

**DEPARTMENT OF HISPANIC STUDIES
COLLEGE OF CHARLESTON**

**ANNUAL REPORT
2003-2004**

JOSÉ ESCOBAR, ACTING CHAIR

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**Department of Hispanic Studies Faculty
2003-2004**

Professors	Andrew Sobiesuo	
Associate Professors	José Escobar Herbert Espinoza Luis Linares-Ocanto Elizabeth Martínez-Gibson Luci Moreira Joseph Weyers Janice Wright	
Assistant Professors	Nadia Avendaño Irene Chico-Wyatt Lola Colomina-Garrigós Michael Gómez Elaine Griffin Sarah Owens Silvia Rodríguez Félix Vásquez Marianne Verlinden	
Visiting Assistant Professors	Peter Imoro Mónica Méendez Rubén Silvestry	
Senior Instructors	Karen Berg Susan Turner	
Instructor	Georgia Schlau (Lab Director)	
Visiting Instructor	Araceli Alvarez Sara Burns	
Adjunct Instructors	Elba Andrade Maria Andrews Anne Beam Bryan Byrd Patricia Gómez Devon Hanahan	Angeles Mackenzie Claudia Moran José Moreira Virginia Porter Eileen Shields Jonathon Smith Azilde Worley

MISSION STATEMENT

The Department of Hispanic Studies offers students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish language, and the literatures and cultures of the Hispanic world. The Department also seeks to promote the study of Portuguese at the College of Charleston with a view to developing a minor in a minor area of study on the Luso-Brazilian world. Specifically, the Department's mission is to:

- ∞ Ensure that students at the College acquire sufficient knowledge of the language to build fluency in the language when future personal or professional needs require it.
- ∞ Prepare majors and minors for success as professionals in career fields related to Spanish.
- ∞ Teach understanding and appreciation of Hispanic and Luso-Brazilian cultures, and provide knowledge about the literary and intellectual achievements of these worlds.
- ∞ Provide opportunities for study abroad in areas where Spanish and Portuguese are spoken.
- ∞ Enhance the education of students who are not Spanish majors by providing them language skills that complement their chosen major.
- ∞ Play a leading role in internationalizing the College of Charleston curriculum.
- ∞ Work with the School of Education to prepare Spanish language teachers both substantively and pedagogically for the South Carolina school system.
- ∞ Provide opportunities for continuing study of Spanish at the graduate level for language teachers and other professionals in the Charleston area, and the study of Portuguese at the advanced level.
- ∞ Promote articulation between secondary schools and the College in the teaching of Spanish and Portuguese.

Executive Summary

The academic year 2003-2004, like previous years, will come down as a busy one in the history of the Department. With five faculty searches of which three were successful, including the hiring of a tenure-track professor as the likely future director of the Bilingual Legal Interpreting Program, and two faculty members undergoing Third Year Review, for tenure and/or promotion, and re-appointment, the Department, once again, found its resources and energy stretched to the limits. In spite of all this and the fact that several of us assumed additional duties and responsibilities to keep the department running during the last academic year, faculty continued their engagement with several curriculum initiatives, resulting in new courses and course proposals. At the same time, our commitment to interdisciplinary programs and internationalization remains very strong. Faculty members continued their participation in the Honors Program, the Latin American and Caribbean Studies program, and Linguistics program. Study abroad programs also constitute a major undertaking in the Department. It can accurately be stated that the Department offers study abroad opportunities year-round to interested students.

Among the highlights of the year was the College's sponsorship of the 53rd Mountain Interstate Foreign Language Conference, which was organized and led by Dr. José Escobar in collaboration with colleagues in our department. Members of the Department also led the College's recently-established interdisciplinary Minor in Linguistics; added study abroad programs in Brazil and Mexico to our current programs in Spain, Chile and Cuba; and expanded the curriculum in Spanish for Business. The Department successfully ran the first full year of its "total immersion" *Casa Hispánica* and offered its first two courses in the College's new Master of Education in Languages program. In Portuguese we teamed with the School of Business and Economics on a grant proposal to set up a consortium of U.S. and Brazilian universities to promote an international exchange of business students.

The Department of Hispanic Studies again reached new highs in enrollment, both in Spanish and Portuguese, with a total student population of 5,617 in the Academic Year 2003-2004. We also had an impressive number of majors in Spanish (164) and-with a total of 160-the largest number of minors of any discipline in the School of Humanities and Social Sciences. Enrollment in Spanish classes continued their upward trend during 2003-2004. Courses in Portuguese attracted modest enrollment as well. Faculty in the Department of Hispanic Studies taught 254 course sections with a total enrollment of 5,617 students. Classes in Maymester, Summer I & II sessions are also in high demand as can be seen from the enrollment patterns. An additional 467 students took advantage of the Spanish Conversation Practicum during the 2003-2004 academic year. Indeed the demand for courses in Spanish at all levels and all semesters remains extremely strong. The most encouraging change is the shift in demand for higher level classes. The Department continues to re-affirm its commitment to students with a learning disability in a language by offering the entire circle of the required sequence for SNAP students.

Given the demands of the year and the 4-course teaching load, the accomplishments of faculty in the Department are especially impressive. Several published or have works accepted and/or under review for publication; at the same time, faculty delivered papers at professional conferences and also organized lectures by eminent scholars on campus. At the same time, faculty continue to serve the College of Charleston and the community with distinction. The

Department's roster faculty participated actively on College-wide committees, and in several community issues. Some of the professional accomplishments during the 2002-2003 academic year include:

- ◆ 9 publications (books, refereed/peer reviewed articles, and proceedings, etc.);
- ◆ 5 articles accepted for publication or submitted for review;
- ◆ 21 papers presented at regional, national and international professional conferences;
- ◆ several grants, and involvement in numerous other professional activities that may lead to multiple publications.

The choice of Spanish as a major or minor remains an attractive option and this trend continues to lead to a higher demand for courses at the 300-level.

SUMMARY OF ACCOMPLISHMENTS

CURRICULUM AND INSTRUCTION

I. Enrollments

Enrollments in basic and advanced Spanish language, literature and culture courses continue to be high. During the 2003-2004 academic year, the Department of Hispanic Studies offered 254 sections, with a total enrollment of 5,617 students. Courses in Portuguese also continue to attract many students, especially at the elementary level. In total 75 students enrolled in Portuguese courses during the 2003-2004 academic year. The demand for classes in Maymester, Summer I & II sessions continues to rise as can be seen from the enrollment patterns. An additional 467 students took advantage of the Spanish Conversation Practicum during the 2003-2004 academic year. **[5-Year Dept Plan: I, 5; I, 5A]**

II. Student Graduation

In the 2003-2004 academic year, **40** students graduated with a B.A. degree in Spanish. A record number of students continue to choose Spanish as their major field of study. The demand for Spanish as a minor has been soaring over the last few years. It is no wonder that there are more minors in Spanish than in any other discipline in the School of Humanities and Social Sciences. All these accomplishments speak to the quality of the program and the hard work and dedication of the Department faculty in teaching and supporting the program. **[5-Year Dept Plan: I, 2 & II, 1.5; Annual Action Plan: II, 2.1]**

III. Basic Language Curriculum

The Department continues to seek new ways and invest in our curriculum. One of the first events in Fall 2002 was a workshop on language teaching. D. Keren Sanders-Breimer of the American Council on the Teaching of Foreign Languages gave a workshop on “teaching grammar communicatively.” An ad-hoc committee was also set up to review and recommend suitable textbooks for the basic language courses. After reviewing the text recommended, the Department decided to continue with *¿Sabías que...?* for Spanish 101 through Spanish 201, and adopted *Punto y Aparte* for Spanish 202. The Department also explored the adoption of a standardized placement test to administer to incoming freshmen. After several discussions, the initiative has been shelved for now. A related issue is the coordination of basic language. Upon recommendation of the Department Chair and approval by the Department, the Basic Language Coordinator has been accorded more authority in the supervision, coordination and delivery of the basic language curriculum. [5-Year Dept. Plan, II, 1.2, Annual Plan II, 1]

IV. New Curriculum Initiatives

Business Spanish was moved out of the Applied Spanish category (SPAN316) and given independent status. The former SPAN316 Business course was substantially revised and renamed SPAN317. A new course on International Business was created as SPAN318. Both new courses will be offered in Academic Year 2004-2005.

Marianne Verlinden developed and presented a new course in Medical Interpreting in Spanish. Dr. Verlinden also developed a new course on Latin American Film scheduled for Summer I.

Sarah Owens developed and conducted a graduate course in Latin American Culture and Civilization for the M. Ed program.

Lucy Moreira developed and presented a new course in Brazilian film (LTPO250) and a Special Topics (PORT390) on Brazilian culture and conversation.

The Linguistics Minor program continued to develop and offer new courses in Linguistics.

The Department approved in principle the creation of a course in Understanding Spanish Media, to appeal to the large number of Communication majors at the College. Will submit a formal proposal in 2004-2005 and invest in professional

development of a faculty member to teach it.

Two new study abroad programs for Summer 2004: Mexico and Brazil. Both programs are fully enrolled.

The course in Speaking Strategies developed by Joseph Weyers (SPAN 382) proved to be very popular and will be offered on a regular basis.

Results of our two courses for students with no previous study of Spanish still need to be studied to determine whether it is a good idea to make these courses available on a regular basis.

Luis Linares-Ocanto created a new course on Fantastic Literature: Short Stories

Joseph Weyers taught Postcards From Mexico (HONS 391) in the Honors Program

Silvia Rodríguez developed courses for Honors and LALE.

[5-Year Dept Plan: II, 6.3; Annual Action Plan: II, 1.1]

V. Study Abroad Programs

In Fall 2003, twenty-seven students from the College of Charleston studied in the study abroad at the Universidad Diego Portales (UDP) in Santiago, Chile under the direction of Félix Vásquez as resident director. Classes were taught by faculty from UDP as well as by the resident director. For the first time, the program included excursions to Bolivia and Peru. Elaine Griffin will serve as director of the Chile program in Fall 2004 with about twenty-seven students. The Spring and summer study abroad programs in Trujillo, Spain, continue to thrive under the leadership provided by faculty in the Department of Hispanic Studies. Elaine Griffin directed the spring 2004 program which enrolled eighteen students. Elaine Griffin, David Kowal (Fine Arts) and Araceli Alvarez will lead the summer program 2004. Douglas Friedman (LACS and Political Science) will be joined by Luis Linares-Ocanto and Felix Vásquez in the summer program in Cuba. The department also added two new study abroad programs in Mexico, organized and led by Joseph Weyers and one to Brazil, organized and led by Luci Moreira. Both to these new study abroad program will take place summer 2004 **[5-Year Dept Plan: I, 4 & II, 6.6A; Annual Action Plan: II, 4.2]**

The Department continues to work with the Office of International Education and Programs in approving students' requests for courses in independent study abroad and exchange programs. Students of the College of Charleston have discovered how important inter-cultural relations are, and the need to "live" other cultures. Several of the

Spanish majors and minors are participating in exchange or study abroad programs in different parts of the Hispanic world. [5-Year Dept Plan: II, 6.6 & 6.8]

Cuba

Luis Linares-Ocanto, Félix Vásquez and Douglas Friedman will direct the Summer 2004 program in Cuba, Spain, in which 22 students will participate.

Classes:

SPAN 328 Spanish Language Study Abroad
LACS 103 Introduction to Contemporary Cuba
LACS 339 The Cuban Revolution

Students will meet for class daily in the morning and excursions to relevant sites will take place in the afternoon. Scheduled cultural activities will also be part of this program. Some of these activities include:

- Meetings with students from the University of La Habana Student Federation
- A visit to the Plaza de la Revolución
- Visit to Casa de Africa
- Visit to the National Capitol in La Habana
- Guided visit to the National Museum of Art
- Guided visit to Casa de las Américas
- Several relevant visit to important historical sites
- Excursion to Villa Clara
- Excursion to Santiago de Cuba

All of these visits, lectures are taking place in close cooperation with the Institute of Philosophy and the School of Art of San Alejandro. This year, Provost Elise Jorgens will visit La Habana and participate in some scheduled activities with Cuban dignitaries from the Ministry of Science, Technology and the Environment.

Mexico

For the first time, eleven students will participate in a Summer Program to Mexico organized and directed by Joseph R. Weyers. The program is designed to be an "all Spanish" program providing a unique and advantageous situation of studying Spanish and related topics on site in Mexico and where course work will take a different approach in comparison to on-campus classes.

Classes:

SPAN 314 Intermediate Spanish Conversation
SPAN 329 Current Issues in Mexico
SPAN 382 Speaking Strategies
SPAN 448 Spanish Sociolinguistics

The program will begin with visits to relevant sites in the Yucatan Peninsula followed by visits to downtown Mexico City, DF and important museums within the capital. Other excursions to relevant sites will include Teotihuacan, Guanajuato, Guadalajara, Zacatecas and Monterrey.

Trujillo

Elaine Griffin directed the Spring 2004 program in Trujillo, Spain, in which 24 students participated -- 22 from the College of Charleston and two from Winthrop College. Courses related to Spanish language, linguistics, literature, and civilization and culture were taught by Dr.Griffin, together with Spanish faculty from the University of Extremadura. Professor Celeste Lacroix of the Department of Communication offered a course on intercultural communications. Most students participated in SPAN 315, an experiential learning course in which they worked at various sites in Trujillo, such as the tourist office, a homeless shelter, a wine and cheese museum, a school, and a business office.

To supplement daily experiences in Trujillo the group made two- day excursions to historic sites in Extremadura, one to Roman ruins in Mérida, and one to Cáceres, the capital of the province. They also took a five-day trip to Andalusia, where they visited Córdoba, Granada and Sevilla. At the end of the program they spent five days touring Madrid, Toledo, Avila, and Segovia..

Students made enormous strides in their command of the Spanish language, chiefly because of their contact with host families an their friendships with the Trujillanos. It was clear that, along with their progress in the language, they also opened their minds to new ways of thinking and behaving.

Chile

In Fall 2003, 27 students participated in the program in Santiago, Chile, directed by Dr. Félix Vásquez. The students lived with Chilean families and attended classes at the Universidad Diego Portales. The following courses were offered:

SPAN 316.- Spanish for Business

SPAN 320 - Introduction to the Study of Hispanic Literature

SPAN 326 - Latin-American Civilization and Culture

SPAN 371 - Spanish American Literature

SPAN 372 - Contemporary Spanish American Literature

SPAN 490 - Special Topic: Chilean Theatre

LACS 104 - Introduction to Contemporary Chile (Taught in English)

In addition to coursework, the students took a weeklong trip to several Chilean cities (Valparaiso, Isla Negra, La Serena and Vicuña). As an introduction to significant landmarks in the Southern Cone of South America, they also took a 10-day trip to Argentina and Uruguay, visiting the cities of Buenos Aires, Iguazu Falls, Misiones and Colonia de Sacramento.

VI. Portuguese Program

The Portuguese program, led by Dr. Luci Moreira, is running ahead of a national trend of rising interest in the language. The results of a Fall 2002 survey by the MLA of foreign language enrollments in U.S. colleges and universities indicates that Portuguese increased 21.1% between 2000 and 2002. At the College of Charleston, the number of students in Portuguese or Portuguese Lit in Translation increased 300% -- from 16 students to 83 -- between Fall 2000 and Spring 2004.

Following are important achievements in the Portuguese program during 2003-2004:

New Courses

Two new courses were presented for the first time: Portuguese 390 (Special Topics) and LTPO 250 (Brazilian literature in translation). PORT 390 is a combination of culture and language in a class of readings that also includes conversation and composition. The class enrolled six students-- 77% of the students who finished Portuguese 202. LTPO 250 is an introduction to Brazilian literature through film, taught in English, which proved to very popular. Thirty-four students took the class.

Summer abroad

Dr. Moreira developed an intensive, interdisciplinary study abroad summer program which will be offered for the first time in Summer 2004. The program will examine modern Brazilian culture and include such topics as politics, history, economy, geography, ecology, religions, food, art, and popular culture. Students will travel to several regions of Brazil to gain a better understanding of the various Brazilian peoples and cultures. Guided study tours to museums, cultural centers, historical sites, and natural parks will be part of the course. Among other places, the group will travel to Iguazu Falls (the worlds' largest waterfall), Rio de Janeiro, and Salvador --home of the popular Capoeira dancers. Thirteen students are enrolled. Students will take the new LACS105, created specifically for the summer program in Brazil.

Portuguese/Business Consortium

The Portuguese Program teamed with the School Business and Economics to develop a FIPSE proposal for a U.S.- Brazil Business School Consortium. If the grant is approved, FIPSE will fund an ongoing partnership between CofC and two other U.S. universities with three business schools in Brazil.. The project will involve business courses and language study, as well as an exchange of business school students from both countries. The U.S. Consortium partners are: Cof C, University of North Carolina at Wilmington and Florida Atlantic University; and in Brazil: the Universidade Federal do Rio Grande do Sul, Universidade Federal de Minas Gerais, and Universidade do Sul de Santa Catarina.

VII. Linguistics Program

Presently, there are nine declared minors. We have three students who will be graduating this May 2004. The capstone course, LING 125: *An Introduction to Language and Linguistics* was taught in Spring 2004 and a total of 21 students completed the course. Students were from many different disciplines such as Anthropology, Communications, English, German, Philosophy, Political Science, Psychology, Studio Art, Spanish, and Special Education. This course will now be offered each semester due to its popularity.

This past February, the students from LING 125 prepared a table for the Language Fair. They decorated their table with posters; linguistic jokes related to phonology, morphology, syntax, and semantics; word search puzzles with linguistic terms; ambiguous sentences; and alphabet cookies for their table.

The Linguistics Committee made a few changes to the requirements this past semester. These changes were approved in April 2004 by the Faculty Senate. The changes were as follows:

Courses added: COMM 221: Intercultural Communications,
CSCI 325: Declarative Programming Languages,
CSCI 410: Automata and Formal Languages, and
LALE 601: Applied Linguistics

This provides the students more variety to the list of courses.

SPAN 447: Spanish Dialectology has been moved from the area of Sociolinguistics to the area of Historical Linguistics.

In Spring 2004, the Department of Classics, German, etc... offered GRMN 390: History of the German Language for the first time.

Dr. M. Quinn created a new class that will be cross-listed with Anthropology, Women Studies and Linguistics: LING 290: *Language and Gender* to be taught in the Fall 2004.

In Summer 2004, through the Department of Sociology and Anthropology, Dr. M. Quinn will be taking a group of students to do field work related to linguistics in Ireland.

In the Spring 2004, student, Jacqueline Hilton, Psychology major and Spanish minor, did an Independent Study with Dr. J. Weyers in the area of Language Acquisition. The paper, *The Acquisition of the Verbs 'ser' and 'estar' in Undergraduate Students: An Examination of Frequency*, for this class resulted in its publication for Chrestomathy. Jacqueline also worked very closely with Dr. C. Toris on the statistics for this study.

In the Fall 2003, Dr. Charlene Pope, a sociolinguist at MUSC, contacted the program to engage in a joint study concerning communication between doctors and patients based on ethnic and racial variation. Dr. E. Martínez-Gibson and Dr. S. Rodríguez are presently writing a NSF Grant to work on this project. Dr. M. Quinn and Dr. C. Toris will be consultants to the project and several students from Anthropology, Spanish, and Psychology will take part in the research.

GRADUATE PROGRAMS

I. Bilingual Legal Interpreting (BLIP)

Five of our M.A. graduates successfully passed the Federal Court Interpretation Exam. This credential is the gold standard of the court interpreting profession.

The Department hired two Ph.D. candidates in linguistics with qualifications in the field of interpreting. One is finishing a dissertation on an aspect of court interpreting under Professor Susan-Berk Seligson, one of the best known names in interpreting research. The second has some experience in court interpreting and is enthusiastically committed to working in the MA program in Legal Interpreting. We expect the latter hire, Jason Roberson, to take over as Director of the program in a year or two.

Three members of the Romance Languages Department of Hunter College visited the interpreting facility to see our program first-hand. Hunter is developing an

undergraduate major in interpreting that includes the construction of an interpreting laboratory. They have heard about the quality and success of our program, and came to gather information for their own planning. The prevailing reaction: “We are overwhelmed” by what has been accomplished at the College of Charleston.

The admissions process for summer 2004 is incomplete at this time; however, the bilingual proficiency level of candidates this year is higher than in past years. Additionally, more residents from South Carolina and students graduating from the College of Charleston are showing interest in enrolling in the Graduate Certificate and MA programs for 2004-05.

The Journal of the National Bar Association carried an article about the current state of legal interpreting entitled “Lost in Translation.” One paragraph was devoted to the MA program at the College of Charleston.

The Program Director, Dr. Virginia Benmaman, was the main presenter at an Arizona Conference in legal interpreting and medical interpreting and will give the keynote address (May 2004) at the annual conference of NAJIT in Denver, Colorado.

At the state level, Dr. Benmaman met with the Director for Court Administration to start discussions about the need for interpreter services in South Carolina. A plan is underway which will include a Code of Professional Standards for state interpreters; a questionnaire to assist judges in qualifying interpreters prior to the start of proceedings; and a statewide training program for interpreters who are currently on a provisional list maintained by the courts. It is likely that the College’s BLI Program will play a continuing role in these plans.

II. M. Ed in Spanish

In Fall 2003 the first students enrolled in the Spanish track of the College’s M.Ed in Languages program. Silvia Rodriguez taught a course in Language and Culture (SPAN590); Sarah Owens offered a new course entitled Topics in Latin American Culture and Civilization (SPAN615). The students tended to be local Charleston area Spanish teachers who seek professional development through graduate courses at the College. [**5-Year Dept Plan: II, 1.3; Annual Action Plan: II, 4.1**]

CONVERSATION COURSES

The Department’s Spanish Conversation Practicums have reached record highs in enrollment. These are one-hour conversational supplements to the basic SPAN102-202 courses, coordinated by Silvia Rodriguez and taught by students with high proficiency in Spanish. Class size is limited to 10 students. A total of 467 students were enrolled in 2003-2004, which represents an increase of 28.3% from last year.

The Department is unusual in using native Spanish-speaking students or talented Spanish majors to conduct conversational supplements. This year we employed eighteen

undergraduate assistants. For quality control, Oral Proficiency Interviews were conducted to determine the assistant's level of spoken Spanish, which ranged from Intermediate Mid to Advanced Mid on the ACTFL Scale. In some cases the teaching experience had the benefit of motivating assistants to become Spanish teachers in the public schools.

The Conversation courses continue to make good use of computer technology. After its implementation in Spring 2003, WebCT is used in all courses as a repository of information for the conversation assistants. It contains lesson plans, visuals, grading forms, and a calendar.

The total cost of the conversation course program for the academic year was approximately \$4,650.00, most of which was used to compensate the assistants.

PERSONNEL

I. New Faculty Hires

With enrollments soaring at the advanced levels, the Department has had to recruit more roster faculty to meet the demands. In fall 2004 two new tenure-track will join the department: Marjorie Zambrano and Jason D. Roberson. The Department will conduct additional searches for lines not filled this year and for any additional lines that become available due to retirement of faculty in Fall 2004 order to alleviate staffing needs. **[5-Year Dept Plan: I, 1 & II, 2.3; Annual Action Plan: II, 2.2]**

II. Faculty Reviews and Promotions

Luci Moreira, successfully went through Tenure and Promotion Evaluation. Félix Vásquez went Third Year Review and was recommended for retention. **[5-Year Dept Plan: I, 1]**

III. Retirement and Departures

Retiring from the Department this coming year is Elaine Griffin. After many years of teaching, she will retire effective December 31, 2004. Peter Imoro has accepted a position in another institution and will be leaving us this summer. On behalf of the Department, I thank both of these colleagues for their service to the Department.

GRANTS/AWARDS

The Department's travel budget provides funds for faculty to engage in various and diverse intellectual pursuits: travel to professional conferences to present research papers, giving and/or attending workshops in language-related issues, etc. This year, the Department's travel budget was used in its totality in order to meet these needs. Many

times, money is not available to fund entire projects, but usually a substantial amount is covered. Many faculty in the Department of Hispanic Studies received travel support from the Department, as well as research funds from the Division, and other funding sources such as the College's Research and Development Committee, the Honors Program, Academic Affairs, the Dean's Office and the Center for Excellence in Teaching and Learning. **[5-Year Dept Plan: I, 2; Annual Action Plan: II, 3.2]**

LECTURES AND OTHER PUBLIC EVENTS

Working individually or collaborating with other colleagues, several faculty members of the Department, helped to promote the exchange of ideas and provide forums for discussion of issues. **[5-Year Dept Plan: I, 4; Annual Action Plan: II, 4.1]**

At the invitation of Dr. Sarah Owens, Dr. Kristine Byron, Michigan State University, delivered a lecture titled "Cultural Revisions of Women and the Mexican Revolution,". The lecture focused on the role and images of women during the Mexican Revolution.

The Department continued its tradition of the film festival. This year, the Ibero-American Film Festival was coordinated by Luci Moreira. The four-night festival was attended by approximately 700 people with representative films from Cuba, Brazil, Spain, and Mexico. The public was introduced to ethnic food from these countries. In April, 2004, the *Noche Latina*, which has now become an annual event, once again brought the community together for a celebration of Hispanic culture. Several Hispanic dishes were served to the crowds who danced to the Latin beat. Sarah Owens and the Spanish Club organized the event. Also, approximately 500 people attended the show with Capoeira Brazilian Pelourinho from Central Florida at the Kresse arena, in April, 2004. Luci Moreira and the Portuguese Club organized the event. **[5-Year Dept Plan: II, 1.7; Annual Action Plan: II, 1.5]**

FACILITIES/EQUIPMENT

Adequate classroom space has become a major problem for almost all Spanish language courses. With the incorporation of technology into our classes, the Department faces the problem of finding rooms properly equipped to handle the needs. Although we now have three *smart rooms* assigned to the Department the constant demand and lack of *smart rooms* make scheduling extremely difficult. With advance notice the Office of the Registrar has been able to place some of the classes in the College's *smart rooms*, but because we have to compete with other departments sometimes getting the required rooms is a problem. **[5-Year Dept Plan: I, 4 & II, 6.1]**

This year, we managed to purchase a portable LCD projector for the exclusive use of the Department of Hispanic Studies. We also managed to obtain new computers for new faculty and upgraded 7 computers for roster faculty. We are also in the process of reallocating newer models for the use other instructional faculty. Additional equipment

such as digital transcribers, mini cassette recorders have been made available for faculty members in need of using this equipment as part of their research. Using available funds, we also managed to purchase much needed supplies for our offices. **[5-Year Dept Plan: II, 2; Annual Action Plan: II, 4.4]**

Adequate office space remains a major problem. Department faculty are now consolidated in two buildings: J.C .Long, 65 Coming St., and Bell. Hopefully, when space becomes available, faculty would be housed in the same building. **[5-Year Dept Plan: II, 6 & 6.10; Annual Action Plan: II, 4.3]**

The Department's greatest strength lies in the quality of its faculty. The diversity of courses available to students every semester, and the demand for them, is a direct consequence of faculty efforts.

Faculty collaboration with colleagues in other disciplines and their support of study abroad programs have resulted in a host of other opportunities, and an increase in the number of majors and minors. This coming Fall and given the increased demand from majors and minors, we will be offering the highest number of advanced courses ever taught in the Department's history.

STUDENT ACTIVITIES

I. Casa Hispánica

In the spring of 2003, the Dept. of Hispanic Studies advertised the Casa Hispánica on campus through fliers, in classes, and to incoming students via fliers in the packet of information sent to them. The Casa Hispánica committee, consisting of Joe Weyers, Marianne Verlinden, Sue Turner, Sara Owens, Felix Vasquez, and Luis Linares, met and accepted 9 undergraduate women for the fall of 2003. Over the summer 2 changed plans, and 2 freshmen were then accepted in their place. There was a rough beginning: there was NO furniture in the house when the women were scheduled to move in. After solving the initial physical problems, the women adapted well to speaking Spanish. The Department of Hispanic Studies provided the women with a dictionary and a white board to assist with new words and phrases and strategies to help them become more fluent. Dr. Weyers provided the house with a TV set and Prof. Schlau provided a lamp and table for the living room. Dr. Silvestry provided curtains. During the fall, the women cooked Cuban food with Prof. Luis Linares and hosted a party for the Day of the Dead in early November, to which department members and friends were invited. They provided tropical fruit and other Mexican snacks for the guests. The women decorated the house for Halloween and Christmas and celebrated among themselves. During the spring semester, the women hosted a conversation hour, to which they invited several Hispanic Citadel cadets, a Cuban-American psychologist from MUSC, and several foreign students from the College of Charleston. They provided Caribbean snacks for that event. They cooked a Mexican meal with Drs. Owens and Avendaño, made churros and chocolate

with Prof. Schlau, and are currently planning a dessert night with Prof. Turner, for which they will prepare several Latin American desserts.

The Casa Hispánica was advertised again in Dec. 2003 and Jan. 2004. 5 of the current residents elected to live there in 2004-2005. There were 8 applications for the 4 additional openings, resulting in 4 being placed on the waiting list. In addition, we have had inquiries from Italy, Spain, and from a graduate student, and have encouraged them to apply for a slot on the waiting list.

II. Student Accomplishments

Outstanding Students

Laura Graham

Chrystal Hepler

Colleen Kane

Megan Meyer

Brantley Nicholson

Brendan Rohr

*Jaclyn Swoger

Departmental Honors

Colleen Kane

Megan Meyer

Outstanding Student in Portuguese

Keith Johnston

*Jaclyn Swoger was also a winner of the Graeser Award, the highest award in modern languages given by the Division of Modern and Classical Languages and Literatures.

III. Honor Society - Sigma Delta Pi

The Department conducted two ceremonies this year to induct new members into the national honor society for students of Spanish. Marianne Verlinden presided over both

initiation ceremonies. Fifteen students were inducted on November 18, 2003 and 20 students were inducted on April 22, 2004.

The following 15 students were initiated on November 18, 2003: Morgan Brynнан, Kathleen Fraser, Chrystal Hepler, Colleen Kane, Donny Fenhagen, Caitlin Mohl, Jewel Perkins, Alicia Joy Pool, Jessica Rivers, Charlise E. Rogers, Abby Rachel Rosenthal, Kristin St. Germain, Lisa Sample, James Oren Skinner, Donnette Smith.

And the following 20 students were initiated on April 22nd, 2004: Elizabeth (Liz) Caskie, Alison Cawood, Elaine Cray, Tsvetomira (Tsveti) Enlow, Amanda Grove, Elise Hagerty, Kendra Ham, Meghan Harrington, Whitney Hendricks, Amanda L. Holland, Trevor Hollingsworth, Sally Horton, Amanda Keeling, Caroline Mullinax, Ben Rubbins, Lauren Sawyer, Ashley Thompson, Blythe H. Walters, Jessica Wilson, Aubrey Young.

IV. Spanish Club

With Araceli Alvarez as its Faculty Advisor, the Spanish Club had one of its most active and successful years. It maintained a listserv of over 400 members and a website with information about membership and activities, including photos of the club's special events. (<http://www.cofc.edu/languages/spanish/spclub/>). It sponsored a lecture series, a poetry night, a movie night, a dance night and a Noche Latina festival; participated in the Language Fair and a Spanish film festival; engaged in community service through Habitat for Humanity, work with local school children, and a rally in support of immigrant workers' rights; and gathered every two weeks for its traditional *Tertulia* evenings of conversation.

The Spanish Club was extremely active this year and has added new activities to its program. The following are brief descriptions of each of these activities:

1. **The Tertulia:** The club sponsored the biweekly tertulia at the Mezzane on Friday evenings from 5:00 to 7:00. The Tertulia provided a relaxed atmosphere for students, faculty and members of the community to practice Spanish. The attendance ranged anywhere from about 30 to 60 students. The club provided food for some of the Tertulias and a live music performance in the first Tertulia of spring semester.
2. **Lecture Series:** The Spanish Club sponsored three lectures on Hispanic topics over the academic year. Dr. Rubén Silvestry contributed with lectures on "Frida Kahlo" and "The Mexican Muralists,;" and Maryland Hughland spoke about her native Costa Rica. An average of 50 students attended these lectures.
3. **Salsa, Salsa Night:** The club held two Salsa nights, in November 2003 and February 2004. A dance instructor was invited to teach the basic steps of Latino

dances and a DJ from Colombia provided the music. The Salsa nights attracted around 100 students among them Latino students from the Citadel.

4. **Language Fair:** In February 2004 the club participated in the Language Fair at the College of Charleston. Club members set up a colorful table with food and photo albums from their study abroad trips. They shared their experiences with other students interested in the study of languages and study-travel abroad.
5. **Poetry Night:** The Spanish Club teamed up with the English Club for a poetry reading in March 2004. Students and professors read poetry in Spanish and English and several students performed poetry improvisation on stage. The event attracted around 30 people.
6. **Ibero-American Film Festival:** During the first week of February 2004 the Ibero-American Film Festival took place at the College of Charleston. Spanish Club members contributed by preparing food for about 100 persons for the Spanish film and helped with the set-up and members-up for the event.
7. **Noche Latina:** The highlight of the academic year was the Noche Latina, which was held at the Stern Center in April 2004. This is a cultural festival attracted more than 300 students, faculty and members of the community at large.
8. **Bake sale:** In October 2003 and March 2004 the Spanish Club organized bake sales to raise money for additional club activities, such as the Salsa Night and the Movie Night. Students and professors cooked a large variety of goodies and the events earned around \$100.00.
9. **Movie Night:** This year the Spanish Club show3ed three films: *Frida* (US), *Solas* (Spain) and *Kamchatka* (Argentina). These movies were remarkable for their quality and promotion of Hispanic Culture. Approximately 80 students were in attendance for each film.
10. **Habitat for Humanity:** The club volunteered for Habitat for Humanity in November 2003. About ten members traveled to Mount Pleasant to help build homes for this organization.
11. **Community School Field Trip:** The Spanish Club provided an activity for students from Jane Edwards Community School. Eleven students and their

instructor met with several members of the Club to learn about one Latin-American country by filing in passport cards.

12. **The Immigrant Workers Freedom Ride:** This organization, with a large Hispanic contingent, came to Charleston in late September 2003. Inspired by the Freedom Rides of the Civil Rights Movement of the early 1960s, this Freedom Rides supports the policy of changes regarding legalization/citizenship, reuniting families, and protection of workers' rights on the job. Several members of the Spanish Club volunteered in the preparation of the rally and considered the event as one of the most meaningful experiences of the year.

V. Chrestomathy: Journal for the best undergraduate papers 2003-2004

This year, there were four papers considered for publication in *Chrestomathy*, the journal for the School of Humanities and Social Sciences. Each of the papers submitted were of very good quality, however only the best can be selected and the others can be considered for possible publication. The paper selected for the Fall 2004 edition of *Chrestomathy* is a paper entitled *The Acquisition of the Verbs 'ser' and 'estar' in Undergraduate Students: An Examination of Frequency*. This paper was written by Jacqueline L. Hilton, an honor's student majoring in Psychology and minoring in Spanish. The paper was written for an Independent Study in Spring 2004 under the direction of Dr. Joseph Weyers. Her paper demonstrates originality and insight into the acquisition of 'ser' and 'estar'. Jacqueline has been working with Dr. C. Toris, Dr. E. Martínez, Dr. J. Weyers, and Dr. S. Rodríguez for over a year completing a statistical analysis of data collected from Spanish students at the College of Charleston. Her insight and statistical analysis will be part of a larger publication that is forthcoming. As is customary, the following papers have been selected for the second and third selections and will be reviewed along with other papers in the School of Humanities and Social Sciences for possible publication: Megan Meyer's paper on *Power Struggles in an 18th Century Mexican Convent*, written for her Bachelor's Essay under the direction of Dr. S. Owens (Fall 2003); Brantley Nicholson's paper on *Descripción del pretérito y del imperfecto* written for SPAN 344: Advanced Grammar and Lexicon under the direction of Dr. E. Martínez (Fall 2003); and Morgan A. Brynman's paper *El sexismo, el sexo y la lengua española*, written for her SPAN 448: Sociolinguistics class under the direction of Dr. S. Rodríguez (Spring 2004). All of these papers demonstrate intellectual thought and a good command of the Spanish language or Hispanic culture. An honorable mention of all the papers will be made in this year's *Hispanews*.

ENROLLMENT ANALYSIS

A. Elementary and Intermediate levels:

The total enrollment of 2,327 students during Fall 2003 in basic Spanish courses represents a decrease of -1.52% when compared to the figures for Fall 2002. At the same time, 100 sections were offered, an increase of two sections for Fall 2003. Of significance, is the continuous demand in third and fourth semester courses. SPAN 102 post a decrease of - 4.50%; SPAN 201 remained almost steady or showed a slight increase of 1.09% while SPAN 202 increased by 5.80%. The enrollment when compared to previous years shows a degree of stability in its enrollment pattern at the basic levels with some reduction in SPAN 101 to be expected as fewer students are requesting and/or placing into SPAN 101. The pattern also show that more students placed at the intermediate level after taking the placement exam. The slight increase in sections offered, and the slightly lower enrollments are the result of efforts to hold down enrollment limits to ensure effective teaching and learning. This trend is in complete agreement with the goal of ensuring effective teaching and learning and which the College of Charleston constantly strives to achieve.

The Spring semesters' enrollments show modest changes at the different levels. SPAN 101 saw an increase of almost 9.20%. SPAN 102 show a slight decrease of - 3.40% with SPAN 201 experiencing a decrease of -9.50%. SPAN 202, as is to be expected in the Spring, posts an increase of 4.30%. Overall, the overall enrollment for the Spring of 2004 was 2,051 students representing a decrease of -0.58%.

Overall, the enrollment trend is in agreement with the conclusion reached in previous reports that more students are testing out of first semester Spanish. As more students are exposed to Spanish in High School, the demand for Spanish courses is shifting to the intermediate level even if there are slight or insignificant discrepancies from fall to spring. The most significant and remarkable enrollment trend is at the advanced levels where the demand of courses has been on the increase going back to Fall 1998.

B. Advanced Level Courses:

Demand for advanced level Spanish courses continues to be on the increase. In

Fall 2003, **590** students took advanced level Spanish courses, an increase of 5.73% when compared to the 558 total from Fall 2002. The increase in upper-level enrollment is a continuation of the trend observed since 1998 reaching its peak in Fall 2002 when the increase in demand for upper-level courses reached 28.48%. This demand has been cumulative through the years included in this report.

The Spring semesters continue to show a very strong enrollment in advanced courses. **634** students enrolled in advanced Spanish courses during Spring 2004, an increase of 10.84% over the previous Spring of 572 students. In the last five years the enrollment at this level has been on the rise.

CONCLUSIONS:

Overall, total enrollment in Spanish courses in the 2003-2004 academic years was very strong. The total of 4,378 represents a decrease of 48 students or -1.10%. However, when compared to other years, the 2003-2004 figure is still average. This is further proof that many students with prior knowledge of Spanish are testing out of the elementary levels and enrolling in intermediate and advanced courses. Meanwhile, 1,224 students took advanced level Spanish courses in 2003-2004 compared to 1,130 in 2002-2003 and only 636 in 1998-1999. This is an very significant increase of more than 56%. Figures from previous years show that advanced Spanish courses climbed steadily. Although there seems to be a small discrepancy in the figures submitted in the previous reports, my understanding is that the figures included in this report are the official figures coming from Institutional Research and that the figures from last year may have not been completely accurate. However, The department continues to serve a large number of students and there is continuous demand and pressure on our department to create and find qualified instructors to cover these courses. Moreover, it can be concluded that most of the increase in enrollment in Spanish courses is being driven by the demand in upper-level courses due to increase interests among students, a large number of majors totaling more than 164 and a tremendous increase in the numbers of minors. These figures and the demand for advanced courses in Spanish must be taken into account by the administration when requesting that we make available additional courses at the lower level when our faculty is being required to teach more upper-level course at times with three or four preparations for some faculty members. If we are asked to rely less on adjuncts, then the administration ought to take into consideration the enrollment trend being reported and the increase we have witnessed in the number of majors and minors in Spanish. We just no longer serve a large number of students at the lower level, we also a significant number of students enrolled in upper level courses which put additional demands in our department.

The dedication and strong commitment of our faculty to effective teaching, the availability of our faculty to serve on study abroad programs during the regular semesters and the summer sessions, the minor in Language and Business, the minor and recently approved major in Latin American and Caribbean Studies, the major in International Business, and the diversity of courses offered by the Department, including the

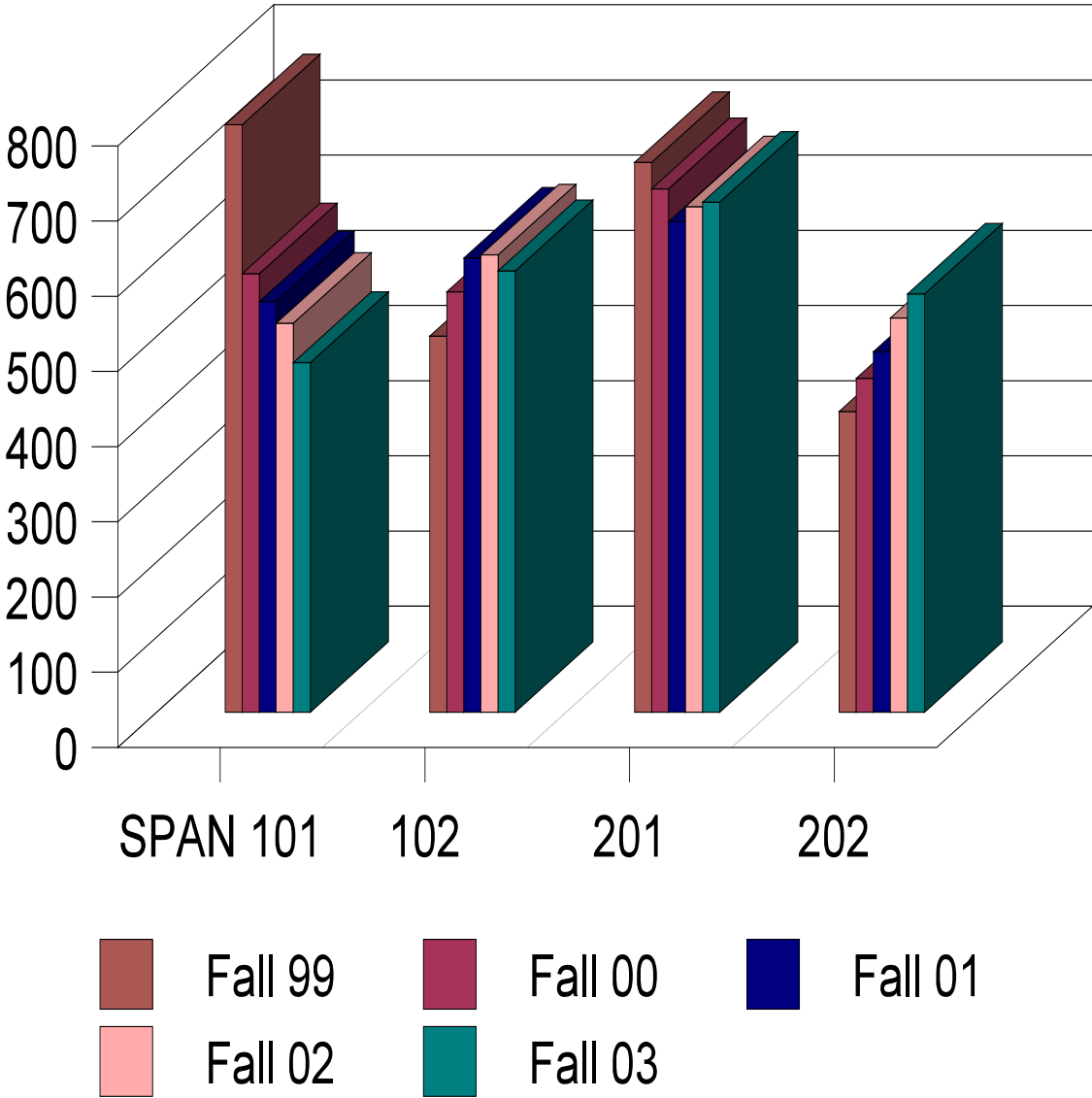
Linguistics program, have all contributed in a very significant way to the current situation. If this trend continues and there are no indications it will not continue, the administration not only needs to support languages as it has done in the past, but it also must take into account that the face of our department has changed. Needless to say, the department outlook is solid and with the administration's support, we can look forward to new initiatives and a bright future.

College of Charleston
Enrollment Trends
Fall Semesters

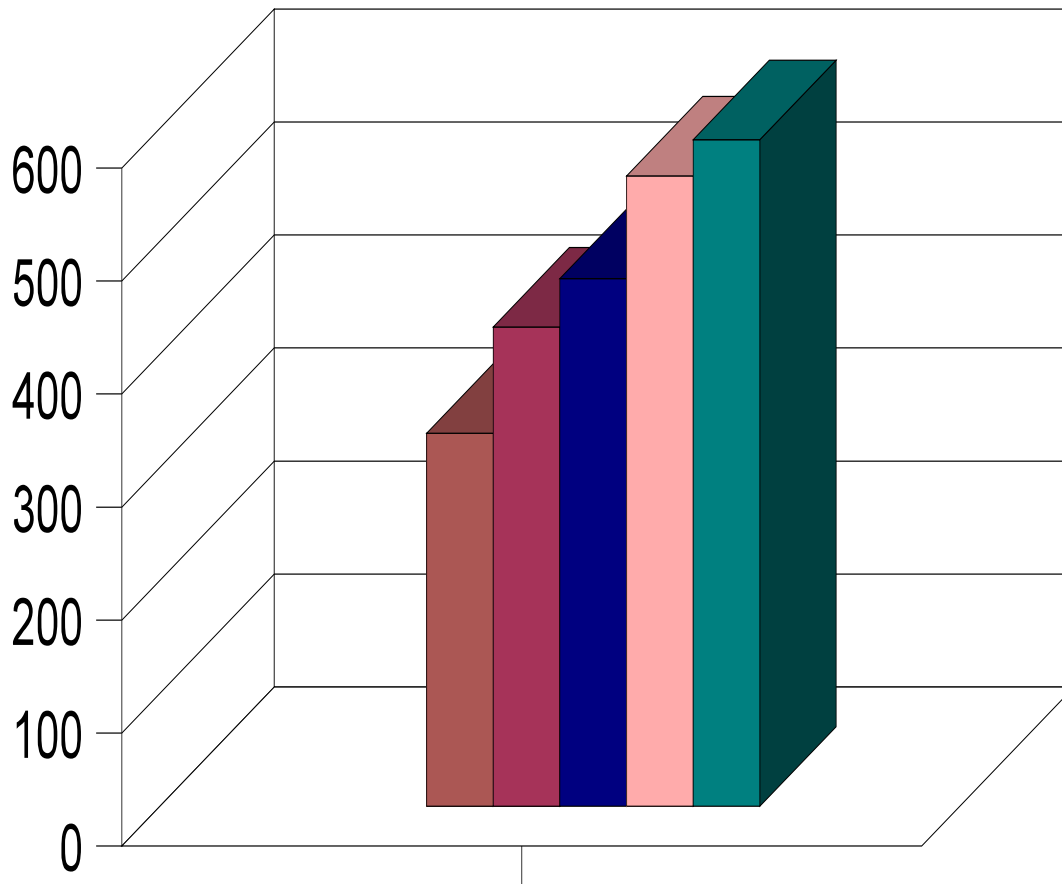
Course	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	Enroll	Sect	Enroll	Sect	Enroll	Sect	Enroll	Sect	Enroll	Sect
SPAN 101	781	30	583	24	546	22	517	21	465	19
SPAN 102	500	18	559	22	604	25	608	25	587	24
SPAN 150	25	1	20	1	19	1	24	1	24	1
SPAN 201	731	29	696	29	652	29	672	28	678	30
SPAN 202	400	15	444	19	479	20	524	22	556	25
SPAN 250	25	2	21	1	17	1	18	1	17	1
Lower Division	2462	95	2323	96	2317	98	2363	98	2327	100
%	2.88%		-5.65%		-0.26%		1.99%		-1.52%	
SPAN 313	61	3	60	3	61	3	119	6	110	6
SPAN 314	42	2	61	3	53	3	82	4	70	4
SPAN 315			17	1	30	1	20	1		
SPAN 316					12	1			14	1
SPAN 320	39	2	46	2	58	3	80	4	79	4
Other	188	10	240	13	253	14	257	15	317	16
Upper Division	330	17	424	22	467	25	558	30	590	31
%	5.77%		28.48%		10.14%		19.49%		5.73%	
Grad Level	8	1	5	1	3	1	4	1	6	1
Department Total	2800	113	2752	119	2787	124	2925	129	2923	132
%	3.51%		-1.71%		1.27%		4.95%		-0.07%	

* Includes Department's courses taught in Santiago, Chile.

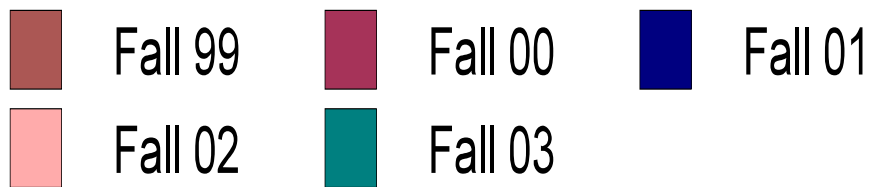
Fall: Elementary/Intermediate (1999-2003)



Fall: Advanced Level (1999-2003)



Enrollments

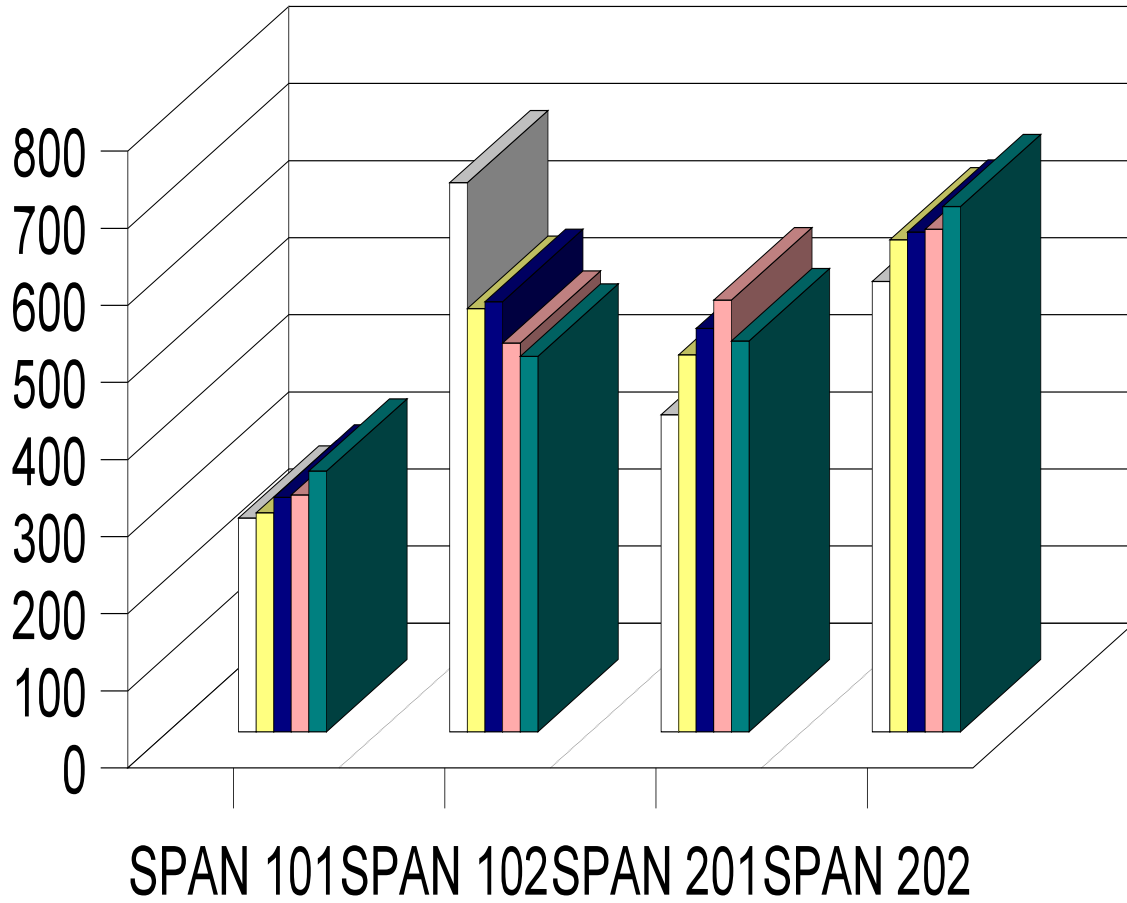


**College of Charleston
Enrollment Trends
Spring Semesters**

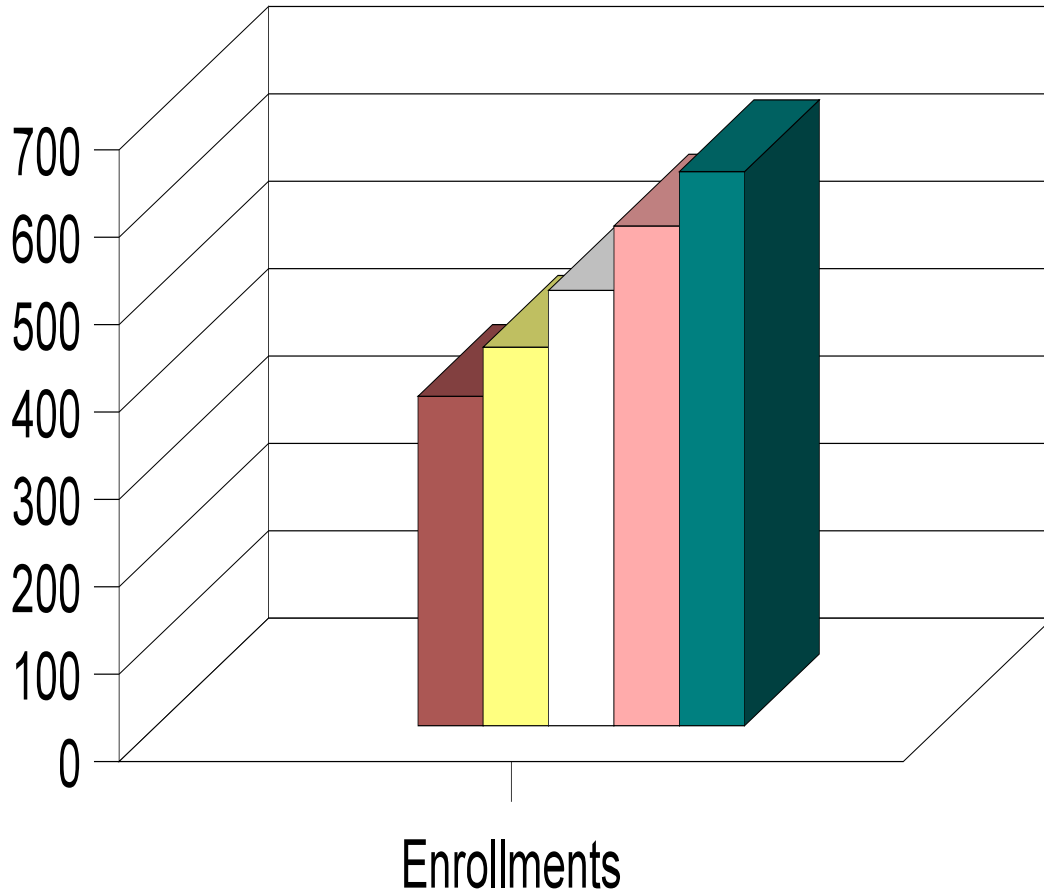
Course	Spring 2000		Spring 2001		Spring 2002		Spring 2003		Spring 2004	
	Enroll	Sect	Enroll	Sect	Enroll	Sect	Enroll	Sect	Enroll	Sect
SPAN 101	277	11	284	11	304	12	307	12	338	13
SPAN 102	712	29	549	25	558	25	504	24	487	24
SPAN 150	17	1	22	1	21	1	20	1	19	1
SPAN 201	411	17	489	20	523	21	560	23	507	23
SPAN 202	584	25	638	27	648	29	652	30	681	31
SPAN 220	10	1								
SPAN 250	31	2	33	2	18	1	20	1	19	1
Lower Division	2042	86	2015	86	2072	89	2063	91	2051	93
%	-1.40%		-1.32%		2.83%		-0.43%		-0.58%	
SPAN 312							8	1		
SPAN 313	75	4	78	4	104	5	101	5	98	6
SPAN 314	37	2	39	2	68	4	93	4	88	4
SPAN 315			15	1	13	1	16	1	19	1
SPAN 316	19	1	22	1	24	1	25	1	38	2
SPAN 320	46	2	46	2	59	3	81	4	73	4
Other	200	13	233	14	230	13	248	16	318	21
Upper Division	377	22	433	24	498	27	572	32	634	38
%	16.00%		14.85%		15.01%		14.86%		10.84%	
Grad Level					10	1			9	1
Department Total	2419	108	2448	110	2580	117	2635	123	2694	132
%	0.96%		1.20%		5.39%		2.13%		2.24%	

* Includes Department's courses taught in Santiago, Chile.

Spring: Elementary/Intermediate (2000-2004)



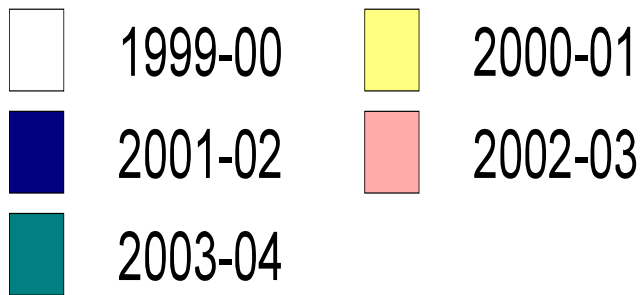
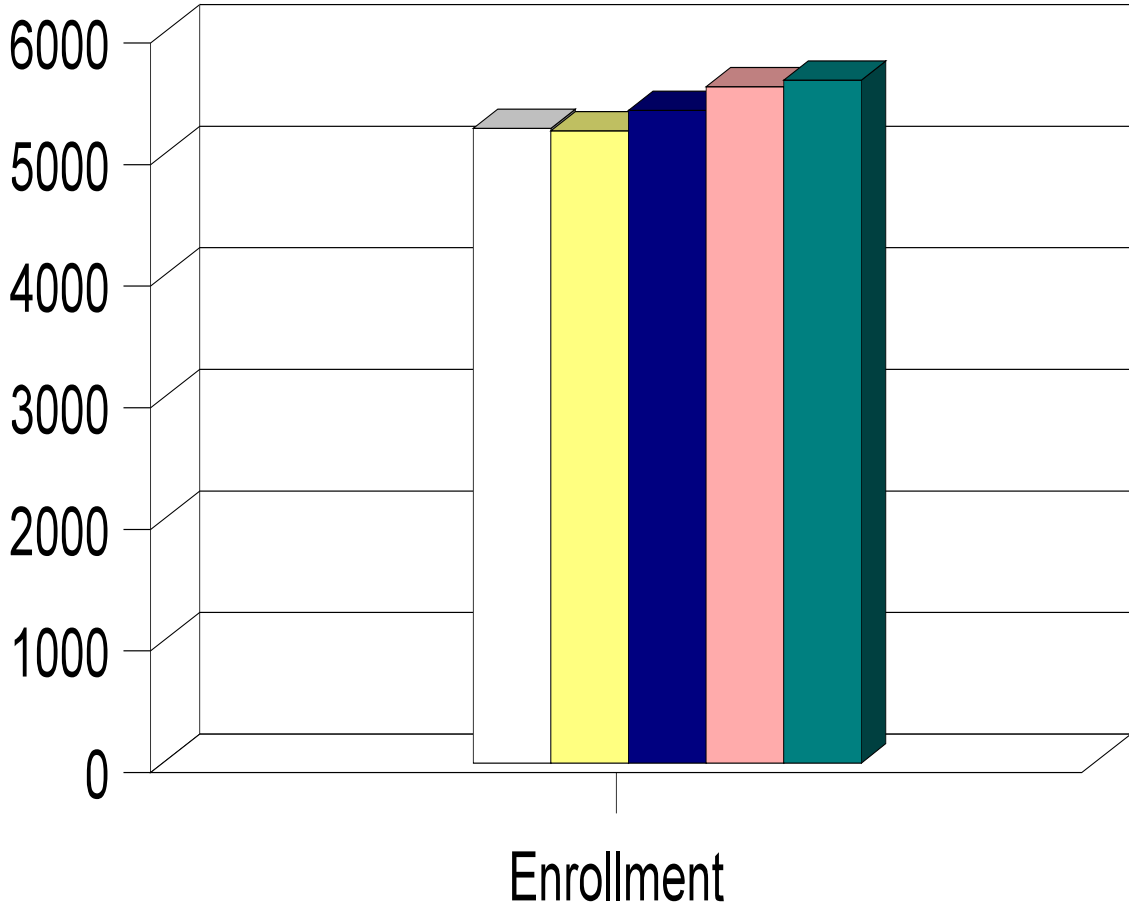
Spring: Advanced Level (2000-2004)



**College of Charleston
Total Yearly Enrollment
Fall 1999 to Spring 2004**

<u>Year</u>	<u>Semester</u>	<u>Lower Level</u>	<u>Upper Level</u>	<u>Total Undergrad</u>	<u>Grad Level</u>	<u>Yearly Enrollment</u>
1998	Fall	2393	312			
1999	Spring	2071	325	5101		5101
1999	Fall	2462	330		8	
2000	Spring	2042	377	5211		5219
2000	Fall	2323	424		5	
2001	Spring	2015	433	5195		5200
2001	Fall	2317	467		3	
2002	Spring	2072	498	5354	10	5367
2002	Fall	2363	558		4	
2003	Spring	2063	572	5556		5560
2003	Fall	2327	590		6	
2004	Spring	2051	634	5602	9	5617

Total Enrollments per academic year (1999-2004)



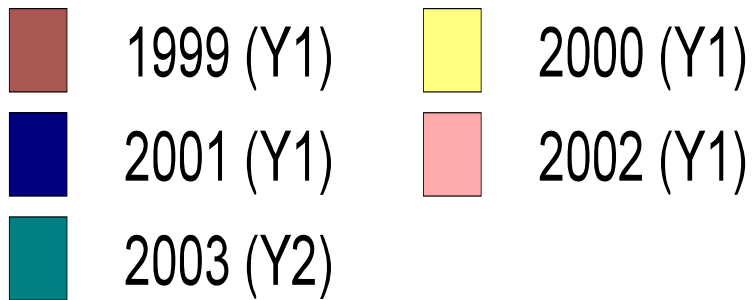
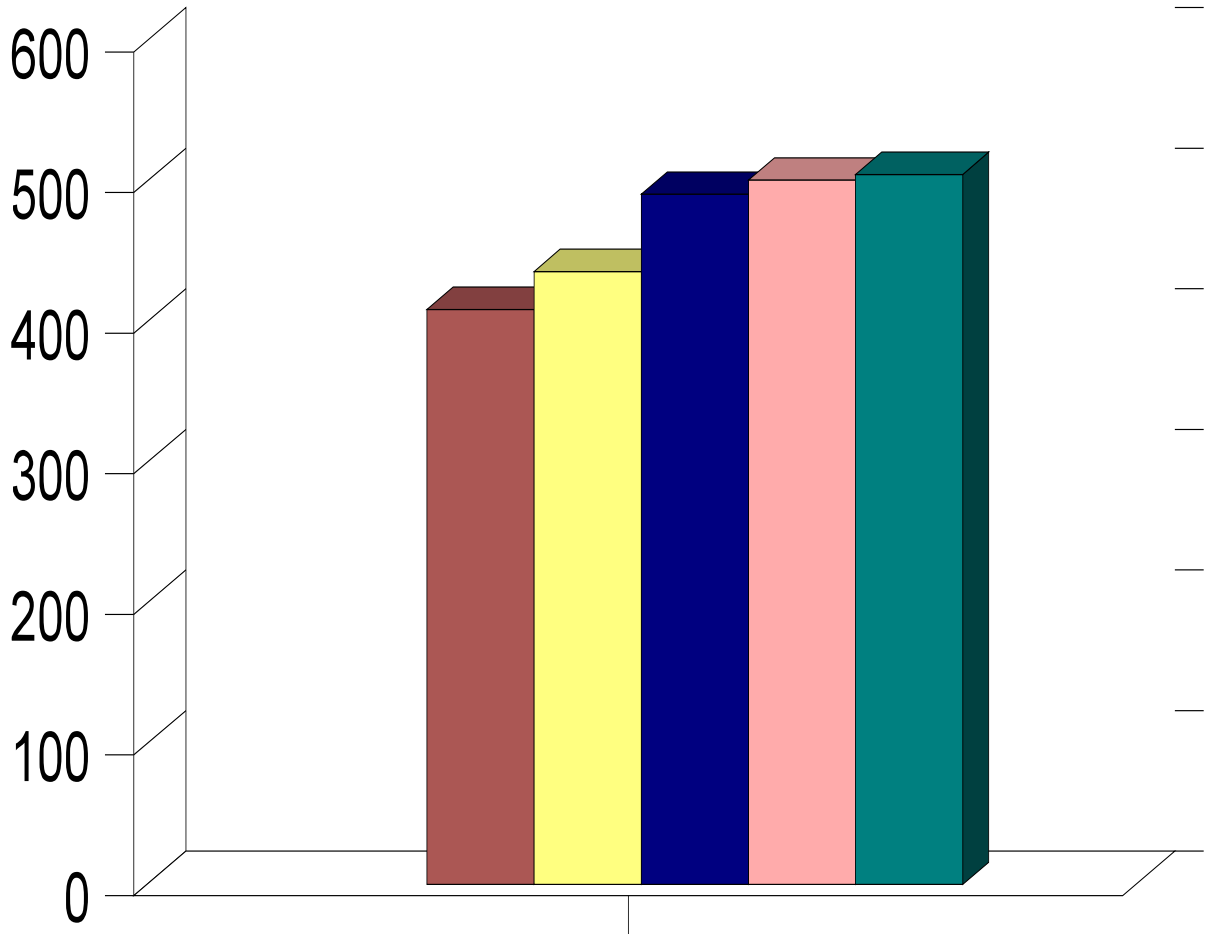
MAYMESTER AND SUMMER 1999-2003

Students continue to take basic Spanish language classes in the Maymester and Summer terms. Enrollments have been climbing steadily over the past few years. Although enrollment figures for 2003 show a slight decrease from 139 students to 124, the enrollment remains steady with the greatest demand being in SPAN 202 where many are students who postponed their language requirement until their senior year.

Enrollments and Sections Maymester and Summer

Course	1999		2000		2001		2002		2003	
	Enroll	Sect	Enroll	Sect	Enroll	Sect	Enroll	Sect	Enroll	Sect
<i>MAYMESTER</i>										
SPAN 101	9	1	16	1	11	1	19	1	17	1
SPAN 201	43	3	37	2	41	2	40	2	39	2
SPAN 202	53	3	54	3	69	4	79	4	68	4
Other							1	1		
Sub-Total	105	7	107	6	121	7	139	8	124	7
<i>SUMMER I</i>										
SPAN 101	35	2	27	2	40	2	42	2	48	2
SPAN 102	48	3	31	3	28	3	35	2	41	2
SPAN 201	41	3	46	2	53	3	62	3	55	3
SPAN 202	38	3	39	2	42	3	40	4	42	3
SPAN 250	13	1	9	1	8	1	4	1	8	1
SPAN 314			11	1						
Other	18	2	35	3	38	6	37	6	45	4
Sub-Total	193	14	198	14	209	18	220	18	239	15
<i>SUMMER II</i>										
SPAN 102	44	3	41	2	38	2	32	2	37	2
SPAN 201	19	2	24	2	38	2	43	2	43	2
SPAN 202	48	3	65	3	85	4	67	4	61	4
SPAN 315									1	1
Other			1	0						
Sub-Total	111	8	131	7	161	8	142	8	142	9
TOTAL	409	29	436	27	491	33	501	34	505	31

Maymester/Summer Terms (1999-2003)



ENROLLMENT IN C-COURSES 1999-2004

Students continue to take full advantage of the one-hour Conversation classes offered to help them improve spoken skills. Total year enrollments show an increase from 235 enrolled in 2002-2003 to 467 in 2003-2004. This represents an increase in enrollment of more than 50% in C-courses and speaks loudly about this program's success.

College of Charleston Enrollment in C-Courses Fall 1999 to Spring 2004

Level	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
SPAN										
101-C	86	34	69	24	37	38	50	26	75	49
SPAN										
102-C	61	87	41	46	41	58	54	49	57	73
SPAN										
201-C	50	35	74	28	49	35	69	30	68	46
SPAN										
202-C		29	33	26	15	47	23	34	36	63
TOTAL	197	185	217	124	142	178	196	139	236	231

FACULTY TEACHING LOAD

Roster Faculty	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
Benmaman, V.	0.00S	0.50	0.50	0.50	0.00	n/a	n/a	n/a	n/a	n/a
Berg, K.	1.00	1.00	1.00	0.00A	0.00S	0.00S	1.00	1.00	1.00	1.00
Cogdell, C.	1.00	1.00	1.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cogdell, S.	1.00	1.00	1.00	1.00	1.25	1.25	n/a	n/a	n/a	n/a
Colon, J.									1.00	1.00
Escobar, J.	0.75	0.75	0.75	0.75	0.75	1.00	1.00	0.75	0.75	0.75
Espinoza, H.	1.00	1.00	0.75	1.00	1.00	1.00	1.00	1.00	0.00S	1.00
Fuentes, W.	0.75	0.75	0.50	0.50	1.00	0.75	1.00	0.75	1.00	1.00
Fidalgo-Eick, M.				0.75	0.75	1.00	1.00	n/a	n/a	n/a
Graham, A.	n/a	n/a	n/a	1.00	1.00	n/a	n/a	n/a	n/a	n/a
Griffin, E.	1.00	1.00T	1.00	1.00T	1.00	1.00T	0.75	0.75	1.00	0.00S
Hope, W.	n/a	n/a	n/a	1.25	1.00	1.00	n/a	n/a	n/a	n/a
Imoro, P.							1.00	1.00	1.00	1.25
Kim, S.					1.00	1.00	1.00	1.00	1.00	1.00
Linares, L.	1.00	0.75	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Marbán, D.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Marbán, J.	1.00	0.00S	0.50	1.00	1.00	0.75	1.00	1.00	n/a	n/a
Martinez, E.	1.00	1.00	0.00S	1.00	1.00	1.00	1.00	0.75	1.00	1.25
Melendez, M.									1.00	1.00
Mercado, R.	1.25	1.25	1.25	1.25	1.25	1.00	n/a	n/a	n/a	n/a
Moreira, L.					0.75	0.75	1.00	1.00	1.00	1.00
Owens, S.					0.75	0.75	1.00	0.75	1.00	1.00
Rodríguez, S.					0.75	0.75	1.00	1.00	0.75	0.75
Rodriguez-Suro	n/a	n/a	1.00	1.00	n/a	n/a	n/a	n/a	n/a	n/a
Schlau, G.	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Schlueter, S.	n/a	n/a	n/a	1.00	1.00	1.00	n/a	n/a	n/a	n/a
Sisk, E.	1.25	1.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sobiesuo, A.	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.00	1.00
Turner, S.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.75	1.00	1.00
Verlinden, M.	n/a	n/a	1.00	1.00	1.00	1.00	1.00	0.75	1.00	1.00
Weyers, J.	0.75	0.75	1.00	1.00	1.00	1.00	0.00S	1.00	1.00	1.75
Wright, J.	0.75	1.25	1.25	1.25	0.50	0.75	0.50	0.75	0.50	0.00S
Subtotal	16.50	15.75	18.50	19.00	21.50	20.25	18.00	17.75	17.50	18.50

A= leave of absence

S= Sabbatical

T= Trujillo

ADJUNCT FACULTY TEACHING LOAD

Adjunct Faculty	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
Alonso, P.	1.00	1.00	1.25	1.25	n/a	n/a	n/a	n/a	n/a	n/a
Alvarez, A.					1.00	1.00	1.00	1.00	1.00	1.00
Arroyo, L.					1.00	1.00	n/a	n/a	n/a	n/a
Burgess, S.							1.00	1.00	n/a	n/a
Carro-Fdz, M.	1.00	1.25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cogdell, S.							1.25	1.25	1.25	1.25
Cox, M.	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Gómez, P.					1.00	1.00	n/a	1.00	1.00	1.00
Hanahan, D.	0.50	0.50	0.50	n/a	n/a	n/a	0.50	0.75	1.00	1.00
Higinbotham, M.	n/a	1.25	1.25	1.25	1.25	1.00	1.25	1.00	1.25	1.25
Hope, W.	1.25	1.00	n/a	n/a	1.00	1.00	n/a	n/a	n/a	n/a
Howe(Shields)	0.75	0.75	0.75	0.75	0.75	0.75	1.00	0.75	1.00	0.75
Hurd, S.					0.25	n/a	n/a	n/a	n/a	n/a
Ippolito, M.L.	1.00	0.50	1.00	1.00	n/a	n/a	n/a	n/a	n/a	n/a
Johnston, C.	1.25	1.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Jones, C.					0.75	n/a	n/a	n/a	n/a	n/a
Keating, M.	1.25	1.25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mackenzie, A.	1.25	1.00	1.25	1.25	1.00	1.00	1.25	1.25	1.25	1.25
Moran, C.									0.75	0.75
Moreira, J.									1.00	1.00
Pauley, Z.					1.00	0.75	1.0	1.00	n/a	n/a
Pearce, G.	1.00	1.00	1.00	1.00	0.00	1.00	1.00	1.00	n/a	n/a
Schlueter, S.	n/a	1.00	1.00	0.00	0.00	0.00	n/a	n/a	n/a	n/a
Schulze, J.									0.50	0.75
Shepard, M.					0.75	0.50	n/a	n/a	n/a	n/a
Smith, A.			1.00	1.00	0.00	n/a	0.25	0.25	n/a	0.25
Vizcaino, N.			0.75	0.75	n/a	n/a	n/a	n/a	n/a	n/a
Ward, C.			0.75	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Worley, A.	0.50	0.50	n/a	n/a	0.75	0.50	1.00	n/a	n/a	n/a
Subtotal		13.50	12.50	11.00	8.75	11.00	10.00	11.00	10.75	10.50
<hr/>										
DEPT. TOTAL	31.00	29.25	29.50	27.50	32.50	30.25	29.00	28.50	28.00	29.25

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Below is a list of accomplishments of individual faculty members during the 2003-2004 academic year.

A. Publications or accepted for publication

Benmaman, Virginia. "Translation and Due Process." *Proteus*, Journal of the National Association of Judiciary Interpreters and Translators, winter, 2003, vol. 12. 1.

Rev. *Interpreting in Legal Contexts: Consecutive and Simultaneous Interpretation in International Journal of Interpreting* (in press)

Colomina-Garrigós, María. "La problematización de la representabilidad histórica a través de la metaficción historiográfica en *La novela de Perón*." *Monographic Review/Revista Monográfica*. (Accepted for publication), Spring 2004

Gómez, Michael A. "Tres representaciones de Dios en tres poemas tempranos de César Vallejo." *Bulletin of Hispanic Studies*. Vol. 81.3, July 2004

Linares-Ocanto, Luis. "El delirio del carnaval en Juana Revolico de Flora Díaz Parrado." *Explicación de Textos Literarios*, 30.1&2 (2003)

Meléndez, Mónica. "Translation and the Discovery of Western and Andean Epistemologies in the Practices of Alcohol Drinking." *Revista de Estudios Hispánicos* (Puerto Rico). Forthcoming (2005)

"La mujer indígena, la sexualidad y el tambo: Transacciones desestabilizadoras en El primer nueva corónica y buen gobierno." *Cuaderno Internacional de Estudios Hispánicos y Lingüística Internacional*. Forthcoming (2005)

Moreira, Luci. "Lições de Cultura, Literatura e Língua Portuguesa através de Leituras Brasileiras: Os Cinco C's." *Hispania* 86, 1(2003): 110-120.

Owens, Sarah. "Women Finding a Place of Their Own: The Chronicle of the Beaterio de Santa Rosa by María de Jesús Alonso Herrera (1730)." *Cuaderno de Estudios Hispánicos y Lingüística*, (Accepted for publication), forthcoming Spring 2005.

Rev. 2003 *Escritura e identidad criollas: Modalidades discursivas en la prosa hispanoamericana del sigloVII*, by Carmen Mora. *Hispanofila*. (Accepted for publication).

Rodríguez, Silvia. " Programa de conversación a nivel elemental: metas, métodos y maestro-estudiantes." *Actas selectas del octavo congreso de didáctica del español*. Summer 2004

Sobiesuo, Andrew. Rev. "Guerrero, Manuel Vicente. *El negro valiente de Flandés*. Introducción, edición y notas de Moses E. Panford, Jr." Forthcoming in *Crítica Hispánica*.

Weyers, Joseph R. 2003 Rev. El discurso académico oral: Guía didáctica (Editorial Edinumen). *Hispania* 86.4:830-31.

B. Submitted for publication or under review

Avendaño, Nadia. 2003: "The Contemporary Female *Bildungsroman* in *Arrancame la vida*: The Protagonist's Transformation from Object to Subject." Submitted to *MIFLC Review*.

Linares-Ocanto, Luis. "Mamico Omi Omo: El teatro de la crueldad y la crueldad de los orishas." Submitted to *Hispania*.

Owens, Sarah. "Journey to Dark Lands: Francisca de los Angeles' Bilocations to New Mexico (1700)." Submitted to *Colonial Latin American Historical Review*.

Weyers, Joseph R. *Lingüística española: Primer curso*. Textbook in use (in manuscript form) for SPAN 381. Manuscript revisions in progress.

C. Documented publications in progress

Linares-Ocanto, Luis. "Regla de ocha and Regla lucumi: Incest and Homosexuality among the orishas."

"El carnaval y la representación del negro en Cuba, Puerto Rico y República Dominicana."

Martínez-Gibson, E. A. and Silvia Rodríguez. "Politeness Strategies in the Health Care Setting: English as an L₁ Health Care Provider and Limited English Patients with L₁ Spanish."

Martínez-Gibson, E. A., Silvia Rodríguez, Carol Toris, and Joseph Weyers. "Ser o Estar, to be or not to be: Conceptual Acquisition." Submission to *Hispania*, May 2004.

D. Papers presented at conferences

Nadia Avendaño

“Trangressing Borders: Eliza’s Search for Freedom in Isabel Allende’s *Hija de la fortuna*.” 24th Louisiana Conference on Hispanic Languages and Literatures, Baton Rouge, LA. February 19-21, 2004.

“The Demythification of the Mexican Woman in *Arráncame la vida* and the Feminist Subversions of the *Bildungsroman*” 53rd Mountain Interstate Foreign Language Conference, College of Charleston, October 9-11, 2003.

Virginia Benmaman

Presenter at the joint conference of the Arizona Association of Legal and Medical Interpreting, Phoenix, AZ, February 04.

Keynote speaker at the Annual Conference of the National Association of Judiciary Interpreters and Translators, Denver, CO, May 04

Karen Berg

“Blurring the Boundary between Reality and Fiction in *Negra espada del tiempo*.” 28th Annual Meeting of the Philological Association of the Carolinas, March 19, 2004.**Irene Chico-Wyatt**

Irene Chico-Wyatt

“El sexo (des)integrador y la (re)construcción del yo en *Los poseídos entre lilas* de Alejandra Pizarnik.” 57th Kentucky Foreign Language Conference, University of Kentucky, April 14-17, 2004.

“Redescubriendo/(d)escribiendo al individuo: la poesía auto-referencial de Manuel Altolaguirre.” 53rd Mountain Interstate Foreign Language Conference. College of Charleston, October 9-11, 2003.

María Colomina-Garrigós

“La alegoría como recurso codificador de la historia política venezolana en *Los cuatro reyes de la baraja* de Francisco Herrera Luque.” Southeast Coastal Conference on Languages & Literatures, Stateboro, GA. March 25, 2004.

“La autoridad discursiva del compilador. Estudio comparado de *Yo el Supremo* y *El seductor de la patria*.” 53rd Mountain Interstate Foreign Language Conference, College of Charleston, October 9-11, 2003.

Herbert O. Espinoza

“Bajo la sombra de la Malinche: Dos personajes distintos y una mujer verdadera en la narrativa de Malcolm Lowry.” 53 Mountain Interstate Foreign Language Conference. College of Charleston, October 9-11, 2003.

Michael Gómez

“Unamuno and Schopenhauer: Art, Artistic Imagination and the Relation to Modernism.” 57th Kentucky Foreign Language Conference, University of Kentucky, April 14-17, 2004.

“The Broken Mirror: Reflections of Nietzsche in Unamunian Views of Art and the Imagination.” Southeast Coastal Conference on Languages & Literatures, Stateboro, GA. March 25, 2004.

Luis Linares-Ocanto

“Amor y muerte a través de los rituales religiosos en varias obras cubanas.” 16th Southeast Conference on Foreign Languages and Literatures. Rollins College, March, 2004.

Sarah Owens

“Myth or Reality? The Bilocations of Sor María de Agreda (1602-16650 and Francisca de los Angeles (1674-1744).” XIV International Conference of the Asociacions Internacional de Literatura Femenina Hispanica. Boca Raton, FLA., October 23-26, 2003.

Silvia Rodríguez

“Visual Learning in L₂ in the Interpretive and Presentational Modes: The Use of Graphic Organizers.” The South Carolina Foreign Language Teachers’ Association. Columbia, South Carolina. February 21, 2004.

“The Use of Technology in Foreign Language Program Supervision.” 53rd Mountain Interstate Foreign Language Conference. Charleston, South Carolina. October 91-11, 2003.

“Programa de conversación a nivel elemental: metas, métodos y maestro-estudiante. Octavo Congreso de Didactica del Espanol. Indiana University/Purdue University, Indianapolis, Indiana. September 27, 2003.

Georgia Schlau

Joint presentation with Dr. Rickerson-"A New Role of the Language Resource Center." 53rd Mountain Interstate Foreign Language Conference. College of Charleston, October 9-11, 2003.

Andrew Sobiesuo

“Promoting and Maintaining Study Abroad to Cuba.” South Eastern Council on Latin American Studies, Santo Domingo, Dominican Republic, March 4-6, 2004.

Félix Vásquez

“Representación de la mujer en la poesía colonial peruana.” XXIV Biennial Louisiana Conference on Hispanic Languages and Literatures, Louisiana State University, February 19-21, 2004.

Marianne J. Verlinden

“The Film Versions of *Like Water for Chocolate*: Reflecting on Translated Women.” Louisiana Conference on Hispanic Literature, Louisiana State University, LA, February 19-21, 2004.

E. GRANTS, AWARDS, HONORS

Linares-Ocanto, Luis

Division of Languages Research and Development. 2003-04

Martínez-Gibson, Elizabeth

Division of Languages Research and Development. Fall 2003

National Science Foundation grant, pending.

Rodríguez, Silvia

National Science Foundation Grant, pending.

Verlinden, Marianne

Division of Languages Research and Development. Summer 2004

Sobiesuo, Andrew

College of Charleston Research and Development Grant, 2004.

Division of Languages Research and Development Grant, 2003-04

PROFESSIONAL SERVICE ACTIVITIES

In spite of the 4-course teaching load per semester, faculty members in the Department of Hispanic Studies regularly contribute their time and talents to both campus

and public service. During the past academic year, faculty members served on many standing and ad-hoc faculty committees, and in local, regional, national and international professional organizations.

Following is a summary list of the most significant service activities that faculty members were involved in on campus during 2003-2004.

A. Major College Committee Service

Avendaño Nadia

Latin American and Caribbean Studies Steering Committee

Colomina-Garrigós María

Latin American and Caribbean Studies Steering Committee

Escobar José

Latin American and Caribbean Studies Steering Committee

Office of International Education and Programs Advisory Committee

Espinoza Herbert O.

Latin American and Caribbean Studies Steering Committee

Linares-Ocanto, Luis

Diversity Council Committee

Grievance Committee

Latin American and Caribbean Studies Steering Committee

Martínez-Gibson, Elizabeth

Budget Committee

Faculty Senate

Linguistics Minor Committee

Editorial Board, *Chrestomathy: Annual Review of Undergraduate Research at the*

College of Charleston, Editor. Spring 2004

Moreira, Luci

Committee on Nominations

Owens, Sarah

Committee on Graduate Education, Chair 2003-present

Department Senator

Ex-Officio member of the Graduate Council

Rodríguez, Silvia

Committee on Assessment of Institutional Effectiveness

The Graduate Council

Why students leave Task Force

Sobiesuo, Andrew

Faculty Senate (At-Large)

Turner, Susan

Institutional Assessment and Effectiveness
Faculty Senate

Vásquez Félix

Office of International Education and Programs Advisory Committee
Latin American and Caribbean Studies Steering Committee

Verlinden, Marianne

Graduate Council
Honor Board

Weyers, Joseph R.

President's Advisory Committee

Wright Janice

Student Affairs and Athletics Committee

B. Department Committees and Other Professional Activities

Avendaño Nadia

Chair, panel on Multicultural Studies at 53rd Mountain Interstate Foreign Language Conference
MLA Job Interview team, December 2004
Presentation: "Growing Up Bilingual in the U.S." Span590/INTR 510 language and Culture course.

Benmaman, Virginia

Attendance at Forensic Linguistics Conference, Eastern Regional Conference, 2004.
Member of the Advisory Board of the Law Enforcement Project on Interpreter Services, Ohio. 2003-present

Berg, Karen

Departmental representative for United Way
Judge at the Charleston County Public School Declamation Contest
Library liaison

Chico-Wyatt Irene

Study Abroad Advisor
Departmental Curriculum Committee
Chair, session on Contemporary Spanish Poetry. 53 Mountain Interstate Foreign Language Conference
Chair, session on Language Teaching and Pedagogy. 57th Kentucky Foreign Language Conference.
Member. Organizational and review committee for the 57th Kentucky Foreign Language Conference.

Lecture on Cultural Awareness for the Wellness House, College of Charleston.

Colomina-Garrigós María

Assistant Editor to Hispanews.

Chair, panel on Latin American Literature. 53rd Mountain Interstate Foreign Language Conference.

Departmental Curriculum Committee.

Escobar, José

President and organizer, 53 Mountain Interstate Foreign Language Conference

Spanish Placement Test

Faculty Annual Evaluations

Salary Initiative Merit Compensation

Espinoza, Herbert

Spanish Placement Test

Griffin, Elaine

Trujillo Program, director. Spring 2004 and Summer 2004

Gómez Michael

Ad-hoc Committee for Annual Departmental Evaluations Guidelines

Volunteer: Charleston County School District 2004 World Language Festival, Poetry

Declamation

Chrestomathy

Linares-Ocanto, Luis

Coordinator, Audiovisual Materials

Committee on Casa Hispánica

Director, Study Abroad Summer Program in Cuba

Martínez-Gibson, Elizabeth

Interdisciplinary Linguistics Minor Program Committee, Director

Budget Committee

Spanish Placement Test

Judge for the Círculo Hispano and the Citadel Annual Poetry Writing Contest, February 2004.

Session Chair at the 53rd Mountain Interstate Foreign Language Conference. Fall 2003

Ad-hoc Committee on SPAN 313/314.

Ad-hoc Committee for Annual Departmental Evaluations Guidelines

Admissions Test Evaluator for Legal Interpreting. Spring 2004.

Moreira, Luci

Editor, *HispaNews*, Department Newsletter

Editor, AATSP Portuguese Newsletter

President, Portuguese Honor Society Phi Lambda Beta
Session Chair on Brazilian Literature at 53 Mountain Interstate Foreign Language Conference.
Ad-hoc Committee for Annual Departmental Evaluation Guidelines.

Owens, Sarah

Lecture Organizer: Lecture by Dr. Kristine Byron on Women and the Mexican Revolution.
2nd Vice-President of Asociación de escritoras de España y las Américas (1300-1800).
Study Abroad Advisor for the Department of Hispanic Studies.
Campus Liaison, "Into the Fields," SAF-Student Action with farmers
Committee on Casa Hispánica.
Session Organizer and Chair at 53 Mountain Interstate Foreign Language Conference.
Volunteer, Habitat for Humanity.
Proposal evaluator for the "Summer Undergraduate Research Grant."

Rodríguez, Silvia

Coordinator, Spanish Conversation Practicum
Minor in Linguistics
Division Technology Committee.
M.Ed. in Languages Steering Committee
Ad-hoc Committee on SPAN 313/314
Associate Director, Lowcountry Institute for Teachers
NCATE Committee

Schlau, Georgia

Chair of SEALLT (The Southeast Association of Language Learning Division
Technology
Committee)
Judge, Charleston County School District Foreign Language Declamation Contest, Fall 2003

Sobiesuo, Andrew

Organizer and Chair of panel on Literature and Cultural and National Identities at 53rd
Mountain Interstate Foreign Language Conference.
Member, National Advisory Board at Arcadia University (PA), 2003-present.

Turner, Susan

Committee on Casa Hispánica

Vásquez, Félix

Faculty Advisor, Nu Zeta Chapter of Sigma Delta Pi's Spanish Honor Society
Faculty Advisor, Nu Zeta Chapter of Sigma Delta Pi's Spanish Honor Society
Program Director, Fall Semester in Santiago, Chile
Committee on Casa Hispánica

Verlinden, Marianne

Latin American and Caribbean Studies Steering Committee

Volunteer Interpreter (Roper Hospital, Northwood Clinic, MUSC and McClenna-Banks' Women Clinic)
Committee on Casa Hispánica
Faculty Advisor, Nu Zeta Chapter of Sigma Delta Pi's Spanish Honor Society

Weyers, Joseph R.

Coordinator of Lower Level Spanish, 2003-04
Administrator of Oral Proficiency Interview (OPI)
Committee on Casa Hispánica
MLA Job Interview Team, San Diego, California, December 2003.

Wright Janice

Ad-hoc Committee for Annual Departmental Evaluation Guidelines.

DEPARTMENTAL ASSIGNMENTS: REPORTS

A. HISPANIC STUDIES AV REPORT

Submitted by Luis Linares-Ocanto and Georgia Schlau

Budgeted for 2003-2004: \$2,775

Purchases:

2 Quia subscriptions \$98.00

AV Equipment for Hispanic Studies:

LCD projector \$1,199.00 (\$700.00 from Hispanic Studies)

2 recorder phone recorders \$81.80

2 Sony recorder w/mem sticks \$551.18

Total Purchases: \$1,929.98

Videos:

Mad Love \$14.54

Abejas en la casa \$36.93

Don Quixote \$427.63

Several Teach and Discovery \$210.00

Ballet Folklorico \$29.95

Things I left in Cuba \$20.94

Miel para Oshun \$25.93
Men with Guns \$25.44
Nueba Yol \$16.39
City of Angels \$29.95
Sliding Doors \$29.95
La casa de Bernard Alba \$135.45
Tristana \$22.05
ub total \$1,025.15
Portuguese videos \$122.46
Orfeo \$10,47

Total videos: \$1,158.08

Total AV purchases: \$3,088.06

Overspent the budget \$313.06 (We had more money to spend this fiscal year because we did not buy many computers)

B. BOOK ORDERS REPORT

Submitted by: Karen Berg

I am enclosing my report on the expenditures from book orders submitted by the faculty in our department. As of this date, our book expenditures total 15.9% beyond our \$4339.49 allotment. S. Jeffries told me to exceed the stipulated allotment because many books from small foreign publishers never get sent, and that in these cases, those orders have to be canceled. These figures do not include the separate budgets allocated to LACS and Bilingual Interpreting. Requests were submitted to me throughout the year from the following faculty members: J. Escobar, P. Imoro, D. Marbán, L. Martínez, S. Ownens, A. Sobiesuo, and M. Verlinden (H. Espinoza was on sabbatical and F. Vasqués was in Chile). Every request submitted was honored except for the books that were no longer in print and could not be ordered. Many other books were selected from the hundreds of cards sent by Puvill Publishers. I have tried to supplement our collection with useful books in linguistics, cultural studies and literature. Unfortunately due to budget cuts, the library could not order any new journals this year.

C. STUDY ABROAD ADVISORS FOR HISPANIC STUDIES

Submitted by: Sarah Owens and Irene Chico-Wyatt

Sarah Owens and Irene Chico-Wyatt shared the duties of Study Abroad Advisor for the spring and fall semesters of 2003-2004.

Sarah Owens advised 31 students during the course of the academic year. She helped students find a suitable study abroad program and then helped them choose equivalent courses for CofC credit. Below is a list of the programs, semesters of study and number of students.

CEA: Granada, Spain	Summer 2004	1 student
CEA: Alicante, Spain	Spring 2004	3 students
CEA: University of Seville	Fall, Spring 2003, 2004	1 student
ISA: Granada, Spain	Fall 2003	1 student
ISA: Seville, Spain	Summer 2003	1 student
ISA: Barcelona, Spain	Spring 2004	1 student
ISA: Valencia, Spain	Spring 2004	2 students
ISA: Valencia, Spain	Summer 2003	2 students
ISA: Argentina	Spring 2004	1 student
API: Granada, Spain	Summer 2003	1 student
API: Granada, Spain	Summer 2004	1 student
API: Seville, Spain	Spring 2004	1 student
API: Seville, Spain	Fall 2004	1 student
API: Barcelona, Spain	Fall 2003	1 student
AIFS: Salamanca, Spain	Summer 2003	1 student
USAC: San Sebastian	Fall 2004	2 students
CIEE: Seville, Spain	Fall, Spring 04-05	1 student
ULACIT	Fall, 2003	1 student
Veritas University, Costa Rica	Summer 2004	3 students
Universidad Catolica, Uruguay	Spring 2005	1 student
Universidad de Puerto Rico	Spring 2004-06-21	1 student

In helping Dr. Sarah Owens with the duties of Study Abroad Advisor, Irene Chico-Wyatt advised 15 students, helped them choose a program that would meet their needs and did the pertinent class equivalences for the College of Charleston. The following is a list of programs, semesters of study and number of students:

API: Sevilla, Spain	Fall 2004	1 student
ASA: Sevilla, Spain	Fall 2004	1 student
CEA: Granada, Spain	Summer 2004	1 student
Griffith University, Australia	Summer 2004	1 student
ISA: Sevilla, Spain	Spring 2004	2 students
ISA: Granada, Spain	Summer 2004	1 student
ISA: Barcelona, Spain	Summer 2004	1 student
ISLS: Costa Rica	Summer 2004	1 student
ULACIT	Summer 2004	1 student
USAC: Bilbao, Spain	Spring 2004	1 student
Veritas University, Costa Rica	Summer 2004	2 students

I also helped two students to apply for their Study Abroad courses upon their return to CofC. One of them came from the CofC program in Chile; the second one had been at the University of Alicante, Spain.

D. FACULTY SENATE: Report for 2003-2004

There were a few issues in the Senate this year that pertained specifically to the

Department of Hispanic Studies. However there were issues that affected the Faculty as a whole. The following are highlights of the 2003-2004 Senate meetings:

Courses approved by the Senate:

- Span 317: Intro. to Spanish for Business
- Span 318: Spanish for International Business
- Span 615: Topics in Latin American Civilization and Culture
- Span 630: Seminar in Hispanic Studies

Course Changes:

- Span 316: wording was changed to exclude business because of the creation of Span 317 and Span 318
- Span 344: Prerequisite of Span 313 and 314 or 350 were added
- Span 445: Title and description were changed

Curriculum Changes:

- Linguistic Minor: two Computer Science course and a Communication course were added

Budget Issues and the Fourth-Century Initiative:

- Senior Vice-President, Gary McCombs reported another budget cut for 2004
- Senior Vice-President, Gary McCombs reported a 2% salary raise for 2003-2004
- Ad-hoc Faculty Compensation Committee submitted their report
- Bylaws were amended to have a standing Faculty Compensation Committee

Other issues:

- The Senate adopted the Resolution on Diversity
- The Senate affirms the principle that the content of our curriculum is primarily an academic matter
- The Senate approved the spirit of The First Year Seminar
- A new ad-hoc committee was formed to review The First Year Seminar experience
- Janice Wright was elected Senator at-large
- A new bookstore advisory committee was formed
- Minor changes in the wording of Post-tenure review – pending acceptance in the Fall

Respectfully submitted by Elizabeth Martínez-Gibson, Susan Turner and Sarah Owens

E. THE MICHAEL PINCUS LANGUAGE RESOURCE CENTER

Submitted by Georgia Schlau, Director

The Language Resource Center

1. Provided assistance to students and faculty for PowerPoint presentations.
2. Produced posters, newsletters, flyers, and Web Pages to advertise new language courses, study abroad programs, special events such as Open House, The

- Language Fair, the Film Festivals, The Italian Poetry and Shamanism Conference, and The MIFLC Conference Fall 2003.
3. Has been used as a resource for faculty who cannot meet their class for various reasons by recording and showing videos or audio prepared by the instructor for the class and the giving of tests and quizzes.
 4. Provided space and personnel for Placement Tests not taken during orientation as well as The Praxis Test for new teachers.
 5. The Web Master for the Languages Division has created and updated Web pages for Spanish, French, German, and Italian, individual faculty home pages, and the Mountain Interstate Foreign Language Conference and well as the official Web Page for The South Carolina Council on Languages.
 6. Has worked on finishing the digitizing of French, German, and Japanese audio CDs for the Web.
 7. Housed multimedia programs assigned by instructors who required their students to write reports and/or in-class compositions, or to expose them to the material available as part of a list of cultural enrichment activities. The computers have been loaded with the CD-ROM component of *¿Sabías que?*, and *¿Qué te parece?* as well as The Dasher Program used by German students using *Kontacte*.
 8. Made available to faculty the following equipment and services:
 1. 4 laptop computers (Mac, Dell, Compaq) with 2 LCD projectors.
 2. 1 JVC digital video camera
 3. boom boxes
 4. 1 Video Editor and a Title Maker Machine (ECTR 204)
 5. 2 Mavica digital cameras
 6. Student assistance to carry items and set up equipment in the classrooms
 7. Student assistants to take photographs during special events
 8. Administration of several Spanish/German placement tests during the 2002 Summer Orientation as well as The Praxis Test for teachers in the language lab.
 9. Continued the process of purchasing new computers for ECTR 225 each Fall to upgrade the Language Lab in ECTR 225.
 10. Provided the Division Head and the Language Chairs with assistance during Open House and Orientations during the year.

The Director of the Language Resource Center

- During year the Director offers an introduction to PowerPoint and *Quia*, a Web site that allows instructor to create Web exercises for a small fee, to faculty on an individual basis and during the faculty orientation of the Language Resource Center at the beginning of each Fall semester.
- The Director helped organize the joint Southeast Association of Language Learning and Technology (SEALLT)/Midatlantic Association of Language Learning and Technology (MAALLT) Conference in Swanee, Tennessee March 19-20, 2004.

- She continues as president of SEALLT and will host the 2006 Conference in Charleston.
- Continued with the process of installing a DISH system in the Foreign Languages Houses, which is scheduled for La casa hispánica Summer 2004.
- Convenes a Foreign Language Technology Committee to keep faculty informed on the operations of the Language Resource Center.
- Publishes a Newsletter advising the faculty of news and upcoming events of the The Language Resource Center.
- Continued working with the computer programmer for the SIS system to report online test scores for the Spanish Placement Test.
- Was instrumental in providing French TV5 to the dorms and eventually the French House.
- Purchased banners to identify the French and Spanish Houses.
- Supervised 4 student staff members in ECTR 204.
- Hired new student staff to replace those who have left during the year and/ or are leaving due to graduation in May 2004.

CONFERENCES :

SEALLT/MAALLT Conference March 18-19 in Swanee
MIFLC Conference Fall 2003
SCCOL Conference April 3, 2004

PRESENTATIONS and Workshops given:

SEALLT Conference-*Extreme Makeover-The Language Resource Center in a New Role*
MIFLC Conference-joint presentation with Dr. Rickerson-*A New Role of the Language Resource Center*
Faculty PowerPoint & Quia Workshops - Fall 2003
How to Make Churros - Casa Hispánica - February, 2004

F. PLACEMENT TESTING

Technical issues on how scores ought to be reported and entered in students' records continue to delay the use and implementation of automated placement testing in Spanish. Although the test was administered during January 2004 Orientation, there are still problems that need to be resolved regarding this test. We will continue to use the

written placement exam until these issues can be worked out and coordinated with several offices on campus and BYU.

Appendix I

A. Requirements for the Spanish Major (33 hours above SPAN 202 or 250)

1. SPAN 313 Spanish Composition
and one of SPAN 314 Spanish Conversation
SPAN 312 Spanish as a Heritage Language
SPAN 328 Spanish Language Study Abroad
or
SPAN 350 Intensive Conversation and Composition
2. SPAN 320 Introduction to the Study of Hispanic Literature
3. One of the following:
SPAN 322 Civilization and Culture of Spain I
SPAN 323 Civilization and Culture of Spain II
SPAN 326 Latin-American Civilization and Culture I
SPAN 327 Latin-American Civilization and Culture
SPAN 329 Current Issues Abroad
2. SPAN 344 Advanced Grammar and Lexicon
5. Two courses from:
SPAN 361 Survey of Spanish Literature I
SPAN 362 Survey of Spanish Literature II
SPAN 371 Survey of Spanish American Literature I
SPAN 372 Survey of Spanish American Literature II
6. SPAN 381 Introduction to Spanish Linguistics
7. Three courses at 400-level, including at least one in literature and one in linguistics

Appendix II

B. Requirements for the Spanish Minor (18 hours above SPAN 202 or 250)

1. SPAN 313 Spanish Composition
and one of SPAN 314 Spanish Conversation
SPAN 312 Spanish as a Heritage Language
SPAN 328 Spanish Language Study Abroad
or
SPAN 350 Intensive Conversation and Composition
2. SPAN 320 Introduction to the Study of Hispanic Literature
3. One of the following:
SPAN 322 Civilization and Culture of Spain I
SPAN 323 Civilization and Culture of Spain II
SPAN 326 Latin-American Civilization and Culture I
SPAN 327 Latin-American Civilization and Culture
SPAN 329 Current Issues Abroad
4. Any two Spanish courses at the 300/400-level.

Appendix III

An Interdisciplinary Minor in Linguistics

Requirements (18 credit hours)

1. Students will take the following sequence of courses for a total of eighteen credits:

LING 125: Introduction to Language and Linguistics (3 credits)

2. Two courses from any of the following (6 credits):

ANTH 205: Language and Culture

COMM 210: Introduction to Communication Studies

COMM 220: Interpersonal Communication

COMM 320: Advanced Interpersonal Communication

COMM 380: Studies in Communication (when appropriate to the area of language and linguistics)

INTR 510: Language and Culture (Spanish specific, permission of the instructor required for undergraduates)

PSYC 342: Approaches to Human Communication

PSYC 378: Psychology of Language

SPAN 447: Spanish Dialectology

SPAN 448: Spanish Sociolinguistics

SPAN 590: Special Topics (when appropriate to the area of sociolinguistics)

3. One course from the following (3 credits):

FREN 342: Advanced Grammar

FREN 341: Phonetics and Advanced Language Study

GRMN 341: Advanced Grammar and Syntax

SPAN 344: Spanish Grammar and Lexicon²

SPAN 381: Introduction to Spanish Linguistics

SPAN 443: Spanish Morphology and Syntax²

SPAN 445: Spanish Phonetics and Phonology

SPAN 590: Special Topics (when appropriate to the area of descriptive linguistics)

PHIL 216: Logic

PHIL 335: Philosophy of Language

4. One course from the following (3 credits):

ENGL 307: Introduction to Old English

ENGL 312: History of the English Language

FREN 480: History of the French Language

SPAN 446: History of the Spanish Language

5. One elective from any of the above areas or an independent study based on the approval

of the Director of the minor program, and the Department Chair and faculty involved (3 credits).