

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: _____ Cynthia Schmidt-Cruz _____ phone number 302-831-0439 _____

Department: Foreign Languages & Literatures _____ email address csc@udel.edu _____

Date: October 14, 2009 _____

Action: Add major _____
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 10F _____
(use format 04F, 05W)

Current degree _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BA _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Spanish Studies: Language & Culture _____
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")
SPAN/LAMS 475. This will be the capstone course for the new track.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.

Written communication in Spanish and perfection of grammatical structures are the objectives of SPAN 200, 300 and 401, while SPAN 205 and 305 focus on oral communication, conversation and culture. Indeed, studying the Spanish language and Hispanic culture is all about attaining linguistic and cultural skills that enable us to communicate effectively with Spanish speakers.

Research shows that knowledge of other languages boosts students' understanding of languages in general and enables students to use their native language more effectively. This applies to specific language skills as well as overall linguistic abilities. Foreign language learners have stronger vocabulary skills in English, a better understanding of the language, and improved literacy in general. Higher reading achievement in the native language as well as enhanced listening skills and memory have been shown to correlate with extended foreign language study.

Source: http://www.vistawide.com/languages/why_languages2-4.htm

2) Learn to think critically to solve problems.

SPAN 201, the literary survey courses (SPAN 301, 302, 303, and 304), 355, 370, and the 400-level literature courses all incorporate a critical approach to literary texts. Students must think critically about texts, analyzing development of themes, character development, and literary techniques. The culture courses, SPAN 307, 308, 325, 326 and 475, take a critical approach to cultural problems.

Furthermore, because learning a language involves a variety of learning skills, studying a foreign language can enhance one's ability to learn and function in several other areas. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning. In addition to cognitive benefits, the study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations.

Source: http://www.vistawide.com/languages/why_languages2-4.htm

3) Be able to work and learn both independently and collaboratively.

Students must work independently to master many of the components of language skills—for instance, learning verb conjugations and vocabulary is often independent work. Literary readings are largely independent work as well. On the other hand, there is frequent collaborative work in language, literature, and culture classrooms. Students often work in pairs or in small groups to solve problems. The collaborative development of skits and dialogues is an important component of SPAN 205 and 305 in particular. Composition classes often incorporate peer editing sessions. Also, some class assignments involve group projects and presentations that require collaborative work outside of class.

4) Engage questions of ethics and recognize responsibilities to self, community, and society at large.

As part of the subject matter of conversation, literature, and culture courses, students learn about and engage ethic and social issues that Latino/Hispanic cultures face. For instance in the culture courses, students will address issues such as urban problems; political issues including authoritarian regimes, revolutions, and the consolidation of democracies; immigration; environmental issues; and health care. In addition, service learning is incorporated into several courses, such as SPAN 305 and study abroad programs.

5) Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

Many important literary and artistic works have been written in Spanish. A translation can never wholly communicate the intent, style, and uniqueness of the original version; to be able to fully appreciate the innuendoes and cultural references of literature, theater, and film, one must be able to access them in the original language.

Additionally, in the literature and culture courses, students study diverse forms of expression that underlie different forms of thinking, such as literary texts, essays, music, art works, and political manifestos.

6) Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.

Once we begin to study other cultures we have opened the door to lifelong learning. As students begin to study the language, literary expression, and culture of the Hispanic world, they realize that they have only scratched the surface of a vast and infinite network of cultural knowledge.

Students are encouraged to explore the context and implications of literary works and cultural issues. For instance if in SPAN 415 a student studies a novel that depicts the life of citizens during the recent dictatorship in Argentina (1976-1983), they will want to know what led to the implantation of an authoritarian regime, why the military pursued

certain individuals or groups of individuals, what was happening in neighboring countries, what countries had authoritarian governments and how these differed, what countries had socialist revolutions and what was their outcome, what other literary and artistic works depict dictatorships, what is the current situation of the country and so on. Likewise, if in SPAN 326 they study urban problems of Mexico City or environmental issues in the Amazon basin, these issues will generate another series of questions and fields of inquiry. Students learn that each piece of knowledge, cultural or linguistic issue, or artistic work with which they engage is part of a vast cultural network that they can pursue for the rest of their lives.

7) Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.

With the study of foreign languages, literatures and culture, the “classroom” has no boundaries. Everything students learn in the courses they take for the Spanish major is relevant to their experiences beyond the classroom, and this learning is vital in their interactions in foreign countries or with diverse cultures in the United States.

A prime example of use of classroom learning outside the classroom setting is participation in study abroad programs. Indeed, the vast majority of UD Spanish majors do participate in study abroad, many students taking advantage of more than one of the department’s study abroad offerings in Spanish-speaking countries, currently including Spain, Mexico, Costa Rica, Panama, Ecuador, Chile, and Argentina. Students who choose the enriched option with Portuguese have the opportunity to study in Brazil. During their study abroad experience, students draw from and expand on their classroom learning constantly as they interact with local people and go about daily life in another country. And of course interaction in other languages and with other cultures is not limited to experiences outside of the United States. Every time students interact with international students, listen to music, watch movies, read a newspaper or magazine or consult a Website in another language, they are using their classroom knowledge beyond the boundaries of the classroom.

8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expressions.

In the classes for the Spanish major, students will learn to appreciate human creativity and aesthetic and intellectual expressions. In SPAN 201 and in the literary survey courses in particular, students will study diverse literary genres—narrative, poetry, drama, and essay—with an eye toward an understanding of the distinctive characteristics of each genre.

In these classes and in the upper division literature classes, students reflect on the artistic value of literary works. Culture classes will include study of other forms of aesthetic expression, such as plastic art, music, and film.

9) Understand the foundations of United States society including the significance of its cultural diversity.

To able to fully understand one's own culture, one must look at it from the outside as well from the inside, that is from the perspective of another culture. There are aspects of our own culture that we accept as absolute and never question until we view these practices or beliefs through the eyes of a culture and people with different customs, values, and beliefs. Indeed, there are university programs in U.S. Studies that require study outside of the country as an integral part of the course of study.

And of course, Hispanics make up an increasingly large segment of the population of the United States. By learning their language and about the cultural background and history of Hispanic groups in the United States—especially why they have chosen to or felt compelled to immigrate to the U.S.—is crucial to understanding the Hispanic societies in the United States and appreciating the challenges many face. SPAN 326 and other courses include segments specifically about Latinos/Hispanics in the United States.

10) Develop an international perspective in order to live and work effectively in an increasingly global society.

Learning another language is the key that gives learners access to another culture, enabling them to step inside the mind and context of that culture and understand it on its own terms. A person competent in other languages can understand foreign news sources and provide insights into other perspectives on international situations and current events. In addition to language learning, the courses required for the Spanish major teach students about Hispanic culture and values, helping them to understand and appreciate cultural values and belief structures that differ from their own. While all courses include the study of culture, SPAN 307, 308, 325 and 326 have it as their central focus. And, of course, the opportunity to live in another culture via participation in one of the many FLL study abroad offerings in Spanish-speaking countries and in Brazil is crucial to the development of an international perspective.

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")
None.

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

We have found that many of our students are not interested in the traditional Spanish major with a heavy literature requirement, and instead are oriented toward the study of language and culture. This new orientation of students of Spanish is described in an article published in the *Chronicle of Higher Education* entitled "Hispanic Studies Must Reform to Stave Off Obsolescence" (Dec. 19, 2008). "Previously students chose upper-division Spanish courses to pursue literary interests and perhaps prepare for graduate studies," writes Frank Graziano, author of the article. "But today most of the students are double major or minors with primary interest in a range of disciplines. Those students view Hispanic studies in the context of broader academic and career goals. They seek a working knowledge of Spanish and an understanding of Hispanic-world

regions to enhance their effectiveness as professionals among Spanish-speaking peoples here and abroad.”

The new Spanish Studies: Language & Culture track is designed to meet the needs of the student population described above. This major only requires two courses in literary studies—an introductory course at the 200-level and a literary survey course at the 300-level. At the 400-level, majors are free to choose advanced language study, culture courses, or literature, if they wish. Thus, a strength of this track is its flexibility—students can select the combination of courses that best suits their learning goals and career objectives. Importantly, the new track offers students the possibility of taking two courses in other disciplines taught in Spanish, thus integrating study of the Hispanic world from different disciplinary perspectives and featuring a “Spanish-Across-the-Curriculum” approach. (These courses are currently available in our study abroad semesters in Spain and Mexico. They will be taught on campus on an experimental basis in 2010-2011 by professors in other disciplines who are native Spanish speakers and submitted as new courses in the next course approval cycle.)

In this 36-credit major all of the course work is taken in the Spanish language.

The Enhanced Option with Intensive Portuguese allows those students who are interested in learning Portuguese to earn an enhanced degree which acknowledges this additional language study.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

Spanish Studies: Language & Culture

MAJOR REQUIREMENTS

12 courses (36 credits), as follows:

Nine SPAN courses (27 credits):

SPAN 200	3
SPAN 201	3
SPAN 300	3
One of SPAN 301, 302, 303, 304, 355, 370	3
One of SPAN 307, 308, 325, 326	3
One of SPAN 2xx or 3xx	3
One of SPAN 3xx or 4xx	3
Two SPAN 4xx	6

Capstone Experience: SPAN/LAMS 475..... 3

Two courses in Spanish (6 credits) to be chosen from the following: 6

SPAN 4xx and/or courses taught *in the Spanish language* by other departments: History, Political Science, Anthropology, Art History

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF 124

Enhanced option with Portuguese

Spanish Studies: Language, Culture, and Intensive Portuguese

MAJOR REQUIREMENTS

14 courses (42 credits), as follows:

Same major requirements as above36 credits

PORT 216 and 316.....6

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson Richard A. Zipse Date 10/26/09

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs