



OFFICE OF THE PRESIDENT

April 26, 2012

Vice Chancellor J.W. Harrington  
University of Washington, Tacoma  
Box 358430

Dear J.W.:

Based upon the recommendations of the Faculty Council on Academic Policy, the Faculty Assembly has recommended approval of a Bachelor of Arts degree in Hispanic Studies. A copy of the approval is attached.

I am writing to inform you that the Office of Academic Affairs is authorized to specify these requirements beginning autumn quarter 2012.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Michael K. Young".

Michael K. Young  
President

Enclosure

cc: Dr. Larry Knopp (with enclosure)  
Mr. Robert Corbett (with enclosure)  
Dr. Deborah H. Wiegand (with enclosure)  
Ms. Virjean Edwards (with enclosure TIAS-20090327C)



UNIVERSITY OF WASHINGTON

# CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

MAY 2 2009  
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After college/school/campus review, send a signed original and 8 copies to the Curriculum Office/FCAS, Box 355850.

For information about when and how to use this form: <http://depts.washington.edu/uwcr/1503instructions.pdf>

<b>College/Campus</b> UW Tacoma	<b>Department/Unit</b> Interdisciplinary Arts and Sciences	<b>Date</b> March 27, 2009
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**New Programs**

- ☐ Leading to a Bachelor of \_\_\_\_\_ in \_\_\_\_\_ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in Hispanic Studies.
- ☐ Leading to a \_\_\_\_\_ Option within the existing major in \_\_\_\_\_.
- ☐ Leading to a minor in \_\_\_\_\_.

**Changes to Existing Programs**

- ☐ New Admission Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_.
- ☐ Revised Admission Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_.
- ☐ Revised Program Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_.
- ☐ Revised Requirements for the Option in \_\_\_\_\_ within the major in \_\_\_\_\_.
- ☐ Revised Requirements for the Minor in \_\_\_\_\_.

**Other Changes**

- ☐ Change name of program from \_\_\_\_\_ to \_\_\_\_\_.
- ☐ New or Revised Continuation Policy for \_\_\_\_\_.
- ☐ Eliminate program in \_\_\_\_\_.

Proposed Effective Date: **Quarter:** ☒ Autumn ☐ Winter ☐ Spring ☐ Summer **Year:** 20 ~~11~~ 12

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**EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE**

For new program, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary).

**Background**

In the fall of 2000, the IAS program implemented a plan to introduce foreign languages into their course offerings. Spanish was the logical place to begin because it is the most widely studied foreign language in the United States, and we recognized the need for more Spanish-speakers in the state due to the fast-growing Hispanic population. In 2000, Cynthia Duncan was hired to create a curriculum in Spanish language and Hispanic Cultural Studies. In 2006, with the expectation that UWT was going to become a four-year institution, Dolores Alcaide Ramírez was hired to expand the Hispanic Studies curriculum already in place and ensure that we could meet student demand for Spanish language study. The Hispanic Studies Minor went into effect in 2001 and has been popular with students, with an average of 56 students per year over a seven-year spread. We have had repeated requests from students to create a major. Rather than design a traditional "Spanish" major, we prefer to combine language and culture in keeping with the interdisciplinary spirit of UWT. Traditional Spanish majors are grounded in literary studies and often give priority to classical works from the Spanish canon. We want to balance literature with other expressions of culture, giving emphasis to contemporary constructions of identity. We also want to provide practical skill-based language training to help students compete successfully on the job market. Many universities use the name, Hispanic Studies, to represent the type of major we are designing for UWT. We believe it best represents the nature of the program we have developed.

This program is innovative and will be at the cutting edge of teaching foreign languages and cultures. In 2007, MLA published the report Foreign Languages and Higher Education: New Structures for a Changing World with the association's recommendations for the restructuring of traditional foreign language majors so that college students are better prepared to face the challenges of globalization and an increasingly multicultural USA. The report proposed a concept of language not only as a skill used for communicating

thought and information but also as “an essential element of a human being’s thought processes, perceptions, and self-expressions” and therefore the study of language would be instrumental to develop “translingual and transcultural competence” (3). The report criticizes standard configurations of university foreign language curricula, in which language courses seem to simply feed into core courses focused on canonical literature (in the case of Spanish, the traditional class on Don Quijote and Golden Age literature). Usually, this creates a division between those who teach language (non-tenured track faculty) and those who teach literature (tenure-track). There is hardly collaboration between both groups. This rigid and hierarchical model gives more weight to literary studies in the upper-division curriculum, “devalues the early years of language learning, and impedes the development of an unified language-and-content curriculum across the university sequence” (4). The MLA report recommends the creation of more interdisciplinary courses at all levels, so that even language courses are imbued with cultural content. This is one of the main goals of the Hispanic Studies major we proposed: “to situate language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning” (6).

Although many students initially study Spanish to fulfill a requirement, there is evidence that a growing number of them want to continue beyond the required courses because they believe Spanish will be useful to their careers. Rosemary Feal, Executive Director of the MLA, explains, “Students increasingly see their futures taking place in a multilingual world, and they want language preparation to help them function in that world. Students recognize that having the ability to function across cultures and languages is an enormous advantage.” The MLA report concludes that trends in language enrollments appear to mirror significant national and global developments, including the steady increase of Spanish-speaking residents in the United States and US business partnerships with Latin American countries. According to the MLA survey, 99.8% of the 2,801 accredited, not-for-profit, degree-granting colleges and universities in the United States regularly teach Spanish.

According to a report in the Seattle Times (August 21 2008), the Washington State Office of Financial Management estimates that the Hispanic population in the state will reach one million by 2030, or double current levels. An increase in immigration and higher birth rates among Hispanics living in the US mirror a national pattern that suggests the Hispanic population of the US will triple by 2050, making Hispanics 25-30% of the total US population. (US Census Bureau)

This increase in the Spanish-speaking population in Washington State will have as a consequence a greater demand for linguistically competent and culturally sensitive employees in the workforce. Ben Cabildo, Executive Director of the African-American, Hispanic, Asian, and Native American Business and Professional Organization (AHANA) in Washington State, reports that businesses are recognizing the shift in population and responding by targeting Hispanic groups in their marketing and hiring. According to Cabildo, “If it’s a growing population, then it’s a growing market,” as a result, “a lot of companies are understanding that growth and trying to leverage that for their businesses.” Cabildo notes that over the last year demand has been rising from companies that want to hire Spanish speaking employees and/or train their employees in conversational Spanish and sensitivity to Hispanic culture.

In addition to teaching and translation/interpretation, graduates with a Hispanic Studies degree are employed by businesses, government and non-profit agencies, social welfare and law enforcement groups, insurance companies, law offices, health care services, human resources, immigration offices, and communication and media groups.

#### Hispanic Studies Learning Goals

Students who major in Hispanic Studies will:

- Develop oral, writing, and reading proficiency in Spanish at the Advanced Level as defined by ACTFL standards.
- Become knowledgeable about the complexity of cultures in the Spanish-speaking world and be able to engage in ongoing critical debate about them.
- Acquire proficiency in the 5 Cs (communication, cultures, connections, comparisons, communities)

for language studies in Spanish as defined by the National Foreign Language Standards.

- Learn terminology and concepts from at least two of these fields: literature and literary criticism; film and film criticism; cultural studies and cultural theory, and be able to apply the terminology and concepts to the critical analysis of works from Spain, Spanish America, and US Latinos.
- Become global citizens, able to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world, and to engage in the scholarship and activism that constitute Hispanic Studies in the U.S.
- Acquire competence necessary for employment in a variety of fields related to the Spanish language and literary and cultural studies, and/or a graduate program in Spanish or Latin American Studies.

See attached proposal for additional information.

#### OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. \*See online instructions.

Department/Unit:	Chair/Program Director:	Date:
Department/Unit:	Chair/Program Director	Date:

#### CATALOG COPY

Catalog Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

N/A

#### PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications).  
**Please note:** all copy will be edited to reflect uniform style in the General Catalog.



## Hispanic Studies

Hispanic Studies combines language and culture within an interdisciplinary framework. This major balances literature with other expressions of culture, giving emphasis to contemporary constructions of identity as well as providing practical skill-based language training that will help student to compete successfully in the job market.

Students who major in Hispanic Studies will:

- Develop oral, writing, and reading proficiency in Spanish at the Advanced Level as defined by ACTFL standards.
- Become knowledgeable about the complexity of cultures in the Spanish-speaking world and be able to engage in ongoing critical debate about them.
- Acquire proficiency in the 5 Cs (communication, cultures, connections, comparisons, communities) for language studies in Spanish as defined by the National Foreign Language Standards.
- Learn terminology and concepts from at least two of these fields: literature and literary criticism; film and film criticism; cultural studies and cultural theory, and be able to apply the terminology and concepts to the critical analysis of works from Spain, Spanish America, and US Latinos.
- Become global citizens, able to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world, and to engage in the scholarship and activism that constitute Hispanic Studies in the U.S.
- Acquire competence necessary for employment in a variety of fields related to the Spanish language and literary and cultural studies, and/or a graduate program in Spanish or Latin American Studies.

The Hispanic Studies major consists of 60 upper division credits, in addition to other university requirements for graduation. Of these 60 credits, 35 are core requirements, and 25 credits are required electives from Spanish language and Hispanic culture classes. Students must have achieved 300-level proficiency in Spanish in order to be admitted into the major. In addition, students must fulfill the same admissions requirements that are already required by IAS. We encourage students interested in pursuing a Hispanic Studies major to take a variety of interdisciplinary courses dealing with Spanish and Latin American culture in preparation for the major.

Of the 35 core requirements for the Hispanic Studies major, 10 must be from ONE of the following sources: (a) Study Abroad in a Spanish-speaking country via a UWT sponsored program or a program approved by petition to the Hispanic Studies faculty; (b) an Experiential Learning internship with a Spanish-speaking community group, business, or agency, or other work related to the field of Spanish, approved by the Hispanic Studies faculty. Students must receive credit for the Study Abroad program or the Experiential Learning internship at the level TSPAN 299 or higher in order for it to count toward the major. In order to prepare students in the major to interact successfully with Hispanics in the US or abroad, we believe it is essential for the students to use their language skills and cultural knowledge in the real world.

In developing the specific courses for the Hispanic Studies major, we were guided by the National Standards for Foreign Language Learning, developed by the American Council on the Teaching of Foreign Languages (ACTFL). These standards were developed in cooperation with the US Department of Education and the National Endowment for the Humanities. They outline the five domains of knowledge as: (1) Communication in a language other than English; (2) Knowledge and Understanding of another culture; (3) Interdisciplinary focus; (4) Insights into the comparative nature of language and culture; (5) Participation in multilingual communities at home or around the world.

## Outline of Course of Study

### CORE CLASSES

TSPAN 301 Spanish Grammar and Lexicon  
(Or TSPAN 311 for Heritage Speakers) 5 credits  
TSPAN 302 Spanish Conversation

(Or TSPAN 312 for Heritage Speakers)	5 credits
TSPAN 303 Spanish Stylistics and Composition	
(Or TSPAN 313 for Heritage Speakers?)	5 credits
TSPAN 351 Intro to Hispanic Literary Studies	5 credits
TSPAN 352 Intro to Hispanic Cultural Studies	5 credits
Study abroad or Experiential Learning	
TSPAN 299, 393 OR 492 Foreign study/ Experiential Learning or Internship	10 credits

Total Core Requirements 35 credits (minimum)

The Foreign Study credits must be in a program that offers at least 50% of the instruction in Spanish in a Spanish-speaking country. Students may combine credits from two programs, if desired. The Experiential Learning must be in a Spanish-speaking community, where at least 50% of the work the student does is in Spanish.

## REQUIRED ELECTIVES

- AT LEAST 5 CREDITS FROM LIST A MUST BE AT THE 400 LEVEL
- AT LEAST 5 CREDITS FROM LIST B MUST BE AT THE 400 LEVEL
- CREDIT FROM LIST C CAN BE AT THE 300 OR 400 LEVEL.

List A: Spanish Language classes (300 and 400 level)

5 credits (minimum) at 300 level

5 credits (minimum) at 400 level

Total 10 credits (minimum)

TSPAN 315 Business Communication in Spanish  
TSPAN 316 Spanish for Educators  
TSPAN 330 Information Technology in Spanish  
TSPAN 420 Advanced Spanish Grammar  
TSPAN 425 Advanced Communication Skills.  
TSPAN 430 Translation Techniques and Practices.

List B: Literature, film or culture in Spanish (300 and 400 level)

5 credits (minimum) at 300 level

5 credits (minimum) at 400 level

Total 10 credits (minimum)

TSPAN 361 Survey of Spanish Literature  
TSPAN 362 Survey of Spanish American Literature  
TSPAN 371 Spanish Cultural Studies  
TSPAN 372 Spanish American Cultural Studies  
TSPAN 373 Latino Culture in the U.S.  
TSPAN 374 Hispanic Film Studies  
TSPAN 450 Women in Latin America  
TSPAN 452 Latin American Art  
TSPAN 461 Mexican Literature and Film  
TSPAN 471 Caribbean Culture  
TSPAN 480 Contemporary Spanish Culture  
TSPAN 482 Spanish Cinema  
TSPAN 483 Latin American Cinema

## TSPAN 490 Race and Ethnicity in Latin America

List C: Literature, film or culture of Hispanic world in English

Total 5 credits (minimum)\*

- Students who prefer to take an additional 5 credits from List B can substitute it for the class from List C.

THISP 277 Latin American Literature

THISP 376 Spanish film

THISP 377 Latin American film

THISP 400 Afro-Hispanic Culture

THISP 461 Contemporary Mexican Culture

THISP 462 Women in Latin America

THISP 463 Contemporary Cuban Culture

THISP 476 Latin American Women Writers

THISP 490 Contemporary Spanish Culture

THISP 238 Hispanics in the United States

TCSIIN 435 Popular Movements in Latin America

THISP 441 Mexican Cinema and Society

TIBCIN 461 Religion and Church in Latin America

TSMIN 224/324 Modern Latin America

THISP 323 The Making of Mexico

THISP 325 Mexico: Problems and Perspectives

TSMIN 410 Caribbean Basin: Selected Topics

TSMIN 421 Human Rights in Emerging Democracies: Eastern Europe and Latin America

Total Credits Required Electives 25 credits (minimum)

Total required credits for major: 60 credits (minimum)

Students will also need to fulfill IAS graduation requirements that include credits in Visual, Literary and Performing Arts (VLPA), Individuals and Society (I&S), and Natural World (NW). See <http://www.tacoma.washington.edu/ias/academics/ba/> and check with an IAS adviser for details.

APPROVALS	
Chair/Program Director:	Date: 5/4/09
College/School/Campus Curriculum Committee:	Date: 5/14/09
Dean/Vice Chancellor:	Date: 5/18/09
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:	Date: 7/02/09
POST TRI-CAMPUS APPROVAL (when needed)	
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:	Date:

## **Substantive Statement of Need Hispanic Studies Major**

### **1. Relationship to Institutional Role, Mission and Program Priorities**

#### **Background**

In the fall of 2000, the Interdisciplinary Arts and Sciences program at the University of Washington Tacoma implemented a plan to introduce foreign languages into their course offerings. Spanish was the logical place to begin because it is the most widely studied foreign language in the United States, and we recognized the need for more Spanish-speakers in the state due to the fast-growing Hispanic population. In 2000, Cynthia Duncan was hired to create a curriculum in Spanish language and Hispanic Cultural Studies. In 2006, with the expectation that UWT was going to become a four-year institution, Dolores Alcaide Ramírez was hired to expand the Hispanic Studies curriculum already in place and ensure that we could meet student demand for Spanish language study. The Hispanic Studies Minor went into effect in 2001 and has been popular with students, with an average of 56 students per year over a seven-year spread. We have had repeated requests from students to create a major. Rather than design a traditional "Spanish" major, we prefer to combine language and culture in keeping with the interdisciplinary spirit of UWT and current Modern Language Association recommendations regarding foreign language instruction (<http://mla.org/flreport>). Traditional Spanish majors are grounded in literary studies and often give priority to classical works from the Spanish canon. We want to balance literature with other expressions of culture, giving emphasis to contemporary constructions of identity. We also want to provide practical skill-based language training to help students compete successfully on the job market. Many universities (such as Brown University, University of Pennsylvania, University of Virginia, Vassar College, St Olaf College, Columbia University, UC Riverside, etc.) use the name, Hispanic Studies, to represent the type of major we are designing for UWT. We believe it best represents the nature of the program we have developed.

#### **Institutional Role and Mission:**

The proposed Bachelor of Arts degree with a major in Hispanic Studies aligns with the mission and vision of the University of Washington Tacoma in that the major is designed to educate students for life as global citizens. The students will be able to develop intercultural competence necessary to participate in a diverse and increasingly complex world. According to UW-Tacoma Mission Statement, "UW Tacoma embraces an interdisciplinary approach to knowledge that instills problem-solving and critical thinking skills for meaningful lives." The Hispanic Studies major will be intrinsically interdisciplinary since it will include the study of not only the language but the culture of a people. It will cross disciplines in the humanities and social sciences and courses will

look at specific issues from different fields such as history, sociology, politics, economy, art, etc. This interdisciplinary approach will benefit students who choose careers in business, international marketing, translation/interpretation, foreign language education, and work in social services or government and non-profit agencies.

The recently revised Strategic Plan for UW Tacoma identifies four core values that will shape the institutional goals and mission of the university from 2007-2017. The first of these is a commitment to excellence in teaching, scholarship, and research, and service and a curriculum that is responsive to student and community needs. The Hispanic Studies major, like all programs at the University of Washington Tacoma, highly values quality teaching and promotes active learning in a setting that supports the needs and diversity of its students.

The second value focuses on Community, and emphasizes contributions to knowledge that serves diverse communities and partners with communities to improve the human condition. Students who major in Hispanic Studies will acquire critical knowledge and practical skills that they can use as they work with the Spanish-speaking community in the south Puget Sound region and Washington State. The Strategic Plans states that "UW Tacoma preserves a culture of connection and collaboration as it grows; □partners with communities to improve the human condition; □cultivates mutually supportive relations with educational partners; □contributes knowledge that serves diverse communities; honors the cultural and civic heritage of its community." Through the study abroad experience or experiential learning component, the major will enhance partnerships to improve human conditions, strengthening ties with global and local communities. At the same time, Hispanic Studies majors will develop as engaged citizens, who will appreciate the different cultures that compose their communities. In addition, UWT values mutually supportive relationships with educational partners in the region. Since the local community colleges offer introductory and intermediate level Spanish classes, they provide one pathway for UWT students to acquire proficiency needed for the Hispanic Studies major. We already have good working relationships with Spanish instructors at the community colleges, and we will strengthen these ties once the major is in place. Through cross-campus visits and educational fairs, Latino students are particularly encouraged to continue their university studies at UWT, and we believe the Hispanic Studies major will be of particular interest to them.

The third core value is Diversity, which the Hispanic Studies major would address in two ways. By providing a curriculum in Spanish language and promoting the study of Hispanic culture, we provide a welcoming environment for Latino students on campus and a means through which they can polish their language skills as bilingual or heritage speakers. At the same time, by training students from non-Latino backgrounds in Spanish language and helping them to acquire cultural competency, we are training them in skills that can be used to serve the Latino community in the region. Recruitment of students from diverse backgrounds is a high priority for the Hispanic Studies major. We emphasize the cultural plurality of the Spanish-speaking world and highlight the contributions of Europeans, Africans, Asians, and Native peoples to the development of the many cultures that make up the modern Hispanic World. Additionally, the major will

cater to the increasing diversity in Washington State and the Puget Sound area, as well as to the multicultural goals of UWT, creating an opportunity for Hispanic/Latino students to express themselves and their own culture. In this sense, it will definitely “seek out and support individuals who may experience barriers in gaining access to college” and it will create a safe environment where diverse cultures can manifest themselves.

The fourth core value is Innovation, which is the keystone of our proposed academic program. We are moving away from traditionally-designed Spanish majors to emphasize practical skills and contemporary culture from an interdisciplinary perspective. This model best suits the needs of UWT students, who hope to use Spanish in a variety of careers and be involved with the Latino community in our area. Opportunities for life-long learning are enhanced as the major in Hispanic Studies could serve as a bridge degree for those seeking graduate degrees in Latin American Studies, Foreign Language or ESL education, or International Business.

### **Hispanic Studies Learning Goals**

In keeping with the Institutional Mission of UWT and the Strategic Master Plan for Higher Education, students who major in Hispanic Studies will:

- Develop oral, writing, and reading proficiency in Spanish at the Advanced Level as defined by American Council for the Teaching of Foreign Languages (ACTFL) standards.
- Become knowledgeable about the complexity of cultures in the Spanish-speaking world and be able to engage in ongoing critical debate about them.
- Acquire proficiency in the 5 Cs (communication, cultures, connections, comparisons, communities) for language studies in Spanish as defined by the National Foreign Language Standards.
- Learn terminology and concepts from at least two of these fields: literature and literary criticism; film and film criticism; cultural studies and cultural theory, and be able to apply the terminology and concepts to the critical analysis of works from Spain, Spanish America, and US Latinos.
- Become global citizens, able to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world, and to engage in the scholarship and activism that constitute Hispanic Studies in the U.S.
- Acquire competence necessary for employment in a variety of fields related to the Spanish language and literary and cultural studies, and/or a graduate program in Spanish or Latin American Studies.

UW Tacoma is expected to accommodate sustained enrollment growth with an annual growth rate currently proposed at over 8%. We believe that this major will help to bring that growth through the FTEs that are projected to accompany the start of this degree plan.

## **2. Documentation of Need and Demand**

Two main goals of the Strategic Master Plan for Higher Education are to create a “high-quality higher education system that provides expanded opportunity for more



Washingtonians to complete postsecondary degrees, certificates, and apprenticeships” and to create “a higher education system that drives greater economic prosperity, innovation and opportunity”. The Hispanic Studies major will support the Strategic Master Plan in both of these goals, providing Latino students with tailored courses that will enhance their experience in college and their ability to succeed once they graduate and enter the job market.

### **Employer Demand**

The HECB State and Regional Needs Assessment Report shows that the population of Pierce County is projected to continue its growth, and that an additional 380,000 jobs will be created for health care personnel, finance personnel, paralegals, educators and sales people in the next decade. Analysis of data from the United States Department of Labor and an examination of current enrollment patterns in universities nationwide suggest that knowledge of Spanish, combined with cultural competency in Latino/ Hispanic culture, are skills that many employers will be searching for in future hires.

In a 2006 report on global leadership, the Committee for Economic Development stressed the immediate need for students at US universities to specialize in International Studies and Foreign Languages because these fields are crucial to economic and national security. This committee, made up of more than 200 business and academic leaders in the US, conducted an exhaustive study of workforce needs in the US and concluded:

As our communities and workplaces become more diverse, foreign language proficiency and cultural knowledge will become critical in conducting business in the United States. Companies will require such skills to serve culturally diverse domestic customers. To meet the challenges ahead, it will be necessary to do more than educate our diverse immigrant population. We must prepare *all* students to deal competently with the world both inside and outside our shores. Failure to do so will result in a diminished ability to foster the communication among our citizens that is essential to maintaining our civic culture.<sup>1</sup>

Nationwide, business leaders are “increasingly concerned about a lack of international skills among the college graduates they hire.”<sup>2</sup>

According to the Department of Labor Studies, employment for interpreters and translators will increase 24% over the next 10 years, much faster than the average for all occupations. This growth will be driven partly by multiple factors, such as strong demand in the health care sector, the field of bilingual education, and work related to homeland security. Additionally, the strengthening of economic ties between the US and Latin America, along with the increase in the number of Spanish speakers in the United States,

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<sup>1</sup> <http://www.actfl.org/i4a/pages/index.cfm?pageid=4276>

<sup>2</sup> “A Failure to Communicate. Despite pressure from government and industry, universities do not produce enough graduates fluent in ‘critical languages’” Burton Bollag, *The Chronicle of Higher Education*, 27 April 2007.

will contribute to the need for workers who can function in a bicultural and bilingual environment. These trends are expected to continue, and will contribute to many new job opportunities for persons with foreign language and international studies training.

Teachers who have multicultural training, knowledge of a foreign language, or who are prepared to work in bilingual education have especially good prospects for employment in the coming decades. According to the US Department of Labor:

Currently, many school districts have difficulty hiring qualified teachers in some subject areas—most often mathematics, science (especially chemistry and physics), bilingual education, and foreign languages. Increasing enrollments of minorities, coupled with a shortage of minority teachers, should cause efforts to recruit minority teachers to intensify. Also, the number of non-English-speaking students will continue to grow, creating demand for bilingual teachers and for those who teach English as a second language.

Employment Post-Graduation. Table 4 lists the types of employment opportunities reported for graduates at various universities around the nation. In addition to teaching and translation/interpretation, graduates with a Hispanic Studies degree are employed by businesses, government and non-profit agencies, social welfare and law enforcement groups, insurance companies, law offices, health care services, human resources, immigration offices, and communication and media groups.

**Table 1. Employment Opportunities**

<u>Institution</u>	<u>Employment Data (Types of Employers of Graduates, etc.)</u>
Grinnell College	"The emphasis of the Spanish major (communication skills, openness to other cultures, development of analytic skills), fits quite nicely with the skills needed in a variety of fields. The fact that they can also perform these skills in Spanish is an additional benefit. Are there many fields that cannot use people who think clearly, express themselves well and succinctly in oral and written exchanges, examine issues from multiple perspectives?" <b>Alumni/ae Job Titles:</b> Business Analyst, Systems Manager, International Women's Media Foundation, Executive Director, Painesville Area Chamber of Commerce, Sales Support Manager, BellSouth, Assistant Professor of Spanish, Academic Counselor, University of Minnesota: TRIO/Student Support Services, Spanish Teacher, Children's Librarian, Research Analyst, Academy for Educational Development, Human Resources Manager, Trammell Crow Corporate Services
Dickinson College	The following are a few examples of careers obtained by recent Dickinson alumni who majored in Spanish: Epidemic Intelligence Service Officer, Solutions Architect, Educator, Account Director, Assistant Professor, Attorney, Campus Life Coordinator, Editorial

	Assistant, Foreign Service Officer, Global Health and Safety Specialist, International Student Advisor, Spanish teacher, Travel Agent.
UCLA	Besides teaching at the elementary, secondary and college levels, people prepared in literature will acquire the skills appropriate for a career in law (analytical reading and writing) and be well prepared to study translation and interpretation. Majors have successfully entered business, jobs related to speech therapy, government, media and communications, library and information science, international management and law, and the travel industry.
University of Minnesota-Morris	Studies conducted by the UMM Career Center have shown that graduates obtain jobs that are both related to their major and jobs that may not be formally related to the major. About 56% of the Spanish graduates from 1964-1998 said their job was in the same field or related to their undergraduate major. Other studies have shown that liberal arts graduates find employment that makes use of their skills, special knowledge, values, and interests, even though the employment field may not be related to their academic major. Listed below are some jobs obtained by UMM Spanish graduates: Bilingual Costumer Service, Administrative Assistant, Counselor, Foreign Service Officer Economist, International Adoption Coordinator, Natural Health Counselor, Social Worker, Spanish teacher, Personnel Coordinator, Sales Support, Meeting Planner, Legal Editor.
University of Puget Sound	Here are examples of career destinations of alumni Foreign Languages and Literature majors: <b>Business/Government</b> (Wine Marketing Manager, Boissel America; Translator, Sagem Morpho, Inc.; Border Patrol Agent, Bureau of Customs and Border Protection), <b>Education</b> (Associate Professor, Ohio State University; Spanish Teacher, Peninsula School District); <b>Non-Profit</b> (Business Development Professional, Program for Appropriate Technology in Health; Development Director, Tacoma Community House; Catholic Lay Missioner, Maryknoll Mission Association)
Pacific Lutheran University	While some PLU graduates pursue specialist careers in such fields as teaching, translation and interpretation, a growing number are reporting that the combination of language skills and study away experience have given them a competitive edge in a wide range of fields including international, national, and local non-profit work, business, computing and telecommunications, law, politics, medicine, counseling, journalism, social work, law enforcement, the travel industry, and activism.
Vassar College	Here is a sampling of the many <b>career</b> paths Vassar alumnae/i have pursued with their undergraduate degree in <b>Hispanic Studies</b> (may have pursued

	<p>further education).</p> <p><b>Banking (commercial/retail)</b>, Offshore Trust Coordinator at UBS AG</p> <p><b>Community Service</b>, Program Director at Alternatives in Action</p> <p><b>Education – Secondary</b>, Coordinator of Foreign Language/ESL, Massapequa High School</p> <p><b>Education Association/Foundation/Research Org</b>, Executive Director of the Reading Reform Foundation of New York</p> <p><b>Health Care Facility/Program</b>, Multicultural Education Program Coordinator at Planned Parenthood of Nassau County</p> <p><b>International Relations/Development</b>, Deputy Director of the Governance Office at the U.S. Agency for International Development</p> <p><b>International Relations/Development</b>, Senior Program Manager at the National Democratic Institute for International Affairs</p> <p><b>Planning/Housing-Regional/City</b>, Planner at Bucks County Planning Commission</p> <p><b>Social Change/Human Rights/Animal Rights</b>, Coach at AIDS Legal Network</p> <p><b>State/Local Legislative Government</b>, Chief of Staff at NY State Assembly</p>
Central College, Iowa	<p>Here are some of the things that Central College graduates with Spanish majors are doing now:</p> <p>Family Development Specialist, Hispanic Educational Resources, Des Moines, IA</p> <p>Grad Student in Latin American Studies, University of Connecticut, CT</p> <p>High School Spanish Teacher, Dowling HS, Des Moines, IA</p> <p>HS Bilingual Teacher, Storm Lake Community Schools, IA</p> <p>Information Analyst, Principal International, Inc., Des Moines, IA</p> <p>Investments, Principal Financial Group Foundation, Des Moines, IA</p> <p>Librarian, Popular Creek and Melrose Library, Palos Hills, IL</p> <p>Marketing Analyst, Katun Corporation, Bloomington, MN</p> <p>Medical Student, University of Iowa, Iowa City, IA</p> <p>Mental Health Worker, CIP Passageway, Minnetonka, MN</p> <p>Pension Compliance Associate, Principal Financial Group Foundation, IA</p> <p>Program Asst. Vice Principal, Orange County Science School, CA</p> <p>Project Business Consultant, The Principal Financial Group, Des Moines, IA</p>







	Recruiting Assistant, Aureus Executive Solutions, Omaha, NE School Social Worker, Heartland Area Education Agency, IA Special Agent, Iowa Division of Narcotics Bilingual Customer Service Representative, New York Life, NY Bilingual Assistant, Muscatine Community Schools, IA
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### **Student Demand**







According to a report released by the Modern Language Association and funded by the US Department of Education, more college students in the US are studying languages than ever before. (*Enrollments in Languages Other Than English in United States Institutions of Higher Education*, Fall 2006). Over 1.4 million college students were enrolled in language courses in Fall 2002. Language enrollments are at the highest since the 1960s, and Spanish is by far the language most in demand by students in the United States at the present time. The Modern Language Association reports that more than 50% of students who study foreign languages take Spanish. (see Table 2 )

**Table 2. TOTAL ENROLLMENTS IN KEY FOREIGN LANGUAGES**

#### **Spanish**

1980	 379,379
1990	 533,944
1995	 606,286
1998	 656,590
2002	 746,267
2006	 746,267

#### **French**

1980	 248,361
1990	 272,472
1995	 205,351
1998	 199,064
2002	 201,979
2006	 201,979

**Chinese**

1980	■ 11,366
1990	■ 19,490
1995	■ 26,471
1998	■ 28,456
2002	■ 34,153
2006	■ 49,522

**Russian**

1980	■ 23,987
1990	■ 44,626
1995	■ 24,729
1998	■ 23,791
2002	■ 23,921
2006	■ 23,921

**Arabic**

1980	3,466
1990	3,475
1995	4,444
1998	5,505
2002	10,584
2006	■ 21,168

NOTE: 2006 figures are estimates.

SOURCE: Modern Language Association (1980-2002 data); *Chronicle* reporting (2006 estimates)

Although many students initially study Spanish to fulfill a requirement, there is evidence that a growing number of them want to continue beyond the required courses because they believe Spanish will be useful to their careers. Rosemary Feal, Executive Director of the MLA, explains, "Students increasingly see their futures taking place in a multilingual world, and they want language preparation to help them function in that world. Students recognize that having the ability to function across cultures and languages is an enormous advantage."<sup>3</sup> The MLA report concludes that trends in language enrollments appear to mirror significant national and global developments, including the steady increase of Spanish-speaking residents in the United States and US business partnerships with Latin American countries. According to the MLA survey, 99.8% of the 2,801 accredited, not-for-profit, degree-granting colleges and universities in the United States regularly teach Spanish.

<sup>3</sup> [http://www.mla.org/pdf/release11207\\_ma\\_feb\\_update.pdf](http://www.mla.org/pdf/release11207_ma_feb_update.pdf)



These findings are substantiated by enrollments at universities across the country. The number of Spanish/ Hispanic studies majors at the University of Washington Seattle indicates steady growth over a seven-year span. (See Table 3.)

**Table 3. University of Washington Seattle: Spanish/ Hispanic Studies majors**

<b>Academic Year</b>	<b>Number of majors</b>
2001-2002	213
2002-2003	307
2003-2004	311
2004-2005	363
2005-2006	369
2006-2007	342
2007-2008	481

In a related field, Latin American Studies, the number of majors on the Seattle campus has grown from 214 in 2001 to 297 in 2008. These figures suggest a strong interest in Latin America as a content area, as well as support for an interdisciplinary focus in the curriculum.

At the University of Puget Sound in Tacoma, more than 500 students are enrolled in Spanish classes in fall semester, 2008. While some of these numbers represent lower division enrollment to fulfill the foreign language requirement, approximately 190 students are enrolled in upper division Spanish language and culture classes. The number of majors is not available but these enrollment numbers show that Spanish at the upper division is in demand by students.

Western Washington University reports that they have 132 Spanish majors enrolled in their program in fall 2008. Given the university's current undergraduate enrollment of approximately 10,000 students (the target set for UWT in five years for full build-out), we can anticipate that the number of Hispanic Studies majors at UWT will meet or exceed this figure by year five of the program.

Community college enrollment in Spanish classes tends to be very high at the first-year level because it is a way to fulfill the foreign language requirement, but Spanish at the 200 level generally attracts a relatively low number of students, with an average between 15-20 students per year taking 201-202-203. Spanish teachers at the community colleges explain that these low numbers do not reflect a lack of interest in Spanish but, rather, the student's way of prioritizing time and energy before transferring to a four-year institution. They claim that many students in community college do not have a clear idea of what they will major in when they transfer to another school, and they are usually advised to take "prerequisites" and general education classes, which do not include intermediate level foreign language. According to teachers at Tacoma Community College, Pierce Community College, and Highline Community College, the lack of a

Spanish major at UWT has also contributed to some students' decisions to not take more Spanish at their schools, since the students saw no clear way to develop their interest into a major once they transferred to UWT. For the past eight years, these community college instructors have encouraged UWT to develop a major in Spanish/ Hispanic Studies because of perceived need and demand. They believe the existence of a Hispanic Studies major at UWT will encourage more students at community colleges to take second-year Spanish classes. In this sense, the major will benefit them as well as us.

The growing demand for Spanish as a major is evident nationwide. For example, at the University of North Carolina Wilmington, a young branch campus with a current enrollment of about 12,000 students, the number of Spanish majors has increased from about 40 to about 220 over the past nine years. In addition, they report they have about 350 students who are minoring in Spanish. North Carolina, like Washington State, has recently experienced a "boom" in the number of Latino/a residents, and the demand for Spanish reflects the state's need for more workers who are proficient in Spanish.

John Lipski debunks some of the myths surrounding the study of Spanish at US universities, such as the notion that students take Spanish because it is "easy," it is familiar to them from high school, or because it is the largest, most visible presence in language departments on campus, making Spanish the "default" language. He explains that at Penn State University, where additional sections of Spanish are blocked for enrollment until classes in other languages fill, parents and students flood the dean's office with demands that more Spanish be offered because it is the students' first choice. He attributes this attitude to the students' belief that Spanish is the most useful language for their future careers. Lipski explains:

Spanish is not only the de facto second language (when not the first language) of the United States, but its more than 400 million speakers worldwide have made Spanish one of the top languages of international trade and communication, ranking from fourth place to second depending on the criteria. Programs in business Spanish, translation, and international studies have burgeoned at many colleges and universities, and not just in the traditionally Spanish-speaking urban regions. Courses in the culture of Spain, of Latin America, and – increasingly – of Latino groups in the United States are also on the upswing. Surveys of students requesting Spanish courses – from entering freshmen satisfying language requirements to undergraduate majors and minors – put usefulness in the first place as the reason for picking Spanish. ..Spanish is useful, not just for reading the instructions on a box of frozen enchiladas but also for aspiring to a vast array of interesting and challenging job opportunities, for interacting effectively with millions of our neighbors both in this country and abroad, and for understanding and appreciating a very large, diverse, and significant portion of the world.<sup>4</sup>

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<sup>4</sup> John Lipski, Penn State University, "Rethinking the Place of Spanish", PMLA, Vol 117 No 5 October 2002

Lipski claims that “university administrations need to acknowledge that for many – perhaps for most – college students, Spanish is well on the way to dropping its foreign status, to take its place among the knowledge and skills required by well-rounded university graduates.” He concludes that “A university that does not give its students the opportunity to study Spanish thoroughly and critically will be shortchanging future generations of educated Americans for whom Spanish will play an important role.”

Lipski stresses that Hispanic Studies programs do not merely offer instruction in a foreign language but, more importantly, offer “windows into other peoples and world, essential in ensuring an education that staves off isolationism and intolerance...”

### **Community Demand**

According to a report in the *Seattle Times* (August 21 2008), the Washington State Office of Financial Management estimates that the Hispanic population in the state will reach one million by 2030, or double current levels. An increase in immigration and higher birth rates among Hispanics living in the US mirror a national pattern that suggests the Hispanic population of the US will triple by 2050, making Hispanics 25-30% of the total US population. (US Census Bureau)<sup>5</sup>

This increase in the Spanish-speaking population in Washington State will have as a consequence a greater demand for linguistically competent and culturally sensitive employees in the workforce. Ben Cabildo, Executive Director of the African-American, Hispanic, Asian, and Native American Business and Professional Organization (AHANA) in Washington State, reports that businesses are recognizing the shift in population and responding by targeting Hispanic groups in their marketing and hiring. According to Cabildo, "If it's a growing population, then it's a growing market;" as a result, "a lot of companies are understanding that growth and trying to leverage that for their businesses."<sup>6</sup> Cabildo notes that over the last year demand has been rising from companies that want to hire Spanish speaking employees and/or train their employees in conversational Spanish and sensitivity to Hispanic culture.

UW Tacoma must be proactive and develop a BA degree in Hispanic Studies to ensure an adequate supply of linguistically and culturally-proficient workers who can meet the needs and demands of an increasing Latino population in the state. At the same time, the Hispanic Studies major can be an effective recruiting tool for bringing more Latino students to campus. Courses designed specifically for their needs, along with a visible representation of their culture on campus, will make UWT a more welcoming environment for these students. This goal supports the 2008 Strategic Master Plan for

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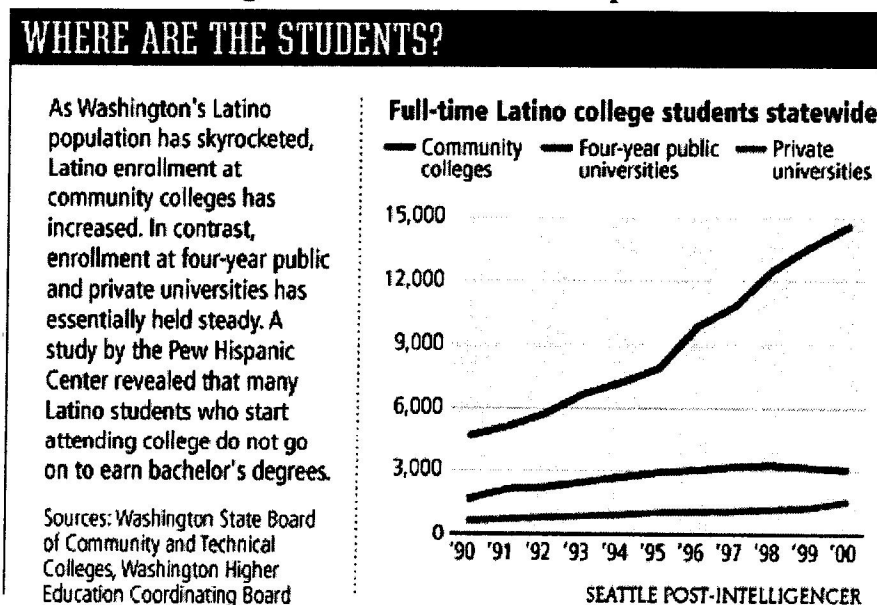
<sup>5</sup> “Stats shows Hispanics in state have 1 in 5 babies” *Seattle Times* August 21, 2008  
[http://seattletimes.nwsourc.com/html/localnews/2008128719\\_hispanic21m.html](http://seattletimes.nwsourc.com/html/localnews/2008128719_hispanic21m.html); “U.S. Latino Population Projected To Soar Forecast Predicts Tripling by 2050” *Washington Post* 12 Feb 2008  
<http://www.washingtonpost.com/wp-dyn/content/article/2008/02/11/AR2008021101294.html>

<sup>6</sup> “Hispanics said new target market” *Journal of Business* May 17 2007  
[http://findarticles.com/p/articles/mi\\_qa5289/is\\_200705/ai\\_n21240383](http://findarticles.com/p/articles/mi_qa5289/is_200705/ai_n21240383)

Higher Education in Washington with regard to a focus on diversity and a higher level of educational attainment for minority students. The Master Plan considers it a moral obligation of our society to enroll and graduate low-income students and students of color, and has stated as one of its objectives to “increase the number and percentage of underrepresented students, staff, and faculty of color in postsecondary education”. Currently, Hispanic/ Latino students are underrepresented at UWT, making up only approximately 6.8% of the total student population.

The option of a Hispanic Studies major at UWT will directly contribute to improved graduation rates for the Hispanic/Latino students on campus. According to a study done in 2003 by the Pew Hispanic Center, although Latino high school students have been entering colleges at an increasing rate, “the high enrollment is not translating into high graduation rates.” In fact, “just 16 percent of Latinos earn four-year degrees by age 29, compared with 37 percent of non-Hispanic whites and 21 percent of African Americans”<sup>7</sup> (see table 4)

**Table 4. Washington’s Latino/a Student Population**



According to Linda M. Creighton, one of the factors influencing graduation rates for Latino students (in addition to financial situation, academic self-concept, family support, etc. ) is the racial climate and the presence of an ethnic community on campus. Research carried out in 2000 on Hispanic student retention reported that “finding a Hispanic community on a predominantly White campus had a positive impact on retention. By meeting other Hispanics, students are better able to cope with the college environment. Students need to feel that they matter and have a sense of belonging to succeed in

<sup>7</sup> “For Latinos, money’s a barrier to college. □ Many must overcome tradition, legal status to get a higher education” *Seattle Post-Intelligencer* May 19 2003  
[http://seattlepi.nwsource.com/local/122617\\_latino19.html](http://seattlepi.nwsource.com/local/122617_latino19.html)

college. If students feel ignored and unaccepted by other students, faculty, or staff, they feel marginalized and are much less likely to persist in college.”<sup>8</sup> A major in Hispanic Studies at UWT would provide a positive model of self-representation for Latino students, which would imbue them with a sense of pride about their ethnic identity. At the same time, it would allow non-Latino students to better understand and appreciate the culture of that increasing population.

### **3. Support of the Statewide Strategic Master Plan for Higher Education**

The two main goals of the Strategic Master Plan for Higher Education 2008 are: to create a “high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships” and to create “a higher education system that drives greater economic prosperity, innovation and opportunity.” In order to achieve this, we need to raise the levels of educational attainments by fostering partnerships between higher education institutions and high schools, expanding the efforts for outreaching adults to facilitate their access to a college education and targeting minorities. According to the Strategic Master Plan: “Our growing population includes more people who have not fared well in our education system—the poor, people of color, and immigrants. Poverty is the single most powerful risk factor for lack of academic attainment among children, and people of color—particularly Latino, Native American, and African American people—who have disproportionately low incomes. Differences in culture, race, and language are growing in our state, and they also play an important role in how both children and adults learn, and what they need from our education system.” In this sense, the Hispanic Studies major at UW-Tacoma will provide Latino students with tailored courses that will enhance their experience in college and their preparation once they graduate to enter the job market. Additionally, the Hispanic Studies major will support the Strategic Master Plan in its goal to foster diversity. The offering of this major at UW-Tacoma will attract a diverse student population, including Latino students who will feel more welcome and included in a campus where their culture is appreciated.

Another goal of the Strategic Master Plan is to promote economic growth and innovation. In our increasingly multicultural state, there are specific needs in the workforce that majors in Hispanic Studies will meet. Their proficiency in Spanish and their ability to navigate between cultures will be key for the state’s goal of competing in a global economy.

### **4. Relationship to Other Institutions**

A major in Spanish/ Hispanic Studies is a standard component of Liberal Arts programs at universities nationwide. For example, in Washington State, a BA degree in Spanish/

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<sup>8</sup> “Factors Affecting the Graduation Rates of University Students from Underrepresented Populations” Linda M. Creighton. *International Leadership Journal For Leadership in Learning*, 11 (7) July 15 2007. <http://www.ucalgary.ca/~iejll/volume11/Creighton.htm>

Hispanic Studies is offered at the University of Washington Seattle, University of Puget Sound, Pacific Lutheran University, Washington State University, Western Washington University, Central Washington University, Eastern Washington University, Whitman College and other major institutions. The demand for Spanish is growing as the Hispanic population of the nation (and the state) increases.

The creation of a Hispanic Studies major at UWT will make us more competitive with other universities in the region, who already have this popular major. At the same time, the Hispanic Studies major we propose for UWT has two distinct characteristics that distinguish it from most other existing programs: it is interdisciplinary in focus, with a strong emphasis on the contemporary culture of Latin America, and it offers practical skills-based language classes for students who want to pursue careers in a variety of fields. We are not duplicating what is already offered at other universities but, rather, creating a program of study that is consistent with the goals and mission of UWT.

This program is innovative and will be at the cutting edge of teaching foreign languages and cultures. In 2007, MLA published the report *Foreign Languages and Higher Education: New Structures for a Change World* with the association's recommendations for the restructuring of traditional foreign language majors so that college students are better prepared to face the challenges of globalization and an increasingly multicultural USA. The report proposed a concept of language not only as a skill used for communicating thought and information but also as "an essential element of a human being's thought processes, perceptions, and self-expressions" and therefore the study of language would be instrumental to develop "translingual and transcultural competence" (3). The report criticizes standard configurations of university foreign language curricula, in which language courses seem to simply feed into core courses focused on canonical literature (in the case of Spanish, the traditional class on *Don Quijote* and Golden Age literature). Usually, this creates a division between those who teach language (non-tenured track faculty) and those who teach literature (tenure-track). There is hardly collaboration between both groups. This rigid and hierarchical model gives more weight to literary studies in the upper-division curriculum, "devalues the early years of language learning, and impedes the development of an unified language-and-content curriculum across the university sequence" (4). The MLA report recommends the creation of more interdisciplinary courses at all levels, so that even language courses are imbued with cultural content. This is one of the main goals of the Hispanic Studies major we proposed: "to situate language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning" (6). While most of the Spanish/Hispanic Studies majors offered at universities in the region emphasize the traditional separation between language and culture (in part due to the lack of collaboration between instructors and tenure-track faculty), we propose a model of intense collaboration between tenure and non-tenure track faculty. Language classes (lower as well as upper division) will be taught by both types of faculty in collaboration. Our language classes, though focusing on the development of specific set of skills in our students, will incorporate a strong cultural content (popular culture, news, radio, TV shows, music, dance, art, literature, etc). In the same way, our curriculum will offer courses that are fully interdisciplinary, emphasizing cultural content and also language



proficiency. The goals of the Hispanic Studies major at UWT will comply with the vision the MLA report establishes for this new kind of foreign language education:

In the course of acquiring functional language abilities, students are taught critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception. They acquire a basic knowledge of geography, history, culture, and literature of the society or societies whose language they are learning; the ability to understand and interpret its radio, television, and print media; and the capacity to do research in the language using parameters specific to the target culture (5)

Another important part of the Hispanic Studies major in UWT will be the requirement that all our students choose either a Study Abroad option or take Experiential Learning credits. In this sense we follow closely requirements at the UW-Seattle campus. If we sincerely want our students to develop translingual and transcultural competence, it is necessary for them to interact face-to-face with people from the cultures they are studying. As little as ten years ago, the expectation that students would study abroad may not have been realistic, but statistics show that today more students than ever before are opting to participate in Study Abroad programs today as part of their university experience. For example, the US State Department's Bureau of Educational and Cultural Affairs reports that between 1991 and 2004, the number of students at US universities who participated in Study Abroad programs increased by 145%. (Institute of International Education, Nov. 15, 2004). At the University of Washington, there are multiple Study Abroad programs already in place that will take our students to Spanish-speaking countries (Mexico, Cuba, Argentina, Spain, Chile, Dominican Republic, Ecuador, Bolivia, Panamá). We recognize, however, that travel is not possible for all students, so we also offer the option of working with the local Hispanic community through an Experiential Learning internship. Unfortunately UW Tacoma has no specific administrative unit yet like the UW Carlson Center to secure and coordinate service learning and/or internship opportunities with institutions, businesses, and community organizations within the South Sound. Nevertheless, the UWT Career Center does coordinate some internship for UWT students. Among the projects set to be established in the near future is the creation of an Experiential Learning office at UWT to serve multiple majors. The majors in Hispanic Studies will be able to take advantage of this office. At present, the UW Carlson Center has few developed opportunities in the South Sound for UWT students, but we hope they can be persuaded to expand in this area. For the past eight years, individual students in the Hispanic Studies minor have sought out opportunities on their own for an internship in the South Puget Sound area in order to develop work skills in Spanish. Once the major is in place, this will no longer be practical. Therefore, we plan to hire in Year One of the major a Professional Staff person who will (among other duties) work as liaison with the South Sound Latino community. This person will connect with schools in the area to survey the needs of Latino children and provide an opportunity for our students to tutor these children in Spanish or work as teacher's aides. This person also will be in contact with different Latino organizations in the area, such as El Centro Latino in Tacoma and The Washington State Commission on Hispanic Affairs in Olympia, and will be able to provide our students with volunteer and

internship opportunities to fulfill the Experiential learning requirement. Some of the opportunities in El Centro Latino, for example, include: Spanish GED tutor, ESL tutor, Field Trip Coordinator, Pre-K Bilingual Paraeducator, Youth tutor, and After school tutor. In addition, we hope that local businesses and health organizations that work with the Latino community will provide opportunities to our students for internships. Students may also elect to do Internships in Cuernavaca, Mexico, as student teachers (with bilingual students) at the Colegio Cuernavaca, at local newspapers or radio stations, in offices, working with video production and/ or computer skills, or in another kind of business. Once the Experiential Learning Office at UWT has been created, our professional staff person will be able to work in collaboration with them to promote more experiential learning opportunities for Hispanic Studies majors.

## **5. Curriculum**

### **Pre-requisites and Credit Distribution**

For acceptance into the major, students must demonstrate through a placement exam or coursework proficiency at the 300-level in the Spanish language. The Hispanic Studies major consists of 60 upper division credits, in addition to other university requirements for graduation. Of these 60 credits, 35 are core requirements, and 25 credits are required electives from Spanish language and Hispanic culture classes. In addition, students have to fulfill normal admission requirements for the Interdisciplinary Arts and Sciences program. We encourage students interested in pursuing a Hispanic Studies major to take a variety of interdisciplinary courses dealing with Spanish and Latin American culture in preparation for the major.

Of the 35 core requirements for the Hispanic Studies major, 10 must be from ONE of the following sources: (a) Study Abroad in a Spanish-speaking country via a UWT sponsored program or a program approved by petition to the Hispanic Studies faculty; (b) an Experiential Learning internship with a Spanish-speaking community group, business, or agency, or other work related to the field of Spanish, approved by the Hispanic Studies faculty. Students must receive credit for the Study Abroad program or the Experiential Learning internship at the level TSPAN 299 or higher in order for it to count toward the major. In order to prepare students in the major to interact successfully with Hispanics in the US or abroad, we believe it is essential for the students to use their language skills and cultural knowledge in the real world.

In developing the specific courses for the Hispanic Studies major, we were guided by the National Standards for Foreign Language Learning, developed by the American Council on the Teaching of Foreign Languages (ACTFL). These standards were developed in cooperation with the US Department of Education and the National Endowment for the Humanities. They outline the five domains of knowledge as: (1) Communication in a language other than English; (2) Knowledge and Understanding of another culture; (3) Interdisciplinary focus; (4) Insights into the comparative nature of language and culture; (5) Participation in multilingual communities at home or around the world.

### **Outline of Course of Study**

## **5. Curriculum**

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### **Outline of Course of Study**

#### **CORE CLASSES**

TSPAN 301 Spanish Grammar and Lexicon (Or TSPAN 311 for Heritage Speakers)	5 credits
TSPAN 302 Spanish Conversation (Or TSPAN 312 for Heritage Speakers)	5 credits
TSPAN 303 Spanish Stylistics and Composition (Or TSPAN 313 for Heritage Speakers)	5 credits
TSPAN 351 Intro to Hispanic Literary Studies	5 credits

TSPAN 352 Intro to Hispanic Cultural Studies	5 credits
Study abroad or Experiential Learning	
TSPAN 299, 393 OR 492 Foreign study/ Experiential Learning or Internship	10 credits

**Total Core Requirements    35 credits (minimum)**

The Foreign Study credits must be in a program that offers at least 50% of the instruction in Spanish in a Spanish-speaking country. Students may combine credits from two programs, if desired. The Experiential Learning must be in a Spanish-speaking community, where at least 50% of the work the student does is in Spanish.

**REQUIRED ELECTIVES**

- **AT LEAST 5 CREDITS FROM LIST A MUST BE AT THE 400 LEVEL**
- **AT LEAST 5 CREDITS FROM LIST B MUST BE AT THE 400 LEVEL**

**List A: Spanish Language classes (300 and 400 level)**

5 credits (minimum) at 300 level  
5 credits (minimum) at 400 level  
total    10 credits (minimum)

TSPAN 315 Business Communication in Spanish  
TSPAN 316 Spanish for Educators  
TSPAN 330 Information Technology in Spanish  
TSPAN 420 Advanced Spanish Grammar  
TSPAN 425 Advanced Communication Skills.  
TSPAN 430 Translation Techniques and Practices.

**List B: Literature, film or culture in Spanish (300 and 400 level)**

5 credits (minimum) at 300 level  
5 credits (minimum) at 400 level  
total    15 credits (minimum)

TSPAN 361 Survey of Spanish Literature  
TSPAN 362 Survey of Spanish American Literature  
TSPAN 371 Spanish Cultural Studies  
TSPAN 372 Spanish American Cultural Studies  
TSPAN 373 Latino Culture in the U.S.  
TSPAN 374 Hispanic Film Studies  
TSPAN 450 Women in Latin America  
TSPAN 452 Latin American Art  
TSPAN 461 Mexican Literature and Film  
TSPAN 471 Caribbean Culture

TSPAN 480 Contemporary Spanish Culture  
TSPAN 482 Spanish Cinema  
TSPAN 483 Latin American Cinema  
TSPAN 490 Race and Ethnicity in Latin America

**Total Credits Required Electives 25 credits (minimum)**

**Total required credits for major: 60 credits (minimum)**

**Table 5: Sequencing of Core & Elective Courses**

<b>Quarter</b>	<b>Course</b>	<b>Credits</b>
1	TSPAN 301 Advanced Spanish Grammar and Lexicon or TSPAN 311- Spanish for Bilingual/Heritage Speakers I	5
	Free Elective	5
	Free Elective	5
2	TSPAN 302 Advanced Spanish Conversation or TSPAN 312-Spanish—Grammar and Lexicon for Bilingual/Heritage Speakers II	5
	TSPAN 351 Intro to Hispanic Literary Studies	5
	Required Elective 300 level (List A or B)	5
3	TSPAN 303 Advanced Spanish Composition and Stylistics or TSPAN 313 Spanish Composition and Stylistics for Heritage Speakers	5
	TSPAN 352 Intro to Hispanic Cultural Studies	5
	Required Elective 300 level (List A or B)	5
4	Required Elective 400 level (List A or B)	5
	Free Elective	5
	Free Elective	5
5	TSPAN 393 Foreign Study Credit, or TSPAN 492 Experiential Learning	10
	Free Elective or Directed Readings/ Independent Research	5
6	Required Elective 400 level (List A or B)	5
	Required Elective 400 level (List A or B)	5
	Free Elective	5
<b>Total Credits</b>		<b>90</b>

- Students can participate in a Study Abroad program during any quarter, including summer. Only credits earned for TSPAN 299 or TSPAN 393 will count towards the Study Abroad requirement. For students who are going abroad for the quarter, a directed readings class or independent research project can be combined with the Study Abroad class to make up a full-time program of study for the quarter, if needed.
- Students can do the Experiential Learning Internship during any quarter, including the summer, after they have completed at least 30 credits at the 300 or 400 level in the major. For those enrolled in the Experiential Learning class, any elective can be added to make up a full-time program of study.



**Tacoma: Bachelor of Arts in Hispanic Studies (TIAS-20090327B)**

Tri-Campus Review Comments:

DONALD J. JANSSEN

Thank you for including a specific upper-division credits requirement (60).

ROBERT TORRANCE ANDREWS

It's my understanding that a great many in that community consider the word "hispanic" to be a racial slur. Perhaps the first lesson in the proposed curriculum would be to use the word "Latino" instead.

CYNTHIA DUNCAN

Latino Studies is an established field that refers to Latinos in the US. Hispanic Studies is an established field that refers to the study of the Spanish language and cultures of the Spanish speaking world. The choice of names is based on the common use of these program names across the US and UK.

Hispanic Studies is the modern preferred name for what used to be called a Spanish major. It is a major designed to foster in students an advanced proficiency in the Spanish language. Classes are taught in Spanish, and we pay attention to semantic and structural aspects of the language through courses in advanced grammar and syntax, oral/aural proficiency, and composition. In addition, because language doesn't exist without culture, all of our classes include attention to the cultural diversity of the Spanish speaking world. This includes Spain, Spanish America and Latinos in the USA. Taking a more modern approach to the major, we focus on contemporary culture, with attention to literature, film, popular culture, art, music, history and politics, economic issues, sociology, etc. In short, we want to stay true to the interdisciplinary nature of the IAS program, and offer a major that incorporates more than one discipline. Hispanic Studies is the most appropriate term to describe this kind of major because Hispanic is inclusive and allows us to look at all Spanish-speaking peoples around the world. This is the name of Spanish programs all around the USA and the UK, so it is consistent with normal practices. Hispanic Studies has replaced Spanish in most departments because (1) it is more interdisciplinary in approach and includes more attention to culture in the broadest sense, rather than focus exclusively on canonical literature; and (2) the word Spanish privileges the mother country, Spain, over the former colonies (Latin America and the southwestern USA) and post-colonial theory has taught us that we need to correct this semantic imbalance by choosing a more neutral term (Hispanic).

Latin American Studies and Latino Studies are established fields in their own right and not the same as Hispanic Studies. These majors are also interdisciplinary but differ from Hispanic Studies in a number of ways. The coursework in these fields is done in English, not Spanish. Advanced proficiency in Spanish is helpful but not generally required, and little or no coursework is devoted to the acquisition of language skills. Latino Studies refers to Latinos in the US, and does not include people from Spain or Spanish America. Latin American Studies refers to people from Latin America (including Brazil and Haiti,

where Portuguese and French are spoken); it excludes people from Spain and generally does not include Latinos in the US either. For this reason, we think that Hispanic Studies is actually the most broad and inclusive of the three fields, in the sense that the focus is on all peoples and cultures in the Spanish-speaking world.

It is true that when applied ONLY to persons in the USA, the term Latino is preferred over Hispanic (a term that was chosen by the US census bureau to categorize persons of Spanish-speaking heritage living in the USA and one which some Latinos find objectionable for political reasons). However, when the term Hispanic is used to describe all cultures around the world where Spanish is spoken, the term does not carry any negative political charge. It is simply a broad descriptive term, like "Franco" to describe the French-speaking world, or "Germanic" to describe cultures that are linked to that linguistic family.

We have given careful thought to the name of the major and the curriculum and we feel that our proposed major is well within the norms prescribed by leading specialists in the field. We recognize that we have to make our intentions clear to people who aren't specialists in the field, however, so I hope that these comments help clarify our choices.

SHARON PARKER

I am thrilled that UWT will soon have a major in Hispanic Studies, although I would prefer the title to be Latin American Studies to focus on the contemporary world of culture, literature, and language. I do notice that the required courses involve a variety of offerings that address the contemporary issues and would hope that the emphasis would be on these rather than a classical review of Spanish (from Spain) literature and inclusive of authors from Latin American (such as Pablo Neruda, Octavio Paz, Gabriela Mistral, Jorge Luis Borges, and Carlos Fuentes) and the US Latinos (Antonio Burciaga, Isabelle Allende, Sandra Cisneros, and Horacio Pena). Preparing students for the 21st century world of global economics, politics and art requires students to be grounded in contemporary culture and issues, so a major that emphasizes that over classical literature would be far more attractive, rewarding, and enlightening.

Sharon Parker

Assistant Chancellor for Equity & Diversity  
UWT

DOLORES ALCAIDE RAMIREZ

Thanks for your comments, Sharon. The major in Hispanic Studies will focus on contemporary culture, literature, art, media, and language from Latin America, the US and Spain. There will be no review of classical texts from Spanish literature (such as Don Quixote or the Golden Age Theatre). Most of the classes will emphasize Latin American and Latinos in the US but we will also offer some classes on Contemporary Spain because of the important similarities between Spain and the US with regards to immigration, multiculturalism, diversity, political divisions, terrorism, etc. Precisely the point of our proposal and what distinguishes us from Seattle, for example, is our

emphasis in contemporary issues instead of classical texts. Our intention is indeed, as you mention, to prepare our students for the 21st century.

## UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES\*\*

### CHECKLIST

Title of Proposal: Bachelor of Arts degree in Hispanic Studies

Proposed by (unit name): Interdisciplinary Arts and Sciences

Originating Campus:

☐ UW, Seattle

☐ UW, Bothell

☒ UW, Tacoma

**I. Phase I. Developed Proposal Review** (to be completed by Originating Campus' Academic Program Review body)

A. Review Completed by: (list name of program review body)

Chaired by:

05/14/09 Date proposal received by originating campus's review body

05/22/09 Date proposal sent to University Registrar

05/22/09 Date proposal posted & email sent to standard notification list

07/02/09 Date of originating campus's curriculum body approval

(Note: this date must be 15 business days or more following date of posting)

B. 3 Number of comments received. Attach the comments and a summary of the consideration and responses thereof: (1-2 paragraphs)

**II. Phase II. Final Proposal Review** (to be completed by FCTCP)

A. Review Completed by:

☒ FCTCP subcommittee

☐ FCTCP full council

Chaired by: Janet Primomo, UW Tacoma

07/14/09 Date request for review received from University Registrar

07/18/09 Date of FCTCP report

B. Review (attached)

YES NO

- ☒ Was notice of proposal posted on UW Website for 15 business days?
- ☒ Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?
- ☒ Were comments received by academic program review body?
- ☒ Was response to comments appropriate? (explain, if necessary)
- ☒ Was final proposal reviewed by FCTCP within 14 days of receipt?
- ☒ Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

#### C. Recommendation

The FCTCP Curriculum Review Sub-Committee completed the Phase II review of this proposal. The Sub-Committee noted that all procedures were followed. The proposal generated 3 comments, two requiring responses. Both of these focused on the appropriate name for the program and were addressed adequately by members of the originating program.

The FCTCP sub-committee is pleased to have the Registrar forward the final proposal for final action. Thank you. Janet Primomo, Chair, FCTCP

#### Summary :

- ☒ Forward for final approval
- ☐ Forward to Provost because of University issues (Explain)
- ☐ Return to campus council because of insufficient review (Explain).

\*\*Endorsed by Faculty Senate Executive Committee, 1/10/05, modified 1/31/06; These procedures apply to new undergraduate degrees, majors, minors (and certificates) and substantive changes to same