know	12 (4.9%)	16 (6.4%)	12 (4.8%)
No answer	4 (1.6%)	10 (4%)	4 (1.6%)
TOTALS	249 (100%)	249 (100%)	249 (100%)

Reasons given by students who support limiting the number medical Spanish classes that apply to the second major

- A bachelor's degree in Spanish should require a diversity of course work, including exposure to literature, language, and culture. Studying literature, language, and culture brings richness.
- Spanish departments and degrees in Spanish are about literature.
- Medical Spanish does teach unique vocabulary, but fluency comes from more rigorous courses in literature and culture.
- Studying culture is important to enable health professionals to understand the diverse cultural background of their patients and about why they have certain beliefs or misconceptions regarding the medical field.

Reasons given by students who oppose limiting the number medical Spanish classes applied to the second major

- Many students state that the medical Spanish classes are the primary reason for their choice of second major in Spanish.
- Pre-health majors need multiple classes to prepare for health communication in their career. The different medical Spanish classes treat different issues/topics/knowledge.

They are all useful classes for people seeking a career in health care. Medical Spanish includes the study of culture and language.
- Students express the concern that limiting medical Spanish classes applicable to the major would negatively affect their ability to attain their career goals.
- Preparation for graduate school in a health profession requires a high number of science courses and students say they do not have the space in their program for unrelated electives.
- Limiting the number of Medical Spanish classes that apply to the major would deter students who plan health careers from second-majoring in Spanish.
- The need for health providers in NM with fluent Spanish is great. Reducing the number of medical Spanish classes that can be applied to the second major will discourage pre-health students from completing a second major and will negatively impact health care in NM.
- Medical Spanish classes will attract more students into health professions, which is urgently needed in NM.
- "So many students get discouraged when learning a new language, because they can't always see how the subject will be applicable in real life. Medical Spanish is by far one of the most practical courses taught at UNM. I drove over 40 min to Rio Rancho every week because other sections of this course were closed on main campus."

How will students respond to limitations of medical Spanish applicable to the second major or to the minor?

Question 16 of the survey asks respondants what choice they would make if the requirements for the Spanish second major and minor were changed to limit the total number of medical Spanish courses that they could use to fulfill program requirements: 2 courses for the second major; 3 for the minor. 190 students responded to Question 16, including 145 second majors and 45 minors.[8]

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[8] Q16: If the Department were to make the changes in Options A and B above, future students would choose from the following options. Please tell us which option would provide the most benefit for students with a similar career path to yours. In selecting your answer, please consider the requirements of your career path, graduate school, and your academic program.

Student choices if the Spanish second major allows a maximum of 6 hours of medical Spanish and the Spanish minor allows a maximum of 9 hours of medical Spanish
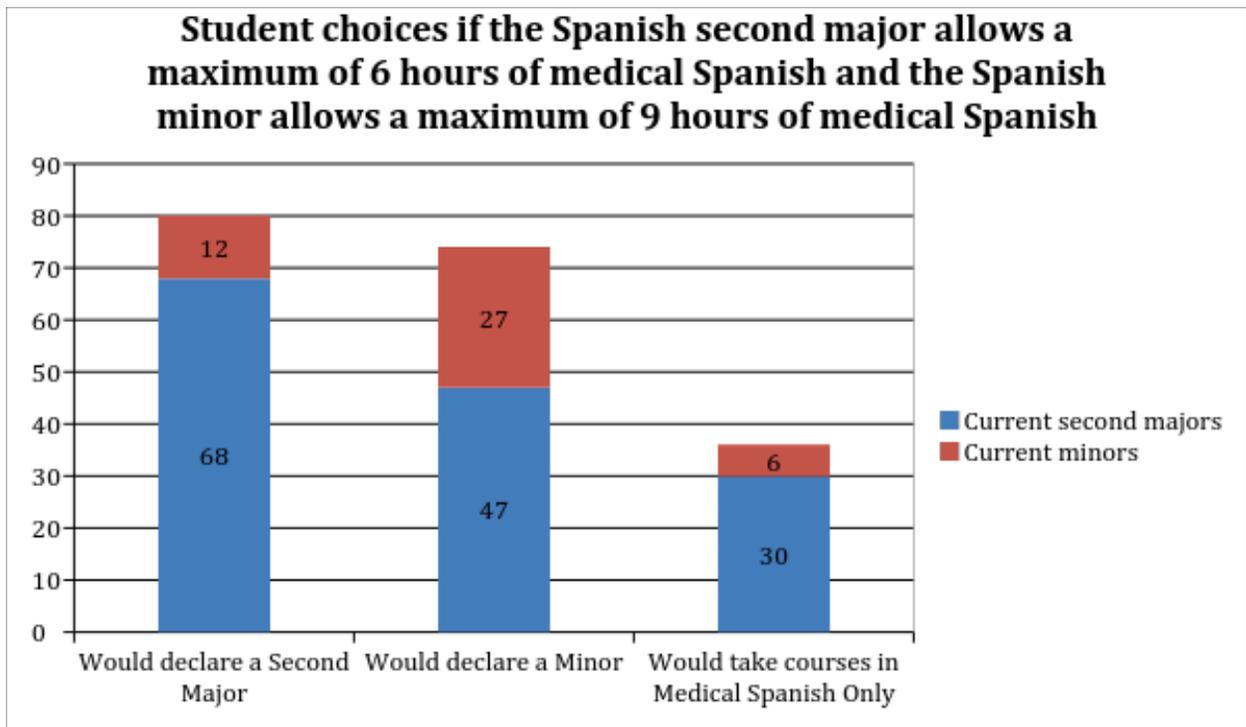
What are the potential consequences to number of second majors, minors, and enrollment in upper-level Spanish classes?

Their responses suggest a potential net loss of 65 second majors; an increase of 29 minors; and 36 students lost from the second major and minor. If the responses are representative of all current second majors and minors, adjusting the data proportionally would suggest that we could lose as many as **68 (21%) second majors and 25 (15%) minors** to the choice of taking only medical Spanish courses. **These are students who, if they declared a second major/minor would otherwise take SPAN 302 and 307 and potentially another course or two in linguistics, literature, and culture.**

Synthesis and Implications

Currently 255 students have a pre-health major and a second major or minor in Spanish. These students represent half of our second majors and minors. Enrollment in medical Spanish courses this year is at 232, including SPAN 202. A large number of these students see medical Spanish as vital to their preparation for a health career; they see multiple classes in medical Spanish as vital to their ability to engage effectively in cross-cultural health communication.

Their responses strongly suggest that if we limit the number of courses that can be applied to the second major in Spanish we will lose second majors and we will lose students from our upper-level literature classes. These consequences could hurt our standing in the

College and University and would likely affect TA and faculty lines because of lower enrollments.

We are motivated by the importance of the humanities in the liberal arts curriculum and in the human and professional development of all of our students, including our pre-health students. Will limiting the number of courses in medical Spanish that can be applied to the major help us achieve that goal?

This report as well as the full survey are available in the SpanPort Dropbox folder for your consultation. We will make decisions regarding medical Spanish early in the fall semester.

Let's think creatively and take seriously these data and our students' thoughts as we consider limiting medical Spanish courses applicable to the second major and minor, but also options that might include creating a medical Spanish second major and developing literature / linguistics courses for a medical track that satisfy both the disiplinary goals of the humanities as well as respond to the pre-health majors' interests and needs.

Potential Impacts of Limiting Medical Spanish in the Second Major & Minor

Spanish Majors, Second Majors and Minors: 2011-2016

Fig 1. Numbers of Spanish Majors, Second Majors, and Minors
Fall 2011 to Spring 2016

2015 Graduating Class

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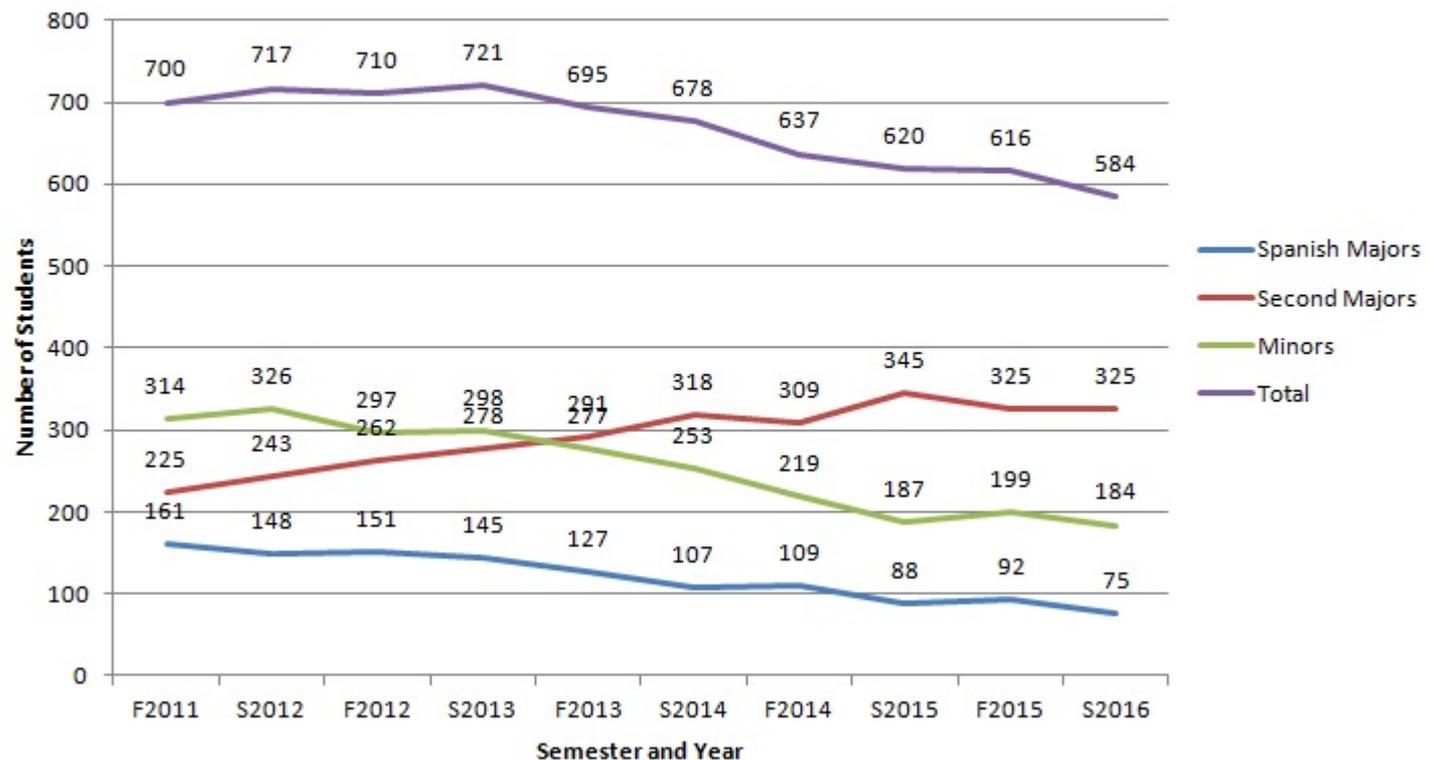
First Majors of Students with Second Major or Minor in Spanish (2016)

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Medical Spanish Sections and Enrollments 2009-2016

ACADEMIC YEAR	2008 -09	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16
Total # of regular (classroom) sections	3	2	2	3	3	6	8	9
Fall sections	301	301	301	439	439	301 301 439 497	301 301 439 439 497 498	301 301 439 439
Spring sections	301 301	439	301	301 301	301 301	301 439 439	301 301 439 439	301 301 439 439 439
Total enrollments by year	68	63	60	82	85	160	178	232

Pre-health majors increasingly choose a second major in Spanish over a minor

Pre-Health Majors as a Percentage of Spanish Second Majors and Spanish minors

SPAN 400-level enrollments Spring 2016

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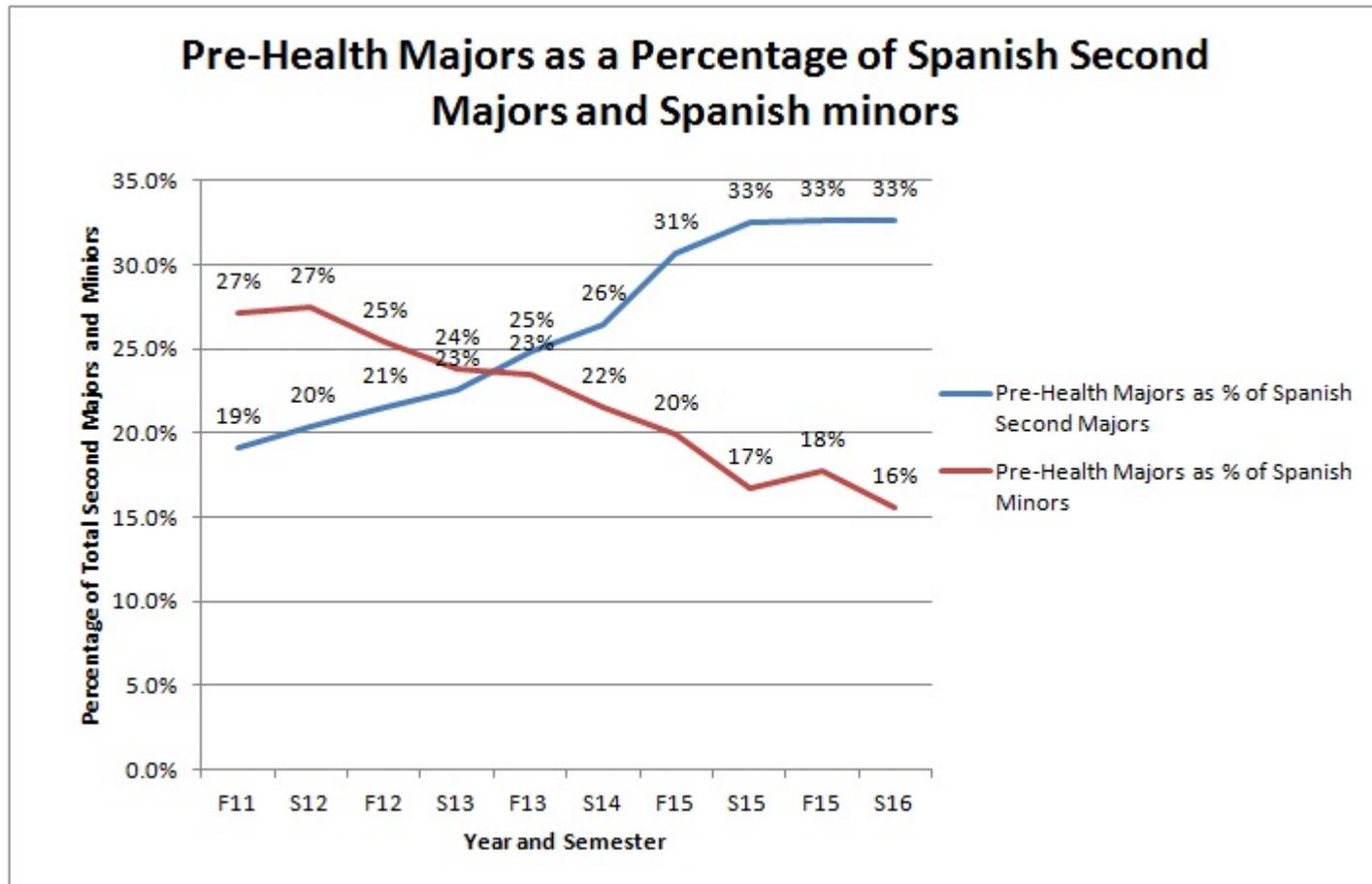
Chosen Career Fields
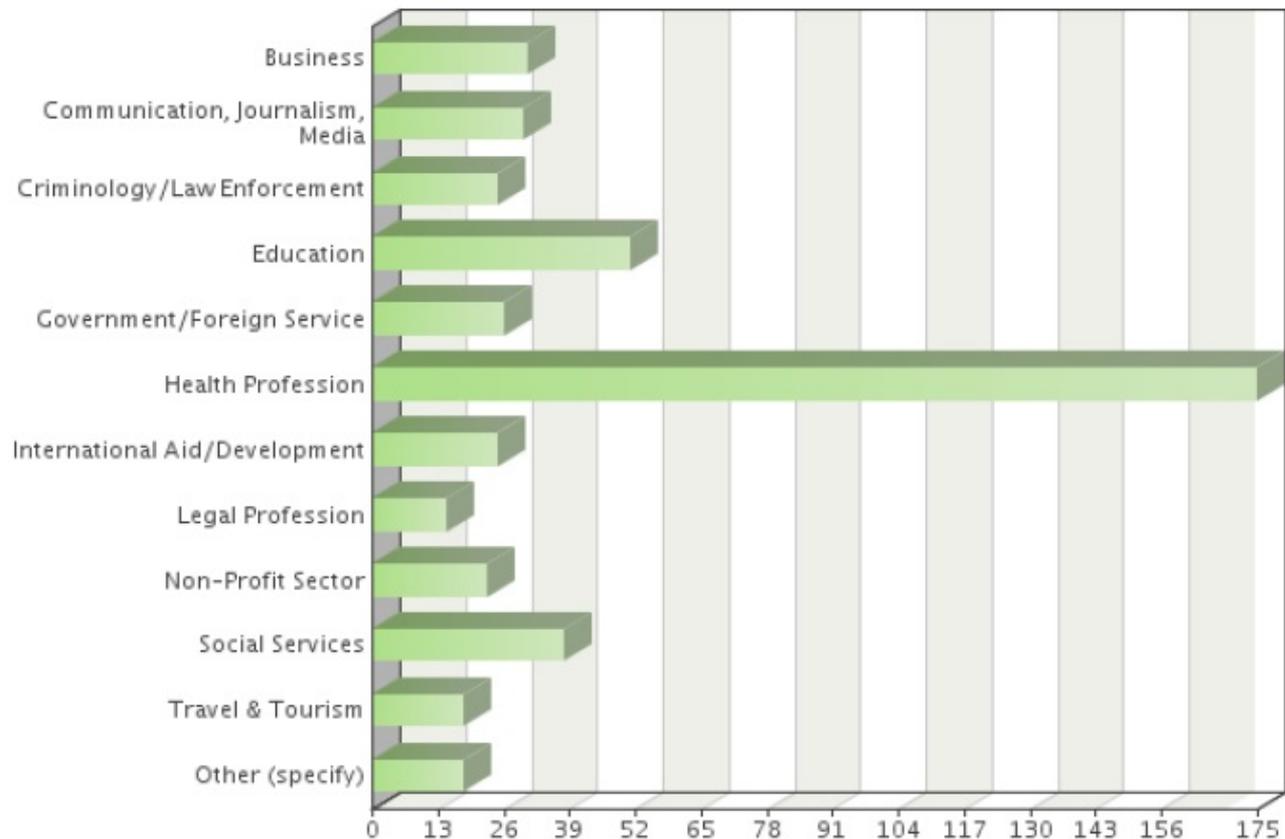
Do you support the proposed changes?

What would you do if proposed changes were enacted?
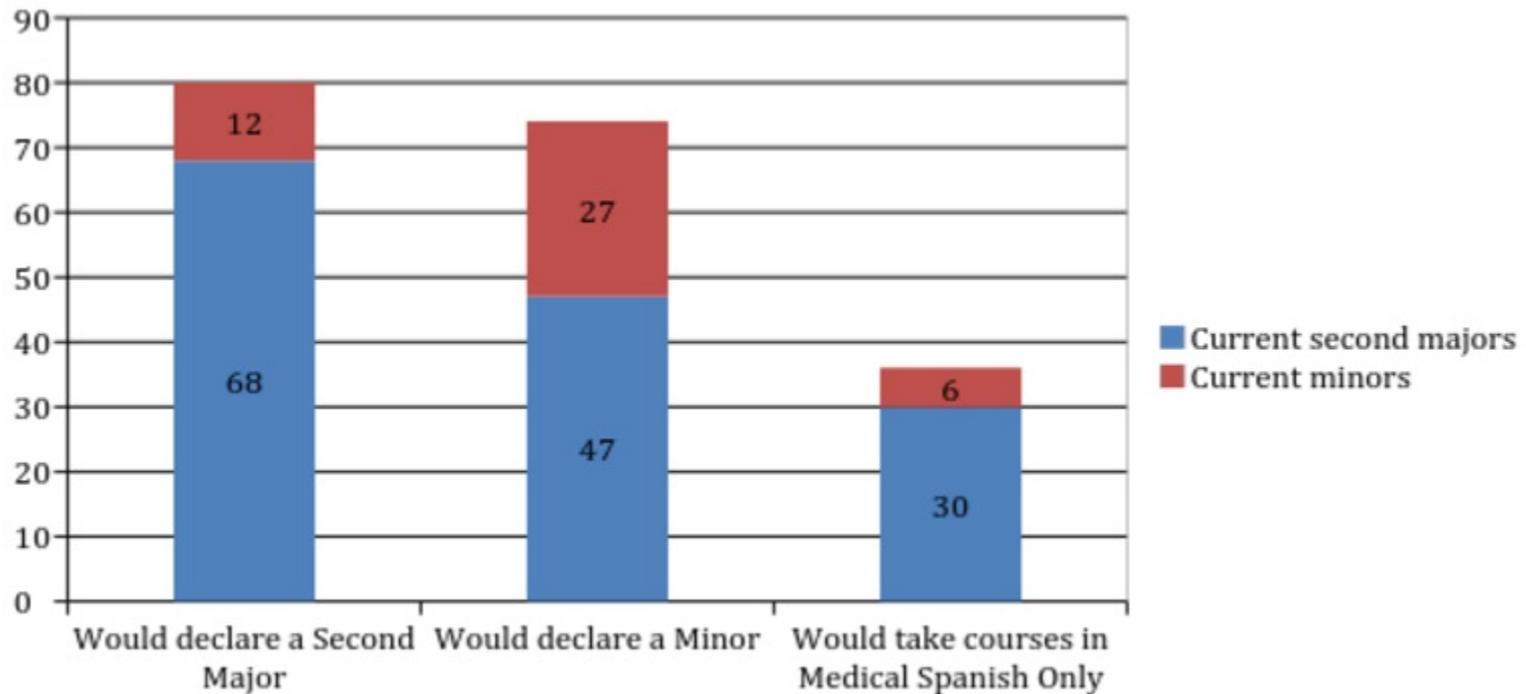
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CRITERION 3: TEACHING AND LEARNING

12. **APPENDIX 3A NM HED Area Competencies**
13. **APPENDIX 3A Evaluation Rubric for the MA Exam**
14. **APPENDIX 3A New Cycle of Assessment**

NM HED Area I: Communications Competencies
UNM Core Area 1: Writing and Speaking

Core Competency *Students will:*	Rationale *Students should:*	Assessment Suggestions
1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	• Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions	• rubric-based (e.g., holistic, criteria-based, skills assessments) evaluation of student written and oral discourse
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.	• Organize their thinking to express their viewpoints clearly, concisely, and effectively	• portfolio (e.g., paper, digital, recorded performance) evaluations
3. Use effective rhetorical strategies to persuade, inform, and engage.	• Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).	• journals • self-review • peer review • pre/post tests • capstone projects • skills tests • exit exams • core competency panel assessments
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	• Use standard processes for generating documents or oral presentations independently and in groups.	
5. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	• Gather legitimate information to support their ideas without plagiarizing, misinforming, or distorting.	
6. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	• Negotiate civilly with others to accomplish their goals and to function as responsible citizens.	

NM HED Area II: Mathematics - College Algebra Competencies
UNM Core Area 2: Mathematics

Core Competency Students will:	Rationale/Elaboration Students should:	Assessment Suggestions
1. Construct and analyze graphs and/or data sets.	• Sketch the graphs of linear, quadratic, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions. • Construct graphs using a variety of techniques including plotting points, using properties of basic transformations of functions, and by using key characteristics of functions such as end behavior, intercepts and asymptotes. • Determine the key features a function such as domain/range, intercepts, and asymptotes.	• Pre/post tests • Test/quiz questions • Routine use of an accepted Classroom • Assessment Technique (CAT) • Oral presentations • Written presentations • Student-created portfolios • Capstone projects • Peer review • Student self-assessments • Group research and presentations on real-life problems analyzed/solved by using algebra
2. Use and solve various kinds of equations.	• Solve quadratic equations using techniques such as factoring, completing the square and the square root method, and the quadratic formula. • Solve equations using inverse operations for powers/roots, exponents/logarithms and other arithmetic operations. • Use the equation of a function to determine its domain, to perform function operations, and to find the inverse of a function.	
3. Understand and write mathematical explanations using appropriate definitions and symbols.	• Correctly use function notation and the vocabulary associated with functions. • Describe the implications of key features of a function with respect to its graph and/or in relation to its real world context.	
4. Demonstrate problem solving skills within the context of mathematical applications.	• Apply the knowledge of functions to identify an appropriate type of function to solve application problems. • Solve application problems including those requiring maximization or minimization of quadratic functions and exponential growth & decay problems. • Interpret the results of application problems in terms of their real world context.	

NM HED Area II: Mathematics - Liberal Arts Math Competencies
UNM Core Area 2: Mathematics

Core Competency *Students will:*	Rationale/Elaboration *Students should:*	Assessment Suggestions
1. Construct and analyze graphs and/or data sets.	• Gather and organize information. • Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. • Interpret results through graphs, lists, tables, sequences, etc. • Draw conclusions from data or various graphical representations.	• Pre/post tests • Test/quiz questions • Routine use of an accepted Classroom Assessment Technique (CAT) • Oral presentations • Written presentations • Student-created portfolios • Capstone projects • Peer review • Student self-assessments • Group research and presentations on real-life problems analyzed/solved by using mathematics • Student journals • Individual or group projects • Cooperative learning activities
2. Use and solve various kinds of equations.	• Understand the purpose of and use appropriate formulas within a mathematical application. • Solve equations within a mathematical application. • Check answers to problems and determine the reasonableness of results.	
3. Understand and write mathematical explanations using appropriate definitions and symbols.	• Translate mathematical information into symbolic form. • Define mathematical concepts in the student's own words. • Use basic mathematical skills to solve problems.	
4. Demonstrate problem solving skills within the context of mathematical applications.	• Show an understanding of a mathematical application both orally and in writing. • Choose an effective strategy to solve a problem. • Gather and organize relevant information for a given application. • Draw conclusions and communicate the findings.	

NM HED Area II: Mathematics - Statistics Competencies
UNM Core Area 2: Mathematics

Core Competency *Students will:*	Rationale/Elaboration *Students should:*	Assessment Suggestions
1. Construct and analyze graphs and/or data sets.	• Organize data and display in frequency distribution and find percentile points and ranks for the distribution • Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences	• Pre/post tests • Test/quiz questions • Routine use of an accepted Classroom Assessment Technique (CAT) • Oral presentations • Written presentations • Student-created portfolios • Capstone projects • Peer review • Student self-assessments • Group research and presentations on real-life problems analyzed/solved by using statistics
2. Use and solve various kinds of equations.	• Compute mean, median, mode, and standard deviation • Calculate the least squares regression equation and the correlation coefficient • Determine basic probabilities and probabilities associated with the standard normal curve • Understand the binomial distribution and its properties • Compute sampling distributions of sample means • Compute the mean and standard deviation of sample means • Calculate margin of error given sample size and sample size given margin of error • Construct confidence intervals for population means and proportions • Calculate test statistics	
3. Understand and write mathematical explanations using appropriate definitions and symbols.	• Use Z-scores appropriately • Construct probability distributions • Write confidence intervals • Understand the Central Limit Theorem and when to apply it • Write null and alternate hypotheses • Understand the concept of significance level and P values • Apply the steps for inference/hypothesis testing • Describe the basic elements of sampling and experimental design • Define parameters and statistic	
4. Demonstrate problem solving skills within the context of mathematical applications.	• Determine appropriate methods to display data • Compare measures using Z-scores • Identify and analyze outliers • Use least-square regression equations to predict values • Select appropriate sampling techniques • Determine if random variables are continuous or discrete • Choose and construct appropriate hypothesis tests for population means and proportions	

NM HED Area III: Laboratory Science Competencies
UNM Core Area 3: Physical and Natural Sciences

Competency *Students will:*	Rationale *Students should:*	Assessment Suggestions
1. Describe the process of scientific inquiry.	• Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. Students should value science as a way to develop reliable knowledge about the world.	• Presentation of case studies, problems, and/or laboratory exercises that call for the student to apply the "scientific method."
2. Solve problems scientifically.	• Be able to construct and test hypotheses using modern laboratory equipment (such as microscopes, scales, and computer technology) and appropriate quantitative methods. Students should be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	• Presentation of case studies, problems, and/or laboratory exercises that call for the student to construct and test hypotheses related to the scientific discipline they have elected to study.
3. Communicate scientific information.	• Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques).	• Require written and oral work to be evaluated according to college level writing criteria, as well as the standards of the field being studied.
4. Apply quantitative analysis to scientific problems.	• Select and perform appropriate quantitative analyses of scientific observations. Students should show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	• Presentation of case studies, problems, and/or laboratory exercises that call for the student to apply appropriate quantitative techniques for the level and type of material being covered.
5. Apply scientific thinking to real world problems.	• Critically evaluate scientific reports or accounts presented in the popular media, understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.	• Presentation of case studies, problems, and/or laboratory exercises that call for the student to critically evaluate scientific accounts from the popular media. Exam questions should call upon higher-order thinking rather than rote knowledge.

NM HED Area IV: Social and Behavioral Sciences Competencies
UNM Area 4: Social and Behavioral Sciences

Core Competency *Students will:*	Rationale *Students should:*	Assessment Suggestions
1. Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.	• Develop an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems.	• Essays, examinations requiring analysis of information, problem based applications, research projects, laboratory experiments.
2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	• Enhance their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	• Comparative & problem based essays, examinations requiring analysis of information, research projects.
3. Describe ongoing reciprocal interactions among self, society, and the environment.	• Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	• Comparative & problem based essays, portfolios, research projects, laboratory experiments, fieldwork.
4. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	• Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	• Problem based projects, research projects, essays, examinations requiring analysis of information, fieldwork.

NM HED Area V: Humanities and Fine Arts Competencies UNM Core Areas 5, 6, & 7: Humanities, Foreign Language, & Fine Arts

Core Competency *Students will:*	Rationale *Students should:*	Assessment Suggestions
1. Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).	• Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.	• Pre/post tests • Journals • Portfolios • Public Debates • Essays • Visual / Audio Identification • Videos • Recitals • Performances • Documentation of service learning • Presentations: Visual, Oral, Performance, time-based • Final Exams • Log of On-line Discussions • Graphic Productions (charts, diagrams, timelines, etc.) • Peer review/self review.
2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	NOTE: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and/or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses that are primarily skills-oriented.	
3. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.		
4. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.		
5. *UNM addition:* Identify, analyze, and apply criteria for making aesthetic judgments in at least one field of the fine arts and in at least one field of the humanities.		
6. *UNM addition:* In a language other than English, express and understand simple concepts and basic information relating to daily activities and culture.	• Acquire adequate familiarity with a non- English language to communicate at a basic level, with sensitivity to social and cultural norms.	
7. *UNM addition:* Demonstrate knowledge of basic cultural expressions, values, and practices.	• In addition to language skills, students should become familiar with the social and cultural context of the communities where the language is practiced today.	
8. *UNM addition:* Evaluate the social implications of differences within and between language communities.	• Recognize and respect linguistic diversity in the target cultures.	
9. *UNM addition:* Demonstrate knowledge of basic historical facts from the target culture.	• Understand the broad historical background of the target language itself (its origins and its distribution) and of the cultures in which the language is spoken, in order to inform the student's understanding of the language's current cultural context.	

Appendix 3A Evaluation Rubic for the MA Exam

Evaluation Rubric for the MA Exam

The MA comprehensive examination is evaluated according to the following guidelines:

HIGH PASS: This exam overall exceeds expectations for this level of graduate studies. The answers receiving this designation:
- thoroughly answer all parts of the question asked
- present the ideas in a well organized essay
- express sophisticated ideas in highly articulate language
- demonstrate comprehensive mastery of the subject being examined
- demonstrate a comprehensive understanding of the MA reading list and, when relevant to the question asked, demonstrate a thorough understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written.

PASS: This exam overall fully meets expectations for this level of graduate studies. The answers receiving this designation: - address all parts of the question asked
- present the ideas in an organized essay
- express ideas in articulate language
- demonstrate comprehensive knowledge of the subject being examined
- demonstrate a full understanding of the MA reading list and, when relevant to the question asked, demonstrates a thorough understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical and/or cultural context in which they were written
- may have some extraneous or erroneous material, which does not detract from the overall quality of the essay

LOW PASS: This exam overall meets expectations for this level of graduate studies. The answers receiving this designation:
- address the main point of the question asked
- demonstrate knowledge of the subject being examined
- demonstrate an understanding of the MA reading list and, when relevant to the question asked, demonstrate an understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written
- may have extraneous or erroneous material that detracts form the overall quality of the essay

FAIL: This exam overall fails to meet the expectations for this level of graduate studies. The answers receiving the designation do one or more of the following:
- fail to answer all parts of the question asked
- fail to demonstrate adequate knowledge of the subject being examined
- fail to demonstrate an adequate understanding of the MA reading list and, when relevant to the question asked, fail to demonstrate how the readings relate to one another or how the readings relate to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written
- may consist primarily of summaries of the readings

Appendix 3A New Cycle of Assessment

Department of Spanish and Portuguese   *University of New Mexico*

PROPOSED CYCLE OF ASSESSMENT for PROGRAMS in SPANPORT (SPAN BA, PORT BA, SPAN MA, PORT MA, SPAN PHD)

	Fall2016	Spring2017	Fall2017	Spring2018	Fall2018	Spring2019
SPAN_BA	Develop rubric to measure SLO on writing (entry rubric and exit rubric)	Collect essays from SPAN302 (entry course) and SPAN4X1 or SPAN4X2 (exit course)? OR AT LEAST essays from exit courses	Share results of assessment of SLO in writing with faculty in a SPANPORT departmental meeting (Fall2017)	Develop rubric to measure SLO XXXX (entry rubric and exit rubric)	Share results of assessment of SLOXXXX with faculty in a SPANPORT departmental meeting (Fall2018)	Share with faculty (and seek for approval) exit survey for graduating students about Spanish BA
	Collect essays from SPAN302 (entry course) and SPAN431 or SPAN432 (exit course)? OR AT LEAST essays from exit courses		Collect XXXX to measure SLO XXXX? from SPAN302 (entry course) and SPAN4X1 or SPAN4X2 (exit course)? OR AT LEAST from exit courses	Collect XXXX to measure SLO XXXX? From SPAN302 (entry course) and SPAN4X1 or SPAN4X2 (exit course)? OR AT LEAST from exit courses	Create exit survey via *Opinio* for graduating students about Spanish BA	Distribute survey in April 2019 via *Opinio*
	Report results to CAS Assessment by December 2016		**Report results for SLO in writing for AY2016-2017 to CAS Assessment by December 2017**		**Report results for SLOXXXX for AY 2017-2018 to CAS Assessment by December 2017**	
PORT_BA	Develop rubric to measure SLO on writing (entry rubric and exit rubric)	Collect essays from PORT 312 (entry course) and PORT 414 and PORT 458 (exit course)	Collect aural materials to measure speaking SLO XXXX videos from PORT 311 (entry course) and examples from PORT 4XX (exit course)	Develop rubric to measure writing SLO XXX (entry rubric and exit rubric)	Collect essays from PORT 312 (entry course) and PORT 4XX(exit course) (Fall2018)	Collect aural materials to measure speaking SLO XXX videos from PORT 311 (entry course) and examples from PORT 4XX (exit course)
	Collect essays from PORT417 (exit course)			Collect essays from PORT 312 (entry course) and PORT 4XX(exit course)		
	Report results to CAS Assessment by December 2016		**Report results for SLO in writing for AY2016-2017df to CAS Assessment by**		**Report results for SLOXXXX for AY 2017-2018 to CAS Assessment by December 2018**	

			December 2017			
SPAN_MA	Share rubric for MA comps in website (in addition to Grad. Manual) **Report on results of MA comps (percentages HIGH PASS, PASS, LOW PASS and NO PASS) to CAS Assessment by December 2016 (AY 2015-2016)**	Create exit survey via *Opinio* for graduating students about Spanish MA	Share with faculty (and seek for approval) exit survey for graduating students about Spanish MA **Report results for MA comps for AY2016-2017 to CAS Assessment by December 2017**	Distribute survey in April 2018 via *Opinio*	**Report results for MA comps for AY2017-2018 to CAS Assessment by December 2018**	Distribute survey in April 2019 via *Opinio*
PORT_MA	Share rubric for MA comps in website (in addition to Grad. Manual) **Report on results of MA comps (percentages HIGH PASS, PASS, LOW PASS and NO PASS) to CAS Assessment by December 2016 (AY 2015-2016)**		**Report on results of MA comps (percentages HIGH PASS, PASS, LOW PASS and NO PASS) to CAS Assessment by December 2nd (AY 2016-2017)**		**Report on results of MA comps (percentages HIGH PASS, PASS, LOW PASS and NO PASS) to CAS Assessment by December 2nd (AY 2017-2018)**	
PhD	Develop a rubric for PhD comps	Share rubric with SPANPORT faculty and seek approval (once approved, include in Grad Manual)	Develop a rubric for PhD Dissertation **Report results for PhD comps for AY2016-2017 to CAS Assessment by December 2017**	Share rubric for PhD Dissertation with SPANPORT faculty and seek approval (once approved, include in Grad Manual) Create exit survey via *Opinio* for graduating students about Spanish PhD	**Report results for PhD comps and Dissertation for AY2017-2018 to CAS Assessment by December 2018**	Distribute survey in April 2019 via *Opinio*

CRITERION 4: STUDENTS

15. APPENDIX 4E Graduate Fellowships

Appendix 4E Graduate Fellowships

- **Graduate Dean's Dissertation Fellowship** To provide one year financial assistance to students nearing completion of a terminal (PhD, EdD, or MFA) degree. http://grad.unm.edu/funding/fellowships/deans-fellowship.html

- **FLAS Fellowships** promote the study of less-commonly-taught languages. Recipients of academic year FLAS Fellowships are required to take courses at UNM in K'iche' Maya, Portuguese or Quechua as well as Latin American area studies courses. http://www.laii.unm.edu/funding/flas.php

- **Center for Southwest Research Fellowship:** The Center for Southwest Research and Special Collections (CSWR) and Latin American Collections provide fellowships each year for UNM graduate students to work with collections. http://elibrary.unm.edu/cswr/fellowships.php

- **Regents' Winrock Minority Doctoral Fellowship:** The Regents' Winrock Fellowship (RWF) program aims to promote the recruitment of highly competitive doctoral students of exceptional academic merit who will also contribute to the diversity of the student body in their programs of study. http://grad.unm.edu/funding/fellowships/winrock-fellowship.html

- **National Fellowships** http://grad.unm.edu/funding/fellowships/index.html

    o **American Association of Hispanics in Higher Education:** The American Association of Hispanics in Higher Education and Educational Testing Service recognize the significant need to increase the number of Hispanics receiving doctoral degrees, entering higher education on the tenure track, and eventually serving in faculty leadership and administrative roles. http://www.aahhe.org/Dissertation/DissertationsCompetition.aspx

    o **Ford Foundation Fellowships for Minorities:** Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. http://sites.nationalacademies.org/PGA/FordFellowships/

    o **Fulbright Hays—Doctoral Dissertation Research Abroad Fellowship:** This federal [U.S. Dept. of Education] program provides funds for travel expenses, dependents allowances, research-related expenses and health insurance premiums for doctoral students who have advanced to candidacy and are planning a career in teaching. https://grad.unm.edu/funding/fellowships/fulbright-hays.html

- **Women**

    o **Woodrow Wilson Dissertation Fellowships in Women's Studies:** The Women's Studies Fellowships are provided to Ph.D. candidates at institutions in

the United States who will complete their dissertations during the fellowship year. http://woodrow.org/fellowships/womens-studies/

- o **Graduate Student Success Scholarship:** Graduate Studies and the Office of Financial aid jointly administer the Graduate Student Success Scholarship for graduate students with demonstrable financial need. http://grad.unm.edu/funding/scholarships/student-success.html

- **The University of New Mexico provides several other fellowships:**
  - o Amigo Scholarship Program for International Graduate Students
  - o El Centro de La Raza Scholarships
  - o Graduate Scholarship Fund
  - o UNM Alumni Association
  - o UNM Scholarship Office

CRITERION 5: FACULTY

16. APPENDIX 5D Faculty Vitae

CURRICULUM VITAE

Anthony J. Cárdenas-Rotunno

EDUCATION

University of New Mexico	BA	1968
University of Wisconsin--Madison	MA	1969
University of Wisconsin--Madison	PhD	1974

ACADEMIC POSITIONS HELD

Assistant Professor	Wichita State University	1975–1981
Associate Professor	Wichita State University	1981–1990
Full Professor	University of New Mexico	1990–present

PUBLICATIONS

Books (Microfiche, CD, Hardcopy)

Bibliography: *Bibliography of Old Spanish Texts* (1975, 1977)

Microfiche Editions: *Royal Scriptorium Manuscripts of Alfonso X, el Sabio* (1978), *Libro de Moamín* (1987).

Compact Disc Editions: *Libro que es fecho de las animalias que caçan* (1987); *La vida & hystoria del Rey Apolonio* (1999); Libro del cauallero Zifar (2007); *El Escorial h.III.*24: Arboleda delos enfermos *and* Admiraçion operum Dey *of Teresa de Cartagena*; Vençimiento del mundo *of Alfonso Núñez de Toledo*; Dichos e castigos de profetas & filosofos que toda verdad fablaron (2016).

Hardcopy Editions: *Heroes and Anti-heroes: A Celebration of the Cid* (2013); *Corónica del muy esforçado y esclarescido Cauallero Cifar nueuamente impressa* (2014).

Articles

"Cervantes's Rhyming Dictum on Celestina: Vita Artis Gratia or Ars Vitae Gratia." Indiana Journal of Hispanic Literatures 5 (1994): 19-36.

"The Desert Experience as Other World in the Poem *Vida de Santa* Maria Egipciaca." *Romance Languages Annual 1995*. Vol. 7 Jeanette Beer, Patricia Hart, and Ben Lawton, eds. Purdue University. Purdue Research Foundation, 1996. 413-18.

"A Perspective on a Perspective of my Perspective: A Reply to Pierre L. Ullman's Reply." In *Cervantes* 16 (1996):138-43.

"A Decade of Alfonsine Studies: Working Notes and Bibliography." With Jerry R. Craddock and Barbara De Marco. *Romance Philology* 49.2 (1995 [1996]): 192-244.

"The Myth of Hercules in the Works of Alfonso X: Narration in the *Estoria de Espanna* and in the General estoria." *Bulletin of Hispanic Studies* 74 (1997): 5-20.

"A Learned King Enthralls Himself: Escapement and the Clock Mechanisms in Alfonso X's Libro del saber de astrologia." In *Disputatio: An International Transdisciplinary Journal.of the Late Middle Ages*, Vol. 2: *Constructions of* Time in the Late Middle Ages. Carol Poster and Richard Utz, eds. Evanston, IL: Northwestern U P, 1997. 71-87.

"Ethical Editing at the End of a Millennium, or 'how one should [edit] with a view to greater happiness in this world and the next'." *La Corónica* 26.2 (1997-1998): 135-42.

"Forum Responses: From: Anthony J. Cárdenas." *La Corónica* 27.1 (1998-1999): 229-44.

"Alfonso X's Appropriation of the Perseus Myth: History and Science." *Medievalia et Humanistica* 25 (1998): 15-30.

"Entre el 'deseo' y el 'miedo': El caso del 'Caballero Atrevido' en el *Libro del Cauallero Çifar."* In *Discursos y representaciones en la Edad Media (Actas de las V1 Jornadas Medievales.* Ed. Concepción Company, Aurelio González, and Lillian von der Walde Moheno. México: Universidad Nacional Autónoma de México, el Colegio de México, 1999. 349-65.

(Published under) Cárdenas-Rotunno

"Una aproximación al diablo en la literatura medieval española: desde Dominus a Dummteufel." *Hispania* 82 2 (1999): 202-12.

"El *Lapidario* alfonsí: la fecha problemática del códice escurialense h.I.15." In *Actas del XIII Congreso de la Asociación Internacional de Hispanistas, Madrid 6-11 de julio de 1998.* Vol. 1: *Medieval, Siglos de Oro.* Ed. Florencio Sevilla Arroyo and Carlos Alvar Ezquerra. Madrid: Asociación Internacional de Hispanistas, Castalia, Fundación Duques de Soria, 2000. 81-87.

"Rojas's Celestina and Claudina: In Search of a Witch." *Hispanic Review* 69.3 (2001): 277-97.

"El pacto diabólico en La Celestina." In La Celestina *V Centenario (1499-1999): Actas del congreso internacional, Salamanca, Talavera de la Reina, Toledo, La Puebla de Montalbán, 27 de septiembre --1 de octubre 1999.* Felipe B. Pedraza Jiménez, Rafael González Cañal, Gema Gómez Rubio, ed. Cuenca: Universidad de Castilla-La Mancha, Cortes de Castilla-La Mancha, 2001. 369-76.

"La muger encadenada *et aliae in coelo*: Una aproximación hacia la mujer en la obra científica de Alfonso X el Sabio." In Two Generations: A Tribute to Lloyd A. Kasten. Ed. Francisco Gago Jover. New York: HSMS, 2002. 7-26.

"The Theophilus Legend in Prose, Poetry, and Miniatures of the Códice Rico of Alfonso X: Compacting with Hell and Closing the Devil's Gate."In *Models in Medieval Iberian Literature and Their Modern Reflections:* Convivencia *as Structural, Cultural and Sexual Ideal.* Ed. Judy B. McInnis. Newark, Delaware: Juan de la Cuesta, 2002. 39-68.

"Alfonso X, el Sabio, King of Castile and León, Science." In *Medieval Iberia: An Encyclopedia*. E. Michael Gerli, ed. New York, London: Routledge, 2003. 73-74.

"Cristóbal de Castillejo." In: Gregory B.Kaplan. *Sixteenth-Century Spanish Writers*. Detroit: Gale; 2006. 22-28.

"Fray Alonso de Benavides's Memoriales of 1630 and 1634: Preliminary Observations." *LAII Research Paper Series* 45 (9-Sep-2007): 1-25.

"Maritornes y las otras ausentes en Don Quijote." In: *Cervantes y su tiempo*. Juan Matas Caballero and José María Balcells Doménech, eds. Desirée Pérez Fernández, coord. 2 vols. Anejo I. *Lectura y Signo*. Léon: Universidad de León, 2008. 1:55-64.

"Bestialidad y la palabra: el parto perruno en el 'Coloquio de los perros'." *Hispania* 91.2 (May 2008): 301-09.

"Assessing Asses and Lasses: Triangular Desire in the 1488 Spanish *Esopete ystoriado*." *Romance Quarterly* 55.2 (Spring 2008): 82-95.

"The 1525 Cromberger*Crónica del Cid*: From Press to Lap." *LAII Research Paper Series* 47 (12 Dec. 2008): 2-30.

"Alfonso X, St. James, and the Virgin." *LAII Research Paper Series* 50 (September 2009): 1-30.

"*Historia de Enrique Fi de Oliva*: Premodern Kitsch?" *Monographic Review/Revista monográfica* 25 (2009 [2010]): 28-44.

"*Enrique, fi de Oliva:* magia y género editorial." *El olvidado encanto de* Enrique fi de Oliva. Cristina González, ed. New York: HSMS, 2011. 193-206.

"(Mis)Reading the *Libro de buen amor*: Exemplary Ambiguity and Ambiguous Exempla." *Romance Notes* 52.1 (2012): 3-11

"Introduction." *Heroes and Anti-heroes: A Celebration of the Cid*. Ed. Anthony J. Cárdenas-Rotunno. New York: HSMS, 2013. i - xviii.

"In Search of a King: Alfonso VI in the Thirteenth and Sixteenth Centuries." *Heroes and Anti-heroes: A Celebration of the Cid*. Ed. Anthony J. Cárdenas-Rotunno. New York: HSMS, 2013. 23-52.

"'¡Dios, qué buen vassallo, si oviesse buen señor!': Alfonso VI en el siglo XVI." *Aproximaciones y revisiones medievales. Historia, lengua y literatura*. Concepción Company, Aurelio González, Lillian von der Walde Moheno, eds. México: El Colegio de México, UNAM, Universidad Autónoma Metropolitana, 2013. 63-89.

"The Mirth of Girth: Don Quixote's Stout Squire." *Rocky Mountain Review of Language and* Literature, 68.1 (Spring 2014): 9-31.

"De perros y asnos: Cervantes y la tradición." *Anuario de estudios cervantinos* 12 (2016): 199-212.
Another 35 articles published.; 20 BOOK REVIEWS;139 PROFESSIONAL PRESENTATIONS; 31 SESSIONS CHAIRED OR ORGANIZED; 8 ROP and McNair; 23 Honor's Research Theses; 5 MA Theses, 6 Dissertations; 10 A&S Senior Promotion Committees; reader for professional journals, Tenure and/or promotion evaluator for 25 Universities; etc.

FORMAL EDUCATION
- Ph.D., 2007, Indiana University Bloomington, Hispanic Linguistics, The role of lexical frequency and phonetic context in the weakening of syllable-final lexical /s/ in the Spanish of Barranquilla, Colombia/J. Clancy Clements
- M.A., 2001, Indiana University Bloomington, Hispanic Linguistics
- B.A., 1999, Illinois State University Normal Illinois, Spanish

ACADEMIC APPOINTMENTS
- Associate Professor Hispanic Linguistics, 2016 (July)- present, Department of Spanish & Portuguese at the University of New Mexico, Albuquerque.
- Fulbright Scholar, 2013 (Spring semester), Department of Linguistics at the Universidad Nacional de Colombia, Bogotá.
- Assistant Professor of Hispanic Linguistics, 2010-2016 (July), Department of Spanish & Portuguese at the University of New Mexico, Albuquerque.
- Assistant Professor of Hispanic Linguistics, 2007-2010, the Department of Languages and Culture Studies at the University of North Carolina at Charlotte.
- Visiting Lecturer and Course Coordinator, 2005-2007, the Department of Spanish & Portuguese at Indiana University Bloomington.
- Associate Instructor, 1998-2004, the Department of Spanish & Portuguese at Indiana University Bloomington.

ACADEMIC SPECIALIZATIONS
My research focuses on how frequency of use impacts language variation and change, predominately within the sound systems of languages. I teach courses in Hispanic Linguistics at both graduate and undergraduate levels. At the undergraduate level, I teach primarily "Spanish Phonetics and Phonology" (SPAN 350), while at the graduate level, I offer courses on Spanish Phonetics and Phonology, Usage-based Phonology, and Frequency Effects.

PUBLICATIONS
Books Edited or Co-edited
File-Muriel, Richard J. & Orozco, Rafael (Eds.) (2012). *Colombian Varieties of Spanish*. Frankfurt: Iberoamericana Vervuert Verlag.

Articles Published in Refereed Journals
Bybee, Joan, Richard J. File-Muriel, and Ricardo de Souza. (2016). "Special reduction: a usage-based approach." *Language and Cognition*, available on CJO2016. doi:10.1017/langcog.2016.19.

Gradoville, Michael S., Earl K. Brown, and Richard J. File-Muriel. (2015). "The effect of variable intercepts on findings in sociophonetic data: Some observations from Caleño Spanish." *Journal of Research Design and Statistics in Linguistics and Communication Science*. 2.2:105-130.

Brown, Earl K., Gradoville, Michael, and File-Muriel, Richard. (2014). "The variable effect of form and lemma frequencies on phonetic variation: Evidence from /s/ realization in two varieties of Colombian Spanish." *Corpus Linguistics and Linguistic Theory* (De Gruyter Mouton, Editor Stefan Th. Gries): 213-241.

File-Muriel, Richard J. & Turiciano, Samuel (2012). "The storage of indexical information across segmental length utterances." *Revista Interacción* 11:13-20.

File-Muriel, Richard J. & Brown, Earl (2011). "The gradient nature of s-lenition in Caleño Spanish." *Language Variation and Change* 23(2): 223-243.

File-Muriel, Richard J. & Brown, Earl (2010). "The gradient nature of s-lenition in Caleño Spanish." *Penn Working Papers in Linguistics: Selected Papers from NWAV 38* 16(2): 45-55.

File-Muriel, Richard J. (2010). "Lexical frequency as a scalar variable in explaining variation." *Canadian Journal of Linguistics* 55(1): 1-25.

File-Muriel, Richard J. (2009). "The role of lexical frequency in the weakening of syllable-final lexical /s/ in the Spanish of Barranquilla, Colombia." *Hispania* 92(2): 348-360.

File-Muriel, Richard J. (2004). "An OT account of Brazilian Portuguese vowel harmony." *Indiana University Linguistics Club Working Papers Online*. Indiana University Bloomington: https://www.indiana.edu/~iulcwp/. 1-16.

Articles Appearing in Chapters in Edited Volumes

File-Muriel, Richard J. (2012). "A laboratory approach to s-lenition in the Spanish of Barranquilla, Colombia. In File-Muriel, R. J. & Orozco, R. (Eds.), *Colombian Varieties of Spanish*, 127-40. Frankfurt: Iberoamericana Vervuert Verlag.

Orozco, Rafael and File-Muriel, Richard. (2012). " Colombian Spanish at the turn of the 20th century." In File-Muriel, R. J. & Orozco, R. (Eds.), *Colombian Varieties of Spanish*, 11-20. Franfurt: Iberoamericana Vervuert Verlag.

File-Muriel, Richard J. (2006). "Spanish Adjective Position: Differences Between Written and Spoken Discourse." In Clements, J. C. & Yoon, J. (Eds.), *Functional Approaches to Spanish Syntax*. New York: Palgrave MacMillan. 203-218.

File-Muriel, Richard J. (2002). "Defining the target language in language genesis." *New Century/New Horizons: Emerging scholars of Caribbean Literatures, Languages, and Cultures*. San Juan, Puerto Rico: Sargasso. 57-74.

Works accepted for publication, not yet in print
Perara-Lunde, Molly Ann, Jessica Lindsey and Richard File-Muriel. Voiced Onset Timing in the English of Spanish Heritage Speakers" accepted for publication in *Revista Interacción*.

COURSES TAUGHT
Spanish Phonetics and Phonology (UGrad); Spanish Phonology (Grad); Usage-Based Phonology (Grad); Latin America through the Media (UGrad cotaught with F.M.Burgos); Frequency effects and Linguistic structure (Grad); Introduction to Translation Studies (UGrad).

RESEARCH FUNDING
2012-13 Fulbright Lecturing/Research Award; Council for International Exchange of Scholars; January 2013 - July 2013, $19,100

2011-12 Faculty Research Grant; Research Allocations Committee at the University of New Mexico; June 13-August 5; $4,000

2011-12 Field Research Grant; Latin American and Iberian Institute at the University of New Mexico; June 13-August 5, 2011; $1,200

2009-10 Library Research Grant; U.S. Department of Education; August 18-22, 2009; $1,500

Carmen Julia Holguín Chaparro

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Education

2011   **PhD., Spanish and Portuguese** (Hispanic American Literature)
          University of New Mexico, Albuquerque, NM. USA.

1996   **M. A., Spanish** (Hispanic American Literature)
          New Mexico State University, Las Cruces, NM. USA.

1991   **B. A., Letras españolas** (Spanish Literature)
          Universidad Autónoma de Chihuahua, Chih., México.

Academic Appointments

University of New Mexico   **Albuquerque, NM**
Full time Lecturer III: Department of Spanish and Portuguese   Fall 2012-present

Selected Publications
Books / E-Books
2015. *La Oviedo rifa*. Monterrey, NL: Poetazos, Onomatopeya Producchons, 2015.

2014. *El que tenga oídos...* Chihuahua, México: Instituto de Cultura del Municipio de
          Chihuahua 2013-2016. Coordinación de Fomento a la Lectura y Programa Editorial.

2008. *A tu prójimo amarás*. México, DF: Facultad de Estudios Superiores Zaragoza en la
          Academia de Extensión Universitaria y Difusión de la Cultura de la Universidad
          Nacional Autónoma de México.

Poetry Anthologies:
2016. "En el País de las Nubes". *Copitas de mezcal y algo de su historia*. Ed. Estela Guerra
          Garnica. México, Temascalcingo, EdoMex: DECIDTE, 2016. 74.

2015. "No era un cuento de hadas" "Yohana" "Tu abuela" "Nota roja". *Poesía en rojo*.
          Anthology of XXIII International Poetry Conference Women Poets in the Clouds'
          Country. México, DF: Centro de Estudios de la Cultura Mixteca, 2015. 40-42.

2014. "Llenando formularios" "El hombre". *Tejedoras de luz*. Anthology of XXI. International
          Poetry Conference Women Poets in the Clouds' Country. México, D. F.: Centro de
          Estudios de la Cultura Mixteca, 2014. 42-44.

2013. "Recomenzar" "Sin opciones" "Ella". *Centinelas de la palabra*. Anthology of
          XXI International Poetry Conference Women Poets in the Clouds' Country. México, D.
          F.: Centro de Estudios de la Cultura Mixteca, 2013. 38-41.

          "Lucía". *Blood of Mine*. Poetry of Border: Violence, Gender and Identity in Ciudad
          Juárez. Ed. Jennifer Rathbun and Juan Armando Rojas Joo. Saline, Michigan: Ohio
          Wesleyan University/Center For Latin American and Border Studies, NMSU/Colección
          Arca de Los Seres Imaginarios/Taller Literario P6:30 / Revista Arenas Blancas, NMSU,
          2013. 86-87.

2012. "Plegaria". *Los recuerdos del día*. Arlu. http://losrecuerdosdeldia.blogspot.com. Poetry Selection. *Poetas del Siglo XXI Antología de Poesía Mundial*. Ed. Fernando Sabido Sánchez. Poetassigloveintiunoblogspot.com.

2011. "Plegaria", "Dios te salve María", "Con el corazón". *México lindo y querido. Reunión actual de poesía mexicana con causa*. Eds. Ale Boto y Rosario Orozco. México, D. F.: Homo Scriptum/Va de nuez, 2011.

"Plegaria". *Cinco siglos de poesía femenina en México. Siglos XVI al XX.* Eds. Maricruz Patiño y Leticia Luna. México, D.F.: Biblioteca Mexiquense del Bicentenario, 2011.

2010. "Mi abuela", "Con el corazón". *Color y palabra en la mujer chihuahuense. Antología Plástica y poética del Primer Encuentro de Mujeres en la Cultura* Chihuahua: UACH, 2009. 26.

2009. Poetry Selection. *Desde todo el silencio III*. Arg.: Los puños de la Paloma, 2009. 81-5.

Poetry Selection. *Casa del tiempo*. Vol. III. Época IV, Num., 20. México. 23-30. http://www.uam.mx/difusion/revista/index.html. Web.

2008. "Plegaria", "Vacío". *Agualluvia de Letras. Poesía femenina chihuahuense 1930-1980.* Ed. Federico Corral Vallejo. México, D. F.: Tintanueva Ediciones, 2008. 181-84.

Editions, revisions

2016. *Copitas de mezcal y algo de su historia*. Ed. Estela Guerra Garnica. México. Rev. Carmen Julias Holguín Chaparro. Temascalcingo, EdoMex: DECIDTE, 2016.

2015. Doherty, Kathleen**,** Judy Nickell and Diane Orchard. *Al borde de la escritura: poesía y narrativa.* Carmen J Holguín Chaparro, ed. México, D.F.: Tinta Nueva Ediciones. 2015.

2012. Revision of the translation into Spanish of the poetry books of Nahui Ollin in *Nahui Ollin, sin principio ni fin. Vida, obra y varia invención*, Ed. Patricia Rosas Lopátegui. The translation was made by Rocío Luque. University of Nuevo León / CONACULTA. México, 2012.

Award, Distinctions and Grants

2016. Grant from Global Education Office (GEO) to travel to The Centro de Lenguas Modernas at Granada, Spain in order to work with study abroad equivalencies CLM-UNM.

Winner of The Arts & Sciences Teaching Award for Excellence.

Service

2016. Organizer of the First Annual Cultural Event *Abril para la palabra/April for the word*. The Department of Spanish and Portuguese, UNM.

Member of Global Education Office´ Search Committee for the position of Study Abroad

2015-. Undergraduate Director and Director of Undergraduate Committee

2012-. Coordinator of Spanish 300 level
Member of Undergraduate Committee (2012-2015)

Curriculum Vitae

Jeremy Lehnen   **Dept. of Spanish & Portuguese**

Educational History

PhD, Latin American Studies   University of New Mexico   August 2010

MA, Spanish   Vanderbilt University   August 1998

BA, Spanish   Gonzaga University   May 1996

Employment History

Assistant Professor of Spanish & Portuguese, 2011–Present, U of New Mexico Albuquerque, NM.

Lecturer III, 2010–2011, U of New Mexico Albuquerque, NM.

Visiting Instructor of Spanish, 2008–2009, Macalester College Saint Paul, MN.

Lecturer of Spanish, 2002– 2004, U of Colorado at Boulder Boulder, CO

Instructor of Spanish, 2001–2002, Tennessee State U, Nashville, TN.

Instructor of Spanish, 1998–1999, 2000–2001, Middle Tennessee State U, Murfreesboro, TN.

Publications

Book

Down These Manly Streets: Neo-Authoritarian Masculinity in Contemporary Brazilian Crime Film. Under contract with the University Press of Florida as part of their series *Reframing Media, Technology, and Culture in Latin/o America.*

Articles in Refereed Journals

"Mourning Love: Derrida e o amor e luto em 'Requiem Sertanejo'". *Pro-Posições*: *Revista Quadrimestral da Faculdade de Educação da Unicamp* Vol. 27. No. 1 Jan/Abr (2016): 57-72.

"*Madame Satã*: Unapologetically Queer." *Luso-Brazilian Review* Vol. 52. No. 1 Spring (2015): 77-94.

"Sex, Silence and Social Disintegration: *Batalla en el cielo*" *Cine Y... Revista de Esudios Interdisciplinarios sobre cine en español / Journal of Interdisciplinary Studies on Film in Spanish*. Vol. IV. No. 1 Winter (2014): 1-12. Web.

"Disjunctive Urbanisms: Walls, Violence and Marginality in Rodrigo Plá's *La zona* (2007)" *Mexican Studies / Estudios mexicanos.* Vol. 28. No. 1 Winter (2012): 163-182.

"Narratives of Fear: Constructions of Otherness in Contemporary Brazilian Cinema: *O homem do ano*." Ed. Jaime Ginzburg. *Literatura e Autoritarismo: Dossiê "Cultura Brasileira Moderna e Contemporânea*." Santa Maria: U Federal de Santa Maria Brazil. December 2009. Web.

Articles Appearing in Chapters in Edited Volumes

"Machos em crise? A masculinidade nos romances de Daniel Galera." *Do trauma à trama: o espaço urbano na literatura brasileira contemporânea*. Ed. Ricardo Barberena, Regina Dalcastagnè. Porto Alegre: Editora Luminara, 2016. 273-300.

 "A Literatura nos tempos da NAFTA: Uma visão panorâmica da literatura mexicana do século vinte e um." *Literaturas Américanas*. Ed. Cícero Galeno Lopes. Porto Alegre: Editora Universitária PUCRS, 2012. 105-115. E-Book.

Other Scholarly Works

Review of *Performing Brazil: Essays on Culture, Identity and the Performing Arts.* (Madison: U Wisconsin P, 2015), by Ed. Severino J. Albuquerque and Kathryn Bishop-Sanchez. Forthcoming *Luso-Brazilian Review*.

Review of *Chicano Rap: Gender and Violence in the Postindustrial Barrio* (Austin: Texas UP 2008), by Pancho McFarland. *Colorado Review of Hispanic Studies*, vol. 7 (Fall 2009). Print.

Federico García Lorca vida y obra 1898 - 1936, Madrid: Imago Mundi, Fundación García Lorca, 1998. Translation of ten poems from "Poeta en Nueva York" in collaboration with Professor Christopher H. Maurer. CD-ROM.

Research & Teaching Funding

Teaching Allocations Grant, 2012. $2,000.

Latin American and Iberian Institute Course Development Grant for Fall 2012 Human Rights in Latin American Film course. $1,500.

National Endowment for the Humanities Summer Seminar on Brazilian Literature: Contemporary Urban Fiction; David William Foster; Summer 2010.

Service

Department of Spanish & Portuguese

Merit and Evaluation Committee, Department of Spanish & Portuguese at UNM. Spring 2014-present.

Undergraduate Committee, Department of Spanish & Portuguese, UNM. 2011-2012, 2016-present.

Advisory Committee to the Chair, Department of Spanish & Portuguese, UNM. 2016-present.

Grants and Awards Committee, Latin American & Iberian Institute, UNM. 2016-present.

Graduate Committee, Department of Spanish & Portuguese at UNM. 2012-2016.

Web Committee Chair, Department of Spanish & Portuguese at UNM. 2010-2016.

Coordinator of Portuguese 300 level courses, Department of Spanish & Portuguese at UNM. Spring 2016.

Director of Graduate Studies, Department of Spanish & Portuguese at UNM. Spring 2015.

Professional Service

Reviewer for *Revista Estudos de Literatura Brasileira Contemporânea*. 2012-present.

Reviewer for the *Journal of Lusophone Studies*. 2016

Reviewer for *Chasqui*. 2015.

Organizing Committee. APSA, American Portuguese Studies Association 2014 Conference. October 2014.

Organizing Committee. "1920s-2020s: To Hollywood and Back Latin American Cinema in a Global Context." Greenleaf Conference Series. LAII. February 2014.

Brazilian Initiation Scholarship Committee, BRASA, Brazilian Studies Association. 2013-2014.

Reviewer for *Latin American Research Review*. 2013.

Reviewer for *Luso-Brazilian Review*. 2012-2013.

Leila Lehnen
Associate Professor of Portuguese, Spanish and Latin American Studies
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Educational History
- **Dual PhD Spanish and Portuguese Vanderbilt University December 2003**
- **Master of Arts**, 2000, Vanderbilt University Nashville, TN, Spanish
- **Master of Arts**, 1999, Vanderbilt University Nashville, TN, Portuguese
- **Master of Arts**, 1998, University of Washington Seattle, WA, Comparative Literature
- **Bachelor of Arts**, 1995, Eberhardts-Karls-Universität Tübingen, Germany, Germanics

Employment History
- Associate Professor of Spanish and Portuguese, 2012-present, University of New Mexico Albuquerque, NM
- Assistant Professor of Spanish and Portuguese, 2004-2012, University of New Mexico Albuquerque, NM
- Assistant Professor of Spanish and Portuguese, 2008- 2009, Macalester College St. Paul, MN
- Assistant Professor of Spanish and Portuguese, 2002-2004, University of Colorado at Boulder Boulder, CO

Publications
Books Authored
- *Citizenship and Crises in Contemporary Brazilian Literature*. Palgrave Macmillan, 2013.
Articles in Refereed Journals
- "Algum lugar, nenhum lugar: Deslocamentos globais em Paloma Vidal e Adriana Lisboa." *Letterature d'America*. 34.150 (2015). 79-101.
- "Memória e Cidadania em *K*, de Bernardo Kucisinki" *Nonada – Letras em Revista* 1.22 (2014). 14 pp.
- "Memórias manchadas e ruínas memoriais em *A mancha* e "O condomínio", de Luis Fernando Veríssimo." *Revista Estudos de Literatura Brasileira Contemporânea* 43 (2014). 69-97.
- "Itinerant Citizens: Imagining Global Citizenship in the Works of Osvaldo Soriano." *The Generation of '72: Latin America's Forced Global Citizens*. Ed. Sophia A. McClennen and Brantley Nicholson. *A Contracorriente* 9.4 (2012). 171-197.
- "What is Contemporary in Brazilian Literature?" Review Article of Beatriz Resende *Expressões da literatura brasileira no século XXI* (2008) and Karl Erik Shøllhammer *Ficção brasileira contemporânea* (2009). *Luso-Brazilian Review* 48.2 (2011). 203-211.
- "Patricidal Passions: Assaulting the Father/Motherland in Reinaldo Arenas' *El asalto* and João Gilberto Noll's *A céu aberto*." *Revista literatura em debate*. 4.6 (2010). 240-58.
- "Haunted Homes and Desert Landscapes: The Sites of Memory in Latin American Postdictatorship Fiction." *Revista literatura e autoritarismo*. Dossiê "Cultura brasileira moderna e contemporânea" (2009). 24 pp.
- "O paraíso não tão bacana de André Sant'Anna." *Estudos de literatura brasileira contemporânea* 3 (2009). 171-92.

- "Suburban Nightmares: The Liminal Spaces and Bodies of Fernando Bonassi's *Subúrbio*." *Vanderbilt E-Journal of Luso-Hispanic Studies*. 4 (2009). 21-42.
- "El discurso *ufanista* y la identidad nacional en Antônio Gonçalves Dias y José Santos Chocano." *Hispanic Poetry Review* 8.1 (2009). 13-34.
- "The Dire Streets of Marcelino Freire's *Angu de sangue* (2000)." *Latin American Urban Cultural Studies*. Ed. David William Foster. *Hispanic Issues On Line*. 3.2 Fall (2008). 30-48.
- "O retorno do reprimido: ditadura, memória e capital em *Prova contrária*, de Fernando Bonassi." *Cadernos de letras da UFF* 33 (2007). 111-21.
- "Entre ángeles y demonios: La fragmentación de la subjetividad contemporánea en *Diablo guardián* de Xavier Velasco." *Letras Hispanas. Revista de Literatura y Cultura* 3.2 (2007). 142-57.
- "La autopista de los no-sueños: Viaje y nostalgia en *Rainbows at Seven Eleven* de Luis Arturo Ramos." *INTERLetras* 2.4 (2006). 1-11.
- "Between Mundo and Desmundo: Colonial Desire and Nationhood in Ana Miranda's *Desmundo*." *Chasqui* 34.2 (2005). 48-62.
- "La expulsión de la utopía en dos novelas latinoamericanas contemporáneas: *Los perros del paraíso*, de Abel Posse y *Terra Papagalli*, de José Roberto Torero y Marcus Aurelius Pimenta." *Espéculo: Revista electrónica cuatrimestral de estudios literarios* 10.31 (2005). 25 pp.
- "Eating the Nation: The Meanings of Cannibalism in Glauco Ortolano's *Domingos Vera Cruz. Memórias de um antropófago lisboense no Brasil*." *Espéculo: Revista Electrónica Cuatrimestral de Estudios Literarios* 10.30 (2005). 27 pp.
- "Foundational Mission: José de Alencar's *O Jesuíta* and the Making of the Nation." *Espéculo: Revista Electrónica Cuatrimestral de Estudios Literarios* 10.30 (2005). 20 pp.
- "Abel Posse's *Los perros del paraíso* and the Redefinition of Latin American Identities." *Studies in Modern and Classical Languages and Literatures: Selected Proceedings of the 16th Southeast Conference on Foreign Languages & Literatures. March 4th – 6th, 2004*. Ed. R.A. Lima. Rollins P: Winter Park (2005). 140-48.

Articles Appearing in Chapters in Edited Volumes

- "Cartografias Móveis: Mapeando as margens na literatura brasileira contemporânea." *Espaços possíveis na literatura brasileira contemporânea*. Regina Dalcastagnè and Luciene Azevedo. Porto Alegre: Zouk Editora, 2015. 107-138.
- "Narrativas de (trans)formação: A configuração dos direitos humanos através do *Bildungsroman* em *Ponciá Vicêncio. Das luzes às soleiras: Perspectivas críticas na literatura brasileira contemporânea*. Ricardo Araújo Barberena and Vinícius Carneiro. Porto Alegre: Editora Luminaria. 2015. 215-237.
- "Itinerant Citizens: Imagining Global Citizenship in the Works of Osvaldo Soriano." *The Generation of '72: The Forced Global Citizens of Latin America*, Sophia McClennen and Brantley Nicholson. A Contracorriente Press, 2013. 49-75.
- "Melting Masculinities in Carlos Busqued's *Bajo este sol tremendo* (2009)." *Modern Argentine Masculinities*. Ed. Carolina Rocha. Wilmington, NC: Intellect, 2013. 229-243.
- "Os filhos da exceção: Representando o 'estado de exceção' em *O filho da mãe*." *Hoje é dia de hoje em dia: Literatura brasileira da primeira década do século XXI*. Ed. Leonardo Barros de Medeiros and Marcos Pashe. Rio de Janeiro: Multifoco, 2013. 61-83.

- "Os sofrimentos dos jovens protagonistas em três romances de Daniel Galera." *O futuro pelo retrovisor*. Ed. Stefania Chiarelli, Giovanna Dealtry and Paloma Vidal. Rio de Janeiro: Rocco, 2013. 167-184.
- "Pôr do sol global: itinerários urbanos e identidade globalizados em *O sol se põe em São Paulo*." *Nação e representação na narrativa brasileira contemporânea*. Ed. Regina Dalcastagnè and Luís Anderson Nunes da Mata. São Paulo: Horizontes, 2012. 118-134.
- "Global Sunset: Urban Itineraries and Globalized Identity in *O sol se põe em São Paulo*." *Expanding Latinidad: An Inter-American Perspective*. Ed. Luz Kirschner. Tempe, AZ: Bilingual Review Press, 2012. 95-109.
- "The Spaces of the Star: The Meanings of Social Space in Clarice Lispector's *The Hour of the Star*." *Para leer a Clarice Lispector*. Ed. César Ferreira and Luciana Namorato. Lima: Fondo Editorial de la Universidad Nacional Mayor de San Marcos, 2011. 109-25.
- "Os não-espaços da metrópole: Espaço urbano e violência social em *Eles eram muitos cavalos*, de Luiz Ruffato." *Uma cidade em camadas*. Ed. Marguerite Harrison. São Paulo: Horizonte, 2007. 77-91.
- "Rap nacional: vozes da periferia e do protesto." *O charme dessa nação: música popular, discurso e sociedade brasileira.* Ed. Nelson da Costa Barros. Fortaleza: Expressão Gráfica, 2007. 325-48.

Introductions
- "Apresentação: narrativas fora do lugar." *Estudos de Literatura Brasileira Contemporânea*. 45 (2015). 13-20.

Translations
- Translation of Marçal Aquino's "A exata distância da vulva ao coração" (Translation from Portuguese to English). *Metamorphoses*. An Anthology of Contemporary Brazilian Fiction. Ed. Marguerite Itamar Harrison, Org. Aileen El-Kadi. 24:1 (2016): 48-64.

Book Reviews in Refereed Journals
- Review of *Literatura, violência e melancolia*, by Jaime Ginzburg (2013). *ellipsis. Journal of the American Portuguese Studies Association*. 11 (2013): 373-375.
- Review of *The Carnivalesque Defunto. Death and the Dead in Modern Brazilian Literature*, by Robert H. Moser (2008). *Colorado Review of Hispanic Studies*. 8 (2011): 9 pp.
- Review of *Cannibal Democracy. Race and Representation in the Literature of the Americas*, by Zita Nunes. *Luso-Brazilian Review* 47.1 (2010): 239-42.
- Review of *The Promise of the Foreign: Nationalism and the Technics of Translation in the Spanish Philippines* (2005), by Vicente L. Rafael. *Journal of Anthropological Research* (2006): 412-14.
- Review of *La literatura testimonial latinoamericana: (Re)presentación y (auto)construcción del sujeto subalterno* (2003), by Gustavo V. García, *Confluencia* 20.2 (2005). 241-243.
- Review of *Brazilian Popular Music and Globalization* (2001), ed. Charles Perrone and Christopher Dunn. *Arizona Journal of Hispanic Cultural Studies* 6 (2002): 298-99.

Forthcoming Book Reviews in Refereed Journals
- Review of *El criminal imaginado: Estética, ética y política en la ficción latinoamericana (1990-2010)*, by Cristina Míguez Cruz. New York: P. Lang. 2013. 160 pp. Submitted to *Bulletin of Spanish Studies*. Fall 2016.

Articles in Peer-Reviewed Periodical Accepted for Publication

- "Cartografias da Cidadania Diferenciada em Luiz Ruffato e Guillermo Saccomano". *Teresa. Revista de Literatura Brasileira*. Date of Acceptance April 2016. Projected Date of Publication Fall 2016.
- "Literatura e direitos humanos na obra de Ademiro Alves (Sacolinha)." Article submitted to the *Revista Literatura Brasileira Contemporânea*. Date of Acceptance Summer, Projected Date of Publication Fall 2016.

Articles in Chapters in Peer-Edited Volumes Accepted for Publication

- "Transitando por estas calles tristes: Espacio público, pobreza y la clase media emergente en *Passageiro do fim do dia* de Rubens Figueiredo." Ed. Stephen Buttes and Dianna Niebylski. *Estéticas de la precarización*. Santiago, Chile: Editorial Cuarto Propio, Date of Acceptance Spring 2014, Projected Date of Publication Fall 2016.
- "Cartographies of Citizenship in Contemporary Latin American Literature." *Beyond Tordesillas: Critical Essays in Comparative Luso-Hispanic Studies*. Ed. Richard Gordon and Robert Newcomb. Date of Acceptance Summer 2011, Projected date of publication Fall 2016.
- "Growing Up to Human Rights: The *Bildungsroman* and the Discourse of Human Rights in *Um defeito de cor*." Eds. Nicola Gavioli and Vinícius Mariano de Carvalho. *Activist Writing: Ethics and Literature in Contemporary Brazil*. Date of Acceptance Spring 2014, Projected date of publication Fall 2016.
- "Vidas (Não) Comuns: Pobreza e comunidades excepcionais na obra de Ana Paula Maia." Eds. Stefania Chiarelli and Ângela Dias. *O público e o privado na literatura brasileira* contemporânea. Date of Acceptance Summer 2014, Projected date of publication Fall 2016.
- "Beyond the Megalopolis: A Literary Cartography of São Paulo." *The Palgrave Handbook to Literature and the City*. Ed. Jeremy Tambling. New York: Palgrave. Submitted February 2016. Projected Date of Publication: December 2016.
- "Cityscapes at the Margins: Literary Representations of the Favela." *The Palgrave Handbook to Literature and the City*. Ed. Jeremy Tambling. New York: Palgrave. Submitted February 2016. Projected Date of Publication: December 2016.
- "*Eles eram muitos* cavalos como mapa situacional de São Paulo." *Coletânea comemorativa – EEMC 15 anos*. Ed. Eloésio Paulo. São Paulo: SESC. Submitted March 2016. Projected Date of Publication: October 2016.
- "O fruto do desencanto: Suicídio e alienação em *A maçã envenenada*, de Michel Laub." *Antologia de Literatura Brasileira Contemporânea*. Ed. Regina Dalcastagnè. Submitted May 2016. Projected Date of Publication: February 2017.

Commissioned Works

- *Como ensinar literatura brasileira no exterior*. Opinion article commissioned by *Revista Pessoa*. October 2013.
- *Perfil Literário: André de Leones*. Work commissioned by Editora Rocco. June 2012.

Professional Service

- Selection Committee I CIDI – Congresso Internacional de Diálogos Interdisciplinares, Universidade Feevale (August), Summer, 2016.
- Program Reviewer, Department of Spanish and Portuguese, Smith College, April 2015
- President Modern Languages Association Luso-Brazilian Division, January 2015-January 2016
- American Portuguese Studies Association Vice-President, January 2015-present.
- Selection Committee Jon M. Tolman Award (June 2014, February 2016)

- Member Elect Modern Languages Association Luso-Brazilian Division. December 2012-January 2015.
- American Portuguese Studies Association Secretary 2011-2014 and April 2015-present.
- Selection Committee for the XIII, XI, and VIII *Brazilian Studies Association* Conference. 2015, 2012, 2006

Editorial Boards

- Editorial Board, *Luso-Brazilian Review*, Spring 2016-present.
- Editorial Board *Revista Prâksis*, Spring 2016-present.
- Editor (Open Section) *Revista Estudos de Literatura Brasileira Contemporânea*, Summer 2015-present
- Editorial Board Collection *Limiares*. Ed. Ricardo Barberena. Editora Luminária: Porto Alegre, Fall 2014-present.
- Editorial Board Estudos de Literaturas Contemporâneas. Editora Zouk: Porto Alegre, Fall 2013-present.
- Editorial Board of *Revista Eletrônica de Letras:"Vernaculum - Flor do Lácio,"* Fall 2010-present.
- Editorial Board of *Transmodernity*, Fall 2010-present.

Kimberle S. López   Spanish and Portuguese   University of New Mexico

Educational History

PhD, Hispanic Languages and Literatures, University of California, Berkeley,
      May, 1994
Dissertation: "New World Rogues: Transculturation and Identity in the Latin
      American Picaresque Novel" Director: Francine R. Masiello
MA, Spanish, University of California, Berkeley, May, 1989
      University of California, Santa Barbara, Summer term, 1989
BA, Spanish, Russian and French, Portland State University, June, 1987

Employment History

Associate Professor, Department of Spanish and Portuguese, University of New Mexico,
tenured, Fall, 2001-present

Assistant Professor, Department of Spanish and Portuguese, University of New Mexico,
tenure track, Fall, 1994-Spring, 2000

Administrative Experience

Interim Chair, Department of Spanish and Portuguese, Summer 2005-Fall 2005
Associate Chair, Department of Spanish and Portuguese, 2004-2005, Spring 2006
Graduate Advisor, Department of Spanish and Portuguese, Fall 2000-Spring 2002

Books authored

Latin American Novels of the Conquest: Reinventing the New World. Columbia and London: University of
      Missouri Press, 2002. 260 pages.

Articles published

"From *Converso* to Conquistador: Colonial Desire and Jewish Self-Hatred in Homero
      Aridjis's *1492* and *Memorias del Nuevo Mundo*" Alicante: Biblioteca Virtual Miguel
      de Cervantes, 2016. cervantesvirtual.com

"Conquistador Gone Native: The Transculturation of Gonzalo Dávila in Homero Aridjis's
      Memorias del Nuevo Mundo" Alicante: Biblioteca Virtual Miguel de Cervantes, 2016.
      cervantesvirtual.com

An Argentine in Paris: Exile and Diaspora in Alicia Dujovne Ortiz's *El árbol de la gitana*."
      *Exile Through a Gendered Lens: Women's Displacement in Recent European History, Literature
      and Cinema*. Ed. Gesa Zinn and Maureen Tobin Stanley. New York: Palgrave MacMillan,
      2012. 59-82.

"Governing Juana: Madness and Manipulation of Power in Three Spanish American Plays on
      Juana la Loca," co-authored with Angela Marino Segura. *Latin American Theater
      Review* 42.1 (2008): 81-100.

"Revisiting *La locura de amor*: Representations of Juana la Loca in Spanish Theater," co-
      authored with Angela Marino Segura. *Estreno: Cuadernos del Teatro Español
      Contemporáneo* 33.2 (2007): 29-41.

"Eros and Colonization: Homosocial Colonial Desire and the Gendered Rhetoric of
      Conquest in Herminio Martínez's *Diario maldito de Nuño de Guzmán*."
      Chasqui 30.1 (2001): 94-114.

"Naked in the Wilderness: The Transculturation of Cabeza de Vaca in Abel Posse's *El largo atardecer del caminante*." *A Twice-Told Tale: Re-inventing the Encounter in Iberian/Iberian-American Literature and Film*. Ed. Santiago Juan-Navarro and Theodore Robert Young. Newark: University of Delaware Press; London: Associated University Presses, 2000. 149-65.

"Transculturación, deseo colonial y heterogeneidad conflictiva en *El largo atardecer del caminante* de Abel Posse." *Revista de Crítica Literaria Latinoamericana* 25.49 (1999): 41-62.

"*Modernismo* and the Ambivalence of the Postcolonial Experience: Cannibalism, Primitivism and Exoticism in Mário de Andrade's *Macunaíma*." *Luso-Brazilian Review* 35.1 (1998): 25-38.

"Internal Colonialism in the Testimonial Process: Elena Poniatowska's *Hasta no verte Jesús mío*." *Symposium* 52.1 (1998): 21-39.

"Discourse and 'Desire to be Other' in Picaresque and Testimonial: The Revolution in José Rubén Romero's *La vida inútil de Pito Pérez*." *Chasqui* 26.1 (1997): 75-92.

"Women on the Verge of a Revolution: Madness and Resistance in Cristina Garcia's *Dreaming in Cuban*." *Letras Femeninas* 22 (1996): 33-49.

"Identity and Alterity in the Emergence of a Creole Discourse: Sigüenza y Góngora's *Infortunios de Alonso Ramírez*." *Colonial Latin American Review* 5.2 (1996): 253-76

Select Recent Scholarly Presentations (+50 more presentations)

"Urban Legends of the Organ Trade: International Adoption and Human Trafficking," on a panel that I organized, "Children as Commodities: The Ethics of International Adoption," RMCLAS, Santa Fe, March 30-April 2, 2016.

"Otros migrantes, otros retornos: viajes de herencia cultural a Guatemala," SCOLAS Southwest Council of Latin American Studies, 50th Annual Conference, New Orleans, Louisiana, February 24-27, 2016.

"Human Rights and Ethical Issues in Testimonials of International Adoption: Interviews with Guatemalan Birth Mothers," 69th Annual Convention of the Rocky Mountain Modern Language Association, Santa Fe, October 8-10, 2015.

"Fantasmas Aztecas: Fantastic Visions of Pre-Columbian Latin America in Times of Crisis," 36th International Conference on the Fantastic in the Arts, Orlando, Florida, March 18-22, 2015.

"International Adoption and/as Border Crossing: Guatemalan Narratives of Migration," Southwest Council of Latin American Studies, 49th Annual Conference, San José, Costa Rica, March 12-14, 2015.

"Consuming Citizens in Augusto Monterroso's 'Mr. Taylor,'" on a panel I organized, "Consuming Citizenship: Commodity Fetishism in Recent Latin American Narrative," Rocky Mountain Council for Latin American Studies, Santa Fe, 2011.

"Globalización y canibalismo de consumo en el cuento 'Mr. Taylor' de Augusto Monterroso" Conferencia Internacional de Literatura Centroamericana Contemporánea, Feria Internacional del Libro, Guatemala City, Guatemala, July 28-29, 2008.

"Indigenous Past and Indian Present in Fuentes's 'Chac Mool' and Garro's 'La culpa es de los tlaxcaltecas'" read at "The Other Mexicos/Los otros Méxicos" 14th Annual Mexicanist Conference, University of California, Irvine, April 10-12, 2008.

Miguel López-Lozano   Spanish and Portuguese   University of New Mexico

- Educational History
    - Ph.D., Hispanic Languages and Literatures, University of California, Berkeley, 1998
        - Dissertation: "(De) generando heterogeneidades: Relecturas femeninas del mestizaje en la novela indigenista mexicana"
    - M.A., Spanish, San Francisco State University, 1992
    - B.A., Spanish, San Francisco State University, 1990

- Employment History
    - Associate Professor of Mexican and Chicano Literature, Department of Spanish and Portuguese, University of New Mexico, tenured, 2006-present
    - Assistant Professor of Mexican and Chicano Literature, Department of Spanish and Portuguese, University of New Mexico, tenure track, 1998-2005

- Book Published
    - *Utopian Dreams, Apocalyptic Nightmares: Globalization in Recent Mexican and Chicano Narrative.* West Lafayette: Purdue University Press, 2008.

- Book in Progress
    - *Femicide Fictions: Globalization and Gendered Violence in the Borderlands*

- Articles Published
    - "Pensar la nación mexicana a través del apocalipsis ecológico en dos novelas distópicas de Homero Aridjis." Alicante: Biblioteca Virtual Miguel de Cervantes, 2014. cervantesvirtual.com
    - "Femicides through Chicana Eyes: Women in the Global Machine," *Gender Violence at the U.S.-Mexico Border.* Ed. Héctor Domínguez-Ruvalcaba and Ignacio Corona. Tucson: University of Arizona Press, 2010. 128-51.
    - "Traces of Red: Anthropology, Historiographic Metafiction, and Chicano Identity in Guy Garcia's *Obsidian Sky.*" *Confluencia* 24:1 (2008): 41-59.
    - "La globalización y el gesto canibalesco en *The Rag Doll Plagues* de Alejandro Morales" *Casa de las Américas.* 252 Julio-Septiembre (2008): 41-55.
    - "Pensar la nación mexicana a través del apocalipsis ecológico en dos novelas distópicas de Homero Aridjis." *La luz queda en el aire– Estudios internacionales en torno a Homero Aridjis.* Ed. Thomas Stauder. Frankfurt: University of Erlangen-Nürnberg Press, 2005. 173-86.
    - "The Politics of Blood: Miscegenation and Degeneration in Alejandro Morales's *The Rag Doll Plagues.*" *Aztlán: A Journal of Chicano Studies* 28.1 (2003): 39-73.
    - "Intersecciones del cuerpo y de la historia en *Oficio de tinieblas* y *Ascensión Tun.*" *Revista de Literatura Mexicana Contemporánea* 16.8 (2002): 30-38.
    - "Transculturación y resistencia en la construcción del sujeto colonial en *Crónica de las destrucciones* de Olivier Debroise." *Chasqui: Revista de Literatura Latinoamericana* 30.1 (2001): 43-63.
    - "Memoria y reescritura de la historia en *Crónica de las destrucciones* de Olivier Debroise." *Las miradas de la crítica: Los discursos de la cultura hoy.* Ed.

Rosaura Hernández Monroy, Manuel F. Medina and Javier Durán. Atzcapotzalco: Editorial de la U. Autónoma Metropolitana, 2001. 359-73.
- "Indigenismo y mestizaje en la formación del estado posrevolucionario." *Temas y Variaciones de Literatura* 13 (1999): 87-124.

- Select Recent Scholarly Presentations
  - "Historia de dos ciudades: Albuquerque como Ciudad Juárez virtual en Sicario" (2015)" Southwest Council of Latin American Studies, 50th Annual Conference, New Orleans, Louisiana, February 2016.
  - "The Representation of Human Rights and Femicide in Recent Guatemalan Fiction," 69th Annual Convention of the Rocky Mountain Modern Language Association, Santa Fe, New Mexico, October 8-10, 2015.
  - "Abriendo el Archivo del Feminicidio en Guatemala en *La mirada remota* de Gerardo Guinea Diez. Southwest Council on Latin American Studies, San José, Costa Rica, March 2015
  - "Franz Galich's *Tikal Futura* (2007): Global Dystopia and Femicide in Central American Narrative, International Conference on the Fantastic. Orlando, FL, March, 2015
  - "César Silva Márquez y la reconstrucción de Ciudad Juárez," Mexicanistas XXII Annual Conference. University of California, Irvine, May, 2014
  - "*Bajo la Sal* and Femicide in Popular Culture," at "1920s to 2020s: To Hollywood and Back: Latin American Cinema & Gender in a Global Context", UNM, February 2014
  - "La huella de Carlos Fuentes en la literatura mexicana." Modern Language Association Annual Convention. Chicago, January 9, 2014.
  - "'*Somos basura Ixil*': Strategies of Discontentin Post-Conflict Guatemala," (Un)silencing the PastNarratives of trauma in Comparative perspective. Organized by UNM and the Holocaust Museum, October, 2013
  - "Distopía, feminicidio y producción cultural en Ciudad de Guatemala y Ciudad Juárez," Southwest Conference on Latin American Studies, Antigua, Guatemala, March, 2013
  - "El norte y la literatura de la violencia neoliberal" at Latin American Studies Association, San Francisco, May, 2012
  - Agustín Ramos y el regreso de la izquiera at XVII Mexican Conference, University of California, Irvine, April 2011
  - *Nostalgia del futuro* y la literatura del narco," at RMCLAS Santa Fe, 2011
  - *"Susana San Juan* de Susana Pagano y el discurso de la nación," at XVI Mexican Conference at the University of California, Irvine, April, 2010
  - "Imagining Feminicide" Violence and Narrative of Northern Mexico," April 2010. Latin American and Iberian Institute-SOLAS, April 2010
  - "La imaginación nacional en *Tierra marchita* (2002) Carmen Galán Benítez," at XV Congreso de la Revista de Literatura Mexicana Contemporánea," University of Texas, El Paso, March 2010
  - "La imagen del México global en la literatura del feminicidio" at 15th Conference in Mexican Literature University of California, Irvine, May 2009
  - "*Cóbraselo Caro* y la literatura del México global," El Paso at Congreso de literatura mexicana contemporánea, University of Texas El Paso, 2009
  - "Recovering Women's Migratory Experience in *Norteño* Writers" at Biannual Recovery Project Conference, University of Houston-Rice University, 2008

Kathryn McKnight
Associate Professor of Spanish
Department of Spanish & Portuguese
University of New Mexico

Education & Honors

PhD in Spanish, Stanford University, 1992
MA in Spanish, Stanford University, 1987
BA in Latin American Studies, Earlham College, 1982

Katherine Singer Kovacs Prize for an outstanding book in English in the field of Latin American and Spanish languages and cultures, awarded for *The Mystic of Tunja*, *The Writings of Madre Castillo*, *1671-1742* (University of Massachusetts Press, 1997) awarded in by the Modern Language Association, 1998.

Academic Appointments

Associate Professor, University of New Mexico, 2005-present
Assistant Professor, University of New Mexico, 2000-2005
Assistant Professor, Grinnell College, 1992-1997

Areas of Specialization

Colonial Latin American Literature; Early-Modern Nuns' Writings; Afro-Latino Narratives from the 16th and 17th centuries

Recent Publications

"Performing Double-Edged Stories: The Three Trials of Paula de Eguiluz." *Colonial Latin American Review* 25.2 (2016): 154–74.

"Limón diverso: Narraciones de identidad y cimarronaje del Palenque del Limón en Cartagena de Indias (1634)." *Estudios coloniales latinoamericanos en el siglo XXI:Nuevos itinerarios*. Ed. Stephanie Kirk. Pittsburgh: Instituto Internacional de Literatura Iberoamericana, 2012. 97-119.

Afro-Latino Voices: Documentary Narratives from the Early Modern Iberian World. Co-editors Kathryn Joy McKnight and Leo Garofalo. Cambridge, MA: Hackett, 2009. English edition in 2015.

"Colonial Religiosity: Convents, Nuns, Witches, and Heretics." *A Companion to Latin American Literature and Culture*. Ed. Sara Castro-Klaren. Oxford: Blackwell, 2008. 197-209.

Recent Conference Papers

"¡Ocupa Cartagena de Indias! Leyendo el espacio físico y social en el testimonio jurídico del siglo diecisiete". Rocky Mountain Modern Language Association. Santa Fe, New Mexico. October 8-10, 2015.

Panel participant. "Feminism and Women's Bodies: Gender, Reproduction, Violence." Contact Zones. A Conference in Honor of Mary Louise Pratt. New York University. Friday November 14, 2014.

"A Porous Defense of the Faith: Inquisition Ideology and Afro-Colonial Practices". Early Modern Globalizations in the Iberian World. University of Kansas, February 28–29,

2014. Also presented as "Un performance estremecedor: Paula de Eguiluz y la negritud en la "complicidad grande de brujas." Negritud. Fourth Annual Conference of Afro-Latin American Studies. Universidad de Cartagena, Colombia. March 11- 14, 2014.

"De incesto, bufos, y lloros: Paula de Eguiluz narra un *performance* fluido de identidad afro en la Inquisición de Cartagena". XVII Congreso de Colombianistas. Santander, August 3-6, 2011.

Roundtable participant. "Using Missionary and Ecclesiastical Sources to Understand the African Diaspora, 1450-1850." African Studies Association, San Francisco, November 18-22, 2010.

"From Herbalist to Witch: The Inquisition as a Space of Cultural Redefinition in the Trial of the Black Woman Paula de Equiluz (Cartagena 1623-1626)," Religious Transformations in the Early Modern Americas, Washington University at St. Louis, April 23-25, 2009.

"African Transformations of Ibero-American Catholicism," American Studies Annual Meeting, Albuquerque, New Mexico, October 16-19, 2008.

Teaching

Undergraduate: SPAN 301Afro-Latino Music and Society; SPAN 307 Introduction to Hispanic Texts; SPAN 431 & 432 Spanish American Literature: Survey I & II; SPAN 439 Colonial Icons in Text and Film; SPAN 439 Improving Your Writing & Research.

Graduate: SPAN 502 Proseminar: Research and Critical Methodology; SPAN 536 Colonial Literatures; Graduate Seminars: 16th-Century Spanish American Literature: Negotiating the Encounter; The Colonial Subject of 17th-Century Spanish America; Criollismo Colonial; Gender in Colonial Latin American culture; Mujeres y negros en la colonia; Performing Coloniality

Selected Recent Service

Member, Research Excellence Working Group, Office of the Vice-President for Research, UNM, 2016

Chair, Ad-Hoc Committee on Curriculum Development, Department of Spanish and Portuguese, 2015-2016

Chair, Bylaws Committee, Department of Spanish and Portuguese, 2014-16

Member, Graduate Studies Committee, Department of Spanish and Portuguese, 2012-present

Associate Director for Academic Programs, Latin American and Iberian Institute, 2009-2013

Chair, Search Committee, Medical Spanish, Lecturer III, 2012-2013

Chair, Greenleaf Colonial Conference, Organizing Committee, Latin American & Iberian Institute, 2012-2013

Member, Planning Committee, Africans and Their Descendants in the Early Modern Ibero-American World, Latin American & Iberian Institute, University of New Mexico, April 18-19, 2011

Chair, Portuguese Search Committee, Department of Spanish and Portuguese, 2010-2011

Member, Search Committee, Linguistics Hire, Department of Spanish and Portuguese, 2009-10

Member, Undergraduate Committee, Department of Spanish and Portuguese, 2009-2011

Associate Chair, Department of Spanish and Portuguese, Fall, 2008

Acting Chair, Department of Spanish and Portuguese, Summer, 2008

Anna María Nogar

1 University of New Mexico, MSC03 2100, Albuquerque, NM 87131
anogar@unm.edu

Education
Ph.D. Hispanic Literature   The University of Texas at Austin   August 2008
M.A. Hispanic Literature   The University of Texas at Austin   May 2004
B.S. Biochemistry and Spanish   University of New Mexico   May 2000

Academic Appointments
University of New Mexico   **Albuquerque, NM**
Associate Professor: Department of Spanish and Portuguese   Fall 2015-present
Assistant Professor   Fall 2008-Spring 2015
Visiting Lecturer   Fall 2007-Spring 2008

Selected Publications

Books

Quill and Cross in the Borderlands: Sor María de Jesús de Ágreda, 1628-2015. Monograph. Anna
     M. Nogar. South Bend: University of Notre Dame Press. Forthcoming 2017.

Sisters in Blue/Hermanas de azul. Children's book (Spanish/English bilingual). Anna M. Nogar
     and Enrique Lamadrid, illustrations by Amy Córdova. Albuquerque: University of New
     Mexico Press. Forthcoming 2017.

Cambridge History of Mexican Literature. Edited volume. Eds. Ignacio Sánchez Prado, Anna M.
     Nogar and José Ramón Ruisánchez. Cambridge: Cambridge University Press, 2016.

Colonial Itineraries of Contemporary Mexico: Literary and Cultural Inquiries. Edited volume. Eds.
     Oswaldo Estrada and Anna M. Nogar. Tucson: University of Arizona Press. 2014.

Complete Spanish for Americans. Spanish language textbook. María de la Paz García and Anna M. Nogar.
     Santillana Press: Miami, 2008.

Articles

Anna M. Nogar and Enrique Lamadrid. "*Nuevomexicano* Cultural Memory and the Indo-Hispana
     Mujerota." Forthcoming in: Journal of the Southwest, Winter 2016.

Anna M. Nogar. "New Spain's Archival Past and Present Materiality." Cambridge History of
     Mexican Literature. Eds. Ignacio Sánchez Prado, Anna M. Nogar and José Ramón
     Ruisánchez. Cambridge: Cambridge University Press, 2016. pp. 128-140.

Anna M. Nogar and Enrique Lamadrid. "神話、伝説、そして歴史――ニューメキシコの文
     化的記憶におけるムヘロタス" ("Myth, Legend and Memory: Indo-Hispana Mujerotas
     ("Strong Women") in Nuevomexicano Cultural Memory.") 沖縄ジェンダー学３　交差

するアイデンティティ (Gender Studies in Okinawa 3: Crossing Identities). Ed. and Trans. Ikue Kina. Tokyo: Otsuki Shoten Publishers, 2016. pp. 233-66.

Anna M. Nogar. "El lecho que abarca la vida y la muerte: Borrando los bordes existenciales en el libro infantil *Gerardo y la cama* de Fabio Morábito." Los oficios del nómada: Fabio Morábito ante la crítica. Eds. Sarah Pollack and Tamara Williams. Mexico: Universidad Autónoma de México, 2016. pp. 335-360.

Anna M. Nogar. "Genealogías hagiográficas y viajes coloniales: Sor María de Agreda en las Filipinas." Revista de Soria (89) Summer 2015. pp. 151-159.

Anna M. Nogar. "La décima musa errante: Sor Juana en la ficción mexicana/americana." Asaltos a la historia: Reimaginando la ficción histórica en Hispanoamérica. Ed. Brian Price. Mexico: Ediciones Eón, 2014. pp. 77-99.

Anna M. Nogar. "Rethinking the Nascent Nation: Historical Fiction and Meta-Narrative in Pablo Soler Frost's *1767*." Colonial Itineraries of Contemporary Mexico: Literary and Cultural Inquiries. Eds. Oswaldo Estrada and Anna M. Nogar. Tucson: University of Arizona P, 2014. pp. 233-251.

Transcription Collaboration
National Parks Service, Spanish Colonial Research Center. Archival transcription collaboration, 2011-2012.

Research Grants
Extramural
Escuela de Estudios Hispano-Americanos (Consejo Superior de Investigaciones Científicas): Seville, Spain (2010)
Northeast Modern Language Association (2010)
Intramural
Travel Grant: Latin American and Iberian Institute, University of New Mexico (2106, 2015, 2014, 2013, 2012, 2011, 2010, 2009)
Research Assistantship: LAII (2010-2011)
Southwest Hispanic Research Institute, University of New Mexico (2010)
Research Allocation Committee (RAC), University of New Mexico (2009)

Teaching (selected courses)
Mexican American Cultural Studies Methodology (graduate), Critical Borderlands Literature, 1885 – 2014 (graduate), Literatura de Nuevo México*, Advanced Culture of Nuevo México*, Contemporary Mexican American Culture*, Survey of Chicano Literature* (*= crosslisted with Chicana/o Studies)

Service
Advisory Board: Journal of Colonial Latin American Studies (2016-present)
Executive Committee Member: Modern Languages Association (MLA) Division, Ethnic Studies in Language and Literature (2012-2017, elected 5-year term)
National Park Service National Trails Initiative Faculty Advisory Board (2016-present)
Honors College Distinguished Alumni Committee (2016-present)
Mellon Mays Undergraduate Fellowship Advisory Board (2015-present)
Feminist Research Institute Board (September 2008-present)
Honors College Alumni Chapter, General Committee member (2016-present)

VERONICA PLAZA, MD, MPH
CURRICULUM VITAE

Cell: (505) 288-4791
E-mail: veplaza@salud.unm.edu

EDUCATIONAL HISTORY:

EMBA	Executive Master in Business Administration, Anderson School of Management, University of New Mexico. Expected graduation May 2016
Post-Doctoral Fellow	Medical Education Scholar, School of Medicine, University of New Mexico, NM 2010-2012
MPH	Master in Public Health, Epidemiology concentration, University of New Mexico. Albuquerque, NM, 1999-2003.
Post-Doctoral Fellow	Patho-Biochemistry Fellowship, Department of Biochemistry, Rush Medical College, Chicago IL, 1993-1996.
Post-Doctoral Fellow	Department of Pathology, School of Medical Sciences, University of Rosario. Rosario, Argentina, 1990-1992.
MD	Medical Doctor, School of Medical Sciences, University of Rosario. Rosario, Argentina, 1984-1990.
BPS	Bachelor in Pedagogic Sciences, University of Rosario. Rosario, Argentina, 1983.

HONORS & AWARDS:
2015
Sarah Belle Brown Community Service Nomination Award, UNM recognizes the volunteer service **work done by faculty members of the UNM community for the good of the greater community.**

2014
Outstanding Student Service Provider 2014 Louie Award presented by University of New Mexico Division of Students Affairs.
2013
Honorary Member ACREM Award, 25th Congreso Anual de la Asociación Científica Rosarina de Estudiantes de Medicina and 24th Congreso Científico Argentina de Estudiantes de Medicina, Federación Argentina de Estudiantes de Medicina, Rosario Argentina Octubre 23-26, 2013.

Hacia la Universidad: Health Promotion intervention, a health promotion intervention funded by Southwest Creations Collaborative and Kellogg Foundation, 4 year grant - Planning grant
2012
UNM Teaching of Year 2012 Nomination Award
2011
Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy at UNM
2010
National Association of Latino Elected Officials (NALEO) – Building Healthy Communities Evaluation Team, a research project funded by 1 PAWOS000009-01-00 grant from the US Health & Human Services Department- Public Health Service.
University of New Mexico, Clinical and Translational Science Center (CTSC), Research with our Communities Award: Youth Health Access, supported by DDHS/NIH/NCRR grant#1 ULIRR031977-01- Principal Investigator
2009
UNM Medical Education Scholars Program, Fellowship 2009-2011.
UNM Center for Participatory Research Grant, Women Health –Impact of Medical debt in Family Economic Security. Amount $11,500. Principal Investigator.
2008
Con Alma Health Foundation, Multi-Year Grant : Community Coalition for Healthcare Access: Expansion of Promotora Trainings & Advocacy in Bernalillo County. 2009-2001. Amount $150,000.
2007

1

Robert Wood Johnson Foundation, University of New Mexico Health Policy Center, Research Faculty
2007 - 2008. Power and Sustainability in Health Policy Development 　　 　　　　　　　　
2006
Top Oral Abstracts Recognition, given by CDC's 2006 National Health Promotion Conference, Atlanta, September 2006.
Pan-American Health Organization/World Health Organization, recognition invitation to leaders in health promotion in the Americas to participate in the II Forum of Health Promotion in the Americas, Rio de Janeiro, Brazil. August 2006. Ref: SDE/HS/85/2/BRA

SLECTED PUBLICATIONS
Book
Sabelli H., Plaza V., Abraira C., Martínez I., Vásquez A. *CAOS ARGENTINO: Diagnostico y enfoque clínico*. Published by the Society for the Advancement of Clinical Philosophy, Chicago, IL, August 1991.
Selected Manuscripts
Peterson, S., Mirabal, S., Coleman, L., Romero-Leggott, V., Plaza, V., & Rohan-Minjares, F. (2015). **"*¿Hablas Español? Language Assessment in Medical Students*."** The Medical Student Press Journal, 2(1)
http://www.themspress.org/index.php/journal/article/view/81

Mendes, R, Plaza V, Wallerstein N: ***"Sustainability and Power in Health Promotion: Participatory Research in a Reproductive Health Policy Case Study in New Mexico"***. Global Health Promotion, Nov. 2014. *http://www.ncbi.nlm.nih.gov/pubmed/25432963#*

Cynthia Arndell, Md; Amy Clithero, MBA; Deana M. Richter, MA; Leah Steimel, MPH; Veronica Plaza, MD, MPH; Jamal Martin, Phd, MPH; Ellen Cosgrove, MD, *The Public Health Certificate Curriculum And "Health Equity: Introduction To Public Health"* Case Study Published On-Line By The Association For Prevention Teaching & Research (APTR) Available On-Line http://www.aptrweb.org/?sp_medicine

Selected Abstracts
Veronica Plaza, M.D., M.P.H., Andrea Botero, Yadira Salazar, Yazmin Irazoqui-Ruiz, Kiran Katira, PhD, Elias Bustillos, Devon Fleming3, Alexandria Chen: "Medicaid Enrollment in a School District: A health promotion intervention model". American Public Health Association 2015 Conference, Abstract #336242, Nov. 2015

Alexis Padilla, Yazmin Irazoqui, Yadira Salazar, Jake Foreman, Andrea Botero, Devon Flemin, Kiran Katira, Veronica Plaza" Health Education and ACA Enrollment Campaign" OYE –Organizing Youth Engagement Conference: Health, Education, Racial Justice & Economic Equity. Albuquerque, May 30-June 1, 2014.

Sean Peterson, Susan Mirabal, Lauren Coleman, Valerie Romero-Leggot, MD , Felisha Rohan-Minjares, MD, Veronica Plaza, MD MPH Valerie Romero-Leggot, MD , Felisha Rohan-Minjares, MD, "Working to Meet the Language Needs of New Mexicans Seeking Health Care" New Mexico Public Health Association and National conference on Health Disparities, Albuquerque NM , April 2-4, 2014.

Sean Peterson, Susan Mirabal, Lauren Coleman, Valerie Romero-Leggot, MD , Felisha Rohan-Minjares, MD, Veronica Plaza, MD MPH " Put to the test: Effects of formal language Assessment on Medical Students". National Hispanic Medical Association, 18th Annual Conference. Washington DC March 27-30, 2014.

Plaza, V , Alonso, D, D'ottavio A, "El rol de la Investigación de pregrado en la Educación Médica." XXIV Congreso Científico Argentinode Estudiantesde Medicina (CoCAEM).Rosario, Argentina. October 23-26, 2013.

Plaza, V, Ferroni, MA "La Salud Pública: Modelos de enseñanza en Medicina." XXIV Congreso Científico Argentino de Estudiantes de Medicina (CoCAEM). Rosario, Argentina. October 23-26, 2013.

Mary B. Quinn
Associate Professor of Spanish
Department of Spanish & Portuguese
University of New Mexico
mbquinn@unm.edu
505-604-5042

Education
Ph.D.   University of California, Berkeley. Spanish and Portuguese.
          (August 2005)

M.A.   University of Chicago, Department of Romance Languages (June 1995)

B.A.   University of California, Davis, Department of Spanish and Department of
          Music (June 1994)

Employment
Associate Chair of Spanish and Portuguese, August 2015-present. University of
          New Mexico, Albuquerque, NM.

Associate Professor of Spanish and Portuguese, August 2014-present. University of
          New Mexico, Albuquerque, NM.

Graduate Director of Spanish and Portuguese, August 2013-August 2015. University
          of New Mexico, Albuquerque, NM.

Assistant Professor of Spanish and Portuguese, August 2006-August 2014.
          University of New Mexico, Albuquerque, NM.

Lecturer (Spanish Literature), 2005-2006. University of California, Berkeley.

Selected Publications
Book:
Mary B. Quinn. *The Moor and the Novel: Narrating Absence in Early Modern Spain*.
          Basingstroke, U.K.: Palgrave Macmillan, 2013.

Articles:
Mary B. Quinn and Ignacio Navarrete. "Imagining Domesticity in Cervantes." *Bulletin of
          Spanish Studies.* Forthcoming.

Mary B. Quinn. "*La guerra de los moriscos* and Pérez de Hita's (Ab)use of the Ballad."
          Calíope: Journal of the Society for Renaissance and Baroque Hispanic Poetry.
          Fall 2014. Print.

Mary B. Quinn. "*Un cierto claro escuro:* Night and the Performance of Class in the
          Palace Episodes of *Don Quijote." eHumanista* 22 (2012): 330-342. Web.
          <http://www.ehumanista.ucsb.edu/volumes/volume_22/index.shtml>.

Mary B. Quinn. "Handless Maidens, Modern Texts: A New Reading of Cervantes's the Captive's Tale." *Modern Language Notes,* (March 2008), pp. 213-229. Print.

In preparation:
Mary B. Quinn, *The Spectacle of Birth: Celebrating Felipe Próspero in Spain and its Empire.* Book project.

Selected Conference Presentations:

Mary B. Quinn, "Hybridity as Innovation in Calderón's *El laurel de Apolo"* presented at the Annual Meeting of the Renaissance Society of America, Boston, MA, 04/16.

Mary B. Quinn, "Songs Against Empire: The Music of Violence in Calderón's *El laurel de Apolo*" presented at the Modern Language Association, Austin, TX, 01/16.

Mary B. Quinn and Ignacio Navarrete, "Imagining Domesticity in Cervantes" presented at Imaginary Matters, Queen's University, Belfast, Northern Ireland, 05/15. Invited Presentation.

Mary B. Quinn, "The Spectacle of Birth: Time, Memory, and Zarzuela" presented at the Annual Meeting of the Renaissance Society of America, New York, NY, 04/14.

Mary B. Quinn, **"***Un cierto claro escuro*: Night and the Performance of Class in the Palace Episodes of *Don Quijote, II*" presented at the Annual Meeting of the Renaissance Society of America, San Diego, CA, 04/13.

Mary B. Quinn, "Memory and Moriscos in the Writing of Pérez de Hita and Cervantes" presented at the Annual Meeting of the Renaissance Society of America, Montreal, Canada, 03/11.

Mary B. Quinn, "Morisco Identity in Early Modern Iberia" presented at the Mediterranean Studies Association International Congress, Universidad de Salamanca, Salamanca, Spain, 05/10.

Mary B. Quinn, "Morisco Absence as Literary Aperture: Cervantes's The Captive's Tale" presented at Moros, Moriscos, y Mestizos, the 16th Annual Conference of Spanish and Portuguese, University of New Mexico, Albuquerque, NM, 02/10.

Mary B. Quinn, "An Occasion for Ballads? *La guerra de los moriscos* and Pérez de Hita's Use and Abuse of the Ballad" presented at the Society for Renaissance and Baroque Hispanic Poetry, Eugene, OR, 11/09.

Mary B. Quinn, "'And every lass a queen': the Reina Sultana of *Guerras Civiles de Granada*" at the Renaissance Society of America, University of California, Los Angeles and The Getty Museum, 4/09.

Mary B. Quinn, "Romance Interrupted: The Case of Sansón Carrasco" at the Cervantes Symposium, University of California, Berkeley, 10/08.

Susana D. Rivera
Associate Professor of Spanish
Department of Spanish and Portuguese
University of New Mexico

Education
PhD in Romance Languages, University of New Mexico, 1989
MA in Spanish, University of New Mexico, 1982
BA in Spanish, University of New Mexico, 1980

Academic Appointments
Associate Professor, University of New Mexico, 1998-present
Assistant Professor, University of New Mexico, 1995-1998
Assistant Professor, University of Oklahoma, 1990-1995

Areas of Specialization
19th and 20th-century Spanish poetry and narrative; Spanish exile poetry
after the Civil War; The image of women in Spanish literature and film

Selected Publications

Books Edited
Ángel González. Poetry Anthology, *La primavera avanza*. Compiled and edited by
Susana D. Rivera, Visor Libros, 2009. (Introduction, 9-22).

Francisco Brines. *Antología poética*. Compiled and edited by Susana D. Rivera,
Diputación de Granada, 2008. (Introduction, 2-25).

Susana D. Rivera, editor. *Ángel González: Tiempo inseguro*. Málaga, Litoral, 2002.

José Manuel Caballero Bonald. Ágata *ojo de gato*. Edited by Susana D. Rivera,
Ediciones Cátedra, 1994. (Introduction, 11-93; Glossary, 381-189).

Última voz del exilio (El grupo poético hispano-mexicano). Antología. Compiled and
edited by Susana D. Rivera, Ediciones Hiperión, 1990. (Introduction, 9-42).

Articles
Susana D. Rivera. "La luz que me han negado: el exilio ontológico en los poetas
hispano-mexicanos." *Encuentros con los 50: La voz poética de una generación*,
edited by Miguel Munárriz, Ámbito Cultural de El Corte Inglés, 2016, pp. 247-
254.

Susana D. Rivera. "Donde la vida se doblega, nunca." *Campo de Agramante: Revista
de Literatura*, no.12, Otoño-Invierno 2009, pp. 109-117.

Susana D. Rivera. "Intertextualidad y collage." *Ángel González, un clásico de nuestro
tiempo*, edited by José Guerrero, Elena Peregrina y Álvaro Salvador,

Universidad de Almería: Colección Literatura y Lingüística, 2006, pp. 41-57.

Susana D. Rivera. "La poesía española del exilio: arma de guerra o canción de amor."
La cultura del exilio republicano español de 1939, Volumen I, edited by Alicia
Alted y Manuel Llusia, Universidad Nacional de Educación a Distancia, 2003,
pp. 481-485.

Susana D. Rivera. "Subversión del canon modernista: la musa [Post]moderna de
Valle-Inclán." *Revista Hispánica Moderna*, vol. LII, no. 2, 1999, pp. 456-463.

Susana D. Rivera. "Gerardo Diego: Conservador del museo lingüístico y terrorista
literario." *Anales de la Literatura Española Contemporánea*, vol. 24, no.1-2,
1999, pp. 149-166.

Selected Conference Papers
"La música universal de Ángel González." 18th Congresos Internacionales de
Literatura Hispánica. San Sebastián, Spain, July 6-8, 2016.

"Rostro amado donde contemplo el mundo." Ciclo: Breves acotaciones para una
biografía. Cátedra Ángel González. Universidad de Oviedo, Spain, June 15,
2016,

"Inmortalidad de la nada: la última poesía de Ángel González." 69th Rocky Mountain
Modern Language Association, Annual Convention. Santa Fe, New Mexico,
October 8-10, 2015.

"La luz que me han negado: el exilio ontológico en los poetas hispano-mexicanos."
16th Annual Conference on Latin American and Iberian Languages, Literatures,
and Cultures. Texas Tech University, March 26-28, 2015.

"Una equi-evocación de Ángel González." Keynote Speaker "Palabra sobre palabra:
Symposium in honor of Ángel González." University of New Mexico, October
12, 2012.

"Ángel González: un vitalista decepcionado." Keynote Speaker "Penúltima nostalgia:
Curso de verano sobre Ángel González." Universidad de Oviedo, Gijón, Spain,
September 19, 2008.

"Escribo cuando estoy en desajuste con el mundo." Keynote Speaker "Oviedo rinde
homenaje a Ángel González." Principado de Asturias y Universidad de Oviedo,
Oviedo, Spain, June 25, 2008.

"Francisco Brines: La dramática conciencia del vivir." Keynote Speaker, Festival de
Poesía de Granada, Granada, Spain, May 12-15, 2008.

Eva Rodríguez González

Associate Professor of Hispanic Linguistics and Coordinator of the UNM Spanish Second Language Program, Department of Spanish and Portuguese, University of New Mexico

EDUCATIONAL HISTORY:
2006   PhD, Linguistics, University of Kansas, KS, USA: Specialization in Psycholinguistics.
2003   MA, Linguistics, University of Kansas, KS, USA: Specialization in Second Language Acquisition.
1999   Diploma on Advanced Studies in English Linguistics, Universities of Santiago de Compostela and Vigo (equivalent to U.S. Master of Arts): Specialization in English Historical Linguistics, Spain.
1997   BA, English Philology, University of Santiago de Compostela, Spain.

PROFESSIONAL APPOINTMENTS:
2014-   <u>Associate Professor of Hispanic Linguistics,</u> Department of Spanish and Portuguese, UNM.
2014-   <u>Coordinator of Spanish Second Language Program (First and Second Year Spanish)</u>, 2600 students-33 teaching staff/year, Department of Spanish and Portuguese, UNM.
2013- 2014   <u>Associate Professor of Spanish Linguistics</u>, Department of Spanish and Portuguese, Miami University, OH.
2013- 2014   <u>Assistant Chair</u>, Department of Spanish and Portuguese, Miami University, OH.
2006-2013   <u>Assistant Professor of Spanish Linguistics</u>, Department of Spanish and Portuguese, Miami University, OH.

MOST RECENTLY TAUGHT COURSES: SPAN101 Elementary Spanish; SPAN301: Reading and Conversation; SPAN541 (graduate seminar) Recent Research on the Teaching of Spanish (Fall 2014; Fall 2015) and SPAN549 (graduate seminar): Language Learning Research Methodology.

SELECTED HONORS AND AWARDS:
2015   Recipient of Learning Improvement Award ($2000): "Vertical Alignment of Spanish Throughout the Spanish Language 100-200 Curricula", College of Arts and Sciences, University of New Mexico.
2014   Recipient of Teaching Allocation Grant: "Infusing Writing Throughout the Spanish Language 100-200 Curricula" ($2300) University of New Mexico.
2013   Finalist for Distinguished Teaching Award, Miami University
2013   Recipient of Women Leadership Award, Miami University
2010 & 2013   Nominee for Miami University Outstanding Professor Award, Miami University
2010   *Nahiteeheeyoni* Award for University Service Learning, Miami University

EXTERNAL GRANTS:
Verbum Casa das Palabras Summer School (with Dr. Gerardo Fernández Salgueiro et al.). Project: Verbum Summer School in Linguistics (Vigo, Spain); €10,000, 2010. <u>Co-Organizer.</u>

RESEARCH INTERESTS: Second Language Acquisition, Psycholinguistics, Scholarship of Foreign Language Teaching.

PUBLICATIONS:
1. ARTICLES
R-G, E. & Castañeda, M. E. (2016)."The Effects and Perceptions of Trained Peer Feedback in L2 Speaking: Impact on Revision and Speaking Quality." *Innovation in Language Learning and Teaching* 1-17 D.O.I.: 10.1080/17501229.2015.1108978

Hernández, T. & **R-G, E.** (2013). "Impact on Instruction of the Use of L2 Discourse Markers." *Journal of Second Language Teaching and Research* 2.1., 3-31.

R-G, E. & Parafita-Couto, M.C. (2012). "Calling for Interdisciplinary approaches to the study of Spanglish and its Linguistic Manifestations" *Hispania* 95.3, 460-479.

R-G, E. (2012). "Neighborhood density effects in the processing of Spanish Preterite" *Journal of Spanish Psychology*, 15.1, 35-47.

Castañeda, M. E. & R-G, E. (2011). "L2 Speaking Self-Ability Perceptions through Multiple Video Speech Drafts." *Hispania*, 94. 3, 483-501.

Castañeda, M. E.; R-G, E. & Schulz, M. (2011). "Enhancing Reading Proficiency in English Language Learners (ELLs): The Importance of Knowing your ELL in Mainstream Classrooms." *The Tapestry Journal*, 3.1, 38-64.

R-G, E. (2008) "Analysis of Spanish Preterite learner errors". *Academic Exchange Quarterly*, Winter 2008, Volume 12, Issue 4, 181-187.

Vitevitch, M.S. & R, E. (2005). Neighborhood density effects in spoken word recognition in Spanish. *Journal of Multilingual Communication Disorders, 3,* 64-73.

2. BOOK CHAPTERS
R-G, E. (2013). " The effects of Peer Feedback practices in Spanish Second Language Writing." To appear in Mueller Gathercole, V. C. (Ed.). "Solutions for the Assessment of Bilinguals" *Multilingual Matters*. Bristol: UK, pp. 194-213.

3. REVIEWS

Parafita-Couto, M. C. & R-G, E. (2008). Review of Gafaranga, J (2007) *Talk in two Languages*. Palgrave MacMillan. LINGUIST List 19.2862.

SELECTED SERVICE:
1. PROFESSION
2016-	Scholarship and Travel Stipend Selection Committee Member, American Association of Teachers of Spanish and Portuguese (AATSP).
2014	New Mexico Public Education Department Bilingualism-Biliteracy State Seal Taskforce Committee Member, Bilingual Multicultural Education Bureau, New Mexico Public Education Department.
2013-2016	Fullbright U.S. English Language Teaching Assistantships National Board ScreeningCommittee 2016Member: Fullbright-Hays Program, United States Department of State.
2013	State of Ohio Foreign Language Summit Selected Participant, OH Department of Education.
2013	Book Reviewer, Routledge Second Language Acquisition Research Series.
2012-2014	External Evaluator, Ohio Summer Teachers' Institute sponsored by *National Endowment of Humanities* (NEH).

2. UNM

2015-	College of Arts and Sciences Junior Promotion and Tenure Committee member, UNM
2015-	Latin American Iberian Institute Executive Committee member, UNM
2014-	Educational Linguistics Program Affiliated Faculty member, UNM
2015-2016	Department of Spanish and Portuguese Bylaws Committee Member, UNM
2015	Department of Spanish and Portuguese Graduate Committee Member, UNM
2014-2015	Latin American Iberian Institute Operations Committee Member, UNM
2014-2015	Department of Spanish and Portuguese Undergraduate Committee Member, UNM
2014	Department of Linguistics Faculty Search Committee Member, UNM

STUDENT ADVISING: 11 undergraduate research award projects (Hispanic Linguistics), 8 MA Theses (Hispanic Linguistics), 2 PhD students in Educational Linguistics.

Eleuterio Santiago-Díaz
Associate Professor
Department of Spanish and Portuguese
The University of New Mexico
Albuquerque, NM 87131
esantia@unm.edu

Educational History

Ph.D. in Hispanic Studies, Brown University, Providence, RI, May 2003.
Dissertation: "El drama de la escritura afropuertorriqueña en el escenario de la modernidad: Carmelo Rodríguez Torres ante la ontología de la nación"

M.A. in Spanish, University of California, Santa Barbara, 1990.

Teaching Certification in Spanish/Secondary Education, University of Puerto Rico, 1986

B.A. in Anthropology and Geography, University of Puerto Rico at Río Piedras, 1980.

Employment

Associate Professor of Latin American Literature, Department of Spanish and Portuguese, University of New Mexico, 2009–present.

Assistant Professor of Latin American Literature, Department of Spanish and Portuguese, University of New Mexico, 2003–2009.

Spanish Instructor, St. Cloud State University, St. Cloud, Minnesota, Jan. 2001-2003.

Assistant Professor of Latin American Literature, Tulane University, 1998-2000.
Joint appointment in the Department of Spanish and Portuguese and African and African Diaspora Studies. Taught graduate and undergraduate courses.

Scholarly Achievements

Books:
Santiago-Díaz, Eleuterio. *Breaths*. Albuquerque: University of New Mexico Press, 2012. 123 pp.

Santiago-Díaz, Eleuterio. *Escritura afropuertorriqueña y modernidad.* Pittsburgh, PA: Instituto Internacional de Literatura Iberoamericana, 2007. 269 pp.

Articles:
Santiago-Díaz, Eleuterio, and Ilia Rodríguez. "Writing Race against Literary Whiteness: The Afro-Puerto Rican Outcry of Piri Thomas." *Bilingual Review* 31.1 (2015): 12-29.

Santiago-Díaz, Eleuterio. "*Elegia ao Novo Mundo e outros poemas*: O prólogo extraviado." *Revista de Literatura, História e Memória* 10.16 (2014): 181-195.

Santiago-Díaz, Eleuterio. "Del femicidio a la guerra: avatares de la carencia en la poesía de Carmen Julia Holguín Chaparro." *Confluencia 27*.2 (2012): 103-114.

Santiago-Díaz, Eleuterio and Ilia Rodríguez. "Desde las fronteras raciales de dos casas letradas: Habla Piri Thomas." *Revista Iberoamericana 75*.229 (2009): 1199-1122.

Santiago-Díaz, Eleuterio. "*Veinte siglos después del homicidio*: el apocalipsis de Vieques según Carmelo Rodríguez Torres." *Revista Iberoamericana* 211 (2005): 485-504.

Santiago-Díaz, Eleuterio. "Cómo se genera la narración en 'El último viaje del buque fantasma'." *Avanzada* 2 (May-Oct 1985): 12-13.

Articles Appearing as Chapters in Edited Volumes:
Santiago-Díaz, Eleuterio. "Elegia ao Novo Mundo e outros poemas*: El prólogo extraviado*" (forthcoming chapter)

Santigo-Díaz, Eleuterio. "Invitación al lector." Prologue. *Secretos inconfesos*. By Luis Enrique Vázquez Vélez. San Juan: Ludika, 2015.

Santiago-Díaz, Eleuterio. "In Search of an Afro-Puerto Rican Chronicle: Contesting race, nation, and modernity." *Marvels of the African World: Cultural Patrimony, New World Connections, and Identities.* Ed. Omoniyi Afolabi. Trenton, NJ: Africa World Press, 2003. 495-524.

Poems published:
Santiago-Díaz, Eleuterio. "A Teacup," poem in edited chapbook *La llegada del Niño*. Placitas, New Mexico, December 2015.

Santiago-Díaz, Eleuterio. "Am[a]ble," "A Teacup," poem in chapbook *La llegada del Niño*. Placitas, New Mexico, December 2015

Santiago-Díaz, Eleuterio. "First Clay;" poem in Chapbook: *Creatures of the Long Night*. Placitas, N.M., 2012.

Santiago-Díaz, Eleuterio. "Stroke III," poem published in *The Magazine: Santa Fe Monthly*. Santa Fe: N.M., September 2012.

Associate Professor Naomi Shin

HIGHER EDUCATION
>   2006. Ph.D., Linguistics, City University of New York Graduate Center.
>   1994. B.A. in English, Oberlin College.

ACADEMIC APPOINTMENTS
2016 – present   Associate Professor of Linguistics and Spanish, University of New Mexico.
2012 – 2016   Assistant Professor of Linguistics and Spanish, University of New Mexico.
2006 – 2012   Assistant Professor of Spanish Linguistics, University of Montana.

ACADEMIC SPECIALIZATIONS
Hispanic Linguistics, child language, bilingualism, language contact, sociolinguistics

PUBLICATIONS
Edited volume
2015. Ana Carvalho, Rafael Orozco, & Naomi Lapidus Shin (eds.). *Subject pronoun expression in Spanish: A cross-dialectal perspective.* Georgetown University Press.
Recent peer-reviewed journal articles
2016. Shin, N.L. & J. Van Buren. 2016. Maintenance of Spanish subject pronoun expression patterns among bilingual children of farmworkers in Washington/Montana. *Spanish in Context 13*(2), 173-194
2016. Shin, N.L. Acquiring patterns of morphosyntactic variation: Children's Spanish subject pronoun expression. *Journal of Child Language 43*(4), 914-947.
2014. Shin, Naomi L. Grammatical complexification in Spanish in New York: 3sg pronoun expression and verbal ambiguity. *Language Variation and Change* 26(3):303-330.
2014. Shin & Montes-Alcalá. El uso contextual del pronombre sujeto como factor predictivo de la influencia del inglés en el español en Nueva York. *Sociolinguistic Studies 8*(1). 85-110.
2014. Villa, D., N.L. Shin & E. Nagata. 2014. La nueva frontera: Spanish-speaking populations in Central Washington. *Studies in Hispanic and Lusophone Linguistics 7*(1), 149-172.
2013. Shin, N.L. & R. Otheguy. Social class and gender impacting change in bilingual settings: Spanish subject pronoun use in New York. *Language in Society 42*, 429-452.
2012. Shin, N.L. & H.S. Cairns. The development of NP selection in school-age children: Reference and Spanish subject pronouns. *Language Acquisition 19*(1), 3-38.
2011. Montes-Alcalá, C. & N.L. Shin. *Las keys* versus *el key*: Feminine gender assignment in mixed-language texts. *Spanish in Context* 8(1), 119-143.
2010. Shin, Naomi L. Efficiency in lexical borrowing in New York Spanish. *International Journal of the Sociology of Language. 2010(203),* 45-60.
2005. Lapidus, N. & R. Otheguy. Overt nonspecific *ellos* in Spanish in New York. *Spanish in Context* 2:2, 157-174. 2005.
Recent book chapters
To appear. Shin, N.L. P. Requena & A. Kemp. Bilingual and monolingual children's patterns of syntactic variation: Variable clitic placement in Spanish. To appear in A. Auza & R. Schwartz (eds.), *From typical language development to language disorders in Spanish-speaking children: Language processing and cognitive functions.*
To appear. Erker, D., E. Ho-Fernández, R. Otheguy & N.L. Shin. The order and expression of nominal and pronominal subjects among first- and second-generation Cubans in the U.S. To appear in Alejandro Cuza (ed.), *Cuban Spanish Dialectology: Variation, Contact and*

Change. Washington DC: Georgetown University Press.

2016. Woods, M.R. & N.L. Shin. "*Fijáte...sabes que le digo yo.*" Salvadoran *voseo* and *tuteo* in Oregon. In M.I. Moyna & S. Rivera-Mills (eds), *Forms of Address in the Spanish of the Americas,* pp. 305-324. John Benjamins.

2016. Shin, N.L. Children's Spanish subject pronoun expression: A developmental change in *tú*? In S. Sessarego & F. Tejedo (eds.). *Spanish Language and Sociolinguistic Analysis*, pp. 155-176. Amsterdam/Philadelphia: John Benjamins.

2015. Shin, NL & D. Erker. The emergence of structured variability in morphosyntax: Childhood acquisition of Spanish subject pronouns. In A. Carvalho, R. Orozco & N. Shin (eds.), *Subject pronoun expression in Spanish: A cross-dialectal perspective,* 171-191.

2009. Shin, NL & R. Otheguy Shifting sensitivity to continuity of reference: Subject pronoun use in New York City. In M. Lacorte & J. Leeman (eds.) *Español en Estados Unidos y en otros contextos: Cuestiones sociolingüísticas, políticas, y pedagógicas*, 111-136. Madrid/Frankfurt: Iberoamericana/Vervuert Verlag.

COURSES TAUGHT AT UNM
<u>Linguistics Dept.</u>: Language Change, Language in Society, Introduction to Linguistic Analysis
<u>Spanish & Portuguese Dept.</u>: Seminar in Hispanic Sociolinguistics, Childhood Bilingualism, Spanish-English Bilingualism, Spanish in the U.S., Advanced Spanish Grammar

RECENT AWARDS AND HONORS
2015.   Outstanding New Teacher of the Year Award, UNM.
2014 – 2015. UNM Teaching Fellow.
2012.   Merit Award for achievement in research, teaching, and service. University of Montana.
2012.   Nominee for the Helen and Winston Cox Educational Award. University of Montana.

GRANTS
2015- 2017. "*Hablamos así*: Differentiating language impairment from language loss among bilingual children" PI: Naomi Shin. Co-PI: Barbara Rodríguez. Sociological Initiatives Foundation. $20,000.

2015-2017. "¿Qué saben los niños? A study of young children's Spanish grammar PI: Naomi Shin. Co-PI: Barbara Rodríguez. UNM Research Allocations Committee (RAC) $9425.

2016. "How do children learn grammatical patterns that are probabilistic, but systematic?" Faculty investigator: Naomi Shin. Student investigator: Joely Morales. UNM undergraduate student research initiative. $500.

2012-2013. Mexican migrant families in the Flathead Valley. PI: Naomi Shin. Humanities Montana. $4,000

2012-2013. Investigating bilingual children's Spanish language skills: The children of Mexican migrant workers in Western Montana. PI: Naomi Shin. The University of Montana. $2,500

2011 –2012, Social and behavioral sciences research proposal development program. The University of Montana. $7,205

2010-2011. Investigating the narratives of child and adult Spanish speakers. The University of Montana. $2,540.

ASSISTANT PROFESSOR ROSA VALLEJOS

HIGHER EDUCATION

2010	Ph.D. in Linguistics, University of Oregon, December 2010
2004	M. A. in Linguistics, University of Oregon, Eugene, Oregon
2001	B.A. in Linguistics, Universidad Nacional Mayor de San Marcos, Lima, Peru.

ACADEMIC APPOINTMENTS

Aug 2012 – present	Assistant Professor, Department of Linguistics and Department of Spanish & Portuguese, University of New Mexico
Feb 2012 – Jul 2012	Postdoctoral Researcher, University of Lyon, France

AREAS OF SPECIALIZATION

Morphosyntax, Documentary Fieldwork, Spanish in Contact, Amazonian languages

PUBLICATIONS

Books

2016. Vallejos, Rosa. *A Grammar of Kukama-Kukamiria: A language from the Amazon*. Leiden: Brill. (748 pp.)

2015. Vallejos, Rosa & Rosa Amías. *Diccionario Kukama-Kukamiria / Castellano*. Iquitos, Peru: Formabiap. (314 pp.)

Articles in Refereed Journals

2014a. Vallejos, Rosa. Peruvian Amazonian Spanish: Uncovering variation and deconstructing stereotypes. *Spanish in Context 11*.3: 425-453.

2014b. Vallejos, Rosa. Reference constraints and information-structure management in Kokama purpose clauses: A typological novelty? *International Journal of American Linguistics, 80*.1: 39-67.

2014c. Vallejos, Rosa. Integrating language documentation, language preservation, and linguistic research: Working with the Kokamas from the Amazon. *Language Documentation & Conservation, 8:*38-65.

2013a. Vallejos, Rosa. *El Secoya del Putumayo: aportes fonológicos para la reconstrucción del Proto-Tucano Occidental* [Phonology of Putumayo Secoya: towards the reconstruction of Proto-Western Tucanoan]. *Línguas Indígenas Americanas-LIAMES 13*:67-100.

2010. Vallejos, Rosa. Is there a ditransitive construction in Kokama-Kokamilla? *Studies in Language*, 34.1:75–107.

2009. Vallejos, Rosa. The focus function(s) of =*pura* in Kokama-Kokamilla discourse. *International Journal of American Linguistics*, 75.3:399-432.

Articles (Peer-reviewed) in Edited Volumes

2016. Vallejos, Rosa. Structural outcomes of obsolescence and revitalization: documenting variation among the Kukama-Kukamirias**.** In Gabriela Perez-Baez, Chris Rogers and Jorge Rosés-Labrada (Eds.), *Language Documentation and Revitalization in Latin America,* 143-164*.* Berlin: De Gruyter Mouton.

2015a. Vallejos, Rosa. La indexicalidad de género en kukama-kukamiria desde una perspectiva tipológica [A typological approach to gender indexicality in Kukama-Kukamiria]. In Ana Fernandez, Albert Alvarez, and Zarina Estrada (Eds.), *Estudios de Lenguas Amerindias 3: contribuciones al estudio de las lenguas originarias de América*, 199-225. Hermosillo (Mexico): Universidad de Sonora.

Language Resources in Indigenous Languages

2014. Curitima, Segundo, Rosa Amías & Rosa Vallejos. *Yapai ini kumitsa kukama-kukamiriapu*: Texto para la enseñanza-aprendizaje del kukama-kukamiria como segunda lengua. [Texbook to teach Kukama-Kukamiria]. Iquitos, Peru: Formabiap.

2013a. Fonología y propuesta de alfabeto para la lengua Secoya [A phonological description and an alphabet proposal for the Secoya language]. In Vallejos, Rosa and Natalia Verástegui, *Fonología y propuesta de alfabeto para las lenguas Secoya y Sharanahua*. Lima, Peru: Ministry of Education, 3-45.

2013b. Vallejos, Rosa & Ricardo Chota Macanilla. *Aido Pãi Toyae'ke*: Guía para el uso del alfabeto secoya. [A guide for the implementation of the Secoya alphabet]. Lima, Peru: Ministry of Education.

2007. Vallejos, Rosa, Ricardo, & Rodrigo Pacaya. *Tse'o: Libro de lectura bilingue en secoya y castellano* [Bilingual reading book in Secoya & Spanish]. Iquitos, Peru: Formabiap.

SELECTED GRANTS

Project Title: Spanish in the Amazon: Historical forces, social relations and linguistic outcomes. *Funding Organization:* Research Allocations Grant, UNM. 07/01/2015 - 01/31/2017. *Amount awarded:* $9,969.

Project Title: Kokama: Trilingual Dictionary, Pedagogical Grammar, and Text Corpus. *Funding organization:* National Endowment for the Humanities, FN #5011012. 05/01/2013 - 12/31/2014. *Amount awarded:* $54,000

Project Title: Collaborative Research: Kokama-Kokamilla and Omagua: Documentation, Description and (Non-)Genetic Relationships. *Funding organization:* National Science Foundation, BCS #0965604, 01/01/2011 - 08/31/14. *Amount awarded:* $106,130

Project Title: Doctoral Dissertation Improvement Grant: A grammar of Kokama. *Funding organization:* National Science Foundation. BCS #0617188. 01/01/2007 **-** 06/30/2009. *Amount awarded:* $11,964.

Project Title: Individual Graduate Studentship: Kokama: Texts, Grammar and Lexicon. *Funding organization:* Hans Rausing Endangered Languages Project, IGS-0044. 07/01/2006 - 12/31/2008. *Amount awarded:* £15,187

AWARDS AND RECOGNITIONS

2016	University of New Mexico, College of Arts & Sciences: Teaching Award for Excellence Winner
2015	University of New Mexico, New Faculty of the Year Nominee
2011	Society for the Studies of Indigenous Languages of the Americas (SSILA) *Mary Haas Book Award* Recipient
2011	Association of Linguistic Typology (ALT) *Panini Award* Honorable Mention

COURSES TAUGHT IN THE DEPT. OF LINGUISTICS AND DEPT. OF SPANISH & PORTUGUESE

LING 412/512: Morphosyntax
LING 490/590: Language Contact
LING 415/515: Survey of Native American Languages
LING 301:   Introduction to Linguistic Analysis
SPAN 549:   Spanish Functional Syntax
SPAN 449/549: Spanish Morphosyntax
SPAN 351:   Introduction to Hispanic Linguistics

SANTIAGO R. VAQUERA-VÁSQUEZ

Department of Spanish and Portuguese
The University of New Mexico
Ortega Hall 413
1 University of New Mexico
Albuquerque, NM 87131
Phone: (505) 277-5907; FAX: (505) 277-3885
E-mail: svaquera@unm.edu

RESEARCH

Major fields: Creative Writing; Chicano/a and US Latino/a literatures' Mexican literature

Areas of specialization: Latin American literatures, US/Mexico Border cultures

EDUCATIONAL AND PROFESSIONAL HISTORY (SELECTED)

Education

Ph.D. Hispanic Languages and Literatures, University of California, Santa Barbara, December 1997.

Dissertation: *Wandering Stories: Place, Itinerancy, and Cultural Liminality in the Borderlands.*

Professional and Academic Positions

Associate Professor. Department of Spanish and Portuguese: The University of New Mexico. July 2016-Present.

Assistant Professor. Department of Spanish and Portuguese: The University of New Mexico. January 2013-June 2016.

Assistant Professor, Department of Spanish and Portuguese; The University of Iowa; July 2007-December 2012.

Honors and Awards

Fulbright Senior Scholar of American and US Latina/o Literature. Hacettepe University. AY 2016-17.

Fulbright Senior Lecturer of American and US Latina/o Literature. Universidad Autónoma de Madrid; Universidad de Alcalá de Henares; Spring term, 2006.

Visiting Scholar. "L.A./La Frontera/Mexico City" Dartmouth College Humanities Research Institute; Fall term, 2000.

SCHOLARSHIP (SELECTED)

Books

- *En el Lost 'N Found*. Miami: Ediciones Suburbano, 2016.
- *One Day I'll Tell You the Things I've Seen: Stories*. Albuquerque: UNM Press, 2015.
- *Luego el silencio*. E-book. Miami: Ediciones Suburbano, 2014.

Publications (Scholarly & Creative)

- "Con una epístola en la mano (fragment de la Carta de Santiago a los cruzadores de fronteras." *Ventana abierta* Vol XI: 38 (Spring 2015): 265-70.
- "La hora mala." Expedientes abiertos. Cuentos policiacos de la frontera México-Estados Unidos. José Salvador Ruiz Méndez, Gabriel Trujillo Muñoz, editors. Mexicali: UABC, 2014. 159-172.
- "'The Inextinguishable Longings for Elsewheres' The Impossibility of Return in Junot Díaz. *Identity, Diaspora and Return in American Literature*. Maria Antònia Oliver-Rotger ed. Routledge Transnational Perspectives on American Literature 23. New York; London: Routledge, 2014. 170-188.
- "¿Ves la línea?" *Malos elementos. Relatos sobre la corrupción social*. Salvador Luis, editor. Lima: Casatomada, 2012. 53-56.

- "Apuntes de un cruzador de fronteras." <u>Pasiones y obsesiones: secretos del oficio de escribir</u>. Sandra Lorenzano, ed. Mexico: Fondo de Cultura Económica; Universidad del Claustro de Sor Juana, 2012. 190-203.
- "Lonely Planet." *MAKE. Literary Magazine* 13 (Winter 2012): 138-146.
- "Meshed América Confessions of a Mercacirce." *Code Meshing as World English: Policy, Pedagogy, Performance*. Vershawn Ashanti Young, Aja Martínez, eds. NCTE Press, 2011. 257-71.
- "Estaba un día el Santos...: clavado en las texturas de la desmadredad." *Revista Iberoamericana* Vol LXXVII. 234 (2011): 163-75.
- "Migrante aún sin identificar." *72 migrantes*. Oaxaca, Mx: Almadía. 37-8.
- "Vivir para beberla: cae la noche fronteriza (de lo que hablamos cuando hablamos de borrachera." *Aguas santas de la creación. Congreso internacional bebida y literatura*. Sara Poot-Herrera, ed. Mérida (Yucatán), México: Dirección de Cultura del Ayuntamiento de Mérida, UC-Mexicanistas (Intercampus Research Program), 2010. Vol. 3: 345-58.
- "Luego el silencio." *Etiqueta Negra*. 81 (2010): 81-87.

Invited Lectures (selected)

- "Border Crossing Xicano: Wandering is the Story of my Body." Başkent University, Ankara, Turkey. April 28, 2016.
- Invited Lecture. "Moments from My Border Hi-Fi." University of Puget Sound. Tacoma. November 13, 2014.
- "Crónicas del Spanglish." *2as Jornadas de Lenguas en Contacto*. La Universidad Autónoma de Nayarit. Tepic, Mexico, 2013.
- "Confieso que hablo Spanglish." Instituto Cervantes, Albuquerque. 2010.
- "América Latina desde Estados Unidos." Keynote. *Pensar y escribir América Latin*a. El Escorial, Spain, 2008.

Presentations (Selected)

- "Imagining Something Better: Reflections of a Xicano Punk." *Cultura y herencia hispana: construyendo una identidad.* X Congreso internacional de Literatura Chicana y Estudios Latinos. Universidad Complutense, Madrid. Spain. June 1, 2016.
- "The Open Wounds of the Borderlands." European Association of American Studies Biennial Conference. Constanta, Romania. April, 24, 2016.
- "The Border as Door: Instructions for Border Crossing." 15th International Cultural Studies Symposium. Ege University. Izmir, Turkey. May 07, 2015
- "Entre dos tierras: maneras para cruzar la frontera." VII Congreso Internacional de Literatura de UC-Mexicanistas. Mérida, Yucatán. March 13, 2015.
- "Lines of Departure: Forms of Arrival." 14th International Cultural Studies Symposium. Ege University, Izmir, Turkey. 2013.
- "Tongue Tied America: Reading Chicano Narrative." From Cover to Cover: Reading Readers. 30th Anniversary Conference of the Department of American Culture. Hacettepe University, Ankara, Turkey. 2012.
- "In/Visible Cites: Wandering in the Middle World." Centring the Marginal, Stretching the Boundaries. Sultan Qaboos University. Muscat, Oman. 2010.
- "Wandering in the Middle World: Border Crossings." IV Transatlantic Conference at Brown University. Brown University. April 2008.
- "Story Tellers: Wandering in Chicano/a Border Stories." Perceptions of Space and the American Experience. 32nd Annual American Studies Conference, American Studies Association of Turkey. Ankara, Turkey. November, 2007.

Damián Vergara Wilson
1 University of New Mexico MSC03 2100, Albuquerque, NM 87131
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Education

Ph.D. in Spanish & Portuguese	University of New Mexico	August, 2009
MA, Spanish	University of New Mexico	May, 2003
BA, BUS	University of New Mexico	May, 1999

Academic Appointments, University of New Mexico, Dept of Spanish and Portuguese

August 2011 to present	Assistant Professor of Spanish
Jan. 2010 to July 2011.	Lecturer III
Aug. 2009 to present	Coordinator, Spanish as a Heritage Language Program

Selected Publications

Monograph

Wilson, Damián V. 2014. *Categorization and Constructional Change in Spanish Expressions of 'Becoming'*. In Brill's Studies in Historical Linguistics, 4. Leiden, Netherlands, and Boston, MA: Brill Academic Publishers.

Articles in Refereed Journals

Dumont, Jenny, and Damián V. Wilson. 2016. The role of language contact in the variation of analytic and periphrastic verbs in Spanish. *Spanish in Context.* 13(3).395-420

Wilson, Damián V., and Carlos E Ibarra. 2015. Understanding the Inheritors: The Perception of Beginning-Level Students toward Their Spanish as a Heritage Language Program. *EuroAmerican Journal of Applied Linguistics and Languages*, Special Issue. 2.85-101

Wilson, Damián V., and Jenny Dumont. 2015. The emergent grammar of bilinguals: The Spanish verb *hacer* 'do' with a bare English infinitive. *International Journal of Bilingualism*, Special issue "Gauging convergence on the ground: Code-switching in the community ", Rena Torres Cacoullos and Catherine E. Travis (eds.). 19.444-458.

Wilson, Damián V. 2012b. The Intersection of Identity, Gender, and Attitudes Toward Maintenance Among Beginning Spanish as a Heritage Language Students. *International Journal of the Linguistic Association of the Southwest* 31.177–97.

Wilson, Damián V. 2012a. Developing a placement exam for Spanish heritage language learners: Item analysis and learner characteristics. *Heritage Language Journal* 9.27–50.

Articles Appearing as Chapters in Edited Volumes (Peer reviewed)

Wilson, Damián V. 2009. From "remaining" to "becoming" in Spanish: The role of prefabs in the development of the construction quedar(se) + ADJECTIVE. *Formulaic language: distribution and historical change*, ed. by Roberta Corrigan, Moravcsik Edith A., Hamid Ouali, and Kathleen M. Wheatly, 1:273–295. Typological Studies in Language 82. Philadelphia: John Benjamins.

Invited Articles
Wilson, Damián V. 2015. Panorama del español tradicional de Nuevo México / Panorama of
    Traditional New Mexican Spanish. *Informes del Observatorio*, Instituto Cervantes at
    Harvard: http://cervantesobservatorio.fas.harvard.edu/es/informes/informes-del-
    observatorio-observatorio-reports-012-062015sp-panorama-del-espa%C3%B1ol.

Invited Workshops
Taller: El español de herencia. Centro Español de Recursos, National Hispanic Cultural Center,
    Albuquerque, NM. May 17, 2013.
¡A mantener nuestro idioma!: A workshop on teaching Spanish as a Heritage Language at the
    college level. Metropolitan State College, Denver, CO. April 2, 2010.

Research and Curricular Development Funding
2016. *Stories of Migration: Conceptions of Home and Place*. Humanities Working Group
Initiative
2010. The online Spanish placement exam: an innovative approach for Heritage Learners and
Second Language Learners. Granted by UNM Office for the Support of Effective Teaching
2014 & 2015. Learning Improvement Award. Granted by the UNM Assessment Organization

Recent Classroom Teaching
2016 Fall; Spanish of the Southwest; Span 371
2016 Spring; Spanish of the Southwest; Span 371
2015; Fall; Seminar: Spanish of New Mexico; Span 547
2015; Spring; Spanish of the Southwest; Span 371
2014; Fall; Seminar: Southwest Spanish; Span 547

Service Highlights
Coeditor. *Hispanic Studies Review*. Special issue: Proceedings for the III National Symposium
    on Spanish as a Heritage Language. 2016.
Advisory board member. UNM Mellon Advisory Board Member: Andrew W. Mellon
    Foundation of our Doctoral Fellowship Program. May 2015 & 2016.
Member. Provost's Committee on Writing. Subcommittee on Writing Intensive Courses. Nov
    2014-May 2015.
College Assessment and Review Committee. Reviewer of assessment reports. Fall 2013.
Educational Linguistics. Affiliated faculty member beginning fall 2013.
Interim Departmental Assessment Coordinator. Spring 2011-Fall 2012.
Graduate Committee. Fall 2009- Spring 2016.

Community Service (academic)
Evaluator of Bilingual Seal Portfolios. Albuquerque High School. Spring 2016.
Spanish Summer Immersion Institute for Bilingual Teachers. Workshop on New Mexican
    Spanish. Dolores Gonzales Elementary School, Albuquerque, NM. June 20, 2016.
Consultant on the implementation of a Spanish as Heritage Language. Bosque School. Fall 2014.

CRITERION 7: FACILITIES

17. APPENDIX 7A Facilities

PLANNING & CAMPUS DEVELOPMENT
OFFICE OF SPACE MANAGEMENT

ORTEGA HALL
FIRST FLOOR
402 YALE BLVD NE

FIRST FLOOR
SCALE: 1/16" = 1'-0"

NORTH

MAIN ENTRANCE

SECONDARY ENTRANCE

TOTAL FLOORS: 5
TOTAL GROSS SQUARE FEET: 52529

	FLOOR:	GROSS SQUARE FEET:	FIRST
	5	17762	

LEGEND

	AREA	QTY
ARTS SCIENCES COLLEGE	118	1
OFC ADMIN		
LANGUAGE LEARNING CENTER	8987	19
PPD ENVIRONMENTAL SERVICES	77	2
PPD MAINTENANCE PLANNING	2782	21
REGISTRARS OFFICE DEPARTMENT	4537	9
SPACE ALLOCATION COMMITTEE	147	1
TOTAL:	16648	53

Room labels:

133 81sf
139 81sf
141 895sf
137 896sf
143 905sf
135 916sf
124 876sf
147 906sf
135A 73sf
128 42sf
131 131sf
126 225sf
125 243sf
149 894sf
129 127sf
127 88sf
122 303sf
129E 37sf
129A 77sf
129D 98sf
129B 146sf
129C 169sf
116 412sf
120 132sf
118 134sf
112 147sf
153 768sf
145 81sf
123 496sf
114 139sf
110 22sf
121A 17sf
106 576sf
151 64sf
117 197sf
121 485sf
155 118sf
100 566sf
108 34sf
103 63sf
101 55sf
119 569sf
104 40sf
102 127sf
108B 479sf
108A 273sf
107 540sf
115 537sf
113 543sf
109 542sf
111 72sf
165 72sf
136 135sf

OFFICE OF PLANNING AND SPACE MANAGEMENT

FACILITIES AND REAL ESTATE MANAGEMENT

ORTEGA HALL
SECOND FLOOR
402 YALE BLVD NE

#079
2 OF 5
079-00-02

SECOND FLOOR

SCALE: 1/16" = 1'-0"

NORTH

MAIN ENTRANCE ◣

SECONDARY ENTRANCE ◁

TOTAL FLOORS:	5
TOTAL GROSS SQUARE FEET:	52529
FLOOR:	SECOND
GROSS SQUARE FEET:	14904
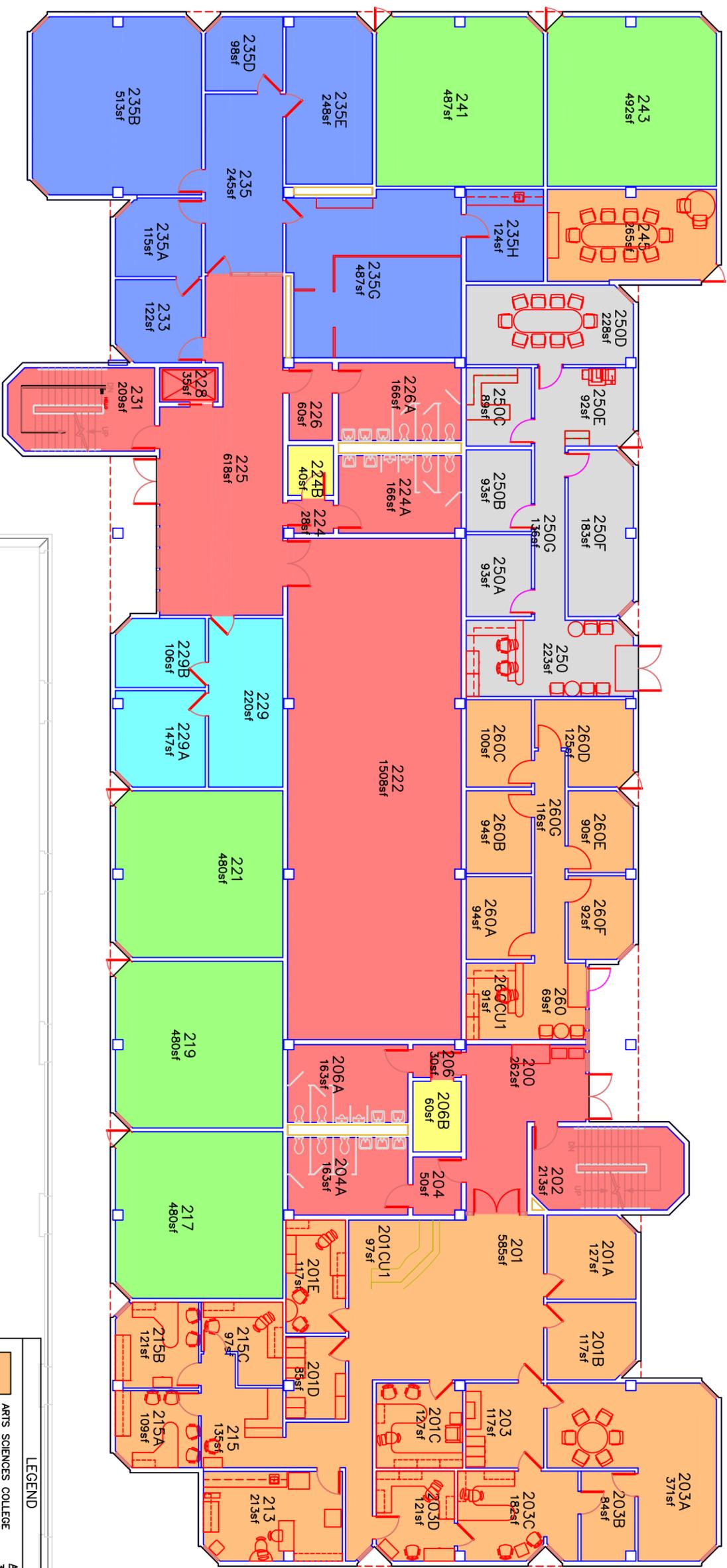
LEGEND

	AREA	QTY
ARTS SCIENCES COLLEGE OFC ADMIN	3944	27
ARTS SCIENCES DEVELOPMENT	1137	8
FOREIGN LANGUAGES LITERATURES	473	3
PPD ENVIRONMENTAL SERVICES	100	2
PPD MAINTENANCE PLANNING	3670	14
REGISTRARS OFFICE DEPARTMENT	2418	5
SPANISH PORTUGUESE	1953	8
TOTAL:	13695	67

235B 513sf
235D 98sf
235E 248sf
241 487sf
243 492sf
243 165sf
235 245sf
235H 124sf
250D 228sf
235A 115sf
235G 487sf
250C 88sf
250E 92sf
233 122sf
228 35sf
226 60sf
226A 166sf
250B 93sf
250F 183sf
231 209sf
225 618sf
224B 40sf
224A 166sf
250G 136sf
250A 93sf
224 28sf
250 223sf
229B 106sf
229 220sf
222 1508sf
260C 100sf
260D 125sf
260G 116sf
250 223sf
229A 147sf
221 480sf
260B 94sf
260E 90sf
260A 94sf
260F 92sf
219 480sf
260CU1 91sf
260 69sf
206A 163sf
206 30sf
200 262sf
217 480sf
206B 60sf
204A 163sf
204 50sf
202 213sf
201CU1 97sf
201 585sf
201A 127sf
201E 117sf
201D 85sf
201B 117sf
215B 121sf
215C 97sf
203 117sf
203A 371sf
215 135sf
201C 127sf
203B 84sf
215A 109sf
213 213sf
203D 121sf
203C 182sf

PLANNING & CAMPUS DEVELOPMENT
OFFICE OF SPACE MANAGEMENT

ORTEGA HALL
THIRD FLOOR
402 YALE BLVD NE

#079
3 OF 5
079-00-03

THIRD FLOOR
SCALE: 1/16" = 1'-0"

TOTAL FLOORS: 5
TOTAL GROSS SQUARE FEET: 52529
FLOOR: THIRD
GROSS SQUARE FEET: 13628

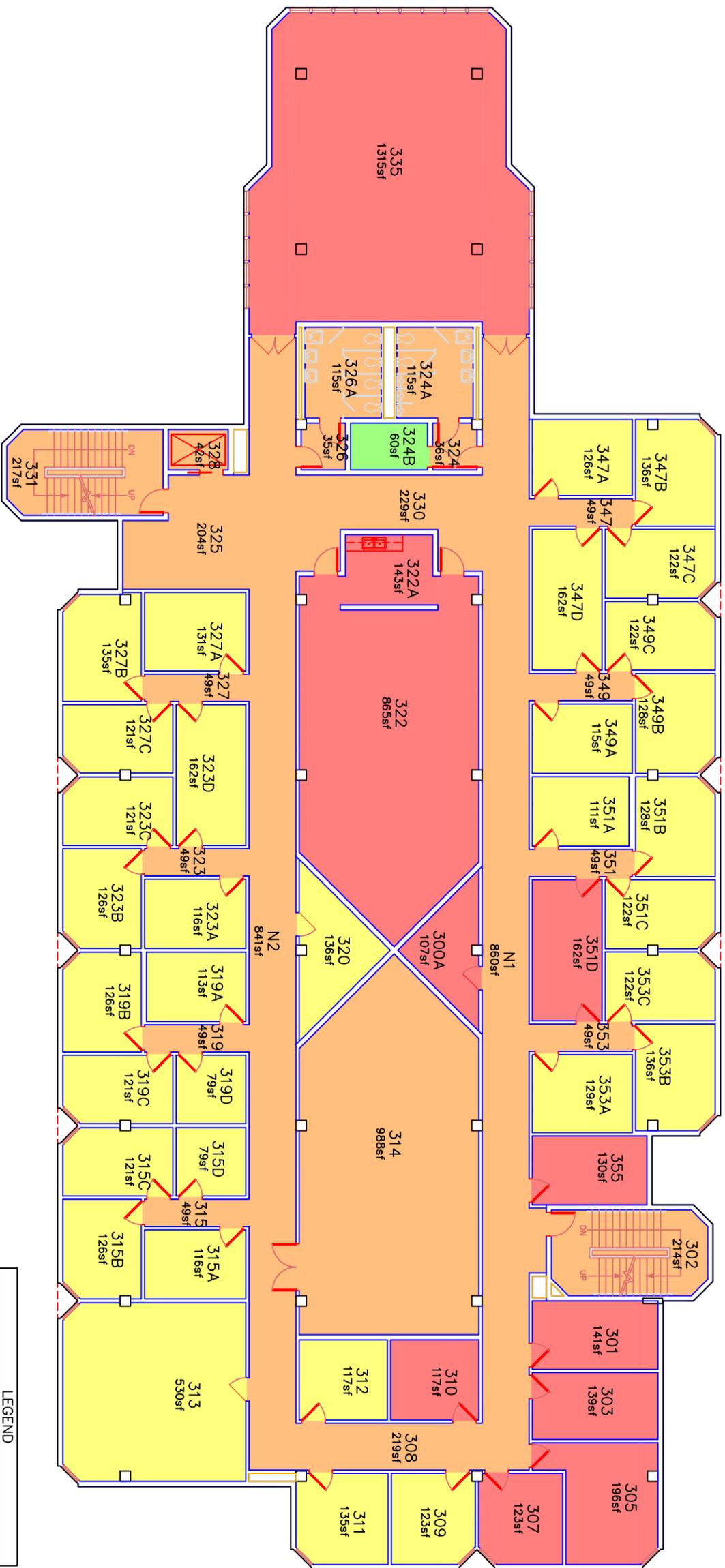MAIN ENTRANCE
SECONDARY ENTRANCE

NORTH

LEGEND

	AREA	QTY
FOREIGN LANGUAGES LITERATURES	4494	33
PPD ENVIRONMENTAL SERVICES	60	1
PPD MAINTENANCE	4505	21
PPD PLANNING	3439	11
SPANISH PORTUGUESE		
TOTAL:	12498	66

Room labels:

335 1315sf
326A 115sf
324A 115sf
326 35sf
324B 60sf
324 36sf
328 42sf
331 217sf
325 204sf
330 229sf
347B 136sf
347A 126sf
347 49sf
347C 122sf
347D 162sf
349C 122sf
349 49sf
349B 128sf
349A 115sf
322A 143sf
322 865sf
327A 131sf
327 49sf
327B 135sf
327C 121sf
323D 162sf
323C 121sf
323 49sf
323B 126sf
323A 116sf
319A 113sf
319 49sf
319B 126sf
351A 111sf
351B 128sf
351 49sf
351C 122sf
351D 162sf
353C 122sf
353 49sf
353A 129sf
353B 136sf
320 136sf
300A 107sf
N2 841sf
N1 860sf
314 988sf
355 130sf
302 214sf
301 141sf
303 139sf
305 196sf
307 123sf
309 123sf
311 135sf
308 219sf
310 117sf
312 117sf
313 530sf
319D 79sf
319C 121sf
315D 79sf
315 49sf
315C 121sf
315B 126sf
315A 116sf

DN UP

PLANNING & CAMPUS DEVELOPMENT
OFFICE OF SPACE MANAGEMENT

TOTAL FLOORS:
TOTAL GROSS SQUARE FEET: 52529

FLOOR: 5
GROSS SQUARE FEET: 5811

FOURTH

MAIN ENTRANCE ◀

SECONDARY ENTRANCE ◁

FOURTH FLOOR

SCALE: 1/16" = 1'-0"

NORTH ⊕

ORTEGA HALL
FOURTH FLOOR
402 YALE BLVD NE

#079
4 OF 5
079-00-04

LEGEND

		AREA	QTY
	ITS SUPPORT SERVICES	43	1
	PPD ENVIRONMENTAL SERVICES	35	1
	PPD MAINTENANCE	1859	8
	PLANNING		
	SPANISH PORTUGUESE	3240	21
	TOTAL:	5177	31

Rooms:
435 391sf
431 217sf
428 42sf
429 35sf
435A 7sf
430 453sf
427 110sf
425 120sf
423 120sf
421 120sf
419 120sf
417 120sf
415 120sf
413 122sf
441 123sf
443 120sf
445 120sf
447 120sf
449 120sf
451 120sf
453 120sf
455 110sf
420 378sf
400 377sf
412 227sf
411 494sf
410 170sf
409 109sf
407 117sf
401 43sf
402 216sf

OPEN TO BELOW

CRITERION 8: PROGRAM COMPARISONS

18. APPENDIX 8A Program Comparison

Appendix 8A Program Comparison Data

The following data was used in compiling the report in 8A--the program comparison. This was a collaborative effort to collect data in which the entire S&P faculty participated. Because this was a collaboration, there is some diversity in the format in which the data is presented. Regardless, the content is fairly uniform and was more than adequate in compiling the report in 8A.

Table of Contents

Arizona State University—Tempe

- Spanish & Portuguese
- Faculty: 12 and 1 in Portuguese
- Hispanic Serving: No
- UG Programs: Elementary Education, Spanish, Transborder Chicano/a and Latina/o Studies (Other programs on other campuses) Spanish linguistics track and the Spanish literature and culture track.
- Graduate Programs: MA, Ph.D
- MA
    - The program has two tracks: literature and culture, and linguistics. It is possible to focus course-work in one of two areas within the linguistics track: sociolinguistics; second-language acquisition and applied linguistics.
    - 30 credit hours and a portfolio, or
    - 30 credit hours, a thesis and a written comprehensive exam
    - All candidates are required to pass a comprehensive written examination and all must write a thesis.
- Ph.D.
    - Degree requirements: 84 credit hours, two foreign language exams, a written comprehensive exam, an oral comprehensive exam, a prospectus and a dissertation.
    - 4 tracks: Early-Modern Iberian Studies, Spanish Linguistics, Mexican American Studies, Visual Studies.
- Portuguese: 1 (Foster and Bezerra listed in both languages). Does not list a BA or Graduate degree in Ptg. Offers a Certificate of Brazilian Studies.
- Study Abroad: Mexico, Spain, Costa Rica, Argentina, Dominican Republic, Chile, Colombia
- Medical Spanish: Spanish for the Professions at the Downtown Phoenix campus also offers three levels of Spanish for Healthcare Professionals, all of which are offered online but do not form part of the professional minor certificate
- Heritage Spanish: The Spanish Heritage track is especially designed for students who have primarily learned their Spanish either at home or living within a Spanish-speaking community.
- Arizona State U. is not a Hispanic serving institution, has only one full time faculty member in Portuguese. Does not seem to offer a BA in Portuguese but only a Certificate in Brazilian Studies. Two of the twelve members also instruct in Portuguese. Their Department is not as large as ours. MA only two tracks versus our four. Ph.D. is more limited
-

Florida International University

- At FIU, Spanish and Portuguese are housed within a Modern Language Dept.
- FIU's Department of Modern Languages Spanish faculty consists of 18: 9 professors, 8 instructors, and 1 lecturer. Their website does not provide much details about their faculty's focus, but there are two Linguistics professors and I assume the rest are Hispanic Literature.

- FIU's Department of Modern Languages Portuguese program has 3 faculty: 1 assistant professor and 2 instructors.
- Undergraduate: FIU's Department of Modern Languages offers a BA and a combined BA/MA in Spanish.
- FIU's Department of Modern Languages offers both a Major and a Minor in Portuguese. In addition, the Department offers a Certificate in Portuguese Language and Brazilian Culture.
- FIU's Department of Modern Languages offers MA and PhD in hispanic literature. It does not offer advanced degrees in Linguistics, nor Portuguese.
- The Master's degree in Hispanic Literature consists of 33 semester hours of graduate level work. A maximum of six credits of graduate coursework may be transferred into the program from other institutions, subject to the approval of the departmental graduate committee.
- The doctoral program in Hispanic Literature consists of 90 semester hours of graduate level work beyond the Bachelor's degree, distributed as follows: 66 graduate credits of courses and 24 credits of dissertation. Students holding Master of Arts degrees in Spanish or Hispanic Studies will be considered for admission and some or all of their graduate credits may be counted toward the doctoral degree after being evaluated and approved by the Graduate Studies Committee. Student will be able to transfer a maximum of 44 graduate credits from an earned graduate degree.
- FIU offers a study abroad to Salamanca.
- FIU does not have an SHL program, nor do they offer Medical Spanish.

New Mexico State University

- NMSU's Spanish program is housed in their Department of Language and Linguistics. The department's emphasis is on language instruction.
- NMSU is a Hispanic Serving Institution.
- There is no Medical Spanish and the Native Speaker offerings are minimal considering NMSU's demographics.
- 8 tenure-stream faculty: 4 full Professors, 2 Associate Professors; 4 Assistant Professors; and 2 full-time instructors.
- Undergraduate: NMSU offers a Spanish Major, Double Major, and Minor. They have a Study Abroad program in Cuernavaca, Mexico. Study Abroad through the Latin American Studies program helps complement students' training in Spanish.
- NMSU offers Portuguese for students with prior language experience in Spanish as a two-semester sequence. Advanced Portuguese language and culture courses are scheduled on a rotating basis. The Brazilian Club regularly meets for films and cultural activities.
- Graduate: NMSU offers MA Degrees in Spanish and Linguistics; they have no PhD program. Both MA programs can be taken on campus or online.
- Areas of Distinction: This department also supports the MA in Teaching Spanish offered by the College of Education as well as the Major in Latin American Studies. A unique feature of NMSU is their fully online MA, which was established in 2008.

Oklahoma State University

- OSU's Spanish program is in their department of Foreign Languages and Literatures.
- 13 Faculty: 2 Full professors (Latin America, Peninsular), 4 Associates (Peninsular, Latin American, Linguistics), 2 Assistants (Peninsular, Latin America, 3 Visiting Assistants and 1 Teaching Associate and a 1 full-time lecturer.
- Undergraduate: Major in Spanish requires 40 hours (30 in Spanish) but in order to complete the student can take courses in related fields of study, interest or profession such as Latin American Studies, History, Business. Minor consists of 18-21 hours. They do not appear to offer Spanish for Heritage Speakers or Spanish for the professions. They have study-abroad programs in Spain, Peru and Mexico.
- Graduate: Oklahoma State does not offer graduate degrees in Spanish.
- Oklahoma State had a program of Spanish on line but it was discontinued as of 2014
- Areas of Distinction: Translation Studies.

Texas A&M

- Department title: Department of Hispanic Studies
- Faculty: 17 tenured/tenure track faculty; 2 lecturers; 1 Instructional Assistant Professor; 1 Instructional Associate Professor; 1 Professor Emeritus
- Hispanic Serving: Texas A&M is NOT a Hispanic Serving Institution
- UG Programs: Spanish major; Minor in Spanish; Minor in Hispanic Studies for Community Engagement; Spanish Immersion Living Learning Community
- Graduate Programs:
- There is no MA offered
- PhD in Hispanic Studies
- Requirements if entering with an MA = 64 Credit Hours
  - Core Courses = 9 SCH
  - Courses in concentration = 15 SCH
  - Outside electives in HISP-related areas = up to 15 SCH
  - Free elective courses = 6 SCH
  - Dissertation hours = 19 SCH (min.)
- Requirements if entering with a BA = 96 Credit Hours
- Courses required of all students = 9 SCH
- Courses by concentration = 15 SCH
- Outside electives = up to 15 SCH
- Free elective courses = 6 SCH
- Additional hours (courses, dissertation hours) = 32 SCH
- Dissertation hours = 19 SCH (min.)
- Portuguese: There are four semesters of Portuguese listed in the College Catalog, but they are not referenced on the Department website. So, it is unclear whether they are offered within the Department. PORT 101 & 102 (4 credits each); PORT 201 & 202 (3 credits each)
- Study Abroad:
  - The Department website links to university study abroad and mentions that there are faculty-led study abroad programs.

- On a separate link it is clear that there will be a 2017 one-month faculty-led Spain program. There are also photos of students in other countries, including Costa Rica, Ecuador, Argentina, but it is not clear whether these are faculty led of reciprocal programs.
- Alternatives to Study Abroad: For students who have financial or personal reasons that prevent them from participating in study abroad, the Department offers several alternatives that take advantage of the multicultural nature of Texas and the Brazos Valley. Under faculty supervision, students may engage in local volunteering, interning, or job-related activities that may be considered equivalent to an international experience. In order to count as such, these activities must be long-term and require the development of intensive Spanish language skills. In the past, our students have volunteered at both Bryan ISD and College Station ISD, at the Brazos Interfaith Immigrant Network , Health for All, St. Joseph's hospital, and a number of other organizations that offer services to Spanish speakers. If you are interested in these options, please talk to our Director of Undergraduate Studies, José Villalobos.
- Medical Spanish: No medical Spanish offered in the Department
- Heritage Spanish: SPAN 203 Intermediate Spanish for Heritage Learners; SPAN 304 Advanced Grammar for Heritage Speakers
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Texas Tech University
- At TTU the Spanish Program is housed within a Classical & Modern Languages & Literatures Department.
- TTU's Spanish Program faculty consists of 15: 3 Professors, 8 Associate Professors, and 4 Assistant Professors. Areas of specialization include Linguistics (3: 1 Applied Linguist, the Director of lower-level courses, the Director of Heritage language); Peninsular literature and culture (4); Latin American literature and culture (2); Mexican culture (1); Portuguese (1, both Brazil and Portugal), Transatlantic (1), Afro-Cuban and Caribbean literature and culture (1); Peninsular literature, Immigration, Investment, Trade Law, Spanish for Business, Commerce, Law Enforcement, and Banking (1); 1 unidentified. Although there is not a Southwest Studies specialist at least 2 professors offer courses in Chicano and Southwest Literatures.
- TTU is not a Hispanic-Serving Institution
- **Undergraduate programs:** The Spanish major consists of 30 hours of course- work at the 2000 level and above with a minimum of 12 hours at the senior level and two writing intensive courses. Six of the credited hours count towards a major while 11 can count towards a minor. Courses are offered in language, culture, and literature. 6 hours of advanced courses must be writing intensive. For the Spanish major students generally will take a minimum of 9 hrs at the Intermediate Level and 12-15 hrs at the advanced level. A minimum of 12 hrs MUST be taken at the advanced level.
- The Spanish minor consists of a minimum of 18 hours (20 hours if a student begins at Spanish 1502 or 1507). It includes 15 hours at the 2000 level and above, and requires at least 3 hours at the 4000 level. At least 3 upper level hours must be taken through TTU. A typical minor consists of the following courses:Span 1502 or 1507, 2301,

2302 (or 2607), 6 hrs. at the junior level and 3 hrs. at the senior level. Students may also minor in Portuguese.

- Joint Degree: Selected students can get both a BA and an MA in Spanish in 5 years by "double-applying" 9 hours of upper-level course work to both degrees.
- **Spanish and Portuguese Graduate Program:** TTU offers the Romance Languages M.A. in Spanish and the Ph.D. in Spanish with two tracks: Spanish Literature and Spanish Linguistics. Students are encouraged to minor in Portuguese either at the M.A. or at the Ph.D. level.
- **Romance Languages MA in Spanish:** From the 36 required hours, at least 15 hours must come from the courses designated as core courses. At least two courses must come from the Peninsular section and two from the Spanish American section, and one from the section designated as "other areas."
- Students may declare a minor as part of the required 30 hours of coursework. Possible minors include, but are not limited to: Portuguese, Comparative Literature, Applied Linguistics, Women's Studies.
- **Ph.D. in Spanish:** For both the Literature and Linguistics tracks candidates must complete approximately 60 hours of coursework. Hours earned at the MA level are applicable and graduate students may transfer up to 24 hours of credit maximum.
- **Ph.D. in Spanish Literature:** Students are required to take at least two courses in peninsular literature, two courses in Spanish-American literature and a fifth course from other areas.
- **Ph.D. in Spanish Linguistics:** Students are required to take at least two courses in Hispanic Linguistics, two courses in Acquisition of Spanish as a Second Language, two courses in Research Data Analysis, and at least a course from Literature. Comparable coursework from other institutions will be evaluated.
- **Portuguese:** At both the undergraduate and graduate level students are encouraged to minor in Portuguese. The undergraduate minor in Portuguese consists of 18-22 hours, at least nine must be at the 3000 and three at the 4000 level. At the M.A. level, a minor in Portuguese is obtained by taking 6-9 hours of coursework. At the Ph.D. level, students need 15-18 hours of coursework with the possibility of earning a teaching certificate. For the Ph.D. in Spanish Linguistics a graduate minor in Portuguese is required unless the student possesses reading knowledge of two languages other than English and Spanish (other minor options in different languages need the linguistics faculty approval).
- **Study Abroad:** TTU sponsors a Mexico Field Course in San Luis Potosí, Mexico and long semester or summer programs in Sevilla, Spain. In Mexico advanced undergraduate courses are offered. In Sevilla Spanish course credit may be earned at the lower-level (first and second year), upper level (third and fourth year), and at the 5000-level (or graduate). The program is directed and the courses taught by Texas Tech University Spanish professors.
- There are no offerings in Medical Spanish.
- Heritage Spanish: Since the fall semester of 2014 TTU offers courses for Spanish heritage language learners.

The University of Nevada, Las Vegas

- UNLV houses their Spanish program in their World Languages Department. It is an Emerging Hispanic Serving Institution, reflecting the changing demographics in the state.
- 9 Faculty: 1 Distinguished Professor (Peninsular); Full Professor 2 (Peninsular, 1 Linguistics); 2 Associates (Latin American, Linguistics) 2 Assistant professors (Latin America and Translation) and 2 others.
- Undergraduate: UNLV's language program offers Spanish for Heritage Speakers and Second Language learners. They offer two concentrations for the Major: Major with a diverse foundation in language and culture; and a Major in Spanish for the Professions where Linguistic competence is supported with knowledge of a professional field Both have with 36 hours required with at least 30 at residency at UNLV. The same options are available for the minor with 18 hours as a requirement. They complement their mission by offering semester and year-long study abroad programs in Spain, Brazil and Costa Rica. UNLV does not offer Portuguese in the World Languages Department but their Latin American Studies program offers beginning and intermediate courses in Brazilian Portuguese.
- Graduate: UNLV offers an MA in Hispanic Studies as well as a Graduate Certificate in Translation Studies. The MA in Hispanic Studies requires 33 hours. Students have the option of an MA thesis if their GPA is above 3.0. The Graduate Certificate requires 18 hours of credit both in English and Spanish.
- Areas of Distinction: Translation Studies; they publish a journal *Transcribe* which is a leading venue in this discipline.

The University of Oklahoma

- Spanish and Portuguese Faculty are housed in the Department of Modern Languages, Literatures, and Linguistics
  - o 9 professors, 5 lecturers, 2 lower-division lecturer/coordinators, 1 visiting professor in Spanish
  - o 1 professor in Portuguese
  - o 3 professors in Linguistics, spanning several areas of Linguistics
- There are a number of individuals listed as "instructors," but it is not clear what that means or how they are differentiated from lecturers. Many do not have PhDs, whereas many of the lecturers do.
- OU is not an Hispanic-Serving Institution
- Undergraduate Program:
  - o Major and Minor in Spanish
  - o No degree options listed for Portuguese
- Graduate Program:
  - o MA in Spanish (30 hours of coursework with thesis, 32 without; must demonstrate competency in 2nd language)
  - o PhD in Spanish (required coursework is listed as 61 hours)
  - o No linguistics options, no Portuguese options
- There are no Heritage Language courses indicated: their published policy suggests that HL speakers are discouraged from taking lower-division Spanish courses: https://llc.ou.edu/placement/nativespeakerpolicy.aspx

- They offer one Medical Spanish course, and one course in Legal Spanish
- No study abroad programs appear to be offered through the department

The University of Texas at Austin
- Department of Spanish and Portuguese
- Faculty: 19 professors, 8 emeritus professors, 18 lecturers (including 1 visiting)
  - Many, but not all, of the lecturers are involved in the lower-division Spanish courses
- Undergraduate program
  - Three majors offered
    - Iberian and Latin American Languages and Cultures
    - Portuguese
    - Spanish
  - Honors program available, requiring admission, second language and thesis (writing and defense)
- Graduate program
  - There is no Master's degree offered. Students may complete an MA en route to a PhD, or receive special permission for a terminal MA, but must be admitted to the PhD program first.
  - Three PhD tracks are offered:
    - Iberian and Latin American Literatures and Cultures
    - Literatures and Cultures in Portuguese and Spanish
    - Iberian and Latin American Linguistics
  - All students seeking the PhD must earn a minimum of 54 hours of credit.
  - All students seeking the PhD must complete a qualifying paper to advance to doctoral work (this seems to function like a Masters Exam)
  - After the qualifying paper is accepted, the PhD student must complete an additional 12 hours of coursework, one of which is a teaching practicum.
  - Then, in the sixth and future semesters, the student prepares dissertation materials
- Two Heritage Language courses; both are upper-division
- They one course in service learning
- There is one course in Medical Spanish, one course in Business Spanish, and one course in Spanish for Teachers (to help pass teacher board requirements)
- There are several study abroad options offered
  - Santander and Madrid (new 2016) through the department alone
  - Antigua, Guatemala in conjunction with the College of Education and College of Fine Arts
- UT Austin is not an Hispanic Serving Institution
-

The University of Texas at El Paso (UTEP)
- Spanish and Portuguese are hosted in the Department of Languages and Linguistics
- UTEP is a Hispanic Serving Institution.
- UTEP offers undergraduate degrees and minors in Spanish, French and Linguistics, but not in Portuguese.

- Portuguese is a language course as other eight languages (Arabic, French, German, Hebrew, Latin, Persian, Russian, Spanish).
- Undergraduate program: BA in Spanish (30 hours plus 6 electives)
- Graduate program: MA in Spanish
- Faculty members: there are five tenure track faculty members (phonology, language variation, historical linguistics, phonetics, computational syntax, first and second language acquisition, second language pedagogy). In addition, there is one visiting Assistant Professor, and one lecturer.
- There is no medical Spanish program or coursework.
- UTEP offers a certificate in TESOL.
- ESOL: students are mainly Spanish-speaking students from Mexico. This program has grown rapidly. Today, approximately 500 students enroll in ESOL classes each semester.

University of California, Riverside
- Faculty: UCR faculty consists of eight faculty: one linguist, three Peninsularists, and four Latin Americanists. There are no professors of Portuguese.
- UCR is a Hispanic-serving institution.
- Undergraduate Program: UCR offers a BA in Hispanic Studies in which students choose one of three possible concentrations: Literature, Linguistics, or Cultural Studies. Students must take 11 courses in one of these concentrations.
- Graduate Programs: Offers a PhD in literature and an MA in literature, although it does not admit students to the program who wish to only complete an MA. It does not offer an MA or PhD in Linguistics and does not offer an MA or PhD in Portuguese.
- The MA requires the completion 48 graduate units with at least 5 graduate courses in Peninsular literature and 5 graduate courses in Latin American Literature, the passing of the written MA exam (based on 60 literary works), and the passing of an oral MA exam.
- The PhD requires 24 units beyond the MA; a long paper in intended field of study, a written and oral qualifying exam, language requirements, dissertation, and oral defense.
- Portuguese: The UCR catalogue states: "The Department of Hispanic Studies offers Portuguese language classes according to student demand and the availability of the faculty."
- Abroad Program: UCR students may participate in the Education Abroad Program of the University of California system. EAP offers numerous opportunities for semester and year-long programs throughout the Spanish-speaking and Portuguese-speaking worlds.
- There are no offerings in Medical Spanish.
- They do not have a program for heritage speakers of Spanish.

University of Colorado, Boulder
- CU Boulder is not a Hispanic-serving institution

- At CU Boulder, has a Spanish and Portuguese Department that offers BA, MA and PhD in Spanish and a minor in Portuguese
- They have 2 Professors, 9 Associate Professors, 2 Assistant Professors, 3 Senior Instructors and 9 Instructors of Spanish
- They do have a Portuguese program at the undergraduate level
- They 3 tracks in Spanish:
  - International Spanish for the Professions
    - BA in International Spanish for the Professions
    - Business Minor for International Spanish for the Professions
    - International Engineering Certificate
    - Joint BA/MSIB (Masters of Science in International Business)
  - Spanish Language and Literature
  - Spanish and Portuguese Language and Culture
- They offer an MA in Spanish with two tracks:
  - Peninsular and Latin American Literatures
  - Hispanic Linguistics
- They offer a PhD in Spanish with two tracks
  - Medieval and Early Modern Hispanic Literatures
  - Peninsular and Latin American Literatures.
- They do not have a medical Spanish program
- They do not have a Spanish as a heritage language program
- They have a study abroad programs in Barcelona, Spain; Rosario, Argentina and Maranhão, Brazil

University of Colorado, Denver
- CU Denver is not a Hispanic-serving institution
- At CU Denver, the Spanish and Portuguese programs are housed within the Department of Modern Languages.
- They have 5 Associate Professors, 2 Assistant Professors, 5 Lecturers and 3 Instructors of Spanish
- They do not have a Portuguese program
- They have an international language and culture for the professions track in Spanish
- They offer a certificate in Spanish for international business
- They offer a MA in Spanish that combines studies in both literature and linguistics, but students do not specialize in a specific area
- They do not have a medical Spanish program
- They do not have a heritage program
- They have a study abroad program in Valladolid, Spain

University of Houston
- Department of Hispanic Studies
- Faculty: 20 faculty members
- Hispanic Serving: (2012) The University of Houston has been designated an Hispanic-Serving Institution (HSI) by the U.S. Department of Education Office of Postsecondary

Education. UH is now one of only three Tier One public research universities in the nation with this designation and the only such institution in Texas.

- UG Programs: Major, Minor, Spanish for Global Professions (3 in Business, 3 in Translation and Interpretation, 4 in Teaching, 2 in Health, 8 in Culture)
- Graduate Programs: MA Spanish, Ph.D. in Lxs or Lit, Ph.D in Creative Writing
- MA: A total of 36 hours is required for the M.A. in Spanish, all at the 6000 level or above. Possible concentrations: Literature (Peninsular, Spanish American, US Hispanic). Students will take courses in four areas according to the concentration selected:
    - o 3 areas in literature and 1 in linguistics (if the student's concentration is literature)
    - o 3 areas in linguistics and 1 in literature (if the student's concentration is linguistics)
    - o 2 areas in literature and 2 areas in linguistics (if the student's concentration is
    - o literature/linguistics)
- PH.D
    - o 36 credits beyond the MA
    - o Students who enroll as doctoral candidates must complete their degree requirements within 10 years of the date of first enrollment with a doctoral degree objective. Failure to comply will result in the candidate being ineligible for that doctoral degree.
- Portuguese: Offers 2 5-hour classes, 1505/2505, elementary/intermediate
- Study Abroad: Conrad Hilton College of Hotel and Restaurant Management: Mexico (Cess Summer Culinary Arts on hold, , Peru (Cuzco), Spain (Barcelona, Grad students only)
- Medical Spanish: two classes
- Heritage Spanish: elementary and intermediate, then students encouraged to take more advanced classes.
- U. Houston, an HSI, has a 60% acceptance rate (2015) with a total enrollment of 42, 704 (2015). Its study abroad in Spanish, except for Spain for Grad students only) is through the Conrad Hilton College of Hotel and Restaurant Management.

University of Iowa
- Department title: Dept of Spanish and Portuguese
- Faculty: 19 tenure / tenure-track faculty
- Hispanic Serving: no
- UG Programs: Spanish major and minor; Portuguese major and minor
- Graduate Programs: MFA in Spanish Creative Writing; MA and PhD in Spanish/Latin American / Latino/a Literatures, MA and PhD in Linguistics; no Portuguese MA or PhD
- Portuguese: Yes, Portuguese major and minor
- Study Abroad: programs in Brazil and Spain
- Medical Spanish: no
- Heritage Spanish: A 300-level course called: "Writing Skills for Heritage Speakers"

University of Kansas
- KU is not a Hispanic Serving Institution

- KU- Department of Spanish and Portuguese
- Department highlights: 1) *Fiske Guide to Colleges* calls Spanish & Portuguese one of KU's strongest programs; 2) Consistently ranked among the most distinguished graduate programs in Spanish by the *National Research Council*; 3) Winner of the 2007 *Departmental Award for Exceptional Teaching and Learning* from KU's Center for Teaching Excellence
- Degrees offered: BA in Spanish, Minors in Spanish and Brazilian Studies, MA and PhD in Spanish
- Faculty: 17 faculty members distributed as follows: 1) Lecturers (4); 2) Assistant Professor (1); 3) Associate Professors (10), 4) Full Professors (2). Seven additional Professor Emerita. Specialties in Literature and Cultural Studies with focus on Spain and Latin America (2 faculty members with focus on PORT/Brazilian studies) and Hispanic Linguistics (2 faculty members). Information about Adjuncts is not provided on the website.
- Undergraduate Program: 1) BA in Spanish (32 credit hours, three intensive capstone courses designed to be taken at the end of the Spanish major). A departmental honors sequence is also available; 2) Minor in Spanish (20 credits); and 3) Minor in Brazilian Studies (18 credit hours).
- Graduate Program: 1) MA in Spanish with concentration on Literature of Spain and Latin America; 2) PhD in Spanish with concentration on Literature of Spain and Latin America (Note: one of the program goals includes knowledge about current teaching pedagogy and instructional methods). Depart. offers a separate internal MA & PhD admission process and requirements.
- Portuguese: Two faculty members (Hispanic Linguistics and Brazilian Cultural Studies specialists). Depart. Offers minor in Brazilian Studies (18 credit hours). A fourth semester PORT course counts for the requirement of the Spanish major. No graduate program in PORT.
- No Medical Spanish program/coursework
- No Heritage Language program/coursework
- Study Abroad Programs: Department hosts 5 abroad programs in Argentina, Brazil and Spain. Department also sponsors semester programs in Salamanca, Spain, and Buenos Aires, Argentina.

University of Missouri, Columbia
- At UMC, the Spanish and Portuguese programs are housed within the Department of Romance Languages and Literatures.
- UMC's Department of Romance Languages and Literatures' faculty consists of 17 people: 9 in Spanish, 1 in Portuguese, and 7 in French, Italian or unclear. Additionally, they have a category "Assistant Teaching Professor."
- Graduate: UMC's Department of Romance Languages and Literatures offers Master of Arts with an emphasis in French and Spanish Literatures; Master of Arts with an emphasis in Language Teaching (French and Spanish); and Ph.D. in Romance Languages, French and Spanish. Based on the faculty, it seems that they would support advanced degrees in cultural studies, literature, and perhaps with some difficulty an applied linguistics degree.

- Undergraduate: UMC's Department of Romance Languages and Literatures offers Major in Spanish, Minors in Luso-Brazilian Area Studies (Port) and Film studies.
- UMC's highlighted study abroad programs include Guadalajara, Cuernavaca, Madrid, Coimbra, Rio de Janeiro.
- UMC's Department of Romance Languages and Literatures does not have an SHL program, nor do they offer Medical Spanish.

University of Nebraska-Lincoln

- At UNL the Spanish Language & Culture Program is housed within a Department of Modern Languages & Literatures.
- UNL's Spanish Program faculty consists of 19: 1 Full Professor, 6 Associate Professors, 4 Assistant Professors, and 8 Lectures (their research and teaching interests are not included). Areas of specialization are Linguistics (4: 1 Applied linguistics and second language acquisition, 1 Formal syntax and semantics, cognitive semantics and pragmatics, 1 Heritage language issues, the Coordinator of lower-level courses); Peninsular literature and culture (3); Latin American literature and culture (3); Caribbean literature and culture (1).
- UNL is not a Hispanic-Serving Institution
- **Undergraduate programs:** The Spanish major consists of 27 required courses: SPAN 305 (The Analysis of Communication in Spanish) and SPAN 317 (Introduction to Linguistics); SPAN 321 (Exploring Hispanic Culture: Spain) or SPAN 331 (Latin American Civilization); 6 Elective SPAN courses at the 300 level (above SPAN 305); 9 Elective SPAN courses at the 400 level; and 3 Additional elective courses at the 300 or 400 level. All SPAN courses above SPAN 305 are Latin American except PHIL 305 Introduction to Philosophy of Language; PSYC 360 Psychology of Language, and THEA 368 Digital Media Production. Majors are required to assemble a portfolio.
- The Spanish minor consists of 12 hours of courses numbered at 305 or above. In addition to 305 6 hours from 311, 312, 314, or 315; and 3 hours from 317, 319, 321, or 331.
- **Spanish Graduate Programs: Spanish MA Degree.** There are three options that all require 36 hours of coursework and successful completion of the Comprehensive Examinations. **Option 1:** Ten to nine of these hours are devoted to researching and writing a thesis. At least eight of these 36 hours must be taken in seminars (900 level courses). Option I also provides the opportunity to take a minor of at least nine hours in a related field. **Option II** allows more course hours in related studies. The 36 hours may include 18 hours in the major and nine hours in one minor or the 36-hour total may include at least 15 hours in the major and nine hours in each of two minors. **Option III** calls for increased work at the seminar level. No less than 18 hours of the 36 hour total are required at this 900 level.
- UNL also offers a PhD in Spanish, however the requirements are not detailed on their web page. It seems that the program is individually designed in consultation with the Graduate Advisor: "The Spanish Graduate Advisor will discuss your interests, previous experience, the various options and specializations available to you, requirements, deadlines, and scholarship opportunities."

- Portuguese: There are no courses or degrees offered in Portuguese.
- Study Abroad: UNL sponsors a five-week program designed for Spanish-speaking students interested in studying Portuguese in Salvador, Bahia, Brazil. This course is open to students who grew up speaking Spanish at home, and to mid/advanced second language learners of Spanish. Another program is offered at the University of Deusto in Bilbao, Spain. Spanish language classes at all levels are available, as well as culture and business courses. Students can also participate in education and business internships including service learning opportunities.
- Medical Spanish. There is one course, SPAN 220, that emphasizes communication and professional interactions and the language of professional communities, such as business, journalism and mass communication, health and medicine, law and government.
- There is no program in Heritage Spanish, however one professor teaches the following classes: A Special Course for Heritage Speakers, SPAN 300A Advanced Writing and Reading for Comprehension; SPAN 498/898. Spanish in the US: Variation and Contact; SPAN 498/898. Heritage Speaker Pedagogy, and is working on a project on Heritage Speakers in the Midwest.

University of Tennessee
- Spanish and Portuguese at Tennessee: U of Tenn. houses its Spanish and Portuguese sections in the Department of Modern Foreign Languages & Literatures
- Faculty: UTenn. has 13 faculty members and one post-doctoral fellow in the Spanish program; three faculty members in Portuguese (2 professors, 1 lecturer).
  - In the Spanish section, there are 13 Tenure/Tenure stream faculty including: 2 linguists (both serving as language program directors, too), 3 Peninsularists, 6 Latin Americanists (1 of whom also focuses on women writers), 1 who focuses on women writers (no region noted), and 1 who focuses on foreign language education (not linguist, pedagogy.
  - The post-doctoral fellow focuses on Mexican literature.
  - Portuguese: 2 professors (but one is also listed as prof in Spanish. She focuses on Latin American lit/women authors). The sole professor of Portuguese focuses on Brazilian theater and popular culture. There is one lecturer with no specialization noted.
- UTennessee is NOT a Hispanic Serving Institution
- Undergraduate Program in Spanish:
  - UTenn Dept of Modern Foreign Languages & Literatures offers a BA with a major or minor in Hispanic Studies (Major requires 30 hours of coursework and minor 18)
    - There is also a 'special major' called Spanish and World Business, which has a professional emphasis in International Business, International Retail Merchandising, or International Agricultural Economics
  - Undergraduate Program in Portuguese: UTenn Dept of Modern Foreign Languages & Literatures offers a BA with a minor in Portuguese (18 credits)
  - Spanish as a Heritage Language: I don't see any such program.
  - No Medical Spanish classes listed.

- U Tenn Graduate Programs
  - MA Spanish: UTenn offers an MA in Spanish and requires
  - Option 1: 24 hours of courses + thesis + written exam + oral exam for thesis topic
  - Option 2: 30 hours of coursework + written exam + three term papers that have been accepted by the student's advisory committee.
  - MA Program in Portuguese: none
  - PhD in modern foreign languages (choose one of three languages: Spanish, French, or German) and either a second language (French, German, Italian, Portuguese, Russian, Spanish), applied linguistics or Latin American Studies. 63 hours of course-work beyond the bachelor's degree in addition to 24 hours of doctoral research and dissertation.
  - Study Abroad Program: UTenn Department of Modern Foreign Languages and Literatures sponsors summer study abroad programs in France, Germany, Italy, Brazil, Costa Rica, and Spain.
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University of Texas-Arlington
- Spanish and Portuguese at Arlington: UTA houses its Spanish and Portuguese sections in the Department of Modern Languages
- Faculty: UTA has 27 faculty members in the Spanish program and one faculty member in Portuguese
  - In the Spanish section, there are 9 Tenure/Tenure stream faculty including: 3 linguists, 1 Peninsularist, 3 Latin Americanists, 1 Transatlantic scholar, and 1 Translation specialist. There are 3 adjuncts and 15 lecturers; no areas of specialization indicated
  - Portuguese: 1 professor, scholarly focus not stated
- UTA is a Hispanic Serving Institution since 2014
- Undergraduate Program in Spanish: UTA offers a BA with two concentrations: Global Competence, and Translation and Interpreting.
  - Global Competence: In addition to possible lower division courses, students must take Advanced Grammar, Composition, and Introduction to Linguistics in addition to five upper division courses.
  - Translation and Interpreting: In addition to lower division, students must take eight courses in upper division with six focusing on translation
- Spanish as a Heritage Language: UTA offers two courses geared toward SHL students, Intermediate Spanish and Advanced Spanish. Additionally, there are course program worksheets for both SHL and SSL students
- Medical Spanish: The Translation & Interpreting program offers one course, Interpreting in Medical Settings
- Undergraduate Program in Portuguese: UTA offers a minor in Portuguese (6 courses) and a Certificate in Localization & Translation
- Graduate Program in Spanish: UTA offers an MA in Modern Languages with a Concentration in Spanish and requires 9 graduate level Spanish courses and 2-3 grad level Modern Language courses
- Graduate Program in Portuguese: none

- Study Abroad Program: UTA students may participate in the Study Abroad in Cuernavaca, Mexico program. In addition, they point to opportunities at the UTA Office of International Education
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University of Utah, Provo

- U of Utah, Provo's Spanish program was formerly part of the Modern Languages Department but has recently changed to form part of the World Languages and Literatures Department
- The University of Utah is not a Hispanic Serving Institution. It does not have a Spanish for Heritage Speakers Program and no Medical Spanish.
- 8 Faculty: 7 in Spanish Literature and Linguistics and 1 Assistant Professor in Portuguese. It is also supported by 3 lecturers in Spanish and 1 lecturer in Portuguese.
- Undergraduate: The program in Spanish is divided into two tracks: a major with a broad exposure to linguistics, culture and literature totaling 34 hours and the Spanish Major for Teaching offered in conjunction with the College of Education requiring 33 hours. The Minor in Spanish requires 18 credit hours and Minor in Teaching requires 15 credit hours.
- Graduate: The University of Utah offers 3 MA concentrations: MA in World Languages and Cultures (with emphasis in Comparative Literary and Cultural Studies, Spanish, and French); MA in World Languages (includes Utah certification); and MA in Spanish Language Pedagogy. The Program in Spanish offers also a PhD in Languages and Literature with the concentration in Spanish currently closed.
- Areas of Distinction: Undergraduate and Graduate degrees with pedagogical training but the MA in Spanish Language Pedagogy does include public school teaching certification.