NAME OF INTERDISCIPLINARY MINOR: Spanish & Latin American Studies
MINOR QUALIFICATION: A MINOR MUST HAVE 18 HOURS TOTAL; INCLUDING 12 HOURS AT THE 3000 LEVEL OR ABOVE.

NAME OF INITIATOR: Dr. Maureen Russo Rodríguez  DATE INITIATED: January 2016

☐ PROPOSED CHANGE: (N/A; NEW minor proposal)
(IF A CHANGE IS PROPOSED INCLUDE WHAT THE CHANGE IS AND HOW IT EFFECTS THE MINOR)

Rationale for Minor:
Schreiner graduates must recognize that the world is increasingly diverse at the local and global levels, and they must be prepared to thrive in that environment. In fulfillment of its goals as a premier place of learning and a Hispanic Serving Institution, Schreiner University has continued to improve its commitment to promoting campus focus on international and intercultural issues and to serving its Hispanic population through various initiatives, including improvements to campus facilities and extracurricular opportunities that support student success. The time has come for SU’s faculty, staff, and administrators to challenge the campus to engage with Hispanic issues at the academic level and to create avenues for the study of Hispanic and Latino topics across the multiple disciplines with which they intersect.

The Minor in Spanish & Latin American Studies will offer students a way to pursue interdisciplinary study of the past, present, and emerging cultural realities of the Spanish-speaking world: a geopolitical entity that includes but is not limited to Spain, Latin America, and the United States. In addition to studying the Spanish language and its more traditional cultural artifacts (e.g., literature and film), students of this interdisciplinary minor will contemplate the many social, historical, political, and economic contexts that shape and are shaped by the cultural production of the Spanish-speaking world. Although the minor’s central focus will be in the humanities and social sciences, students will be encouraged to incorporate relevant coursework options from numerous other disciplines, e.g., business, education, and public health.

The imperative to offer a track in Spanish & Latin American Studies as an addition to SU’s traditional coursework offerings in Spanish is a necessary curricular improvement because it addresses important social and academic changes of the twenty-first century. A truth that has become increasingly evident in US higher education is that Spanish programs “occupy a unique intellectual and political space in United States academia and society,”¹ as the status of Spanish as a “foreign” language in the US is and will continue to be a topic of increasing controversy in the twenty-first century.² Furthermore, the curricular refashioning through which language programs reinforce their inherent interdisciplinarity and connections to Cultural Studies reflects a

much broader national trend that has gained increasing importance in the context of US Spanish Programs specifically.

The intellectual, ideological, and pragmatic reasons to launch this minor are equally compelling. First, and as mentioned, the creation of an interdisciplinary option in Spanish & Latin American Studies enables SU to make a much needed transition from a purely traditional language program and toward a more forward-thinking academic agenda—the kind that will promote outcomes that are most relevant to our students.3 Issues related to the Spanish language and to Hispanic and Latino cultural identities permeate our students’ experiences at the personal, local, and global level. In 2015, census data estimated the number of Spanish speakers in the US at well above 50 million, which means that at the time of this minor’s proposal the US has the second largest Spanish-speaking population of any nation in the world, with more Spanish speakers than Spain and second only to México.4 Furthermore, and undeniably, we live in a time and in a place in which linguistic and cultural identity can be a profoundly complex, highly charged, and deeply personal matter; thus, a person’s capacity to understand and think critically about topics such as language and identity is increasingly necessary for success as both an individual and a member of society. Such learning outcomes cannot be achieved through traditional coursework options: they require interdisciplinary focus and coursework in Cultural Studies topics. According to the MLA’s 2007 report “Foreign Languages and Higher Education: New Structures for a Changed World,” many US Spanish language programs flounder when they prove “unwilling or unable to regard interdisciplinarity, contemporary issues, and most strikingly Latinas/os as essential components of their mission.”5 Following this advice, any Spanish Program must do more than merely promote students’ development of language skills for utilitarian value: it must also foster its students’ exploration of the complex issues that are at stake when we begin to speak of language, culture, and identity in the first place.

Secondly, the creation of a relevant and engaging interdisciplinary minor in which both non-heritage learners and heritage speakers can expand their understandings of Spanish & Latin American Studies would fulfill SU’s goals as an HSI at a new level. Multilingualism is an increasingly important cornerstone of the transcultural competency that is demanded of us as citizens in a changing global society. For that reason it is unfortunate that many US institutions perpetuate a counterproductive phenomenon known as “differential bilingualism,” through which monolingual English speakers are encouraged to learn other languages but heritage speakers are discouraged from preserving or enhancing any bilingual abilities that they may already possess.6 Many heritage speakers at Schreiner regard their bilingual abilities as a negative ethnoracial marker when they should instead be empowered to recognize the myriad advantages of cultivating these skills as both personal and professional

3 Whereas traditional Spanish programs direct(ed) their focus primarily toward missions of linguistic purity (i.e., prepare students to talk and write like educated native speakers) and literary history (i.e., develop students’ knowledge of traditional, often Euro-centric, literary canons), contemporary programs strive to address goals that are more attainable and more relevant. For example, a quality contemporary program should stress the development of students’ communicative competence above their linguistic perfection (i.e., their ability to express themselves and understand others with ease), and should expose students to the emerging cultural dialogues of twenty-first-century Spanish speakers at home and abroad, as opposed to limiting study to the late great Spanish authors of yesteryear.

4 Reports published by the Instituto Cervantes (www.cervantes.es) confirm a count of 52.6 million Spanish speakers in the US. Moreover, the US Census data estimate 41 million native speakers of Spanish, plus another 11.6 million bilingual Spanish speakers (see Instituto Cervantes’s 2015 study El español: Una lengua viva, Informe 2015 http://eldiae.es/wp-content/uploads/2015/06/espanol_lengua_viva_20151.pdf)

5 This direct citation is from Rogelio Miñana’s aforementioned article, but Miñana credits Sandoval and Aparicio with the ideas he is summarizing. See Sandoval and Aparicio, “Hibridismos culturales: La literatura y cultura de los latinos en los Estados Unidos.” Revista Hispanoamericana, 71.212 (2005): 665-97. Print.

assets, laying a foundation for the kind of transcultural competency that can add value to their lives in every way. Through the proposed minor in Spanish & Latin American Studies, SU can empower all students’ translingual abilities as well as provide a platform through which they can link Hispanic and Latin American topics and issues to other fields of study at Schreiner, thus preparing students not just for greater career success but also for more meaningful and thoughtful lives as citizens of the greater world community.

Lastly, the creation of a minor in Spanish & Latin American Studies will foster beneficial cross-disciplinary collaboration among Schreiner faculty from different schools and departments, thus enhancing overall campus awareness of Hispanic topics in general and facilitating wider campus engagement with those issues. In some capacity, Latino and Hispanic issues intersect with every single field of study offered at Schreiner—from Nursing to Marketing, Religion to Exercise Science, Chemistry to Communications. This interdisciplinary minor will complement and enhance students’ studies in other areas, adding value to their degrees and meaning to their intellectual journeys at Schreiner and beyond. The most important areas for potential future growth of the minor include study abroad, service learning initiatives, and coursework developed to meet specific needs of heritage speakers in the campus community.

Outcomes:
At the level of language coursework toward this interdisciplinary minor, SU’s goals should include developing students’ communicative competence as non-native speakers and/or heritage Spanish speakers, enabling them to operate in bilingual and translingual contexts in their daily lives in contexts both personal and professional. At the level of upper-division courses especially, SU’s program in Spanish and Latin American Studies should challenge students to understand themselves and others against the backdrop of an increasingly transcultural twenty-first-century society.

Learning outcomes include the following:
- Students (non-native Spanish speakers as well as heritage speakers of all levels) will develop and strengthen their communicative competence in Spanish, enhancing their abilities to better understand themselves and others.

- Students will cultivate awareness of important topics in the past, present, and future of the Spanish-speaking world through the examination of diverse topics and cultural artifacts.

- Students will refine their critical thinking skills through research and investigation of topics in Spanish and Latin American studies.

- Students will consider the numerous multifaceted and controversial issues related to Hispanic and Latino identity in the US and the world at large, and reflect on the functions of language as a phenomenon that is linguistic just as much as it is also social, political, historical, aesthetic, and economic.

- Students will dialogue and articulate connections regarding the implications of Hispanic and Latino issues in the context of twenty-first-century society in the US and the greater Spanish-speaking world.

Assessments:
Evaluation of the outcomes listed above will occur in a variety of ways.

(I) “Language coursework,” which includes all 1000 and 2000 level classes, has outcomes that center in communicative competency and language use. As such, these classes will include evaluations that focus primarily on assessing students’ skills in language production (speaking, writing) and comprehension (reading, listening).
a. In the case of students entering the Spanish program with more advanced language abilities, the assessment of language learning outcomes and award of credit hours for lower-level language courses will be accomplished through the SU Spanish Proficiency Exam.

(II) “Designated Content Coursework,” including any upper-division courses in Spanish offered by SU or its TLC affiliates as well as designated SU courses HIST 3352 (History of Mexico) and POLS 3384 (Regional Study: Latin America), will include assignments that assess the following outcomes:

a. Students’ knowledge of the course content in question (e.g., a class on twentieth-century Mexican film will require students to demonstrate their awareness of key concepts related to the study of cinema from that region and period).

b. Students’ awareness of and ability to apply appropriate research methods for the study of the content in question (e.g., a class on Early Modern Iberian literature will require students to familiarize themselves with MLA formats and best practices for academic writing, including the use of primary and secondary sources in their elaboration of original analyses).

c. Students’ ability to formulate informed, original critical stances as well as their ability to express those stances effectively in formal academic writing and dialogue.

(III) “Non-Designated Content Coursework,” which includes any upper-division coursework that falls under the criteria described on pages 5-6 of this document, must include assignments that assess the same three outcomes listed above for disciplinary coursework (See above II. a., b., c.). Assessment of the above outcomes for credit toward the minor in Spanish & Latin American Studies will be accomplished through the process outlined on pages 5-6 of this document under the heading “Non-designated interdisciplinary coursework.”

Coursework Proposed:
An interdisciplinary minor in Spanish & Latin American Studies at Schreiner University will entail the successful completion of 18 semester hours, 12 of which must be advanced hours. Additionally, the following stipulations will apply to the minor in Spanish & Latin American Studies:

- No more than 6 credit hours may come from coursework that simultaneously fulfills the student’s major or core requirements.

- No more than 6 credit hours may come from coursework completed in a language other than Spanish.

- No more than 6 credit hours may come from transfer credits from an institution other than SU or its TLC affiliates.

- All students working to attain a minor in Spanish & Latin American Studies must successfully complete SPAN 3310 (Gateway to Hispanic Studies).

Coursework Proposed (Cont.)
Upper- and lower-division coursework for the minor in Spanish & Hispanic Studies may include the following designated classes:

FALL ODD: COURSES CURRENTLY IN ROTATION
SPAN 1401 Elementary Spanish I
SPAN 1402 Elementary Spanish II
SPAN 2303 Intermediate Spanish I
SPAN 3310 Gateway to Hispanic Studies (required course for minor)
SPAN 3304 Survey of Peninsular Literature of the 20th Century
SPAN 3305  Current Hispanic American Thought & Literature
LANG 3XXX (TLC Upper-division Spanish coursework)
Any study abroad course taken in Spanish language

FALL EVEN: COURSES CURRENTLY IN ROTATION
SPAN 1401  Elementary Spanish I
SPAN 1402  Elementary Spanish II
SPAN 2303  Intermediate Spanish I
SPAN 3301  A Survey of Latin American Literature to the 20th Century
HIST 3352  The History of Mexico
POLs 3384  Regional Study: Latin America
LANG 3XXX (TLC Upper-division Spanish coursework)
Any study abroad course taken in Spanish language

SPRING ODD: COURSES CURRENTLY IN ROTATION
SPAN 1401  Elementary Spanish I
SPAN 1402  Elementary Spanish II
SPAN 2304  Intermediate Spanish II
SPAN 3303  A Survey of Latin American Literature to the 20th Century
LANG 3XXX (TLC Upper-division Spanish coursework)
Any study abroad course taken in Spanish language

SPRING EVEN: COURSES CURRENTLY IN ROTATION
SPAN 1401  Elementary Spanish I
SPAN 1402  Elementary Spanish II
SPAN 2304  Intermediate Spanish II
SPAN 3302  A Survey of Peninsular Literature to the 20th Century
LANG 3XXX (TLC Upper-division Spanish coursework)
Any study abroad course taken in Spanish language

Other disciplinary SU courses not currently offered in specific rotation
SPAN 4370  Topics in Spanish

Non-designated interdisciplinary coursework
Interdisciplinary coursework that is not designated may provide students with the opportunity to explore Spanish & Latin American Studies topics within the framework of a broader coursework focus. For example, a student may take a course such as BSAD 3340 (Borderless Business) and elect to complete a semester-long project that involves an analysis of emerging markets in Latin America, or take ENGL 4335 (Studies in World Literature) and focus his or her final research paper on Miguel de Cervantes and the rise of the modern novel.

Such non-designated interdisciplinary coursework may only be counted toward this minor provided that the student complete substantive coursework assignments that focus directly on Spanish & Latin American Studies for the class in question. In these cases, approval of credit toward the minor will be accomplished through a documented course contract process requiring consent from the instructor in question as well as oversight from the Program Coordinator for Spanish & Latin American Studies.7 To those ends, several steps and conditions must be fulfilled:

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7 This contract process is similar to the one employed by the SU Honors Program when awarding Honors credit for non-designated coursework.
1) The class in question must offer the option for the student to complete substantive upper-division coursework on topics that are directly related Spanish & Latin American Studies.

2) The student must complete a Course Contract Form (See Appendix A of this document) to gain approval from the Program Coordinator as well as consent from the instructor for the course in question. The Course Contract Form must specify which components of the student’s coursework will focus specifically on Spanish & Latin American Studies issues (E.g., papers, presentations, reports, projects or other assignments) and how those respective learning outcomes will be measured and evaluated. The Program Coordinator will provide the registrar’s office with a copy of all contract forms.

3) Any specific expectations regarding a student’s completion of additional/independent work on Spanish & Latin American topics (i.e., beyond the standard syllabus for the class), must be negotiated with the instructor, recorded on the Contract Form, and approved by the Program Coordinator.

4) The student must submit a copy of any designated assignments to the Program Coordinator, who will maintain a portfolio for each student pursuing the Spanish & Latin American Studies minor.

Credit toward the minor will be applied only if the coursework in question includes substantive academic investigations in which Spanish & Latin American Studies topics figure prominently in the student’s inquiry, analysis, and reflection.

Some examples of upper-division courses that could fall into this non-designated coursework category include but are not limited to:

- BSAD 3322 International Marketing
- BSAD 3340 Borderless Business
- COMM 3320 Intercultural Communication
- COMM 4310 Conflict and Communication
- EDUC 4305 Curriculum & Assessment (EC-6)
- EDUC 4307 Curriculum & Assessment (7-12)
- ENGL 4335 Studies in World Literature
- ENGL 4363 Religion in Literature & Film
- IDST 4340 Problems & Solutions in Global Society
- PBHL 3371 Introduction to Public Health
- PBHL 3372 Global Health
- PBHL 4374 Community Health (*travel course)
- POLS 3372 International Law
- POLS 3381 Globalization Theories, Issues & Trends
- POLS 3382 Comparative International Political Systems
- POLS 3383 International Political Economy
- RDNG 3309 Disciplinary Literacy
- RDNG 3310 Reading and Language Arts
- TXST 3330 Texas Culture, Literature, and Song

Additional requirements for student completion of the minor:
None

Costs associated with minor:
Not at this time
APPENDIX A: COURSE CONTRACT FORM
TO BE COMPLETED FOR ANY NON-DESIGNATED INTERDISCIPLINARY COURSEWORK
TOWARD A MINOR IN SPANISH & LATIN AMERICAN STUDIES

Students wishing to apply credits from non-designated courses toward the interdisciplinary minor in Spanish & Latin American Studies must complete this contract to request approval. The coursework in question must satisfy all conditions and requirements (as listed in the document description of the minor under “non-designated interdisciplinary coursework”) in order to qualify for credit toward the minor.

This form must be completed and signed by both the student and the professor of the course in question before it is submitted to the Program Coordinator for approval and delivered to the Registrar. The student’s successful fulfillment of the assignments designated below must also be reviewed and approved by the Program Coordinator upon the student’s completion of the course.

STUDENT INFORMATION:

NAME: ____________________________  EMAIL: ____________________________

MAJOR: ____________________________  ADVISOR: ____________________________

EXPECTED GRADUATION DATE: ____________

COURSE INFORMATION:

COURSE NUMBER & TITLE: __________________________________________________________

PROFESSOR: ____________________________  EMAIL: ____________________________

SEMESTER/YEAR COURSE WILL BE TAKEN: _________________ / _______________

IN ADDITION TO PROVIDING THE INFORMATION REQUESTED BELOW, PLEASE ATTACH A COPY OF A COURSE SYLLABUS WHEN SUBMITTING THIS FORM TO THE PROGRAM COORDINATOR FOR APPROVAL

I. EXPLAIN IN BRIEF HOW THIS COURSEWORK OFFERS THE OPTION TO EXPLORE TOPICS IN SPANISH & LATIN AMERICAN STUDIES
II. LIST BELOW THE SPECIFIC COURSE COMPONENTS OR ASSIGNMENTS THAT THE STUDENT AGREES TO COMPLETE THAT WILL SATISFY THE REQUIREMENT FOR SUBSTANTIVE UPPER-DIVISION COURSEWORK THAT DIRECTLY RELATES TO TOPICS IN SPANISH & LATIN AMERICAN STUDIES. FOR EACH ASSIGNMENT LISTED (E.G., READINGS, PAPERS, PROJECTS, PRESENTATIONS), BE SURE TO MENTION THE METHOD OF EVALUATION AND THE WEIGHT OF THE ASSIGNMENT.

The assignments listed on this contract will be completed in fulfillment of the requirement for substantive upper-division coursework on topics related to Spanish & Latin American Studies.

STUDENT SIGNATURE: _______________________________ DATE: ________________

PROFESSOR SIGNATURE: _______________________________ DATE: ________________

PROGRAM COORDINATOR APPROVAL OF CONTRACT FORM:

SIGNATURE: _______________________________ DATE: ________________

THE BELOW SECTION IS TO BE COMPLETED BY THE PROGRAM COORDINATOR UPON THE STUDENTS COMPLETION OF THE COURSE:

PROGRAM COORDINATOR APPROVAL OF COMPLETED COURSEWORK FOR CREDIT TOWARD MINOR IN SPANISH & LATIN AMERICAN STUDIES

SIGNATURE: _______________________________ DATE: ________________
Recommendations of Colleagues: (Click on your selection, then add your name and date.)

**X** RECOMMEND  □ DO NOT RECOMMEND  NAME: **Ryan Naughton**  DATE: **1/19/16**

**X** RECOMMEND  □ DO NOT RECOMMEND  NAME: **Rui Cao**  DATE: **1/19/16**

**X** RECOMMEND  □ DO NOT RECOMMEND  NAME: **Nancy Nystrom**  DATE: **1/19/16**

**X** RECOMMEND  □ DO NOT RECOMMEND  NAME: **Kathleen Hudson**  DATE: **1/19/16**

**X** RECOMMEND  □ DO NOT RECOMMEND  NAME: **Mary Grace Antony**  DATE: **1/20/16**

**X** RECOMMEND  □ DO NOT RECOMMEND  NAME: **Sally Hannay**  DATE: **1/20/16**

**X** RECOMMEND  □ DO NOT RECOMMEND  NAME: **Michael Grillo**  DATE: **1/20/16**

**X** RECOMMEND  □ DO NOT RECOMMEND  NAME: **Mark Woodhull**  DATE: **1/31/16**

□ RECOMMEND  □ DO NOT RECOMMEND  NAME: _____________________  DATE: / /

□ RECOMMEND  □ DO NOT RECOMMEND  NAME: _____________________  DATE: / /

**COMMENTS**

Approval/Disapproval and Electronic Signature of Department Chair: (Click on your selection, then add your electronic signature and date.)

**X** APPROVE  □ DO NOT APPROVE  SIGNATURE: **Lydia Kualapai**  DATE: **1/21/16**

**RATIONALE FOR APPROVAL OR DISAPPROVAL**

As an interdisciplinary minor, Spanish & Latin American Studies aligns perfectly with Schreiner’s mission, particularly our codified commitments as an Hispanic Serving Institution. The articulated outcomes and the assessment processes herein are intellectually rigorous and administratively sound. The courses and their sequencing have been carefully designed to embody the philosophy and pedagogy of interdisciplinary studies. As Chair of English and World Languages, I am delighted to give this forward-looking minor my hearty endorsement.
Approval/Disapproval and Electronic Signature of Academic Dean:  (Click on your selection, then add your electronic signature and date.)

X APPROVE □ DO NOT APPROVE SIGNATURE__William Woods_____ DATE: 1/21/16

RATIONALE FOR
APPROVAL OR
DISAPPROVAL

Approval/Disapproval and Electronic Signature of VPAA:  (Click on your selection, then add your electronic signature and date.)

□ APPROVE □ DO NOT APPROVE ELECTRONIC SIGNATURE_________________________

DATE_______

RATIONALE FOR
APPROVAL OR
DISAPPROVAL

For informational and administrative purposes—after form is complete—department chair emails it to dean, dean then forwards it to provost, provost then forwards it to the registrar, who adds any needed catalog and /or tracking information and brings it to Academic Affairs Committee. At the next faculty meeting, AAC chair then presents it to the faculty as an informational item.