



THE GRADUATE SCHOOL

UNIVERSITY *of* WASHINGTON

January 12, 2012

Dr. Randy Spaulding, Director
Academic Affairs
Higher Education Coordinating Board
917 Lakeridge Way
Olympia, WA 98504

Dear Dr. Spaulding:

Please find attached the proposal to establish the Doctor of Philosophy (Ph.D.) in Hispanic Studies degree program from the Division of Spanish and Portuguese in the College of Arts and Sciences at the University of Washington, Seattle, WA. Evaluations of the proposal were conducted by Carlos Alonso, Professor, Department of Latin American and Iberian Cultures, and Dean, Graduate School of Arts and Sciences, at Columbia University, and Malcolm Compitello, Professor and Head, Department of Spanish and Portuguese, at the University of Arizona. These evaluations are attached. The response to the evaluations from Anthony Geist, Professor and Chair, Division of Spanish and Portuguese, is also attached.

Please contact Augustine McCaffery at amccaf@uw.edu or call her at (206) 221-3628 with questions you may have regarding this proposal.

Sincerely,

Gerald J. Baldasty
Vice Provost and Dean

James S. Antony
Associate Vice Provost and Associate Dean
for Academic Affairs

Attachments

- c: Douglas J. Wadden, Executive Vice Provost for Academic Affairs and Planning,
Office of the Provost
Robert Stacey, Interim Dean, College of Arts and Sciences
Michael Shapiro, Interim Divisional Dean for Humanities, College of Arts and Sciences
Anthony Geist, Professor and Chair, Division of Spanish and Portuguese
Donald Gilbert-Santamaria, Associate Professor, Division of Spanish and Portuguese
Mark Bergeson, Associate Director, Academic Affairs, Higher Education
Coordinating Board
Augustine McCaffery, Senior Academic Program Specialist, The Graduate School
Robert Corbett, Coordinator of New Programs, Office of Undergraduate Affairs
and Office of Academic Affairs and Planning, The Graduate School

FORM 2

COVER SHEET NEW DEGREE PROGRAM PROPOSAL

Part I requires the completion of the following forms: Appendices B-4, B-5, and B-6.

Program Information

Program Name: Ph.D. in Hispanic Studies

Institution Name: University of Washington

Degree Granting Unit: Division of Spanish and Portuguese Studies
(e.g. College of Arts and Science)

Degree: Ph.D. Hispanic Studies Level: Doctor Type: Humanities
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: Hispanic Studies CIP Code: 16.0905
(e.g. Chemistry)

Minor: _____
(if required for major)

Concentration(s): _____
(if applicable)

Proposed Start Date: Fall 2012

Projected Enrollment (FTE) in Year One: 3 At Full Enrollment by Year: 2018 : 15
(# FTE) (# FTE)

Proposed New Funding: None

Funding Source: State FTE Self Support Other

Mode of Delivery / Locations

Campus Delivery Seattle campus
(enter locations)

Off-site _____
(enter location(s))

Distance Learning _____
(enter formats)

Other

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

Scheduling

Day Classes Evening Classes Weekend Classes
 Other (describe)

Attendance Options

Full-Time
 Part-Time

Total Credits: 127 Quarter Semester

Contact Information (Academic Department Representative)

Name: Donald Gilbert-Santamaria
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Endorsement by Chief Academic Officer

January 13, 2012
Date

Proposal for Ph.D. in Hispanic Studies
Division of Spanish and Portuguese
University of Washington, Seattle

I. Introduction: Relationship to Institutional Role, Mission, and Program
Priorities

The faculty of the Division of Spanish and Portuguese Studies at the University of Washington has developed the following proposal for a new Ph.D. in order to address the needs of a new generation of doctoral students in the humanities. The program is designed to provide a rigorous and comprehensive education in the traditional disciplines of Spanish and Latin American literary studies while also allowing for an engagement with larger issues relating to the role of the humanities in the contemporary world.

A commitment to serious scholarship reflects our belief that an intellectual vocation must provide the foundation for any program of advanced study in the humanities. The development of analytical and research skills particularly as applied to significant original scholarship will thus form the core of the new program. Students will be required to take coursework in the broad range of historical areas covered by the general designation of Spanish and Latin American letters and, after the successful completion of the comprehensive exam sequence, continue on to pursue an individual research project leading to a dissertation. A student entering directly with a bachelor's level degree should expect to complete the degree in five (5) years, while students with a relevant M.A. will be able to finish the program in four (4) years.

Beyond the more traditional aspects of the program—as outlined above—students will also be encouraged to engage in larger debates about the role of their discipline and the humanities in general in the 21st century. Whereas such engagement has often been viewed as extraneous to the main mission of post-graduate education in the humanities, we believe that it is a natural and necessary extension of more specialized research. As part of their graduate school experience, students accepted into the Ph.D. program in Hispanic Studies at the University of Washington will participate in the Graduate Certificate in Public Scholarship, in collaboration with the Simpson Center for the Humanities. This certificate program will provide theoretical training and practical experience relevant to the larger issues surrounding the public role of specialized scholarship in the humanities.

The division's Master's program in Hispanic Studies currently enrolls approximately five to seven new students each year. The program requires two years of coursework, a set of exams in the last quarter of study, and a M.A. thesis. The program is targeted at students who would like to continue with advanced doctoral studies while also addressing the needs of those interested in pursuing careers at community colleges, at the high school level, and even in other, non-teaching related fields. This diversity of goals is manifest in the career paths of our graduates. Those opting to continue their studies at the Ph.D. level have gained entry to prestigious doctoral programs in Spanish at Harvard, Yale, Princeton, New York University, and Brown University, among others. Other graduates

have successfully launched careers as tenure track faculty and lecturers at local four-year institutions (University of Puget Sound, Pacific Lutheran University, Western Washington University, and Seattle University, having gone on to chair the Spanish Department at two of them), community colleges, and as teachers at local area high schools, both public and private.

Notwithstanding the success of our master's degree program, the lack of a Ph.D. track in the division has left important academic needs unmet both at the University of Washington and for the State of Washington as a whole. Presently within the State of Washington no institution of higher education, public or private, offers Ph.D. level graduate programming in Spanish or Hispanic Studies. This means that many talented students must leave the state in order to seek opportunities for advanced study in these disciplines. Many of our top graduates—those studying at the prestigious institutions mentioned above—have made clear that they would have preferred to continue at the University of Washington had a doctoral program been available. The decision of these students to pursue graduate studies elsewhere represents a significant loss to both the State of Washington and the University of Washington. While the success of these students after leaving the UW speaks to the quality of the division's M.A. Program, their move to other institutions also sends the unfortunate message of the UW's institutional limitations, that is, of our inability to offer the full range of programs that one would reasonably expect at an internationally-ranked research university. Moreover, some talented students who are limited to the Puget Sound area by family obligations find it impossible to continue their education.

From the perspective of institutional excellence, the lack of Ph.D. programming in the Division of Spanish and Portuguese stands out as a nagging oversight. A couple of statistics help to clarify the magnitude of this missing link in the University's claim to be a world-class comprehensive research institution. First, among the group of peer institutions that the UW cites for purposes of institutional development, not one lacks a Ph.D. in some field analogous to Hispanic Studies.¹ Second, as the flagship public university in a state with no private research universities, the absence of doctoral programming in this area at the UW translates into an absence of programming in the state as a whole. According to this measure of graduate education in Spanish and its related fields, Washington State—with a Spanish-speaking population that represents over 7.2% of the population—falls behind thirty-two (32) other states, including neighboring Oregon and states with far less significant Spanish-speaking populations.²

This last set of statistics highlights the important civic and cultural implications of this lack of advanced doctoral programming in Hispanic Studies, implications that extend far beyond the campus boundaries. As by far the largest linguistic minority in the state,

¹ The peer institutions that make up this group are Arizona, Illinois, Indiana, Michigan, North Carolina, Oregon, Berkeley, and UCLA.

² The figure for Spanish-speakers in Washington State is taken from the 2004 American Community Survey from the U.S. Census Bureau. It is worth noting that in this survey, Washington ranks 16th in terms of the percentage of Spanish speakers in the population.

Spanish speakers represent an important and growing cultural presence in Washington that merits recognition at the state's flagship university commensurate with the group's demographic significance. In light of the comprehensive nature of the University of Washington's approach to advanced studies in language and literature—including Ph.D. programs in French, German, Scandinavian Studies, Slavic Languages, Chinese, and Japanese—the lack of a doctoral program in Spanish represents a glaring omission in the UW's academic portfolio, as well as a serious failure to recognize the cultural implications of the State's Hispanic population. At the same time, issues of globalization, the UW's role as a world leader in graduate education, and the dependence of the State of Washington on international commerce also underscore the importance of providing the Spanish language with a status at the University of Washington enjoyed by much less-widely spoken languages. As one of the two most important languages in the Western Hemisphere, Spanish arguably deserves academic recognition at Washington's premier public university in keeping with its social and political significance.

Such considerations are not merely symbolic. The ability of the University to undertake research in a wide range of fields is enhanced by a commitment to Hispanic culture as a discipline in its own right. In this respect, the most immediate beneficiaries of a new Ph.D. program in Hispanic Studies are related disciplines, including Comparative Literature, French and Italian Studies, American Ethnic Studies, Latin American and Caribbean Studies, and History, all of which have expressed strong support for this proposal (see Appendix E). Beyond such directly related fields, however, the importance of Spanish, particularly in the developing world, underscores the importance of a strong commitment to the study of Hispanic language and culture for fields as diverse as human rights, immigration, economic development, and public health. The ability of the division to play a supportive role in areas far beyond our core academic programs depends on the underlying strength of those programs.

II. Documentation of Demand and Need for Program

A. National Demand

At the national level, there is much evidence to suggest that among the various disciplines that make up the humanities, Spanish is one of the very few that has experienced growth as measured by nearly every conceivable metric. Much of this growth is fueled by the enormous increase in interest in the Spanish language over the past twenty years or so. For example, a study just published by the Modern Language Association notes that in every survey since 1995, post-secondary enrollments in Spanish at the national level have exceeded those of all other modern languages *combined* by at least 100,000. Even more significant, of the fifteen languages surveyed by the MLA, Spanish is one of only three that has experienced enrollment growth at the graduate level between 2006 and 2009, the most recent period covered by the study. Indeed, where the

combined enrollments in all foreign languages at the graduate level fell by 6.7% in this period, enrollments in Spanish *increased* by 12.3%.³

The increased interest in Spanish at the post-secondary and graduate levels is supported by parallel growth in the teaching of Spanish in the K-12 system. A recent study of language teaching in elementary and high schools conducted by the Center for Applied Linguistics concluded that the “teaching of Spanish, the most commonly taught language, increased at the elementary level (from 79% of schools with language programs in 1997 to 88% in 2008) and remained stable (93%) at the secondary level.”⁴ Compared to the broad decline in the teaching of the other two most widely taught foreign languages at this level, French and German, the increase in the teaching of Spanish at the elementary level in particular bodes well for the health of the discipline in the future as students enter college with ever higher levels of linguistic competence.

This new Ph.D. program is also designed to respond to the emerging practical realities of the academic workplace in the 21st century. Recent trends in the profession suggest that opportunities for employment in the traditionally most coveted positions as tenure-track professors at research universities have stagnated over the last generation. The new reality is that many graduates may find themselves working in institutions far different from the University of Washington—in regional universities, small private colleges, community colleges, and even in high schools, both private and public. Moreover, with their additional training in public scholarship, the new Ph.D. program will allow graduates to branch out beyond more traditional employment in education to work in NGOs, governmental agencies, and the private sector. By giving students an opportunity to consider their public role as scholars in the humanities, this element of the program will better prepare them for the full range of employment options currently available.

B. State of Washington Demand and Need

Historically, graduates with advanced degrees from the Division of Spanish and Portuguese Studies at the University of Washington have been strongly represented on the faculty at two- and four-year institutions of higher education throughout the State of Washington. Looking to the future, the State and Regional Needs Assessment notes strong growth in demand for humanities undergraduate programs over the past few years (22% from 2002 to 2004), growth that is expected to continue into the foreseeable future. Given the tremendous student interest in Spanish at the UW—nearly 5,000 enrollments annually—we can only conclude that much of this future growth will occur in the area of foreign languages and Spanish in particular. The creation of a Ph.D. program in Hispanic Studies will help to fill the need for new faculty at regional two- and four-year

³ Nelly Furman, David Goldberg, and Natalie Lusin, “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009,” The Modern Language Association of America, 2010.

⁴ Nancy C. Rhodes and Ingrid Pufahl, “Foreign Language Teaching in U.S. Schools: Results of a National Survey,” Executive Summary, Center for Applied Linguistics, November 2009.

institutions and ensure the quality of post-secondary Spanish language and culture programs throughout the State of Washington.

The need for a doctoral level program in the Division of Spanish and Portuguese must also be understood in terms of the larger community. The State of Washington is undergoing significant demographic and cultural changes that are reflected in the growth of Spanish both as a first language among immigrant groups from Mexico and other parts of Latin America and in an increasing interest in Spanish as a second language at all educational levels. The Ph.D. program proposed here has been designed with these changes in mind. In particular, the growing importance of Spanish in the State of Washington will require the training of academic specialists who are also equipped to interact with the educational system at all levels as it grapples with these demographic changes. This means not only training additional faculty to address the growing student demand for Spanish as a subject area, but also recognizing how the changing demographic realities of the State will eventually manifest themselves within the very structure of the educational system. With its special emphasis on public scholarship, the new Ph.D. in Hispanic Studies at the University of Washington will work not only to educate a new generation of specialists in the diverse fields of Spanish and Latin American literature and culture, it will also provide the theoretical and practical skills required to engage with the educational system as a whole. Thus, graduates of the new program will be well positioned to work in a variety of positions at the university level, but also within the public schools, in not-for-profit cultural and arts organizations, and government. In the end, the goal of the division in this regard is to produce graduates who combine rigorous academic training with practical skills that will allow them to assume a more public role in helping to manage these important demographic and cultural changes.

B. University of Washington Demand

At the same time, in our own division at the University of Washington, the demand for undergraduate Spanish coursework at all levels is robust, with nearly 5,000 enrollments per year, while the number of students applying to the major and the M.A. program has increased significantly over the last few years.⁵ Such evidence is consistent with the statistics cited above and speaks to strong future demand for programming in Spanish language and literature at all levels.

There also exists much anecdotal evidence of interest in a Ph.D. among current and recent graduates of our programs, both at the undergraduate and master's level. As indicated above, many recent graduates of our M.A. Program currently enrolled in prestigious Ph.D. programs have openly expressed their preference to remain in Seattle had that been possible. In addition, the division receives regular inquiries from students at all levels expressing interest in a Ph.D. program in Hispanic literature and culture.

⁵ The most recent statistics for overall enrollments in the division comes from the 2004-05 as reported in the division's ten-year program self-study. The figure for that year was 4701 (see <http://depts.washington.edu/spanport/home/SelfStudy.html>).

Such interest speaks to the strength of the faculty, but also to the perceived status of the University of Washington as a premier research institution. Further evidence for student demand for advanced studies in Hispanic literature and culture may be discovered in graduate student research preferences in the Department of Comparative Literature: increasingly, doctoral students in Comparative Literature are choosing Spanish as a core subject area for their Ph.D. work. The fact that such choices are made despite the lack of corresponding doctoral level infrastructure in the Division of Spanish and Portuguese attests to the underlying strength of this student demand.

Beyond such direct interest in a Ph.D. program in the division, there is also much indirect demand for a doctoral program as an important institutional support for advanced graduate education in several related academic units. Programs in Latin American Studies, American Ethnic Studies, History, French and Italian, Drama, and of course, Comparative Literature would all be greatly served by more robust graduate programming in the Division of Spanish and Portuguese. Expanded graduate course offerings in Spanish and Latin American literature would be of direct interest to students from all of these academic units, and a stronger graduate presence in Hispanic Studies would even open up possibilities for new cross-disciplinary programming in areas like Romance Languages and Literature, Latin American Cultural Studies, and Performance Studies. Recognition of all of these benefits has not been lost on faculty in these other divisions, who have, as already noted, registered strong support for this proposal.

The need for a doctoral level program in the Division of Spanish and Portuguese must also be understood in terms of the larger community. The State of Washington is undergoing significant demographic and cultural changes that are reflected in the growth of Spanish both as a first language among immigrant groups from Mexico and other parts of Latin America and in an increasing interest in Spanish as a second language at all educational levels. The Ph.D. program proposed here has been designed with these changes in mind. In particular, the growing importance of Spanish in the State of Washington will require the training of academic specialists who are also equipped to interact with the educational system at all levels as it grapples with these demographic changes. This means not only training additional faculty to address the growing student demand for Spanish as a subject area, but also recognizing how the changing demographic realities of the State will eventually manifest themselves within the very structure itself of the educational system. With its special emphasis on public scholarship, the new Ph.D. in Hispanic Studies at the University of Washington will work not only to educate a new generation of specialists in the diverse fields of Spanish and Latin American literature and culture, it will also provide the theoretical and practical skills required to engage with the educational system as a whole. Thus, graduates of the new program will be well positioned to work in a variety of positions at the university level, but also within the public schools, in not-for-profit cultural and arts organizations, and government. In the end, the goal of the division in this regard is to produce graduates who combine rigorous academic training with practical skills that will allow them to assume a more public role in helping to manage these important demographic and cultural changes.

The more expansive view of post-graduate education in the humanities that informs this new Ph.D. degree places our program at the vanguard of higher education. Where most doctoral programs in Spanish (and the humanities in general) largely conform to a more traditional educational model designed to replicate the professoriate at research institutions, the proposed UW program represents a forward-looking attempt to address important changes in how institutions of higher education relate to society as a whole. In the end, we see this as both an intellectual problem in its own right as well as a practical issue for our graduates, for whom flexibility and a broader understanding of their role as scholars will be a key factor in their future success.

III. Support of the Statewide Strategic Master Plan for Higher Education

As outlined in the rest of this document, this proposal for a new Ph.D. Program in Hispanic Studies supports the Statewide Strategic Master Plan for Higher Education as set out in the Program and Facility Approval Policies and Procedures Manual. More specifically, the proposed program:

- Increases opportunities for students to earn degrees by establishing a degree program that responds to a growing demand for programming that is available nowhere else in the State of Washington
- Responds to the State's economic needs by creating highly trained educational professionals versed in the culture and language of the second most widely spoken language in both the State of Washington and the Western Hemisphere.
- Provides high-quality academic programming with an internationally recognized faculty as well as the financial support through teaching assistantships so that students may complete their studies in a timely way.
- Provides access to diverse student populations both through integrated community outreach and through the inherent nature of the program content.
- Provides new programming that leverages current resources and is therefore highly cost effective.
- Not only avoids program duplication, but in fact creates opportunities for synergies between existing programs that will allow for increased efficiencies in the delivery of educational resources.

IV. Relationship to Other Institutions

As already indicated, no other institution in the State of Washington currently offers doctoral level programming in Hispanic Studies or its related fields. By virtue of this fact, the proposed Ph.D. program will be unique, offering coursework and research opportunities that are available nowhere else in the State.

Moreover, as the needs assessment described above suggests, graduates from the new program will provide skilled experts with specialized cultural and literary training in order to fill the anticipated demand for new faculty at regional four-year universities and colleges, community colleges, and even high schools.

At the same time, the public scholarship component of the program will open new opportunities for collaboration with local cultural institutions (museums, theatres, libraries, etc.). Indeed, we anticipate that many students will incorporate collaborative research of this kind into their studies under the auspices of the Graduate Certificate in Public Scholarship.

V. Curriculum

The new Ph.D. in Hispanic Studies will be built on the foundation of the current M.A. program. During their first two years, students will fulfill all the requirements in the M.A. program consisting of 60 credits of coursework, including coverage in the major historical areas of Spanish and Latin American literature and cultural studies, the M.A. exams, and a 40-page thesis (see Appendix B). Students who are admitted with a M.A. degree in an appropriate field will be allowed to apply 30 credits of their graduate work to their coursework for the Ph.D. Students already holding a M.A. degree will not be required to take the M.A. exams or complete the M.A. thesis.

Beyond the completion of the M.A. degree (or the first year of coursework for students already holding a M.A. degree), Ph.D. students will be required to take an additional 30 credits of graduate coursework in the division over four (4) quarters (i.e. ending in Y4Q1 for student entering the program *without* a M.A. degree). These courses will be primarily seminars on special topics in which students will sharpen their research skills in preparation for writing their dissertation. Because advanced graduate students have highly variable interests, the specific content of these courses will not be prescribed. Instead, students will be expected to consult with their academic advisor(s) in order to plan a course of study that best fits with their research interests and proposed dissertation topic.

As a required part of their course of study, students enrolled in the Ph.D. program in Hispanic Studies will also fulfill the requirements for the Graduate Certificate in Public Scholarship, administered by the Simpson Center for the Humanities (see Appendix C). Six (6) elective credits of this course work may be also counted toward the total 90 credits (60 credits pre-M.A./30 credits post-M.A.) required for the Ph.D. degree. An additional nine (9) credits must be taken outside the division to fulfill the requirements of the Graduate Certificate in Public Scholarship.⁶

Coursework for the Ph.D. program will build upon the graduate courses already offered in the division for the M.A. program (see Appendix A). Since most of the coursework for the program will be taken within the framework of the current M.A. program, only a

⁶ The Graduate Certificate in Public Scholarship entails 15 credits of course work, which include an introductory core course (2 credits), 7-9 credits of seminars and microseminars (under the HUM designation), and a capstone course (3-5 cr.). The program culminates with the presentation of a portfolio elaborated under the direction of an advisor drawn from the affiliate faculty. Only 6 of these credits will apply toward the 90 credits required for the degree. The remainder will be taken in parallel to the Ph.D. coursework.

limited number of new courses will be needed to supplement the current offerings. Where the M.A. coursework focuses primarily on providing broad historical coverage within the discipline of Hispanic Studies, courses in the post-M.A. component of the program will be more highly specialized in two distinct ways. First, faculty will be encouraged to design specialized seminars in their areas of research. The specialized focus of these courses will provide students with an opportunity to develop skills in research methods and will provide an exemplum of sorts for the work that will be later done as part of the dissertation project. Second, the division will offer a new pre-dissertation capstone course for graduate students in their last year of coursework. This course will provide students with an opportunity to do preliminary work on their dissertation prospectus, which will be required as part of their Ph.D. exams.

The exam portion of the Ph.D. program will comprise three elements:

- (1) The composition over several quarters of an annotated bibliography;
- (2) The composition of a 10-15 page dissertation prospectus; and,
- (3) A ninety-minute oral exam to be administered in the third quarter of the third year (Y3Q3).

Unlike more traditional “comprehensive” exams, the Ph.D. exam is designed to encourage the student to focus on areas of investigation more specifically related to their dissertation project. Starting in the second year of enrollment, students will choose a chair for their Ph.D. exam committee. Under the direction of the exam chair, students will prepare a Ph.D. reading list of 30-40 primary sources and 20-25 secondary sources. Throughout the second and third year of enrollment, students will produce an annotated bibliography with extensive entries for each of the works on the Ph.D. reading list. By the end of the second quarter of the third year (Y3Q2), the student will present the completed bibliography to the exam chair for approval. In the quarter following the completion of the annotated bibliography, students will compose a dissertation prospectus (12-15 pages) that will be due two weeks before their scheduled oral exams. It will be the student’s responsibility to furnish copies of the prospectus to each of the members of the exam committee by the two-week deadline. Failure to do so may lead to cancellation of the exam. Ninety minutes will be allocated for the oral exam, which will cover both the annotated bibliography and the dissertation prospectus. The exam committee will evaluate the performance on the exam, assigning a grade of “high pass,” “pass,” or “fail.”

In the fourth and fifth years (Y4-5) students will produce a dissertation under the direction of a committee of three members of the graduate faculty. The dissertation chair must be from the Division of Spanish and Portuguese. The Ph.D. exam chair may *not* serve as dissertation chair for the same student. Faculty from outside the division may serve on the dissertation committee with the approval of the dissertation chair and the faculty member in question. For faculty on the dissertation committee who did not serve on the exam committee, students must provide a copy of both the annotated bibliography and the dissertation prospectus by the beginning of the fourth year (Y4Q1).

The dissertation project may take the traditional form of a scholarly monograph on a subject mutually agreed upon by the candidate and the director. Alternatively, the dissertation may take a more non-traditional form. This may include a portfolio of scholarly and creative work, digital publication, an exhibition with a strong scholarly apparatus, or other configurations, to be determined by the candidate in consultation with the dissertation committee.

The inclusion of a non-traditional alternative to the dissertation comes in response to significant changes in the profession that affect not just Hispanic Studies but, to a greater or lesser extent, all humanities disciplines. The crisis that has beset university presses in the last decade makes the scholarly monograph an endangered species. It is increasingly difficult to get a book published, regardless of quality or subsidy. While in many ways this is a loss for scholarship, it has led to a questioning and reconfiguring of the forms of production and dissemination of knowledge. As support for state universities dwindles, it is increasing urgent for us to make our disciplines known to a broader, educated audience. Hence the exploration of new forms of scholarship and publication, which may take the form of an “ensemble dissertation,” that is a suite of three or four essays either linked by a common theme or critical stance, or in which the candidate experiments with different scholarly voices and topics. The alternative dissertation could also include a digital project of interest to other scholars, teachers and students; a collaborative project; a translation of a primary or secondary source with a reflection on the practice of translation; pursuing a project of public scholarship, to imagine just a few potential configurations. These dissertation alternatives will be held to the most rigorous intellectual and scholarly standards. It is our conviction that the transformation of our profession, where many new PhDs do not find traditional tenure-track jobs in Research-1 universities, demands new forms of scholarship and publication. We consider it our responsibility to prepare students, in the words of Modern Language Association Past President Sidonie Smith, “for the increasingly collaborative scholarly world of the future and for new ventures in collaborative public scholarship, which seeks to link those in the academy to intellectuals and communities outside it.”

As Smith underscored in a presentation to the joint meeting of the Association of Divisions of Foreign Languages and the Association of Divisions of English in Chicago (June 2011), we are at a crossroads in doctoral education in the modern languages and literature, and we cannot continue to launch our students into the world “with late twentieth-century training, a training that constellates [solely] around the dissertation monograph as the culmination of graduate education and the testament of readiness to become the scholar/teacher.” Smith advocates expanding the possible forms of the dissertation. In so doing she calls on the results of a survey distributed by the Modern Language Association this past spring to some 700 plus doctoral programs in the modern languages in North America inquiring about their practices regarding the dissertation, or final project. Responding were 195 programs. Of those responding, 9% indicated that a suite of essays is an option; 7.7% indicate that a translation is accepted; and 10% indicate that a digital project is accepted. Importantly, over 30% of the responding divisions indicated that they had recently engaged in discussions about their doctoral program and the dissertation or were planning to have such discussions. Significantly, 28% of those

responding reported that their graduate students had expressed interest in digitally-based scholarship. As Smith said, “This seems a very significant level of interest across doctoral programs, a harbinger of the changes that are on the way. Students will be moving the field in ways that they haven’t in the past, not only in terms of pressing the boundaries of fields but in innovating on forms of the digitally-based dissertation.” She also notes the seismic shift that is taking place as we move from an emphasis on scholarly *publication* to scholarly *communication*, stressing that “instead of asking one another, what have you ‘published,’ we need to start asking one another how are you communicating your work.”

Upon completion of the dissertation, students will be required to participate in a dissertation defense before the student’s dissertation committee. The dissertation defense must be scheduled a full quarter before the anticipated completion of the dissertation. The full text of the dissertation must be made available to each member of the dissertation committee no later than four weeks before the date of the defense. Failure to observe either of these requirements may lead to a delay in graduation. Ninety minutes will be allocated for the dissertation defense. During the defense, students will be invited to make a presentation on their project. Faculty will then have an opportunity to question the degree candidate.

VI. Diversity

The Division of Spanish and Portuguese has long been committed to promoting diversity among its student population. In the past, the division has actively recruited from minority populations within the State of Washington and has been an active participant in the Graduate Opportunities and Minority Achievement Program (GO-MAP) in the Graduate School. The Graduate School is a participating member of the National Name Exchange, a program for the recruitment to graduate programs of talented underrepresented ethnic minority students. We will continue to seek GO-MAP resources for graduate student recruitment.

Moreover, the division believes that the creation of Ph.D. level programming on the Seattle campus will, among other things, provide an attractive alternative to students of limited economic means for whom moving out of state might present an insurmountable obstacle to continuing their graduate studies. We feel that a Ph.D. program in Hispanic Studies will be of particular interest to the most gifted students at the regional four-year institutions in the State, students who might otherwise miss the opportunity to continue their studies.

Additional insight into the potential impact of the proposed new Ph.D. program on diversity may be discovered in the track record of the division’s graduate programming in the past. According to the division’s internal ten-year review completed in 2006, of the 76 graduate students enrolled in the division from 1998-2006, 22 (29%) were classified as ethnic minorities (see Appendix D). More recent statistics are even more dramatic: of the 16 students enrolled in the M.A. program between 2009 and 2011, 12 (75%) were classified ethnic minorities. There is reason to expect that the statistics for the new Ph.D.

Program will be comparable to our on-going experience with graduate programming at the M.A. level.

VII. Infrastructure Requirements

While the program itself will require no new infrastructure, we do believe that a Ph.D. will allow us to better utilize some of the resources that have been made available to the division in the last few years. Perhaps the most notable of these is the recently opened University of Washington Study Center in León, Spain. The culmination of a remarkable collaboration between the UW, the city and province of León, the University of León, and the Fundación General Universidad de León y Empresa, the UW Center in León opens unprecedented new possibilities for student research and collaboration within the 16th century royal palace made available to house our Center.

The UW Division of Spanish and Portuguese is also in the unique position of housing two cultural institutions funded almost entirely by the Spanish government: The Aula Cervantes and the Spanish Resource Center. Opened in 2008, the Aula Cervantes is a new local branch of the international Instituto Cervantes, a governmental organization sponsored by the Spanish Ministry of Culture and devoted to the promotion of the language and culture of the Spanish-speaking world. One of only five such centers in the United States, and the first housed on a university campus, the Aula Cervantes at the University of Washington represents an impressive new resource for the division, the University, and the local community. Also sponsored by the Spanish government, the Spanish Resource Center promotes collaborative initiatives between the Division of Spanish and Portuguese and Washington State public schools related to the teaching of the language and culture of Spain and Latin America. Together, the Aula Cervantes and the Spanish Resource Center provide the infrastructure for the kinds of creative projects in the public humanities that will be an important component of the new Ph.D. program in Hispanic Studies.

VIII. Faculty

In the past, the primary impediment to the creation of a new Ph.D. program in Hispanic Studies has been inadequate resources, particularly as measured in terms of a graduate faculty whose collective expertise might adequately cover the required areas of study. Since 2002, however, the number of full-time tenure-track faculty has grown from five to seven. Moreover, the division has also been authorized to make a new hire at the tenure-track level in the fall of 2012, which, if successful, will bring the total number of tenure-track faculty up to eight. Additionally, a tenured Associate Professor will join the division in the Fall of 2012 as a spousal hire. Finally, the division has also been promised one additional hire at the tenure-track level in the coming years, which would take the division to ten full-time tenure track professors, a number that compares favorably to other small divisions with vibrant doctoral programs.⁷ In addition, six

⁷ Three of the five top-ranked Spanish divisions in the country have nine or fewer tenure-track faculty: Columbia (9), Stanford (9), and Brown (6).

graduate faculty members from three other divisions serve as regular faculty adjuncts in the division, teaching courses and frequently advising our graduate students in interdisciplinary research. These faculty members are expected to continue to provide support for the division into the future. Finally, a successful tenure case in 2008, and the anticipation of at least two more in the next few years will help shore up the ranks of senior faculty while offering prospective students the prospect of working with younger professors who have a long-term commitment to the division.

The increasing breadth of research interests in the division—as demonstrated by the increasing number of tenure-track faculty—is also reflected in the research productivity of the division. Between 2005 and 2010, the tenure-track faculty in the division collectively published four (4) single-authored books, two (2) co-authored books, and a total of twenty-two (22) articles (see Appendix F).

A new Ph.D. program in Hispanic Studies will also benefit from strong collaborative relationships that currently exist between the Division of Spanish and Portuguese and other programs and divisions in the College of Arts and Sciences. Faculty in American Ethnic Studies, Comparative Literature, and Latin American Studies already teach courses that are of direct interest to students in the Division of Spanish and Portuguese Studies, further expanding the possible course offerings and research opportunities for prospective students in a new doctoral program.

Perhaps the most distinctive element of this new Ph.D. program in Hispanic Studies is its unique emphasis on public scholarship, that is, on developing scholars in the humanities who also make their work accessible to the general public. Formal participation in the Graduate Certificate in Public Scholarship will give our Ph.D. students access to a number of faculty from different disciplines across the humanities, allowing us to leverage divisional resources much more efficiently.

IX. Administration

The Graduate Program Coordinator and the Graduate Advisor currently handle advising for graduate students in the M.A. program and the Division Administrator manages paperwork for graduate students who currently teach in the division. Since the number of graduate students will increase only marginally with the new program and since the number of teaching assistant positions will remain unchanged, we do not anticipate the need for any additional staffing in the form of administrative support for the program either in the first five years or beyond.

X. Admissions

Admissions to the program will be governed by the policies of the Graduate School and the division. Requirements for application to the program include the following:

- (1) Graduate School on-line application
- (2) Official test scores:
 - GRE for most domestic applicants
 - TOEFL or IELTS for most international applicants
- (3) Letters of recommendation (at least three)
- (4) Application for Assistantship and Fellowship
- (5) Unofficial transcripts
- (6) Academic Autobiographical Statement
- (7) Academic Writing Sample

The due date for this material will be the same as for the current M.A. program, typically around December 15.

All students must possess a B.A. or the equivalent in Spanish literature or a closely related field. As indicated previously, students who already possess an M.A. in a relevant field, will be able to apply one year of course credit toward fulfillment of the requirements for the Ph.D. degree.

The enrollment target for the first year is three (3) to five (5) students with a five-year total enrollment target 15-25 students.

XI. Students

Ph.D. programs in the humanities at nationally ranked research universities draw students from a national and international pool of candidates. This is true both nationally and at other humanities divisions at the University of Washington that already have established doctoral programming.

As indicated above, however, many of the most highly qualified students in our M.A. program typically continue their studies for the doctorate at other institutions. Anecdotal evidence suggests that a large percentage of these students would remain in Seattle to complete their Ph.D. if a doctoral degree program were available in the Spanish division. We believe that this is a very important student population that the new program will be able to serve, thereby raising the overall academic quality of our program and, to the extent that these students elect to remain in the State of Washington, providing a long-term positive impact on education throughout the region.

XII. Accreditation

The University of Washington is accredited by the Northwest Commission on Colleges and Universities. This program will require no additional accreditation.

XIII. Program Assessment

Initially the following three metrics will be used to assess the program:

1. Graduation Rates. Beyond the statistics, we will be particularly interested to discover what factors influence this most important measure of graduate school success. Exit interviews will be used to gather detailed information.
2. Time to Degree: We are cognizant of the importance of helping students finish their degrees on schedule. Again, exit interviews will be used to analyze the possible impediments to timely completion of the degree.
3. Job Placement: This is the gold-standard measure of graduate program success. While many external factors influence job placement rates, we will be especially concerned to identify aspects of the program itself that either facilitate or impede a successful job search. Again, exit interviews will be our main tool for gathering this data.
4. Student Evaluations: Course evaluations will be examined globally as a compliment to other metrics in order to gain a fuller sense of the overall effectiveness of the program, and the curriculum in particular.

Since the first cohort will not graduate until 2017, we will also be assessing how students are doing on a yearly basis through randomized interviews with a sample of students both pre-dissertation and while they are writing the dissertation. These interviews will be used to fine-tune the program over time.

Finally, the Graduate School will conduct a mandatory review of the program after five years. Division self-assessment will be compared with this external review in order to make necessary and appropriate changes to the program.

XIV. Student Assessment

As is the norm in doctoral programs at the Ph.D. level, formal assessment is integrated into the curriculum and occurs at different points along the student's graduate career path:

1. Performance in coursework as measured by traditional grades.
2. The Ph.D. exam process including:
 - a. an assessment of the annotated bibliography,
 - b. the dissertation prospectus, and
 - c. the student's performance in the 90-minute oral exam.
3. The dissertation, which will be evaluated according to the norms of the discipline.

Students in the program will also be required to maintain a minimum GPA of 3.2 in order to remain in good standing in the Ph.D. program. This is a standard that exceeds the Graduate School minimum of 3.0.

XV. Learning Outcomes

Candidates who earn a Ph.D. in Hispanic Studies at the University of Washington will have acquired rigorous academic training in the history and criticism of the literatures and cultures of Spain and Latin America. The required coursework and doctoral exam assure breadth of preparation, while the capstone course and dissertation project will show depth. Students will demonstrate critical thinking and be able to develop complex analyses and argumentation orally and in writing.

At the same time they will acquire practical skills to make their knowledge useful and accessible through an understanding of the public role of scholarship in the ongoing demographic and cultural changes in society. They will have the intellectual tools to make connections to communities both within and outside academia.

XVI. Budget

The cost of the new program (see attached Summary of Program Costs and Revenue) will be covered in large part with current resources. We anticipate admitting three (3) to five (5) new Ph.D. students per year. These students will be given five years of funding as T.A.s in the division. Annually the division hires a variable number of T.A.s from outside the division to cover the current load of language courses. The reallocation of some of these positions will allow us to provide funding for our new Ph.D. students in a revenue neutral fashion. We also have a large corps of temporary teaching faculty, some of whose lines can be reassigned if necessary.

Since the division already offers a full range of 500-level graduate courses in support of our M.A. program, we do not anticipate having to add many additional courses in order to accommodate the new Ph.D. program (see list of graduate course offerings below). Currently we offer two (2) graduate-level seminars every quarter. One, or perhaps two, additional new graduate seminars a year will be sufficient to cover the demands of the new Ph.D. program. New faculty hires in the next two years should provide for these additional course offerings with no additional resources. Additionally, participation in the Graduate Certificate in Public Scholarship will give our students access to graduate faculty from other divisions involved in that program.

Similarly, Spanish and Portuguese Studies already has significant infrastructure for advising graduate students as part of our M.A. program. We estimate that the new Ph.D. program will add approximately 0.05-.10 FTE for our current Graduate Advisor and Graduate Program Coordinator. We do not anticipate additional staffing to cover the new program.

APPENDIX A
Current Graduate Courses

Below is a list of graduate courses currently on record in the Division of Spanish and Portuguese Studies:

SPAN 510 Methodology of Spanish Language Teaching (5) Theoretical and practical foundations of current trends in second/foreign language teaching. Emphasis on communicative and task-based approaches to Spanish language teaching. Required for beginning Spanish Teaching Assistants. Credit/no credit only.

SPAN 521 The Renaissance in Spain (5) Literary creation and the cultural, social, historical context of Spanish literature from *La Celestina* through the sixteenth century. Extensive study of secondary materials, intensive analysis of representative literary texts.

SPAN 541 History of the Spanish Language (5) Summary of the evolution of Spanish language from the fragmentation of Peninsular Romance to *Cantar de Mio Cid*. The main work consists of analysis of early Castilian texts.

SPAN 561 Spanish-American Novel From 1940 to the Present (5)

SPAN 571 The Modern Essay in Spanish America (5)

SPAN 572 Twentieth-Century Spanish Poetry (5, max. 10)

SPAN 573 Twentieth-Century Spanish-American Poetry (5, max. 10)

SPAN 575 Literary Criticism (5)

SPAN 577 Contemporary Literary Theory (5) Introduction to various structuralist and poststructuralist theories of literary analysis, including those developed by Hispanic theorists, and their application to the study of texts from the Spanish and Latin American traditions.

SPAN 590 Special Seminar and Conference (1-10, max. 30) Group seminars, or individual conferences, are scheduled under this number to meet special needs. Prerequisite: permission of the graduate program coordinator.

SPAN 591 Literary Problems: Middle Ages (5, max. 10)

SPAN 592 Literary Problems: Renaissance (5, max. 10)

SPAN 593 Literary Problems: Golden Age (5, max. 10)

SPAN 594 Literary Problems: Eighteenth Century (5, max. 10)

SPAN 595 Literary Problems: Nineteenth Century (5, max. 10)

SPAN 596 Literary Problems: Twentieth Century (5, max. 10)

SPAN 597 Literary Problems: Spanish-American Colonial Literature (5, max. 10)

SPAN 598 Literary Problems: Latin America (5, max. 10)

SPAN 600 Independent Study or Research (*)

SPAN 700 Master's Thesis Credit/no credit only.

SPAN 800 Doctoral Dissertation Credit/no credit only.

APPENDIX B
Degree Program Timeline

BA-Ph.D.: 5 years
MA-Ph.D.: 4 years

Year	Fall	Winter	Spring
1 (Ph.D.)	Coursework in SPS	Coursework in SPS	Coursework in SPS
2 (Ph.D.)/1 (MA)	Coursework in SPS Coursework in Public Scholarship MA Exam	Coursework in SPS Coursework in Public Scholarship MA Thesis	Coursework in SPS Coursework in Public Scholarship
3 (Ph.D.)/ 2 (MA)	Coursework in SPS Coursework in Public Scholarship	Ph.D. exam prep Coursework in SPS Coursework in Public Scholarship	Ph.D. exam prep Thesis prospectus prep Coursework in SPS Coursework in Public Scholarship
4 (Ph.D.)/ 3 (MA)	Ph.D. Exam Coursework in Public Scholarship	Thesis Coursework	Thesis Coursework
5 (Ph.D.)/ 4 (MA)	Thesis Coursework	Thesis	Thesis Dissertation Defense

Appendix C Certificate in Public Scholarship⁸

Overview:

The Certificate in Public Scholarship brings together a crossdisciplinary cohort of UW graduate students and faculty interested in:

- public scholarship that engages in cultural practice and inquiry
- campus-community partnerships across all sectors of higher education
- digital and multimedia publication, exhibitions, performance, and other innovative modes of disseminating scholarship
- community-engaged research, teaching, and service
- professional development for careers inside or outside of higher education

The Certificate's unique portfolio- and project-based curriculum enables fellows to integrate their scholarly and social commitments in the context of their intellectual and professional development. An extensive faculty advising network supports project and portfolio development.

Graduate students of good standing in any program at the University of Washington are eligible to apply. Upon admission, students become Simpson Center Public Scholarship Fellows, are assigned a portfolio advisor, and pursue a self-directed 15-credit course of study that includes a capstone project.

Learning Objectives

In consultation with their portfolio advising, fellows develop a course of study that advances four core learning objectives.

1. To become familiar with conceptual vocabularies, research methodologies, and institutional initiatives related to public scholarship as a field of practice;
2. To develop a flexible and situated understanding of public scholarship at different scales across academic, professional, and community settings;
3. To engage creatively and critically with public and applied forms of scholarship in research, teaching, and/or community-engagement projects;
4. To articulate and provide evidence of the significance of public and applied forms of scholarly practice for academic and/or professional audiences.

Seminars and microseminars provide fellows with a background in the historical, political, and intellectual foundations of public scholarship. Individual or collaborative capstone projects create a space for practical experiences with public engagement. The certificate's degree portfolio ensures that graduates can articulate the significance of their

⁸ Description drawn from Simpson Center for the Humanities website. See: <http://depts.washington.edu/uwch/programs/curriculum/certificate-in-public-scholarship>

accomplishments in intellectual and professional contexts, including their home departments.

Portfolio

The constructive and reflective process of developing a portfolio allows fellows to outline their goals, document their scholarly activities, assess their learning, and demonstrate their professional achievements. As fellows progress through the certificate program, they continue to build an archive of work and responses to it that they can draw upon formatively and summatively as evidence of their scholarly and professional development.

Portfolio Advisors

Fellows' portfolio advisors actively guide this process of developing, documenting, selecting, and reflecting on activities that fulfill the certificate's learning objectives as well as the scholarly and professional goals fellows articulate for themselves in the portfolio. Students may suggest faculty to serve as their advisor when they apply to the program. The admissions committee will give your selections due consideration; however, they may suggest alternatives based on their internal knowledge of program faculty expertise, interests, or availability. In all cases you will have the opportunity to meet with your assigned portfolio advisor before the relationship is confirmed.

If at some point in your progress through the certificate you find it necessary to change portfolio advisors due to unaligned or realigned interests or other incompatibilities, you can request to change your advisor.

Portfolio Review

The portfolio receives two formal reviews. Fellows are introduced to portfolio development and to the prompts that will structure their initial and final reflection essays as part of the gateway course to the certificate, HUM 594: Scholarship as Public Practice. This course also structures the portfolio's first formal review: fellows will review their initial portfolio and reflection in a conference with their portfolio advisors and the course instructors.

The portfolio's second formal review comes when fellows complete the final requirement of the program, HUM 602: Capstone Portfolio. In their final quarter of the certificate program, fellows finalize a portfolio and a reflective statement that links selected artifacts of their research, teaching, and engagement activities to the certificate's learning objectives as they relate to their own personal and professional goals. The final portfolio is reviewed by the fellow's portfolio advisor and the certificate's core faculty. Completion of the program is contingent on the approval of the final portfolio by the core faculty.

Coursework

At least 9 credits of CPS coursework (including the capstone project) must be taken for grades (versus for credit/no credit).

- HUM 594: Scholarship as Public Practice
- HUM 595: Engaged Scholarship/Public Culture and CPS Approved Courses
- HUM 601: Capstone Project
- HUM 602: Capstone Portfolio
- Electives and Other Courses

HUM 594: Scholarship as Public Practice (2 credits, C/NC)

This short course serves as the gateway to the certificate. It introduces new Public Scholarship fellows to research conversations about the public dimensions of professional practice within and beyond the university, orients them to the resources of the graduate certificate, and provides an initial opportunity to shape the learning and professional portfolio that structures the certificate as a whole.

HUM 595: Engaged Scholarship/Public Culture and CPS Approved Courses (7-9 credits)

The Certificate in Public Scholarship sponsors HUM 595 microseminars (1-3 credits) that develop the themes introduced in HUM 594 and can be taken to fulfill CPS coursework requirements.

HUM 601: Capstone Project (3-5 credits).

The capstone project involves a practice-based experience shaped with and approved by fellows' capstone advisors. Capstone projects are scaled to fellows' educational goals: the piloting of a community-engaged scholarly project; the development of a community-based learning course, an academic internship; or the launch of a digital form of research designed for a wider public; among many other possibilities. They may be completed individually or collaboratively.

All capstones require project documentation, notably the Petition for Capstone Approval and Capstone Project Agreement forms. Additionally, all capstones require assessment and a moment of public presentation designed to engage other students enrolled in the certificate program, as well as the larger audience of university and community members. Students will be encouraged to work together on collaborative projects. The 3-5 credit range for Capstone Projects is intended to reflect differences among the goals and scope of various projects.

HUM 602: Capstone Portfolio (1 credit, C/NC)

The portfolio capstone course takes the form of an independent study with fellows' portfolio advisors during the final quarter of the certificate. The course allows fellows to

complete their learning and professional portfolios by selecting appropriate artifacts and developing a reflective statement about those artifacts that links their documented accomplishments to the learning objectives of the certificate and to their personal and professional goals. Portfolios are reviewed and approved by the certificate program's core faculty.

Electives and Other Courses

The Certificate also invites fellows to take other UW courses that support their learning objectives. Exploring cultural research, public practice, and diverse forms of engagement, many of these courses are offered by CPS-affiliated faculty and in various departments and schools. Some of these course options are listed under the "Elective Courses" menu for the consideration of fellows and their portfolio advisors.

With the approval of their portfolio advisors, fellows may petition to take electives or other courses that they identify themselves (including independent study or directed research) to satisfy this requirement. Assignments completed in these courses may become artifacts in fellows' portfolios.

Advising

The Certificate in Public Scholarship features a crossdisciplinary and cross-campus faculty advising network that supports student project and portfolio development.

The Certificate in Public Scholarship prescribes two different advising roles:

- The Portfolio Advisor is assigned to you on entry to the program and works in tandem with you throughout your progress through the program.
- The Capstone Advisor helps shape and assess your Capstone Project (HUM 601).

These roles supplement the advising you receive as part of your degree program, typically from a graduate program advisor and, at later stages, a dissertation advisor.

These roles are distinct, and the broad intellectual resources of the program offer opportunities to learn from multiple perspectives and approaches. Remember that certificate programs are intended to complement rather than reproduce the possibilities available to you in your own degree program. We urge you to investigate these resources and consult with your portfolio advisor about your choices. It is possible in certain cases that the function of portfolio advisor and capstone advisor, or dissertation advisor and capstone advisor, might best be filled by the same faculty member. These choices are discussed and assessed on a case by case basis.

Capstone Project

The capstone project involves a practice-based experience shaped with and overseen by fellows' capstone advisors, in consultation with their portfolio advisors. Capstone

projects are scaled to fellows' educational goals: the piloting and assessment of a community-engaged scholarly project; the development and assessment of a community-based learning course, an internship with an academic component; or the launch of a digital form of research designed for a wider public; among many other possibilities. Capstone projects may overlap with theses or dissertations, but they need to be distinct from them and self-contained.

Capstone Advisors

Capstone Advisors are faculty members who help shape and assess the Capstone Project (HUM 601) for academic credit. Community partners at a specific site or organization may also participate in shaping and assessing the capstone project, but the Capstone Advisor is responsible for the assignment of a grade for the project's completion.

All capstones projects require documentation, specifically a Petition for Capstone Approval and Capstone Project Agreement forms, as well as assessment/critical reflection. They should also include a moment of public presentation designed to engage other students enrolled in the certificate program, the university, and community members, as appropriate.

As fellows work together with capstone advisors, portfolio advisors, and community partners to develop capstone projects, they should consider the following questions:

1. How does the capstone project relate to the work completed or to be completed in the fellow's home department?
2. What existing or emerging academic or non-academic fields of research, teaching, and /or engagement does the capstone project engage?
3. How does the capstone project relate to the learning objectives of the certificate program and the fellow's goals in the program?
4. How will the capstone project be documented, what artifact(s) will it produce, and how will the project and its products be assessed?

Fellows are encouraged to work together on collaborative projects. The 3-5 credit range for capstone projects is intended to reflect differences among the goals and scope of various projects.

Credits and Grades

Certificate completion requires a minimum number of 15 credits in the core courses listed below. At least 9 credits must be graded.

Fellows can count no more than 5 credits of coursework taken prior to acceptance to the certificate program and enrolling in HUM 594: Scholarship as Public Practice. Final determination of the applicability of prior coursework towards program completion will be made in consultation with the portfolio advisor at the time of the first portfolio review, in accordance with the goals that the fellow has defined for the portfolio as a whole.

No more than 6 credits taken in the Certificate in Public Scholarship can overlap with requirements in the fellow's home department. None of those credits can be in core courses in that department.

Criteria for Successful Completion

As with all UW graduate degrees, minimum standards for completion of the certificate are a cumulative GPA of 3.0 in required courses and a grade of 2.7 or higher in each course counted toward the certificate. As with M.A. theses and Ph.D. dissertations, successful completion of the certificate will depend on a positive assessment of the final portfolio and reflection by the Portfolio Advisor and its approval by the Certificate's Core Faculty. See the Program Completion Checklist for more information.

Appendix D

Letters of Support from Campus Stakeholders



Administration

Kathleen Woodward
Director

Miriam Bartha
Associate Director

Keisuke Natsume
Fiscal Specialist

Matt Nichols
Administrative Coordinator

Andy Fitzgerald
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June 2, 2011

Dean Gerald Baldasty
The Graduate School
University of Washington

Dear Jerry:

I am writing in strong and enthusiastic support of the proposal for a Ph.D. in Hispanic Studies to be offered by the Division of Spanish & Portuguese at the University of Washington. The proposal itself is eloquent in its testimony to the pressing need for such a degree (it is virtually unimaginable that there is no institution of higher education in the entire State of Washington that offers such a degree) as well as to the superior intellectual and scholarly resources we have at the University of Washington to create and sustain this doctoral program. What I want to offer here is my perspective—both as a member of the Executive Council of the Modern Language Association and as director of the Simpson Center for the Humanities—on two signature components of the proposed degree that attest to its groundbreaking and innovative nature.

Devoted to the study of modern languages and literature, the Modern Language Association (MLA) has over 30,000 members in 100 countries. Last year the MLA Executive Council established a committee, chaired by the president of MLA, to re-imagine doctoral education, with a focus on the dissertation monograph as its culmination (I serve as one of five members of this committee). Although our report is not final, we are making the case for expanding the forms of the dissertation beyond the proto-book in the conviction that, among other things, more flexible forms of the dissertation will prepare our students to engage a scholarly environment in which the modes of collegiality are increasingly collaborative and the audiences for which we write far more varied. We also believe that a more flexible concept of the forms a dissertation may take will help us attract more diverse students to our doctoral programs, including more students of color and first-generation students. It is thus exciting to me that the University of Washington proposal for a Ph.D. in Hispanic Studies intends precisely this: while the “the dissertation project may take the traditional form of a scholarly monograph,” it may also “take a more non-traditional form,” including “a portfolio of scholarly and creative work, digital publication, an exhibition with a strong scholarly apparatus, or other configuration.” At the meeting of the MLA Executive Council this past May, I reported on the work of the Dissertation Committee and announced this component of the proposed UW Ph.D. in Hispanic Studies to the acclaim of the council. I am enormously proud that the University of Washington is leading the way.

In addition, this proposal is breaking all-important ground in requiring that its doctoral students complete the Certificate in Public Scholarship which was recently approved by the Graduate School and is housed in the Simpson Center. Public scholarship has been heartily endorsed by many national organizations. The important 2008 report entitled *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University*, issued by the national consortium Imagining America: Artists and Scholars in Public Life, argues forcibly for public scholarship as a significant contribution to research that should be counted in cases of promotion and tenure. The Modern Language Association has also recommended public scholarship as a key area of research and engagement. In its 2009 report entitled *Standing Still: The Associate Professor Survey*, the very first recommendation states: “With the MLA Task Force on Promotion and Tenure, we recommend a more expansive conception of scholarship, research, and publication, rethinking the dominance of the monograph, and considering work produced and disseminated in new media; we also recommend public scholarship as an important avenue of research.”

Public scholarship is a hallmark of the Simpson Center, as is crystal clear from the many programs and projects we have supported over the years. The Certificate in Public Scholarship is thriving. Some forty faculty members have agreed to be involved in the work of the certificate which itself attests to its vibrant nature. And people around the country are eager to learn more about this program and are inspired by it (this past April, for example, I gave a presentation on public scholarship in general and the certificate in particular at a national conference on public scholarship held at Duke University).

The Simpson Center very much looks forward to working with the graduate faculty and the doctoral students in this forward-looking Ph.D. in Hispanic Studies.

Kathleen Woodward

October 24, 2011

Anthony L. Geist
Chair, Spanish and Portuguese Studies
Box 354360
University of Washington
Seattle, WA 98195

Dear Tony,

As the Chair of Latin American and Caribbean Studies (LACS), I write to express my unqualified support for the proposal to establish a PhD program in Hispanic Studies at the University of Washington. As my colleagues and I work to strengthen the LACS program, we can think of few developments that would be more welcome than the creation of a strong PhD program in Spanish and Latin American letters.

Thinking back to my own graduate training as a Latin Americanist at Princeton University, the vitality of the Latin American Studies program there owed a great deal to the tremendous strength of the Spanish graduate program. Attracting guest faculty like Nobel laureates Gabriel García Márquez and Mario Vargas Llosa represented high-profile achievements, but the creation and institutionalization of a first-rate PhD program provided the intellectual infrastructure that made such achievements possible.

Moreover, as we in LACS prepare an application (to be submitted in 2012) to the Tinker Foundation for a multi-year grant to support graduate student research in Latin America, the prospect of a new PhD program in Hispanic Studies will only strengthen our application and our own plans for the future. We share with you and all our colleagues in your department the desire to make our university a vibrant intellectual center for the study of the Iberian-American world. With the growing number of excellent faculty members in Spanish, Comparative Literature, History, American Ethnic Studies, Latin American and Caribbean Studies and other units, plus the existence of resources like the Cervantes Institute and the León Center, the creation of a PhD program in Hispanic Studies will be a major step toward making the UW a leading institution for the study of the Atlantic world.

We congratulate you for this exciting initiative and offer any and all help at our disposal to bring it to fruition.

Sincerely,



José Antonio Lucero, PhD

Tony Geist:

I am writing on behalf of the Center for Performance Studies in support of your initiative to re-institute the PhD program in Spanish-Portuguese and am offering what assistance I can toward building or adding curriculum to the program.

As you know, small humanities programs are all threatened in this current budget landscape, but the resources across campus are wide, deep, and impressive. At the Center we also try to make these campus-wide resources more available. Over the next curriculum cycle (two years) several doctoral level course will be offered that will be open and accessible to Spanish students, seminars in the two Golden Ages (English and Spanish Renaissance theatre), Political performance in Latin America, and an inter-discipline seminar in the Baroque, which spends several weeks in the courts of Spain under Philip IV and Philip V. The content of each may be of interest to students of performance culture in its broadest sense (music, theatre, painting, sculpture, architecture, pageantry), as well as the history and literature of these periods. As inter-disciplinary courses, they will be taught in English, but I can readily conceive of a bi-lingual component to the courses.

Indeed I see one of the strengths of the Center might be to provide content-based courses outside the language-based curriculum of individual departments. We might also consider developing seminars with a designed appeal to wide areas of interest that would be valuable to many programs.

We have taken to employing this strategy in our own home department, the School of Drama, that is, requiring two thirds of the doctoral curriculum in-house and one-third pulled from the various seminars offered through the Center for Performance Studies. This strategy has actually deepened the curriculum by exposing the PhD students to a far wider range of performance culture than we could ever hope to cover ourselves, while still insuring a certain grounding disciplinarity to the degree.

Using the Center also has other advantages to programs. We have initiated graduate student research clusters that allow doctoral students with similar interests across disciplines to come together and share research, guests, speakers, and find access to faculty outside their departments, but within their interests. We also are able to host speakers, and a lecture series, which might be attractive to graduate students. And, as you know from your own departmental productions, reaching across campus, across porous borders of disciplines, improves all our work.

Please consider the resources of the Center fully at your disposal, and we would encourage a conversation about developing bi-lingual, content-based curriculum, like the courses above, that would be of use to your new program.

Best of luck in this endeavor,

Odai Johnson
Center for Performance Studies

June 7, 2011

As Chair of the Division of French and Italian Studies at the UW, I would like to express the support of our unit for the instatement of a Ph.D. program at the University of Washington. As the flagship university of the State of Washington, the University of Washington needs to offer a Ph.D. in Hispanic Studies. This is especially important given the changing demographics of our state and the necessity to produce qualified instructors and researchers in Spanish and Hispanic Studies at our state's four-year universities and two-year college institutions. The current proposal for a Ph.D. program in Hispanic Studies takes into account the changing dynamics of graduate studies and career options for Ph.D. graduates and offers a streamlined and broadly conceived preparation for its students, including the unique component of a certificate program in Public Scholarship.

Spanish and Portuguese Studies is part of a much larger network of Hispanic Studies at the UW, which includes Comparative Literature, American Ethnic Studies, Latin American Studies, History, etc. Already there exist strong collaborative projects between French and Italian Studies and Spanish and Portuguese Studies, both here and in Spain and Italy, and the presence of a Hispanic Studies Ph.D. program will serve to intensify those projects and provide important connections for our own graduate studies programs in French and in Italian.

At a meeting of our unit tenure-stream faculty on Friday, June 3 the decision was unanimous to offer our support for a Ph.D. in Hispanic Studies proposed by Spanish and Portuguese Studies.

Sincerely,

Albert Sbragia
Associate Professor, Italian
Chair, French and Italian Studies



UNIVERSITY OF WASHINGTON

Seattle, Washington 98195-4338

COMPARATIVE LITERATURE
BOX 354338

Dean Gerald Baldasty
Graduate School
Campus

Dear Dean Baldasty:

I am writing in strong support of the Division of Spanish and Portuguese Studies' proposal for a new Ph.D. program in Hispanic Studies. It is a painful anomaly that the University of Washington has not offered a Ph.D. in Spanish over the past several years, and the Division of Spanish and Portuguese is now better positioned than ever to resume offering such a program.

As a member of the Spanish faculty, I participated in recruiting and training Ph.D. students in the Spanish Division for some eighteen years. The quality of the students in that program compared favorably with the quality of the Comparative Literature students that I have been working with since moving to this department seven years ago. Students receiving Ph.D.s in Spanish from the University of Washington have gone on to play key roles in many colleges and universities in Spain, Latin America and the U.S., particularly in Washington State. Moreover, they have assumed important positions in international organizations, including the World Bank.

In the years since I left the Spanish Division, they have succeeded in attracting several excellent tenure-track faculty, from universities of the caliber of UC Berkeley and Brown, who are involved in exciting research projects and are actively securing prestigious fellowships and publishing in top-notch university presses and peer-reviewed journals. With the completion of their current search, for an assistant professor of Colonial Latin American

literature to replace Kevin Donnelly, and the prospect of another assistant professor search in the near future, the faculty has been greatly strengthened in the past several years. There is no question in my mind that they are well positioned to resume overseeing a Ph.D. program.

The Department of Comparative Literature has seen a significant increase in strong applicants working in Spanish literature, as one of their central areas, in recent years. This reflects both the shifts in academic departments, as Comparative Literature moves increasingly in the direction of World Literature and Literature of the Americas, and also reflects the changing demographics of our graduate student population, as increasing numbers of Latinos and other ethnic minorities embark on graduate study. I expect that this trend will continue for quite some time into the future and that the University of Washington, along with other public and private universities across the country, will be called on to offer increasing coursework and degrees in the area of Hispanic Literature and Culture.

The Department of Comparative Literature looks forward to continuing to partner with the Division of Spanish and Portuguese Studies in retaining the strongest applicants from our undergraduate and M.A. programs and to continuing to recruit top students from other universities across the West coast and around the country.

I would add that the combination of Hispanic Literary and Cultural Studies with public scholarship is a move that will allow Spanish and Portuguese Studies to partner effectively with our very strong Simpson Center for the Humanities, as well as other Humanities departments at the University.

In short, I enthusiastically support the proposal for a new Spanish Ph.D. program. Please let me know if I can offer additional information in support of their proposal.

Sincerely yours,

Cynthia Steele
Professor and Chair
Department of Comparative Literature

Appendix D
Two-page CVs of Spanish and related faculty

Kevin Donnelly: Assistant Professor

EDUCATION

Ph.D. in Latin American Literature, New York University (September 2006)

M.A. in Latin American Studies, Tulane University (August 1999)

B.S. in Humanities in International Affairs, *cum laude*, Georgetown University. Major: Spanish; Minor: Economics (May 1994)

TEACHING EXPERIENCE:

University of Washington, Assistant Professor of Spanish, fall 2006-present

Williams College, Visiting Professor of Spanish, fall 2005

New York University, Teaching Assistant, 2001-2004

King Juan Carlos I Center, NYU, Tutor, 2002-2005

Tulane University, Teaching Assistant, 1998

St. Bede's High School, Teacher, 1995

PUBLICATIONS:

Cecilia de Nacimiento. With Sandra Sider. Volume 22 of 25 of *The Other Voice in Early Modern Studies*. University of Toronto Press (2008). [Author of the introduction, critical edition of two unpublished texts, translation of four prose pieces and two poems].

"Historia y justicia: nuevas formulaciones intelectuales en el siglo XVIII" in Maria Alonso and Stephanie Kirk (eds) *Desplazamientos y disyunciones: Nuevos itinerarios de los estudios coloniales*. Puebla: Universidad de las Américas (Fall 2008).

WORKS IN PROGRESS:

Adulterated Knowledges: Criollo Intellectuals and Modernity in Colonial Spanish America. Book-length monograph.

"The Cur(e)ate of Cuzco: Writing and Disease in Two Sixteenth-Century Missionary Texts." Preparing for submission to *CLHR*.

"Closeted Criollismo: The Case of Pablo Olavide." Preparing for submission to *Journal of Spanish Cultural Studies*

REVIEWS:

Perspectivas transatlánticas: Estudios coloniales hispanoamericanos. Raul Marrero Fente (ed).

Revista canadiense de estudios hispánicos. Winter 2008. V. 32 no. 2.

TRANSLATIONS:

"Humanizing the Revolution," [Op-Ed] translated into English for Enrique Krauze, *The New York Times*. New York: December 30, 2007, p. 4.8.

"Demystifying the *Maras*," translated into English for Rafael Fernández de Castro and Gema Santamaría. *Americas Quarterly*. New York: Fall 2007, V. 1, no. 2, p. 62-72.

"Latin America's New Label," translated into English for Leon Krauze, *Foreign Policy*. Washington: Mar/April 2007. p. 88-90.

Xignux: A Light in History, translated into English for Luz María Silva. Mexico City: Editorial Clio, 2006.

CEMEX: The Centennial Book, translated into English for Javier Lara Bayón. Mexico City: Editorial Clio, 2006.

"The Tropical Messiah," translated into English for Enrique Krauze, *The New Republic*. Washington: June 19, 2006. Vol. 234, Issue 23. p. 22-29.

"Anti-Semitism in the Hispanic World" translated into English for Enrique Krauze, publication forthcoming in edition of collected essays (Editorial Clio).

"Gonzalez Iñárritu's Tender Fearness," translated into English for Enrique Krauze. Delivered to annual meeting of *Letras libres* magazine, New York, NY, February 8, 2004.

"Spanish America and the Spirit of Independence," translated into English for Enrique Krauze. Delivered at conference "Democracy Outside America," Olin Center, University of Chicago, February 15, 2003.

Small assignments for Conde Nast magazine corporation, New York, NY, 2003-4.

Translator for the Journalism Department, New York University, the Freedom Forum Project on race and class, <http://journalism.nyu.edu>.

CONFERENCE PAPERS:

- "Conceptualizing the Eighteenth Century in Colonial Literary Studies." Paper presented at the Pacific Northwest Latin American Studies Working Group, Seattle, WA, April 19, 2008.
- "Unsettled Foundations: Olavide Imagines a New Lima." Paper presented at the Latin American Studies Association XXV International Conference, Montreal, Canada, September 9, 2007.
- "Stealing Time: Writing History and the *K jacheo* in Bartolomé Arzáns Orsúa y Vela's *La villa imperial de Potosí*." Tercer Simposio Internacional Interdisciplinario de Estudios Culturales. Universidad de San Francisco de Quito. Quito, Ecuador, June 5 - 8, 2007.
- "From Lima to Madrid: A Voyage of Urban Renewal." Paper presented at "Trans-Atlantic Crossings," The Eighteenth Annual Debartolo Conference on Eighteenth-Century Studies. University of South Florida, Tampa, FL, February 20, 2004.
- "*Mea culpa*: Confesiones de un ilustrado." Paper presented at "Ante la ley," the Twelfth Annual New York University and Columbia University Graduate Student Conference, New York, NY April 5, 2003.
- "Writing Around the Silence: Testimony and Community in Diamela Eltit's *Por la patria*." Paper presented at the Latin American Studies Association XXIII International Conference, Washington, DC, September 6, 2001.
- "The Cur(e)ate of Cuzco: Missionary Writing and Illness in Sixteenth-Century Peru." Paper presented at "Patologías," the Tenth Annual New York University and Columbia University Graduate Student Conference, New York, NY, April 28, 2001.
- "Sílabas de muerte: Mourning, Meaning and the Process of Writing in Diamela Eltit's *Los vigilantes*." Paper presented at the Latin American Studies Association XXII International Conference, Miami, FL, March 17, 2000.
- "The Violence of the Gaze in Jose Maria Arguedas' *Yawar fiesta*." Paper presented at Tulane University's conference "Cultural Encounters," New Orleans, LA, March 27, 1999.
- "The Politics of Dancing: Religion, Politics and Local Media in La Paz's Fiesta del Gran Poder." Paper presented at the ILASSA Graduate Student Conference, University of Texas at Austin, February 27, 1999.

ANA FERNÁNDEZ DOBAO

Division of Spanish and Portuguese
University of Washington
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E-mail: anadobao@u.washington.edu

EMPLOYMENT

Assistant Professor and Language Program Director. Division of Spanish and Portuguese, University of Washington, September 2007-present

Visiting Professor (Lecturer). Department of Literature and Modern Languages, University of Montreal, 2004-2007

Spanish Conversation Assistant. Department of Literature and Modern Languages, University of Montreal, 2003-2004

Visiting Teaching Associate. Hispanic Studies Department, Brown University, 2002-2003

EDUCATION

Ph.D. in English Language and Literature (Doctor of English Philology). University of Santiago de Compostela, 2005. Dissertation: *The Use of Communication Strategies by Spanish Learners of English. A Study of the Collaborative Creation of Meaning, Language and Linguistic Knowledge*

M.A. Research. University of Santiago de Compostela, 1999. Thesis: *Communication Strategies Used by Galician Students in their Learning of English as a Foreign Language: a Case Study*

B.A. in English Language and Literature University of Santiago de Compostela, June 1996

SELECTED PUBLICATIONS

Fernández Dobao, A. "Collaborative writing tasks in the L2 classroom: comparing group, pair, and individual work." *Journal of Second Language Writing*. (Submitted).

Fernández Dobao, A. "Collaborative dialogue in learner-learner and learner-native speaker interaction." *Applied Linguistics*. (Accepted).

Fernández Dobao, A. 2010. "Collaborative problem solving strategies in learner-learner and learner-native speaker interaction" in M. Cal Varela, F. J. Fernández Polo, L. Gómez García and I. M. Palacios Martínez (eds.): *Current Issues in English Language Teaching and Learning. An International Perspective. Proceedings of the 1st ICELTL*. Newcastle upon Tyne: Cambridge Scholars Publishing. 189-200.

Pato, E. and A. Fernández Dobao (eds.). 2007. *La enseñanza del español como lengua extranjera en Québec. (Actas del CEDELEQ II, 10-13 de mayo de 2007)*. Montreal: Université de Montréal. *Tinkuy: Boletín de investigación y debate* 7. ISSN: 1913-0481.

Fernández Dobao, A. 2007. "The use of circumlocution strategies in foreign language interaction: a collaborative creation of meaning process" in M. Losada Friend, P. Ron Vaz, S. Hernández Santano and J. Casanova (eds.): *Proceedings of the XXX International Conference of the Spanish Association for Anglo-American Studies*. Huelva: Servicio de Publicaciones de la Universidad de Huelva. (CD-Rom).

Fernández Dobao, A. and I. Palacios Martínez. 2007. "Negotiating meaning in interaction between English and Spanish speakers via communicative strategies." *Atlantis. Journal of the Spanish Association for Anglo-American Studies*. Volume 29: 87-105.

Fernández Dobao, A. 2006. "Linguistic and cultural aspects of the translation of swearing: the Spanish version of *Pulp Fiction*." *BABEL. Revue Internationale de la Traduction. International Journal of Translation*. Volume 52: 222-242.

TEACHING

Courses taught at the University of Washington

SPAN 590/ENGL 758/LING 580. Special Topics: Classroom Interaction and Second/Foreign Language Acquisition

SPAN 510. Methodology of Spanish Language Teaching

SPAN 404/SPLING 404. Dialects of World Spanish

SPAN 323. Introduction to Spanish Linguistics

M.A. thesis directed at the University of Washington

Carlota Saiz Algorri. *La relación entre la motivación y el género en el estudio del español como lengua extranjera*. University of Washington, 2011.

Kelly Fox. *Análisis de los contenidos culturales de tres libros de texto de español: Paso a Paso, Realidades y ¿Sabías Qué...?* University of Washington, 2009.

SERVICE

Language Committee (Chair) (2007 - to present)

Graduate Studies Committee (2007 - to present)

PhD Proposal Committee (2007 - to present)

Ad Hoc Personnel Committee (2010 - 2011)

Language Advisory Committee (2009 - to present)

ANTHONY L. GEIST

Abbreviated CV (June 2011)

Professor of Spanish and Comparative Literature
Chair of Spanish and Portuguese Studies
University of Washington
Seattle, WA 98195
206/543-2020
tgeist@u.washington.edu

EDUCATION: University of California, Santa Barbara (BA 1967), University of California, Berkeley (MA 1969, PhD 1978).

TEACHING: University of Washington (1987-present), Dartmouth College (1978-1987), University of Texas, San Antonio (1977-78), Princeton University (1973-77). Visiting Professor at UCSD (1998), Ritsumeikan University (Kyoto, Japan, 2005), and UMass/URI Summer Program (Salamanca, Spain, 2006).

HONORS: Grants from the Hanauer Fund (2009, 2010), Spanish Ministry of Culture (2010), Dirección General del Libro (2006), the Program for Cultural Cooperation (2000, 2003, 2005, 2006), Graduate School Fund for Excellence (2003, 2006), Simpson Center for the Humanities (2004), The Estate of Isabel Johnson Hiss, The Sonya Staff Foundation, and the UW Center for Labor Studies (2001), The Puffin Foundation (1999, 2000), NEH (1968-87), Fulbright-Hays (1971-72).

BOOKS

- Cartografía poética: 54 poetas españoles escriben sobre un poema preferido (Sevilla: Renacimiento, 2004).
- La poética de la generación del 27 y las revistas literarias: De la vanguardia al compromiso (1918-1936). Barcelona: Labor, 1980. 250 pp.
- They Still Draw Pictures: Children's Art in Wartime from the Spanish Civil War to Kosovo (Urbana-Champaign: University of Illinois Press, 2002. 80 pp. Foreword by Robert Coles. Accompanies traveling art exhibition of same title.
- Otra cara de América: Los brigadistas y su legado de esperanza / Passing the Torch: The Abraham Lincoln Brigade and its Legacy of Hope (Cádiz: Universidad de Cádiz/Diputación de Cádiz: 2001). 263 pp. Photoessay, with José Moreno (photographer). Foreword, Eduardo Galeano. "Highly evocative and impressive" (Noam Chomsky).
- Modernism and its Margins: Rescripting Cultural Modernity in Spain and Latin America (New York: Hispanic Issues/Garland Press, 1999). 320 pp. Introduction, edition with José Monleón..
- Julio Vález, Obra poética (Morón de la Frontera: Eds. de la Frontera, 1999). 306 pp.; Transcription, edition, introduction (pp. 7-35).
- Julio Vález, La palabra labra la palabra: Antología poética (Morón de la Frontera: Centro Social Julio Vález, 1999), 97 pp. Selection, edition, introduction.

- Julio Vélez, Escrito en la estela de *El Último Ángel Caído* (Madrid: Eds. Libertarias, 1993). Edition and introduction. 54 pp.
- Poesía, zona peligrosa: Homenaje a Julio Vélez (Madrid: Eds. Libertarias, 1993). Edition, selection, introduction (with Miguel Angel Nieto). 164 pp.
- Guest ed. "Recent Prose from Spain," special issue of TriQuarterly, 57, no. 2 (Spring 1983). (Selection of texts, illustrations, translators, etc. My trans. of Savater and Gala). 150 pp.
- Jorge Guillén: El poeta ante su poesía. Madrid: Hiperión, 1980. (Spanish version of Guillén on Guillén). 124 pp.
- Guillén on Guillén: The Poetry and the Poet. Princeton: Princeton University Press, 1979. (Interviews, introduction, translations and notes, with R. Gibbons). 220 pp.

ART EXHIBITIONS

- "They Still Draw Pictures: Children's Art in Wartime from the Spanish Civil War to Kosovo," co-curated with Peter Carroll for the Abraham Lincoln Brigade Archives and UCSD. On display at UCSD (Fall 2002), Lehigh University (Winter 2003), Dartmouth College (Spring 2003), Southern Illinois University (Fall 2003), AXA Gallery (midtown Manhattan, Spring 2004), University of Washington (Winter 2005).
- "Passing the Torch: The Abraham Lincoln Brigade and its Legacy of Hope." Kyoto Museum for World Peace, Ritsumeikan University (Japan), May-June 2005. My texts accompany the photographs of José Moreno.
- "Y siguen dibujando: El arte procedente de las Colonias Infantiles durante la guerra civil española," a new traveling exhibit of facsimiles of the collection of drawings at the Avery Art and Architecture Library, Columbia University. On display at the Instituto Cervantes, Moscow, Russia, Fall 2006-Winter 2007; Williams College, April 1-30, 2007; Instituto Cervantes, New York, May 2-August 1, 2007; Universidad de León (Spain), 2008; Centro Cultural Pablo de la Torriente Brau, Havana, Cuba, September-October 2009; La Casa Aboy, San Juan, Puerto Rico, October-December 2010.

DOCUMENTARY FILM

Almas sin fronteras (Souls without Borders, Spain, 2006), Co-Director, Co-Producer. A film on the Abraham Lincoln Brigade (screened on June 30, 2006 on Spanish National TV). Selected for screening at the Seattle International Film Festival (June 4, 2007), San Francisco Labor Fest, Sichuan-China TV Festival, Tallgrass Film Festival, Minneapolis Film Festival, México DF International Documentary Festival, Festival Europeo de Cine y Televisión Memorimage.

La guerra dibujada (Spain, 2006), Historical Consultant for film on drawings done by Spanish children during the Civil War (screened on Spanish National TV, May 15, 2006).

ARTICLES AND LECTURES: 50 articles published in refereed journals, chapters of books and conference proceedings in the United States, Spain and Latin America. Over 100 lectures in conferences and universities in the US, Latin America and Europe. Has organized conferences on the Spanish Civil War, "Lives, Memory and History," "Images in Crisis," "Women Behind the Lens," and numerous others.

Donald Gilbert-Santmaría
Associate Professor
Division of Spanish and Portuguese Studies
University of Washington, Seattle

EMPLOYMENT

- University of Washington, Division of Spanish and Portuguese Studies.
Associate Professor, 2008 – present.
- University of Washington, Division of Spanish and Portuguese Studies.
Assistant Professor, 2002-2008.
- The University of Tulsa, Department of Languages.
Assistant Professor, 1997-2002.

EDUCATION

- Ph.D. Comparative Literature, University of California, Berkeley,
1997.
- M.A. Comparative Literature, University of California, Berkeley,
1991.
- B.A. English/Economics (double major), University of California,
Berkeley, 1989. Distinction in general scholarship.

BOOK

- Writers on the Market: Consuming Literature in Early Seventeenth-Century Spain.*
Lewisburg, PA: Bucknell University Press, 2005. 271 pp.
Reviewed: *Renaissance Quarterly* 59.1 (2006).
Reviewed: *Cervantes: Bulletin of the Cervantes Society of America* 25.2 (2005
[publ. 2006]).
Reviewed: *Arizona Journal of Hispanic Cultural Studies* 10 (2006)
Reviewed: *Modern Language Quarterly* 68.3 (2007)

ARTICLES

- Entry on Spanish Golden Age Literature, *The Virgil Encyclopedia*. Wiley-Blackwell. Forthcoming.
- "Guzman de Alfarache's 'Other Self': the Limits of Friendship and Picaresque Fiction." *Friendships "New Begun": Discourses of Early Modern Friendship*. Eds. Daniel Lochman and Maritere López. Ashgate Publishing. Forthcoming.
- "Maravall's Post-Hegelian Roots." *Modern Language Quarterly*. 70.3 (2009): 319-340.
- "Prólogo a la modernidad: *Don Quijote y Guzmán de Alfarache*." Forthcoming in 1616. Accepted for publication: January, 2007.
- "Love and Friendship in Montemayor's *La Diana*." *Bulletin of Hispanic Studies* 84.5 (2007).
- "Sancho's *Insula* as New World Allegory." *Hispanófila* 150 (2007): 15-25.
- "Historicizing Vergil: Translation and Exegesis in the *Prohemio* to Enrique de Villena's *Eneida*." *Hispanic Review* 73.4 (2005): 409-430.

"Moralización y materialismo en el *Guzmán de Alfarache*." *Actas del XIII Simposio de La Sociedad de Literatura General y Comparada*. León: Universidad de León, 2002. 559-569.

"Playing to the Masses: Economic Rationalism in Lope de Vega's *Arte nuevo de hacer comedias en este tiempo*." *Comitatus* 31 (2000): 109-136.

"Ideology and Image in Maravall's Baroque." *Yearbook of Comparative and General Literature* 45/46 (1998): 171-177.

REVIEWS AND OTHER PUBLICATIONS

Review of *The Theatre of Truth*, by William Egginton. *MLQ*, forthcoming
Encyclopedia entry for "Golden Age Spanish Literature," *The Virgil Encyclopedia*, Eds. Richard Thomas and Jan Ziolkowski. Forthcoming by Wiley-Blackwell.

Review of *How the Mind Works*, by Steven Pinker. *The Southwest Journal of Linguistics*. 18.1 (June 1999): 122-125.

WORK IN PROGRESS

Exemplary Friendship and the Discourse of Private Life in Early Modern Spain.
New book project that focuses on the representation of friendship as a reflection of the emerging distinction between private and public discourse in Golden Age Spain. A revised version of the article "Love and Friendship in Montemayor's *La Diana*" will serve as chapter three of the book.

DISSERTATION

"Practical Aesthetics and Baroque Allegory in the Spanish Picaresque Narrative"
Dissertation Committee: Anthony J. Cascardi (chair); Emilie Bergmann; Timothy Hampton.

CONFERENCES AND PANELS ORGANIZED

Panel Organizer, "Genealogies of Friendship in the Early Modern Period."
Annual meeting of the Renaissance Society of America, Miami, March, 2007.

Principal Organizer, "The Living Art of Miguel de Cervantes: A Public Celebration of the 400th Anniversary of the publication of *Don Quijote*," University of Washington, Seattle, December 1 - 3, 2005. Included the following events: student reading of creative translations; performance of the adaptation of *Don Quijote* by the Book-It Theatre Group of Seattle; two roundtable panel discussions; keynote talk by Professor Carroll B. Johnson, UCLA.

Co-organizer, "The 14th Annual Comparative Literature Symposium: Crossing Borders: 21st Century Writers of the Americas," The University of Tulsa, April 4, 2003

CONFERENCE PRESENTATIONS

More than 25 presentations on topics related to Spanish Golden Age literature at both national and international conferences, including meetings of the Renaissance Society of America, the Modern Language Association, and the Sociedad Española de Literatura

General y Comparada.

LEIGH K. MERCER

EDUCATION:

- 2004 Ph.D. in Hispanic Studies, Brown University.
1998 M.A. in Spanish Language and Hispanic Literature, The University of Texas at Austin.
1993 B.A. in Romance Language and Literature; B.S. in Journalism, Boston University.

PUBLICATIONS:

Books:

A Public Display: Urban Space and the Middle Class in the Modern Spanish Novel. Accepted for publication and under contract with Bucknell University Press.

Articles:

"Shadowing the Gothic: Rosalía de Castro's La hija del mar and Benito Pérez Galdós's La sombra." (Submitted to *Decimonónica*, a peer-reviewed journal)

"'A primera sangre': The Duel as Bourgeois Battleground in Nineteenth-Century Spain." The Journal of Spanish Cultural Studies 9.1 (2008): 61-74. (Peer-reviewed)

"Fear at the Hands of Technology: The Proto-Surrealism of the Films of Segundo de Chomón." Studies in Hispanic Cinema 4.2 (2007): 9-20. (Peer-reviewed)

"Disintegrating Pictures: Studies in Early Spanish Film." Co-authored with David George and Susan Larson. Studies in Hispanic Cinema 4.2 (2007): 3-8. (Peer-reviewed)

"De la madre vampiresa y el padre maternal: la ruptura de barreras genéricas en Su único hijo." Hispanófila 143 (2005): 43-53. (Peer-reviewed)

"Appreciating Women: Art and Bourgeois Legitimization in the Nineteenth-Century Spanish Novel." Cincinnati Romance Review 22 (2003): 60-74. (Peer-reviewed)

Works in Progress:

An Incoherent Voyage: Spanish Cinema Pioneers, Between Technophilia and Technophobia. Book-length manuscript. The introductory and second chapters of this manuscript are based on two articles I have published in Studies in Hispanic Cinema.

PAPERS READ:

"A Woman's Place in Nineteenth-Century Barcelona Guidebooks." 126th Annual MLA Conference, Los Angeles, January 2011.

“Beyond *Mar i Muntanya*: City Space in Early Documentaries of Barcelona.” Geographical Imaginaries and Hispanic Film. Conference sponsored by Tulane University, New Orleans, November 2009.

“Pas(e)ándolo bien: The Role of the Promenade in the Novels of Benito Pérez Galdós and Emilia Pardo Bazán.” 124th Annual MLA Conference, San Francisco, December 2008.

“Making the Invisible Visible: The Body of Sound in Segundo de Chomón’s El ladrón invisible.” Third International Conference of Latin(o) American and Iberian Cinema, University of Hawaii at Manoa, October 2008.

INVITED TALKS:

“All the World’s Her Stage: Women and the Theater in the Modern Spanish Novel.” Sponsored by the Vigdís Finnbogadóttir Institute. The University of Iceland, March 2010.

“La memoria histórica en Una mala noche la tiene cualquiera y Patty Diphusa.” Spanish Matters Colloquium, The University of Puget Sound, April 2009.

FELLOWSHIPS AND AWARDS:

The University of Washington’s Center for Western European Studies Course Development Grant. One half-month’s salary to develop a graduate seminar on Spanish cinema and Spain’s uneven experience of modernity, SPAN 596. (Summer 2011)

The University of Washington’s Royalty Research Fund Grant. Salary replacement for teaching leave during one quarter and travel funds to carry out research on silent Spanish cinema in Madrid and Barcelona. (Spring 2010)

The Program for Cultural Cooperation Between Spain’s Ministry of Culture and United States’ Universities Research Grant. Airfare and two months of stipend to research early Spanish experimental cinema at film archives in Madrid, Barcelona, and Paris. (Fall 2008)

Spain’s Ministry of Foreign Affairs I-C Program Grant. *Airfare and three months of stipend to carry out research on 19th-century urbanism in Madrid and Barcelona. (Spring 2006)*

TEACHING HONORS:

Nominated for the Distinguished Teaching Award at the University of Washington. 2009-10.

Nominated for “Favorite Teacher” by students from the University of Washington’s Class of 2006.

Suzanne H. Petersen
petersen@u.washington.edu

EDUCATION

- Ph.D.** University of Wisconsin, Jan. 1976. Spanish Literature. **Dissertation:** "El mecanismo de la variación en la poesía de transmisión oral: Estudio de 612 versiones del romance de *La Condesita* con la ayuda de un ordenador."
M.A.: University of Wisconsin, Aug. 1967. Spanish Literature.
B.A.: Mills College, Feb. 1966.

ACADEMIC APPOINTMENTS

- 2010 aut Acting Chair Spanish & Portuguese, UW
(& 2006spr; 2002spr)
2003-2004 Resident Director
(& 1997-98; 2000-01) NW Cádiz Study-Abroad Program, UW / U of Cadiz
2002 (spr) Acting Chair Spanish & Portuguese, UW
1985 (sum) Visiting Associate Professor
 Departamento de Filología Hispánica (U. of León, Spain)
1983 (fall sem.) Visiting Associate Professor
 Departamento de Filología Hispánica (UAM, Madrid Spain)
1973- Department of Romance Languages, UW (1982- Associate Professor;
 1976-82 Assistant Professor; 1973-76 Acting Assistant Professor

GRANTS

2002-2005 Programa Nacional de Promoción General de Conocimiento: Spanish Interministerial Science and Technology Commission, National Research and Development Plan 2000-2003). Awarded to the Instituto Universitario Seminario Menéndez Pidal of the Universidad Complutense de Madrid for the project "Romancero Pan-Hispánico y la Balada Europea: Pervivencia, Análisis Discursivo y Poética Contrastiva," 33,378 €.

2002 Royalty Research Grant, University of Washington, \$32,610.

1989-1990 Supplementary NEH funding to revise Ballad Project editions. Award: \$4,600.

1978-1988 Contracted Researcher on three consecutive National Endowment for the Humanities Research Grants (awarded to UC, San Diego for the project "Description, Editing and Analysis of the Pan-Hispanic Romancero..." P. I. Diego Catalán). Total award: \$1,178,808. Annual stipends + travel.

1980-1990 Numerous grants to the Sem. Menéndez Pidal research team for the *Romancero* Project from: the Real Academia Española "Fundación Nieto López", the "Diputación Provincial del León", the Gulbenkian Foundation, the Spanish Ministries of Culture and of Education and Science, and the "Diputación Provincial de Segovia."

1983-1987 American P.I. of Cooperative Research Grant from U.S.-Spanish Joint Committee for Cultural and Educational Cooperation. Total award \$75,000.

1978 & 1975 Two Research Grants + Travel Awards from the U.S.-Spanish Joint Committee for Educational and Cultural Affairs.

PUBLICATIONS

Web Editions (Bibliography, Texts, Recorded Music, Indexes)

Pan-Hispanic Ballad Project: <http://depts.washington.edu/hisprom/>. Online databases treating Spanish, Catalan, Galician, Portuguese & Judeo-Spanish balladry. Updated monthly.

- ***Index of Folk Motifs in the Pan-Hispanic Ballad***, 2003-.

<http://depts.washington.edu/hisprom/optional/index.htm>. Enhanced, online implementation of H. Goldberg's Stith-Thomson-based index of folk motifs in the *romancero*. Interactive searches identify ballads (and individual texts) that use

a given motif or, conversely, all motifs present in any ballad. Searches oooooon the entire Hispanic ballad tradition or only on the 9300 versions of 1240 different text-types in the online ballad archive.

- **Audio Archive of the Modern Pan-Hispanic Ballad**, 2000- (sound archive).
<http://depts.washington.edu/hisprom/multimedia.php>. Audio Archive of oral performances, digitized and downloadable as both streaming media (WMA) and MP3. The audio files accompany edited and annotated transcriptions of the corresponding ballad texts. Three hundred sixteen recorded performances currently available.
- **International Online Archive of the Pan-Hispanic Ballad**, 1999- (text archive).
<http://depts.washington.edu/hisprom/ballads/index.php>. Archive of 9300 ballad texts (8850 texts collected since 1825 representing 980 distinct text types; 450 ballad texts in print before 1605, representing 353 text types); User defined search criteria include ballad title, meter, collector, reciter, gender, geographic origin, date, period, words or phrases and/or recorded music).
- **Bibliography of the Pan-Hispanic Ballad**, 1997- (bibliographic archive).
<http://depts.washington.edu/hisprom/biblio/index.php>. Online queriable database of 5800 ballad publications. Searches by author, ballad title, date, geographic origin of the material, and/or genre; Retrieves 30 fields of bibliographic data, including critical abstracts, reviews, lists of ballads studied/edited in the publication, with hotlinks to the referenced texts in online database.

Books

- *Catálogo General del Romancero, 1.B: General Theory and Methodology of the Pan-Hispanic Ballad General Descriptive Catalogue*. With Diego Catalán et al. Madrid: Seminario Menéndez Pidal, 1988, 248 pp.

Editions

- *Romancero vulgar y nuevo*, 2 vols. With Flor Salazar, Diego Catalán (eds.). *Índice ejemplificado del Romancero Series*. Compiled by Diego Catalán, J. Antonio Cid, Beatriz Mariscal, Suzanne Petersen, Flor Salazar, Ana Valenciano. Vols. I-II. Madrid: Seminario Menéndez Pidal and Editorial Castalia, 1999, xix + 235, 332.
- *Os romances tradicionais de Galicia. Catálogo exemplificado dos seus temas*. With Ana Valenciano (eds.). *Romancero Xeral de Galicia Series*. Compiled by Diego Catalán, J. Antonio Cid, Beatriz Mariscal, Suzanne Petersen, Flor Salazar, Ana Valenciano. Vol. I. Madrid - Santiago de Compostela: Fundación Ramón Menéndez Pidal & Xunta de Galicia, 1998, xix + 574.
- *Romancero de León. Antología 1900-1989*. 2 vols. With Diego Catalán and Mariano de la Campa (eds.). *Tradiciones Orales Leoneses, I-II*. Series prepared by Diego Catalán, J. Antonio Cid, Beatriz Mariscal, Suzanne Petersen, Flor Salazar, Ana Valenciano. Madrid: Seminario Menéndez Pidal and Diputación Provincial de León, 1991, 474 pp., 428 pp. Second edition, 1993.
- *Voces nuevas del romancero castellano-leonés*, 2 vols. Madrid: Cátedra-Seminario Menéndez Pidal-Gredos, 1981, lxxxvii + 316 pp., 366 pp.

Bibliographies

- *Bibliografía del Romancero oral*. With S.G. Armistead & A. Romeralo. Madrid: Gredos, 1980, xxv + 277 pp.

Articles & Reviews

- Nineteen articles and six reviews published in the US and abroad.

SERVICE (2002-11 only, selected)

- **DEPARTMENT:** Acting Chair, Au 2010; Sp 2006, Sp 2002; Exec. Dir., NW Cádiz Study Abroad Program; Tenure Review Committees (chr): Mercer, Gilbert; Third Year Review Committees: Dobao, Donnelly (chr), Barbón (chr); Search Committies, 2002, 2004, 2005; Ad Hoc Personnel Committee (chr), 2010-2011; Scheduler 1987-present; Honors Associate 1994- present; Editor, SPS Newsletter, 2002. **COLLEGE:** DXArts 411 lectures (2005 winter, fall; '07 fall; '08 fall; '09 fall); Textual Studies 5-yr Program Review, 2002. **UNIVERSITY:** Library Undergraduate Research Award Committee, 2011; GO/Fritz Scholarship Review Committee 2010-11; Seattle Trade Alliance/Chamber of Commerce Barcelona Mission, UW Briefing Coordinator, 2002.

MIRIAM BARTHA

Simpson Center for the Humanities
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University of Washington, Seattle, WA 98195-3710
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Current Appointments

Associate Director, Simpson Center for the Humanities, University of Washington,
Seattle (2010-present)

Affiliate Faculty, Interdisciplinary Arts and Sciences Program, University of Washington,
Bothell (2009-present)

Education

2002 Ph. D. Rutgers University, Literatures in English
1996. M.A. Rutgers University, Literatures in English
1991. B.A. Rutgers University, *magna cum laude*, English
Secondary fields in Women's Studies and French
1990 *Certificat Pratique de Langue Française*
FASC-CEFA/l'Université de Caen

Major Projects and Grants

Associate Director, Graduate Certificate in Public Scholarship, Simpson Center for the
Humanities. This portfolio-based certificate program provides a curricular
pathway for UW graduate students working on diverse forms of applied cultural
scholarship.

Co-chair, Imagining America Annual Conference, "Convergence Zones: Public Cultures
and Translocal Practices," Seattle, Washington, 23-26 September 2010.

Co-director, *Institute on the Public Humanities for Doctoral Students*, with Bruce Burgett
(Interdisciplinary Arts & Sciences, University of Washington-Bothell), 2005-
2009. Grants from UW Graduate School and College of Arts & Sciences in the
following amounts: \$10,000 (2005) \$12,500 (2006), \$14,000 (2007), \$14,000
(2008), \$4000 (2009).

Co-director and curator, Puget Sound *Teachers as Scholars* program, with Seattle Arts &
Lectures co-director, 2004-2009. A series of 12 small-scale seminars each year,
led by UW faculty and linked to local cultural events offers a scholarship-based,
professional development alternative for regional K-12 educators.

Project Manager, electronic archiving of *HOW(ever)* and web publication development
for *HOW2*, journals of experimental feminist writing, Rutgers University
Libraries (1997-1999). (See <http://www.scc.rutgers.edu/however>.)

Selected Publications

- “Serious Work: Towards a Publicly-Engaged Humanities.” Special issue, “Engagements,” *Western Humanities Review* (November 2010).
- “Keyword: Skill” *Keywords on the Web* @ <http://keywords.nyupress.org>. Individual contribution to the interactive website associated with *Keywords for American Studies*, edited by Bruce Burgett and Glenn Hendler (New York University Press, 2008), September 2009.
- “American Sabor: Reinventing Research through Creative Collaboration.” Foreword to Exhibit Catalogue for *American Sabor: Latinos in U.S. Popular Music*, Experience Music Project, Seattle, Fall 2007.
- “Specifying the Scholarship of Engagement: Using the IA Document to Teach Collaboration Practice and Institutional Development.” *Imagining America Newsletter*, Issue 8, Spring 2007. Co-authored with Bruce Burgett.

Recent Public Presentations

- “Diversity Pedagogies: Individual, Institutional, and Intentional Geographies.” Poster Session, co-authored with co-conveners of the Diversity Pedagogies Seminar. Teaching and Learning Symposium, University of Washington (April 2011).
- “Creating a Collaborative, Site-based Curriculum (and Bringing it Back Home),” Seminar co-organizer and co-facilitator. Imagining America Annual Conference, University of Washington, Seattle (23-25 September 2011).

Selected Professional Service

- Huckabay Graduate Teaching Fellowship selection committee, Graduate School, University of Washington, April 2011.
- Imagining America Research Fellow (ex-officio) 2010-11, Assessing the Practice of Public Scholarship Collaboratory
- Reviewer, *The Journal of Public Scholarship in Higher Education* (2010-)
- Panelist, “Non-Faculty Positions in Universities for People with Graduate Degrees.” Symposium, *Academic Careers: Diverse Job Opportunities in Higher Education*, University of Washington, Seattle (10 February 2010).
- Reviewer, *positions: east asia cultures critique* (2004-).

CURRICULUM VITAE

Bruce Burgett

Education

1993 : Ph.D., English, University of California, Berkeley

Current Academic Positions

2007- : Professor and Director, Interdisciplinary Arts and Sciences, University of Washington Bothell

2009- : Director, Graduate Certificate in Public Scholarship, University of Washington

SELECTED AWARDS, GRANTS, AND HONORS

2009-2010: Co-Director, U.W. Simpson Center for the Humanities “Platforms for Public Scholarship” (year-long faculty, staff, and graduate student development project)

2005-2008: Co-Director and Principal Investigator, “Cultural Studies Praxis Collective,” funded by the University of Washington Simpson Center for the Humanities (Three years: \$50,000)

2005-2009: Co-Director, U.W. Simpson Center for the Humanities “Institute on the Public Humanities for Doctoral Students” (and follow-up workshops)(\$20,000-\$30,000/annually)

2008 : Imagining America Critical Exchange Grant (with Professor Lori Hager, University of Oregon) to convene a regional “West by Northwest” institutional network (May 2008: \$2,000)

2005-2007: Co-Principal Investigator, UWB Diversity Enhancement Project, funded by the President’s Diversity Appraisal Implementation Fund (Two years: \$44,000)

SELECTED RESEARCH AND SCHOLARSHIP

Keywords for American Cultural Studies, eds. Bruce Burgett and Glenn Hendler (New York: NYU Press, 2007). (Single authored entry on “Sex” and co-authored “Keywords: An Introduction.”)

<http://keywords.nyupress.org>. An interactive website co-designed with Glenn Hendler and co-sponsored by NYU Press and the Simpson Center for the Humanities (2007).

Sentimental Bodies: Sex, Gender, and Citizenship in the Early Republic (Princeton University Press, 1998).

“The Affirmative Character of Cultural Studies” (co-authored with Kanta Kochhar-Lindgren, Ron Krabill, and Elizabeth Thomas), *International Journal of Cultural Studies* (forthcoming).

“Teaching Interdisciplinarity” (co-authored with Cinnamon Hillyard, Sarah Leadley, Ron Krabill, and Becky Rosenberg), *Pedagogy* (forthcoming).

“Sex, Panic, Nation,” *American Literary History* 21, 1 (Spring 2009), 67-86.

“Sexuality and the Body,” *American History through Literature, 1820-1870*, eds. Janet Gabler-Hover and Robert Sattelmeyer (Detroit: Charles Scribner’s Sons, 2006), 1069-1075.

“On the Mormon Question: Race, Sex, and Polygamy in the U.S. 1850s and 1990s,” *American Quarterly*, vol. 57, no 1 (March 2005), 75-102.

Selected Invited Lectures, Roundtables, and Responses

“Curriculum, Assessment, and Public Goods,” Plenary on the Imagining American curriculum project, Imagining America, New Orleans (October 2010)

“Peers, Professions, and the Public Work of the Humanities,” Invited Talk, Canadian Federation for the Humanities and Social Sciences, Ottawa, Ontario (March 2009).

“Sex, Panic, Nation,” Invited Lecture, *American Literary History* 20th Anniversary Symposium, University of Illinois, Urbana-Champaign, IL (September 2007).

“Mixed Genealogies: Between American Studies and Cultural Studies,” Invited Plenary, Institute on the Futures of American Studies, Dartmouth University, Dartmouth, N.H. (June 2006).

“Revisiting and Reassessing the Transnational Turn: American Studies and/as/against Globalization,” Keynote Presentation for International Digital Videoconference on American Studies and Globalization, U.S. Embassy in South Korea, Seattle, WA (May 2006).

SELECTED UNIVERSITY, PROFESSIONAL, AND COMMUNITY SERVICE

2010-2012: Vice President, Cultural Studies Association

2010- : Co-Editor, *Lateral: A Journal of the Cultural Studies Association*

2008- : Chair, National Advisory Board, Imagining America: Artists and Scholars in Public Life

2008- : Press Committee, University of Washington Press

2008- : Executive Board, Simpson Center for the Humanities

2010- : Board of Trustees, Humanities Washington

2007-2009: Expert Whine-ologist, 826 Seattle “Creative Whining Workshops” (2007)

Cynthia Steele

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Current Position

Professor and Chair, Department of Comparative Literature; Adjunct Professor of Women Studies, University of Washington, Seattle

Education

Ph.D. Spanish Literature, University of California, San Diego, 1980
M.A. Spanish Literature, University of California, San Diego, 1979
B.A. *summa cum laude*, Spanish and English, California State University, Chico, 1973

Academic Appointments

Assistant Professor, University of Washington, 1986-90; Associate Professor, 1990-96; Professor, 1996-present
Assistant Professor, Columbia University, 1985-86
Assistant Professor, The Ohio State University, 1980-85

Academic Honors, Grants, and Fellowships

2010-11 Member, Society of Scholars, Simpson Center for the Humanities, Sept-June

2009-10 'Dangerous Subjects' Research Cluster, Simpson Center for the Humanities. With Adam Warren, María Elena García and Tony Lucero.

2007 Grant, College of Arts and Sciences Exchange Program, Workshop on Latin American and Caribbean Studies in the Pacific Northwest, April 2008. With Ileana Rodríguez-Silva and Adam Warren.

2003-04 Member, Society of Scholars, Simpson Center for the Humanities, University of Washington, September-June

Royalty Research Fund, University of Washington, March-March

2003 Visiting Professor, Department of Spanish and Portuguese, Stanford University (Spring)

1990 Advanced Grant, Joint Committee on Latin American Studies, Social Science Research Council and American Council of Learned Societies, six months of research travel, per diem and supplies, July 1990-August 1991

Publications

Books:

Silent Light. Mexican Cinema, 2000-2010. In Progress.

In the House of the Jaguar: *Mayan Literature and Arts in Chiapas*. In Progress.

- 1992 *Politics, Gender, and the Mexican Novel 1968-1988: Beyond the Pyramid*. Austin: University of Texas Press, 1992.
- 1985 *Narrativa indigenista en los Estados Unidos y México*. Mexico City: Instituto Nacional Indigenista, 1985.

Edited Work (Selected):

- 1986 Co-editor (with Grínor Rojo). *Ritos de iniciación: Tres novelas cortas de Hispanoamérica*. Boston: Houghton Mifflin, 1986.

Journal Articles and Essays in Books (Selected)

- 2004 "From the Margins of Literary History: Introduction" (co-authored with Heloisa Buarque de Hollanda, Marlyse Meyer, and Beatriz Resende). *Literary Cultures of Latin America*, v. 1. Eds. Mario J. Valdés and Djelal Kadir. Oxford: Oxford University Press, 2004. 201-208.
- "First Nations, First Writers: Indigenous Mexican Literary History." *Literary Cultures of Latin America*, v. 1. Eds. Mario J. Valdés and Djelal Kadir. Oxford: Oxford University Press, 2004. 212-215.
- 2003 "Siguiendo las huellas de María Novaro: globalización e identidades fronterizas en *Sin dejar huella* (2000)." *Fronteras de la modernidad en América Latina*, ed. Hermann Herlinghaus and Mabel Moraña. Pittsburgh: Instituto de Literatura Iberoamericana, pp. 183-91.
- 1998 "Nothing Is In Vain: Literary Echoes of 1968." *Enfoques*, Center for U.S.-Mexican Studies, University of California, San Diego, 7 and 12.
- "Tribus, templos y arqueólogos: dos expediciones a la Selva Lacandona, 1925 y 1949." *Indigenismo hacia el fin del milenio*. Ed. Mabel Moraña. Pittsburgh: Biblioteca de América, Instituto Internacional de Literatura Iberoamericana, 1998. 331-41.

Literary Translations (Selected)

- 2009 *Lake Superior. Zapotec Poetry from the Isthmus of Tehuantepec*. Completed.
- The Silence of the Moon* by José Emilio Pacheco (poetry). With David Lauer. Completed.
- 1997 *City of Memory (Poems 1986-1989)* by José Emilio Pacheco. With David Lauer. San Francisco: City Lights Books.
- 1996 *Underground River and Other Stories* by Inés Arredondo. Lincoln: University of Nebraska Press.

Professional Service (Selected)

- 2007-09 Co-Program Chair, Latin American Studies Association Convention, Rio de Janeiro
- 2009-12 Member, Executive Committee, Mexico Section, LASA

COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

GRADUATE SCHOOL OF ARTS AND SCIENCES

Washington State Higher Education Coordinating Board Guiding Questions for New Degree Proposals

1) Does the program demonstrate a coherent design, reflecting appropriate depth and breadth, curriculum, sequencing of courses, synthesis of learning, and assessment of learning outcomes?

Overall, the proposed program strikes the proper balance of breadth and depth. Its novel features (more below) attest to the fact that the proposing department has engaged in a serious and productive discussion about what it means to administer and sustain a doctoral program at present. The assessment of outcomes and learning are of the sort you will find in most serious graduate programs, which is not indicative of lack of imagination but of the fact that the indices proposed are regarded as standard throughout academia.

2) How does the program compare to other institutions' programs? Is it traditional? Is it innovative ("cutting edge") in some way(s)?

In its essential academic traits, the program is in conformance with the best graduate programs in the country. In other words, students coming out of this program will be recognized as possessing the background and preparation that will place them in good stead to secure an academic position in a wide variety of academic institutions, should they choose to follow that career path. But perhaps the most salient and innovative aspect of the proposed program is its incorporation of the Graduate Certificate in Public Scholarship as a requirement. This development will guarantee that the students enrolled in the program will understand their academic and professional training in a larger societal context that transcends the university. In fact, it is impossible to disagree with the proposers when they affirm:

The more expansive view of post-graduate education in the humanities that informs this new Ph.D. degree places our program at the vanguard of higher education. Where most doctoral programs in Spanish (and the humanities in general) largely conform to a more

traditional educational model designed to replicate the professoriate at research institutions, the proposed UW program represents a forward-looking attempt to address important changes in how institutions of higher education relate to society as a whole (p.7).

Getting traditional departments to accept that they should not be exclusively in the business of reproducing the professorate is, in fact, the vital challenge that keeps most graduate deans awake at night.

3) Does the program respond to current trends in the field?

The program reflects current trends in the field academically and in its evident attention to the professional training of its students. But, in fact, its public scholarship requirement also tries to anticipate the direction in which the field will be moving in the future. It seems abundantly clear that in order to survive the crisis in which they find themselves at present, the humanities are going to have to engage in a self examination that should result in a new narrative of social legitimation for them. The faculty engaged in the proposed program and the students produced by it will be in an enviable position to contribute to that effort, one that will be crucial for the future of the humanities in higher education in the United States. Another advantage is that the program's graduates will be able to compete effectively for non-academic positions, since their training will have a professional yet non-academic component. This is going to be crucial to all traditional doctoral programs in the near future, given the erosion of tenure-track positions in academia in general.

4) Are student learning outcomes appropriate and clearly defined?

Yes, they are. The relevant paragraph on p. 15 is thorough and complete. The outcomes related to the Certificate in Public Scholarship are especially compelling given the realities of the academic world currently.

5) Is the student assessment system adequate, stellar, innovative? Why?

Student assessment is adequate and in conformance to national standards. Graduate education in general has a series

of important signposts of student progress and performance that are all accounted for in the proposal.

6) Is the program assessment system adequate, stellar, innovative? Why?

Program assessment procedures and methods are typical of those used by most graduate programs in major universities. Student evaluations, graduation rates, time to degree, and placement are the universal criteria for assessing the effectiveness of a graduate program. The proposed idea of conducting interviews periodically with ongoing students seems to me a sound one as well.

7) Are the resources (faculty, administrative, facility, equipment) appropriate?

The proposed (and approved, apparently) moderate expansion in the faculty ranks will be required for the program to have the faculty resources that it will need to mount the program effectively. Funding seems to be a matter of reallocating existing resources, and administration of the program will not represent an undue burden beyond the one already represented by the existing Master's program. Additionally, the creation of the University of Washington Study Center in León, and the twin resources of the Aula Cervantes and the Spanish Resource Center will provide enhancements paid with outside funding.

8) What are the program's strengths and weaknesses?

The faculty and its understanding of what a doctoral program entails in the present are perhaps the strongest components of the proposed program. This guarantees that the program will have its ear to the ground, so to say, and that it will be able to innovate as circumstances warrant. This quality comes across strongly in certain moments in the proposal. For instance, the idea delineated on p. 10 concerning the need to consider alternatives to the traditional dissertation is reflective of urgent discussions taking place currently across the disciplines in the humanities and the social sciences. The only weakness I see is the difficulty involved in making a new program visible in the larger national scene. But this is not a structural weakness, and it is one that can be addressed successfully with a well-planned online publicity campaign. A small suggestion: the

course titles should be changed to reflect explicitly the cultural studies dimension of the program rather than an exclusive concentration in literary phenomena.

9) What are your recommendations?

Given the current scarcity of resources for higher education, the creation of a doctoral program in any field nowadays is going to have to be held to a higher standard than usual. The fact that the state of Washington does not have a doctoral program in Spanish and Spanish American cultures is a powerful institutional argument, but not sufficient in itself. The most compelling argument for the creation of this program is that Spanish language and culture are not simply another foreign language among the many others represented in the curriculum--some of which, in fact, have long-standing doctoral programs of their own at the University of Washington. Spanish is the *de facto* second national language in the United States, and its importance in this regard will only grow with the passing of time and the fulfillment of well-established demographic tendencies. Taking this reality as their point of departure, the faculty involved have devised a cogent and innovative program that will call attention to itself nationally on account of its novel characteristics. My considered opinion is that they be allowed the opportunity to put their project into practice, and that the program be reviewed during its fifth year of existence to fine-tune its features and requirements and to consider its achievements.

Respectfully submitted,



Carlos J. Alonso

Dean

Morris A. and Alma Shapiro

Professor in the Humanities
Department of Latin American and
Iberian Cultures

Evaluation of the Proposal for a Doctoral Program in Spanish at the University of Washington
Malcolm Alan Compitello
Professor and Head
Spanish and Portuguese
The University of Arizona

Thank you for having afforded me the opportunity to review the PhD proposal from the Department of Spanish and Portuguese. I should begin by stating that I was a member of the external evaluation team that reviewed the Department several years ago. One of our recommendations was to initiate the process to reinstate the doctoral program in Spanish. I am happy to see that this process has begun. My response to the proposal I received is structured around the questions for which I was asked to provide answers. My recommendations at the end highlight some of the more important comments made in the body of this document.

Question1

The proposal is persuasive and well crafted. It makes a coherent case for a doctoral degree program at the University of Washington. The proposed PhD program is structured like those at most of the peer institutions mentioned in the body of the proposal. It builds on two years of work at the MA level, more focused work at the doctoral level, and the completion of a PhD thesis or perhaps an alternative. It also offers innovative course work towards a certificate in public scholarship as part of the PhD course work. The program takes into account an environmental scan determining need and demographics, builds on work from successful feeder programs at the BA and MA levels and incorporates learning and assessment outcomes that are well conceived.

Questions 2/3

Some interesting innovations mold the nature of the proposed doctoral program. It takes into account a careful reading of innovations suggested by recent documents on language and literature study issued the Modern Language Association. Its emphasis on preparing doctoral students for life inside and outside of the academic through the certificate in public scholarship is a significant contribution to rethinking the nature of doctoral study although I think that the arguments in defense of the certificate program would be stronger if they took into account the fundamental shift--also detected in MLA documents--the growth of contingent positions to the expense of tenure system ones around the country. How the proposal rethinks the structure of the entire student evaluation process (comprehensive exams and options to the thesis monograph) is also in tune with recent discussions in the humanities. All these innovations in some way or another respond to changes in the nature of the job market for PhD's. The traditional coverage option proposed by the curriculum is a good antidote to the extreme of over specialization found in the programs offered at some institutions. It is in consonance with changes in the hiring market. Over the last decade and a half the expansion in the hiring market was fueled by the growth in language study at institutions that valued widely trained candidates who were both subject specialists and generalists at the same time. In the last few years this has spread to even larger institutions where economic pressures force departments to do more with less and, therefore seek candidates with wide rather than narrow training. This said there has been a significant shift in curricula also in line with MLA reports of the changing nature of the profession. A more traditional literary studies approach has given way to a more Cultural Studies or widely inter and transdisciplinary approach to Hispanic Studies. It is difficult to judge the nature of a curriculum based merely on titles of courses as innovation flows from the faculty who

give life to those classes. My assessment would be that the core faculty embrace this wide ranging approach to the discipline in a way that manages to respect its historical core values while charting a course that simultaneously challenges them.

Questions 4/5/6

Both learning outcomes and assessment goals for students and the program are well defined and specifically spelled out. Program level student learning outcomes are congruent with expectations for graduate programs. Embedded outcomes for courses that probe core competencies might strengthen the program's capacity to measure student growth as they move through the program and establish a coherent mechanism to close the loop assuring that issues identified in the assessment protocols address issues in the curriculum that need adjustment.

The proposed programmatic assessment metrics are adequate and in line with those done at most of the institutions that I have assessed. Time to degree in the humanities is a particularly important and if the program can hold to the time line it proposes (five years) it will be well ahead of the curve for time to degree for programs in the humanities. Placement is, of course, the ultimate measure of program effectiveness in normal times. Since times are far from normal care must be taken to assure exactly how job placement is defined to avoid confusion with inherited expectations and those that will arise over time. The use of exit interviews is an excellent strategy for gathering information. This assessment practice should be expanded to elicit information from graduates at 1 3 5 and ten year intervals and students' perception of a program change dramatically over time.

Student assessment measures are also adequate and in line with those at other institutions. The instruments themselves, innovative exam structure, possibilities of options at the thesis level, have the potential to be outstanding measures should the exam structure and thesis options prove fruitful in offering students enrolled in the program a competitive edge. If they prove to not do so I would recommend taking another look at the exam structure to assure that it is helping to evaluate student performance, and that the exam structure is in line with the learning outcomes for the course work in the program.

Question 7

There is no doubt that the department's faculty is up to the task of doctoral education. The tenure system faculty in the department and those in other departments who will collaborate in the program are well respected, contributing members of the profession many with outstanding professional records of accomplishment. Moreover, the department already has a well defined and successful MA program whose graduates matriculate in very distinguished PhD programs a clear sign of the department's ability to deliver quality graduate education and of the care with which it prepares its students. The department recognizes that the size of the core faculty is an issue. The report points out that faculties at some of the highest ranked institutions in the country are of the same size. Those programs, nevertheless, reside at very small private institutions and while some of them are highly ranked because of the prestige of their faculties they have a long history of inattentiveness to the needs of students matriculated. The proposed PhD program at Washington resides at a large and prestigious public institution. The doctoral program will be part of an array of programmatic necessities to which the department must attend. These include its largest constituency the undergraduate populations, especially majors and minors that it

serves. Care must be taken to assure that core faculty resources are marshaled in such a way that both undergraduate and graduate majors gain from the teaching abilities, advising and mentoring skills of core tenure system faculty. There are plans to add several new faculty positions over the next several years. This will help significantly. I have confidence that the department will be able to manage the personnel resources necessary to assure quality across its curricular obligations. It must be cognizant of exactly what a time drain doctoral education represents and be prepared for those demands.

The department's request for the addition of a doctoral program is strengthened by its collaboration with governmental agencies in Spain. They already provide a wealth of support for the department and will contribute to the prestige of its doctoral program and, I believe, help immensely with recruiting. It needs to account for the additional resources that will be necessary to compete for new students and provide them with kinds of support that will assure their ultimate success as job candidates. One thing that should be planned for are sufficient resources to allow doctoral students to travel to conferences to present their research and to network across the profession. This will be crucial to assure that the students are competitive with those at other institutions.

Question 8

I believe that the program as presented will be a strong one. Washington has a small but distinguished cadre of faculty that is up to the task of doctoral education. Since there is only one other doctoral granting department in the Pacific northwest--the University of Oregon--Washington's program will fill a need and will, I am sure, based on the quality of the program,

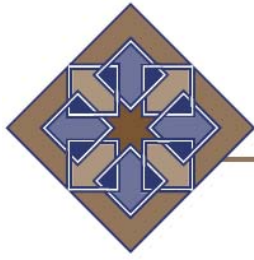
the university and the faculty have no problem in attracting sufficient students to make it a viable academic and intellectual enterprise.

The program is predicated on being attentive to changes in the profession, and in offering training that will prepare its graduates for careers in and out of a rapidly changing academy, navigating the difficult waters of economic and social uncertainty. I believe attention needs to be paid to two issues. One is the significant drift in the nature of the job market that has driven down the number of tenure system appointments, even in Spanish, and driven up the number of contingent ones. [The] profession [is faced] with pressures of various kinds altering the ratio of tenure system to non tenure system positions available that I mentioned above. The report written by the department does not address this issue although it does identify other significant transformations in the profession to which the new PhD program needs to respond. This one has important effects on the ability to place students and on time to degree which requires that programs at the doctoral level plan for the professional development of students from the beginning to the end of students' graduate career. Adding this kind of professionalization to the curriculum either through designated courses or a series of professional seminars is crucial to the success of programs in normal times. It is doubly important now. Washington is beginning its doctoral program just as the job market is beginning to show some recovery from an historic low moment. It is impossible to predict how fast and to what extent it will recover and it shape given the erosion of tenure system appointments. Given these factors the program will have to be very attentive the professional development of its graduate students, especially its doctoral students if it is to meet the promise this program seems to hold out.

Question 9

I recommend that the proposed PhD in Spanish at the University of Washington move forward and the following (addressed in the body of this document) be carefully considered as it so does.

1. Consider using embedded outcomes for courses.
2. Carefully define "job placement" to avoid confusion with inherited expectations and those that will arise over time.
3. Expand the use of exit interviews to elicit information from graduates at 1, 3, 5 and ten year intervals.
4. Be cognizant of exactly what a time drain doctoral education represents and be prepared for those demands.
5. Revisit doctoral exam structure at some time in the future to assure that it is helping to evaluate student performance, and that the exam structure is in line with the learning outcomes for the course work in the program.
6. Account for the additional resources that will be necessary to compete for new students and provide them with kinds of support that will assure their ultimate success as job candidates, especially sufficient resources to allow doctoral students to travel to conferences to present their research and to network across the profession.
7. Be cognizant of the nature of relationship between tenure system and contingent faculty as it evolves over time and monitor its effect on the structure of doctoral education.
8. Plan for professional development of doctoral students from the beginning of their programs until the end.



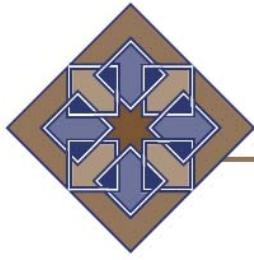
January 2, 2012

Response to Outside Evaluations of Proposal for Ph.D. in Hispanic Studies

*“Spanish is the **de facto** second national language in the United States, and its importance in this regard will only grow with the passing of time and the fulfillment of well-established demographic tendencies.”* Carlos Alonso

We would like to thank Profs. Carlos Alonso (Columbia University) and Malcolm Compitello (University of Arizona) for their considered and supportive responses to our proposal for a Ph.D. in Hispanic Studies at the University of Washington. In particular, their estimation that our proposed exam structure, required coursework in the Certificate in Public Scholarship, and thesis alternative are “innovative” (Compitello) and “reflective of urgent discussions taking place currently across the disciplines in the humanities and social sciences” (Alonso), confirms our sense that we are indeed proposing a Ph.D. for the twenty-first century. Our reality is that there are and will be fewer and fewer tenure-track positions available and that increasing numbers of graduates of doctoral programs in the humanities will pursue careers outside as well as within academia. We feel that it is our responsibility to prepare them adequately for both those prospects.

Both evaluators understand that our discipline in particular, and the Humanities in general, are not only in transition but in crisis. Their assessment of

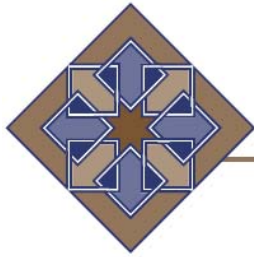


our proposal underscores their conviction that it constitutes a “significant contribution to rethinking doctoral study” (Compitello), is in line with current trends and, in fact, anticipates future directions in the profession.

Both evaluators also make very useful suggestions, as well, to which we will certainly be attentive as the program develops. They each suggest that the program, if approved, be evaluated at regular intervals. Compitello’s suggestion that we do follow-up interviews with our graduates at one, three, five and ten year intervals is very compelling, as is his notion that we reexamine the exam and thesis structure after several years to make sure that they serve students’ needs in a changing job market. We also concur with him on the importance of integrating professional development into the new program for students, beginning in their first year. We intend to initiate new fundraising efforts targeted at creating resources for our doctoral candidates to present their work at national and international meetings.

We also will consider using embedded outcomes in our courses, a suggestion consonant with Alonso’s remark that course titles should be changed to reflect their cultural studies content.

We take to heart Compitello’s concern that we be cognizant of the time and energy a doctoral program requires, and are aware that we will need to balance it with our attention to the large number of undergraduate Spanish majors and minors.



Spanish and Portuguese Studies

UNIVERSITY OF WASHINGTON

Anthony L. Geist, Chair
Division of Spanish and Portuguese

The two new tenure-track appointments to begin in fall 2012 will certainly make this much more feasible.

Finally, Alonso remarks that making the new Ph.D. program known, and recruiting top rate students nationally and internationally, will be a significant challenge. We have given this considerable thought and are planning a publicity campaign to launch the program, mobilizing our many contacts in universities throughout the United States, Spain and Latin America.

We are convinced, as Carlos Alonso concludes in his evaluation, that we have created “a cogent and innovative program that will call attention to itself nationally on account of its novel characteristics.”

Anthony L. Geist
Professor and Chair

FORM 4**REQUIRED COURSE WORK
Part I**

Include this form with new degree program proposals. Staff will post this information and the program proposal on the HECB Web site during the public comment period.

Prerequisite Courses		
Course Number	Course Title	Credits
Total Credits		
Program Requirements		
Course Number	Course Title	Credits
SPAN 577	Introduction to Literary Theory	5
SPAN 590	Pre-Dissertation Capstone Course	5
SPAN 5XX	Historical coverage in five historical periods	5 x 5 cred = 25
SPAN 5XX	Graduate Seminars in Spanish/Latin American Literature & Culture	10 X 5 cred. = 50
HUM 594	Scholarship as Public Practice	2
HUM 595	Engaged Scholarship/Public Culture & CPS Approved Courses	7 to 9
HUM 602	Public Scholarship Capstone Project	3 to 5
HUM 603	Public Scholarship Portfolio Capstone	1
SPAN 800	Doctoral Dissertation	27 (minimum)
	NOTE: HUM courses for Public Scholarship	
	Certificate must add up to 15 credits total.	
Total Credits		127

FORM 5**ENROLLMENT AND GRADUATION TARGETS
Part I**

Include this form with a new degree program proposal or a Notification of Intent to extend an existing program. Staff will post this information to the HECB Web site during the comment period.

Year	1	2	3	4	5
Headcount	3	6	9	12	15
FTE	3	6	9	12	15
Program Graduates	N/A	N/A	N/A	N/A	3

FORM 6

**PROGRAM PERSONNEL
Part II**

Include this form with a new degree program proposal. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request

Faculty				
Name	Degree (e.g. M.A.; Ph.D.; J.D.)	Rank (if applicable)	Status (e.g. full-time, part-time)	% Effort in Program
Ana Gomez-Bravo	Ph.D.	Assoc. Professor	full-time	40
Ana Fernández Dobao	Ph.D.	Asst. Professor	full-time	30
Anthony Geist	Ph.D.	Professor	full-time	30
Donald Gilbert-Santamaría	Ph.D.	Assoc. Professor	full-time	40
Leigh Mercer (GPC)	Ph.D.	Assoc. Professor	full-time	50
Edgar O'Hara	Ph.D.	Professor	full-time	40
Suzanne Petersen	Ph.D.	Assoc. Professor	full-time	40
New hire autumn 2012	Ph.D.	Asst. Professor	full-time	40
			Total Faculty FTE	3.1
NOTE: Figures include effort in M.A. program.				
Administration and Staff				
Name	Title	Responsibilities	% Effort in Program	
Suzanna Martinez	Graduate Advisor	advising, admissions	25	
David Miles	Administrator	TA appointments	10	
			Total Staff FTE	0.35

FORM 7

SUMMARY OF PROGRAM COSTS AND REVENUE

Part II

Include with a new program proposal or Notification of Intent to extend an existing program. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

Program Expenses					
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
Administrative Salaries (# FTE) Benefits @ # %					
Faculty Salaries (# FTE) Benefits @ 27.2%	84,386	140,644	196,897	253,155	281,281
TA/RA Salaries (# FTE) Benefits @ 16.1%	51,378	102,755	154,133	209,335	264,537
Professional Staff Salaries (#FTE) Benefits @33.6%	5,705	9,507	13,311	17,113	19,014
Other Salaries (# FTE) Benefits @ # %					
Financial Aid specific to the program					
Contract Services					
Goods and Services					
Travel					
Equipment					
Lease or Acquisition (attach form iii.a)					
Other (itemize)					
Indirect (if applied to the program)					
Total Costs	141,469	252,906	364,341	479,603	564,832
Program Revenue					
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
General Fund: State Support					
Tuition and Fees (total)					
Corporate Grants / Donations					
Internal Reallocation*	141,469	252,906	364,341	479,603	564,832
Other Fund Source (specify)					
Total Revenue	141,469	252,906	364,341	479,603	564,832
*If revenues are projected through internal reallocation please attach an explanation of the impact the reallocation would have on other departments or programs.					

Attachment to Form 7

Explanation of the impact the internal reallocation would have on other departments or programs:

The two areas of reallocation are teaching assistant funding and faculty and staff funding.

If necessary to support our PhD students, we will no longer appoint TAs from outside the department (exclusive of our ongoing commitment to Comparative Literature and Linguistics to support three of their graduate students annually). The others are applicants from the university at large (from units such as the School of Law and the School of Art) who happen to be qualified to teach Spanish and whom we hire occasionally to meet enrollment needs. No particular program or department relies on these appointments for support and so will not be adversely affected by reallocation.

Reallocation may affect contingent faculty hired in SPS on term-contracts, but this will affect no other departments or programs.

SPS faculty and staff reallocation of percentage dedicated to particular tasks is strictly internal, with no net gain or loss of revenue.

Form 6 Program Personnel
Form 7 Summary of Program Costs and Revenue

These forms are available upon request from Mark Bergeson at 360-753-7881 or markb@hecb.wa.gov