Overview and Program Review Summary: Please summarize this program’s mission and its relationship to the vision and mission of St. John’s University, and the program’s School/College. Identify similar programs regionally and nationally and distinguish this program from them. In addition, summarize your findings as they relate to (1) program quality, (2) market growth potential, and (3) student learning. Also, summarize any significant changes, achievements (by faculty and students and the program itself), and plans for the future. Finally, based on the information gleaned from the data in the self-study, give an overall rating of the program’s Enrollment/Market Potential by categorizing it as one of the following: (1) Enhance; (2) Maintain; (3) Reduce support, Phase out, Consolidate, or Discontinue. (Suggested limit 1 page)
STANDARD 1. The purpose of the program reflects and supports the strategic vision and mission of St. John’s University, and the program’s School/College.

1a. What evidence can you provide that demonstrates that the program embodies the Catholic, Vincentian, and metropolitan identity of St. John’s University? www.stjohns.edu/about/out-mission. (*Suggested limit 1/3 page*)

The strategic priorities of St. John’s University as stated by Conrado “Bobby” Gempesaw, PhD, during the Presidential Investiture Ceremony, held on Friday, October 24, 2014, echo the four following points that we clearly have held in our hearts and which we have sought to accomplish and/or seek to accomplish, namely:

- Ensure student success
- Recognize and retain the best faculty, staff, and administrators
- Enhance our teaching and learning environment
- Expand community and global partnerships

The Graduate Program in Spanish (MA) at St. John’s University does more than reflect and support the fundamental principles embodied by the University’s strategic vision and mission. Created in 1935 at 75 Lewis Avenue, Brooklyn, long before St. John’s moved to the Queens Campus during the academic year 1955-1956, our MA Program in Spanish is a pioneer program within the University that reflects the Catholic, Vincentian, and Metropolitan identity of the University. In the Spring of 2015, the Program will be celebrating its 80th anniversary.

Although the Graduate Program in Spanish attracts students from every ethnicity, it plays a particular role in the Hispanic community as a promoter of its culture. As the 2013 U.S. Census demonstrates, Latinos are the largest minority (54 million) in the United States. First and second generation minority groups, sons and daughters of immigrants have, thanks to the Program, gained consciousness of the wealth of their Hispanic heritage. Upon completion of their MA degree, many opportunities have opened to them.

The Graduate Program in Spanish strives to embody social diversity by supporting open discussions among the student body where everyone has a voice. We invite outstanding figures of the literary world to share their thoughts with our students. Writers, such as Rafael Alberti, Camilo José Cela, José Donoso, Ana María Matute, Elena Poniatowska, and Luisa Vicioso, have had a lasting impact on our students.

The Graduate Program in Spanish has provided a platform to learn and exchange ideas. We aim at opening the minds of students so as to prepare them for a competitive and multicultural job market such as teaching, and non-academic positions in business, international trade, tourism, hotel management and other areas.

Due to the University’s location in one of the most culturally diverse places in the world, we benefit from the extreme richness of libraries and museums, as well as institutions. The Graduate Program in Spanish has established special relationships and/or agreements with major Hispanic cultural institutions in the city, and has created internships with the Instituto Cervantes, the Consulate General of Peru, and a New York based telecommunications company, among others.
1b. What evidence can you provide that demonstrates that the program embodies the University’s vision. www.stjohns.edu/about/out-mission/vision-statement. (Suggested limit 1/3 page)

Following the University’s vision of empowering “diverse learners with quality education for life” and for “addressing issues of poverty and social justice”, the Graduate Program in Spanish seeks to transform lives, one individual at a time.

In order to keep up with the evolving global community, we train our students for local, national and international careers. We provide them with skills that will enhance their qualifications both as teachers and also in other disciplines. We empower them to serve as effective leaders and responsible citizens. We are a student-centered Program committed to shaping students into the best possible candidates so that many venues may be open to them. Excellence through education is our motto.

1c. What evidence can you provide that demonstrates that the program embodies the vision and mission of the program’s School/College? (Suggested limit 1/3 page)

The Graduate Program in Spanish values and embodies the vision and mission of St. John’s College of Liberal Arts and Sciences in committing to a “student-centered teaching, social diversity, and a modern educational environment”. It fosters a “rational, spirited inquiry and intelligent reflection” through innovative as well as traditional course offerings.

Our Program provides students with a knowledge of a language that is spoken by 54 million people of Hispanic origin in the United States. We sharpen the students’ critical thinking and scholarly skills and stimulate their creative vision, through an in-depth study of culture, language and literature.

The members of the Graduate Faculty are recognized in their fields; they have authored highly acclaimed books, and are active in national and international colloquia. A deeply involved Faculty, they mentor their students, constantly motivating and challenging them.

Our Summer Programs in Spain and Argentina teach students the history, art and literature of Spain and Spanish America. The two programs are offered by Dr. Toscano and Dr. Camacho, both scholars in their respective fields. When Undergraduate and Graduate students return from their summer abroad, whether in Spain or Argentina, or both, they come back with a new passion for the language and culture, an experience they will never forget.

The Fall Semester in Seville Program for Undergraduate students is also opening new opportunities for our Graduate Program. It has broadened the knowledge and strengthened the language skills in the capital city of Andalusia under the capable leadership of both Drs. Klohe and Toscano.

Standard 1. Additional comments if needed. (Suggested limit 1 page)

Since the creation of St. John’s University Committee for Latin-American and Caribbean Studies (CLACS) in 1994, now known (2014) as the Center for Latin-American and Caribbean Studies, the Graduate Program in Spanish (MA) has worked jointly with CLACS to promote the Spanish language and culture among the student body. CLACS is led by Alina Camacho-Gingerich, PhD.

In addition, our Program has benefited from the Global Language and Culture Center (GLCC) since its creation, in January 2010, under the leadership of Michèle Jones, PhD. A state-of-the-art language resource center, it offers large seating areas in a library-like setting for studying and group gathering, as well as individual language pods equipped with
computers and large screen TVs for specific language instruction. Students engage in group activities under the supervision of a tutor or graduate assistant, and receive individual tutoring to improve their fluency in the language. Since the locale is very attractive, we present cultural events, in particular, poetry written by our students and/or short plays.

STANDARD 2. The program attracts, retains, and graduates high quality students.

2a. Undergraduate SAT and High School Average

2b. Undergraduate 1st Year Retention Rate

2c. Undergraduate 6 Year Graduation Rate

2d. Graduate Standardized Test Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>Program</td>
<td>410/527</td>
<td>345/370</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/College</td>
<td>481/561</td>
<td>494/569</td>
<td>465/551</td>
<td>501/588</td>
<td>472/577</td>
</tr>
<tr>
<td>Average Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Comparison</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>National Comparison</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>See below</td>
</tr>
</tbody>
</table>

New Graduate Students GRE Verbal Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish MA</td>
<td>330</td>
<td>395</td>
<td>530</td>
</tr>
<tr>
<td>old</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Graduate Students GRE
Quantitative Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish MA</td>
<td>660</td>
<td>580</td>
<td>610</td>
</tr>
</tbody>
</table>

As of August 1, 2011, ETS revised the GRE General Test with a new scoring scale. Prior to 8/1/11 on a scale of 200-800 (old) and after 8/1/11 on a scale of 130-170 (new).

Based on students with valid scores in BANNER - therefore n maybe small in some cases.

New Graduate Students GRE Verbal Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School Arts &amp; Sci</td>
<td>Old</td>
<td>491</td>
<td>500</td>
<td>497</td>
</tr>
<tr>
<td></td>
<td>New</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Graduate Students GRE Quantitative Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School Arts &amp; Sci</td>
<td>Old</td>
<td>585</td>
<td>566</td>
<td>593</td>
</tr>
<tr>
<td></td>
<td>New</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As of August 1, 2011, ETS revised the GRE General Test with a new scoring scale. Prior to 8/1/11 on a scale of 200-800 (old) and after 8/1/11 on a scale of 130-170 (new).

**GRE**

<table>
<thead>
<tr>
<th>Intended Graduate Major</th>
<th>Test-Takers</th>
<th>Mean Score (Verbal)</th>
<th>Mean Score (Quantitative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Languages and Literatures*</td>
<td>2,361</td>
<td>155</td>
<td>150</td>
</tr>
</tbody>
</table>

2e. Please describe how the program compares with peer and aspirational institutions.  
(Suggested limit 1/2 page)

There are many institutions in the US that offer a Graduate Program in Spanish. St. John’s Program’s, however, presents advantages and opportunities that are unique, namely, a very traditional, yet an innovative course offering, taught by a diversified faculty, who are authorities in their fields, with a critical and creative approach. Namely:

- Literature and the Cinema, its relationship
- A seminar on Lezama Lima, Carlos Fuentes, Octavio Paz and Pablo Neruda
- Paleography, a study of the first manuscripts written by Spaniards in North America
- Ekphrasis, the interaction of visual arts in literature
- The Interview as a literary genre, with the actual practice with guest writers
- Gabriela Mistral: a personal and in-depth study of the Chilean poet, educator and diplomat
- The Literature of Nostalgia through the perspective of a poet

St. John’s also offers a combined BA/MA degree in Spanish, a program that is not offered in any other university in New York. Currently we have 6 students enrolled as BA/MA students: Bridgette Espinoza, Jina Jeun Jun, Luis Leal, Isabel Mendez, Maria Luz Osborne, and Rosemary Dominguez-Sotirios.

Moreover, in the effort to prepare our graduates for the workforce, our MA Program, thanks to its multicultural location, has established relationships with institutions in the New York metropolitan area, such as Consulates from Spanish-speaking countries, the Instituto Cervantes, and a NY based telecommunications company, where our students can work as interns.

2f. If applicable, describe the program’s student performance over the past five years on licensure or professional certification exams relative to regional and national standards.  (Suggested limit 1/4 page)

All graduate students at the completion of their studies are obliged to take the Comprehensive Exam that evaluates their competency in Spanish as well as their knowledge of Peninsular and Latin-American literature. Of the 25 students who received their Master’s degree in Spanish in the past 5 years, 8 graduated with the Certificate of Excellence with a 4.0 GPA average:

Edier Rivera, Wilson Cedeno, Lanessa Davis, Alma Rodriguez, Miguel Valerio, Julio Paredes, Felipe Alfaya, and Erez Bar-Levy

St. John’s University’s Graduate Program in Spanish is recognized by Ivy League universities. Many of our graduates have received teaching fellowships towards their PhD in Spanish. Just to mention a few: Miguel Valerio, Alma Rodríguez, Milton Romero, Julio César Paredes, and Felipe Alfaya. Other alumni have already received their PhD and are teaching in universities, such as Alex Lima, Nyanda Redwood, and Hugo García.

2g. Number of majors and minors enrolled over the past five years. See table below.
<table>
<thead>
<tr>
<th>Majors</th>
<th>21</th>
<th>19</th>
<th>16</th>
<th>9</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minors</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>19</td>
<td>16</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAJORS

<table>
<thead>
<tr>
<th></th>
<th>SPA</th>
<th>MA</th>
<th>15</th>
<th>19</th>
<th>16</th>
<th>14</th>
</tr>
</thead>
</table>

2h. Number of degrees granted during the past five years. See table below.

<table>
<thead>
<tr>
<th>Degrees Granted</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04/05</td>
<td>05/06</td>
<td>06/07</td>
<td>07/08</td>
<td>08/09</td>
</tr>
<tr>
<td>MA</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
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<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/11</td>
<td>11/12</td>
<td>12/13</td>
<td></td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td>Degrees Conferred</td>
<td>Degrees Conferred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJC-GR</td>
<td>SPA</td>
<td>Spanish</td>
<td>MA</td>
<td>7</td>
</tr>
</tbody>
</table>

Below is comparison degrees conferred data for local and national institutions based on data retrieved from the IPEDS website. This is based on the Classification of Instructional Program (CIP) Code of 16-Foreign Languages, Literatures, and Linguistics.

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>194</td>
<td>191</td>
<td>248</td>
</tr>
<tr>
<td>National</td>
<td>3,755</td>
<td>3,727</td>
<td>3,827</td>
</tr>
</tbody>
</table>
Local institution include: Adelphi University, Columbia University, CUNY Queens College, Fordham University, Hofstra University, Iona College, C.W. Post University, Manhattan College, New York University, Pace University, Seton Hall University, Stony Brook University, and Wagner College.

Comments: Based on the data in 2g and 2h, how do these trends compare to institutional, regional and national patterns? (Suggested limit 1/2 page)

Based on the data given on 2g and 2h, our numbers show that until 2012, St. John’s University has been in line with the degrees in Spanish conferred at the regional and national level. However, between 2012-2013, the numbers show that our Program has not kept up with the regional and national trends. Instead of increasing the number of degrees it conferred, the data shows that there is a decrease of degrees. This is due partly to the fact that we are working on a 3-course cycle which means that students take longer to graduate, unless faculty members generously offer independent study courses. (Columbia University, CUNY Queens College, New York University, and Stony Brook have the advantage of offering both an M.A. and PhD program, which, in turn, attracts candidates who want to complete their graduate education in the same institution.)

In addition, the lack of promotion of the Program has contributed to less awareness in the Hispanic and other communities of our long-established Graduate Program in Spanish.

We would like to thank St. John’s University for initiating a promotional flyer for our Program. However, since St. John’s new logo, the dissemination of this very attractive flyer has stopped. We would like to see the new logo placed on these flyers in order to continue the promotion of our Program. Since the entire Program is taught in Spanish, we would appreciate a bilingual promotion, both in St. John’s web page and outside institutions. We have translated into Spanish the flyer and would like to make it visible to a wider audience.

2i. What mechanisms are in place to monitor students’ progress toward degree? And, to what extent is there a collaborative effort to provide quality advising and support services to students? (Suggested limit 1/4 page)

The Graduate faculty in Spanish utilizes various mechanisms to monitor student’s progress throughout the entire Program. Each professor tries to monitor students’ progress from the first day of class to the last, so that they may reach their maximum potential. For instance, we evaluate our students through Class participation, Creative and scholarly papers, Oral and written exams, Midterm and Final Exams, Theses and Comprehensive Exams.

The Graduate Educational Policy Committee (GEPC) holds regular meetings to discuss academic matters pertaining to the Program. We have adapted existing syllabi to present-day needs, we have created new syllabi, and we have involved Graduate assistants in our research projects, journals, events, etc.

In order to provide support services to students, our faculty works in collaboration with the Global Language and Culture Center (GLCC) (See Standard 1 – Additional comments.)

We work closely with outside institutions, where our students hold internships. Both, the Host Institution and our Graduate Program in Spanish supervise each of the interns in order to check their learning progress within and outside the classroom.
2j. If available, provide information on the success of graduates in this program as it relates to employment or attending graduate school. *(Suggested limit 1/4 page)*

We are including a list of the alumni of our Program, from 2010, date of the last Academic Review with inclusion of the year of the conferral of their MA degree and their current employment status.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Year</th>
<th>Position/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerio Miguel</td>
<td>PhD Teaching Fellow</td>
<td>2010</td>
<td>Ohio University</td>
</tr>
<tr>
<td>Johnson Krisann</td>
<td>Private Tutor, KFJ Tutoring &amp; Educational Consulting Services</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Mira Denisse</td>
<td>JD Candidate, Touro Law Center</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Prieto Daniel</td>
<td>Enrollment Operations Assistant, Columbia University</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Romero Milton</td>
<td>Cultural Director, Casa de la Cultura, Quito, Ecuador</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Urena Wendy</td>
<td>PhD Teaching Fellow, University at Buffalo</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Panzarino Alyssa</td>
<td>Program Assistant, Trinity Wall Street</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Smith Aja</td>
<td>Resident Director at Loyola Marymount University</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Paredes Julio</td>
<td>PhD Teaching Fellow, Michigan State University</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Rodriguez Alma</td>
<td>PhD Teaching Fellow, University of Miami</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Bar-Levy Erez</td>
<td>Adjunct Instructor, St. John’s University</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Cedeno Wilson</td>
<td>Adjudication Officer for the Social Security Administration</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Hugueno Machuca Alfaya Felipe</td>
<td>PhD Teaching Fellow, University of Buffalo</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Sousa Alicia</td>
<td>Spanish Teacher, Silver Lake Regional High School, Boston, MA</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Davis Lanessa</td>
<td>Spanish/French Teacher at Dublin School</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Montecinos Lehidyt</td>
<td>Owner of LJM Translations</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Hernandez David</td>
<td>Spanish Teacher, Francis Lewis High School</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Rivera Edier</td>
<td>Spanish Teacher, East Catholic High School, Manchester, CT</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Bonilla Olga-Mariella</td>
<td>W. Burghardt Turner Fellowship Award recipient</td>
<td>2015</td>
<td></td>
</tr>
</tbody>
</table>

2k. Please comment on the students’ competencies in the program. Support your response using data provided below and any other data available. *(Suggested limit 1/3 page)*

The following data demonstrates that the competency of our graduate students are in line with, if not above of, the current GPA average of all graduate programs in all colleges and campuses at St. John’s University, as well as in other universities across the US. The performance of our students is such that they have been **accepted in PhD programs** in recognized universities with **teaching fellowships**, with an average of $30,000.00 stipend. Several of them are authors of scholarly works and/or creative works. Most of them hold, once they have their PhD degree, positions of great visibility, that range from teachers, professors, politicians, translators, court interpreters, medical doctors, and businessmen.

In 2015, **Olga Mariella Bonilla was accepted into the PhD Program in Spanish at Stony Brook University for the Fall and was selected for the prestigious W. Burghardt Turner Fellowship Award**. This extremely competitive award is granted to qualified underrepresented students. The long-range goal of the Fellowship is to encourage Turner Fellows to assume their responsibilities as future leaders, educators, and researchers.

Olga, originally from Peru, has served for the past two academic years as Graduate assistant at St. John’s University, and will receive her Master’s Degree in Spanish with a Certificate of Excellence. She was nominated to serve as Marshall at the Graduation Ceremony in May 2015.
In the last five years, 6 students and/or alumni have published the following books:

**Andrei Bezzubikoff**, *Asilos de luz*, Hipocampo Editores, Lima, Peru, 2010. (student)

**Alex Lima**, *Bilocaciones*, Casa de la Cultura, Chimborazo, Ecuador, 2011. (alumnus)

Hugo García, editor, *Lima por dentro y fuera*, Universidad Nacional Mayor de San Marcos, Lima, Peru, 2011 (alumnus)

**Carlos A. Bravo**, *Ambrosía. A manos llenas*, Bloomington, In., 2012. (alumnus)

**Hortensia González-Gómez**, *Párrafos del alma y de otras latitudes*, Editorial Guapané, 2012. (student)

**Miguel Alejandro Valerio**, *Los presentes de la muerte*, Editorial Paroxismo, 2013. (alumnus)

In the year 2015, the following students have had their interviews, originally prepared for Spanish 259 – The Interview as a Literary Genre, published:

In the last three years, the following students wrote a thesis:


STANDARD 3. The program engages in ongoing systematic planning that is aligned with the University and School/College planning, direction, and priorities.

3a. How does your program’s strategic goal/objectives link to your School/College plan and the University’s strategic plan? [Link to strategic plan]

In the spirit of both the University’s and St. John’s College of Liberal Arts strategic plan, our Graduate Program in Spanish is entirely conducted in Spanish, thus stressing the importance of global education. In addition, we have a multicultural student body that permits language, culture and literature to come together, strengthening a richer understanding of the world. Further, our students are provided with varied opportunities:

- To meet recognized writers and artists from both Spain and Latin-America, who are invited to St. John’s University by the Graduate Program in Spanish, by Epsilon Kappa, St. John’s Chapter of Sigma Delta Pi, the National Hispanic Honor Society, and by St. John’s Center for Latin-American and Caribbean Studies (CLACS).

- To work on their creative skills by having the incentive of publishing their manuscripts in Entre Rascacielos, the literary journal of creative writing, published by Epsilon Kappa.

- To present their poetry, music, and paintings in St. John’s University and engage in cultural events in the Global Language and Culture Center (GLCC), as well as partake in the programs offered by CLACS.

- To take advantage of the Fall Semester in Seville, in addition to the Summer in Argentina and Spain programs, so that students are immersed in the culture and language of the country.

3b. What is the evidence of monitoring the external and internal environments, specifically what are the strengths, weaknesses, opportunities and threats facing the program? How were they identified? What actions have been taken in response to these findings? What characteristics of the program suggest a competitive edge against other programs regionally and nationally?

Strengths:

- Students vary in age from 20 to 60. Younger students learn from the lived-in experience of Hispanic-born candidates, some with advanced degrees in history, politics, journalism, music, religion or education, thus creating a multicultural environment.

- The younger candidates, Hispanic-born, but who came to this country as children or young adults; the young adults, American-born and first generation of Hispanic background; the American-born of other than Hispanic background, all learn from one another.

- We possess a traditional and innovative Program with courses that are unique in presentation and topics.

- Classes are informative, scholarly and creative.

- What is taught in class is relative to the past, but in conjunction with the present, where literature, history and politics meet, thus preparing our students to be competitive in a global-oriented environment where they can use their critical and analytical minds.
• We have a faculty that is engaged in research, known nationally and internationally and who teaches on a one-to-one basis.
• The Program is vital to the community and represents St. John’s personal involvement with the Hispanic world.
• Through our professional connections database, we are able to direct our students to possible career opportunities.

Weaknesses:

• Undergraduate students who are pursuing a concentration in Spanish from the School of Education are not allowed to double major with us nor can they enter into our combined degree (BA/MA). Students in the School of Education with a concentration in Spanish should be able to enter into our combined degree and receive a B.S. in Education and M.A. in Spanish (BS/MA just as we have in St. John’s College a BA/MA). If the School of Education would cooperate with St. John’s College, it would no longer be considered an internal threat to our Program. Students who want to become teachers could, at the same time, specialize in the Spanish language, culture and literature. In other words, they would enter into our combined degree (BS/MA) and would receive at the end of the 5 years, an MA degree in Spanish.
• Lack of advertising online across Spanish and English outlets of communication:
  o TV- Univision, Telemundo, local TV media
  o Radio -
  o Internet- Google, Chronicle of Higher Education, Online Graduate Fairs
• Lack of advertising on St. John’s webpage both in English and Spanish.
• The need of an assigned Graduate Assistant for the sole promotion of the Program.
• Currently we are confined to 3 classes per semester; at the request of students within the Program, we would need to be re-established as a 4-course per semester program.
• The absence of a PhD Program in Spanish discourages promising candidates who would have applied to our Master’s degree if we would have had a Doctoral Program. Most of our graduates go on to a PhD to other universities (They would have remained at St. John’s had we had such a program.) Our present adjuncts could become teaching fellows and be granted tuition free towards a PhD at St. John’s, a common practice followed in other universities.
• Lack of promotion of our faculty members, in particular of our in-house poet. We should take better advantage of the qualities of our faculty and promote the Program giving them greater visibility.

The information we have assessed as weaknesses and strengths of our Program are partly based on the self-evaluation we have conducted. Students are given a Graduate Program in Spanish Self-Evaluation form and are asked to submit their opinions and ideas of our Program. Some of these self-evaluation forms are attached at the end of this Academic Review.

3c. What is the current and future market demand for the program? Support your response using the data provided below or any other internal or external sources to justify your response.

<table>
<thead>
<tr>
<th>Fastest Growing Occupations</th>
<th>Change, 2010-20</th>
<th>Occupations having the largest numerical increase in employment</th>
<th>Change, 2010-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Numeric</td>
<td></td>
</tr>
<tr>
<td>Interpreters &amp; Translators</td>
<td>42%</td>
<td>24,600</td>
<td>Interpreters &amp; Translators</td>
</tr>
</tbody>
</table>
The data given demonstrates that there is an increasing market for interpreters and translators. Thus our Program, taught entirely in Spanish, prepares students for fields of work in these areas. In addition, based on the professions with which our alumni are currently involved, such as customer service and education (please refer to our alumni roster), we can determine that these fields demand bilingual training, particularly in Spanish and English.

**Standard 3. Additional comments if needed: (Suggested limit 1 page)**

Our students would take advantage of the creation of 3 additional tracks to our Program: Journalism and Creative Writing, Education in Spanish, and Translation and Interpretation. These tracks, plus the original Graduate Program in Spanish, would attract a greater number of candidates who are seeking careers in Spanish with a more diversified approach.

**STANDARD 4. The program provides a high quality curriculum that emphasizes and assesses student learning and engagement.**

4a. Please indicate how the program curriculum is in alignment with the following three items:
(Suggested limit 1/2 page for each of the three categories below)

1. Standards within the discipline
2. Curriculum integrity, coherence, academic internships, teaching excellence, teaching vibrancy, and study abroad experiences.
3. The University Core competencies

First, our Program curriculum meets the standards required by universities that offer PhD Programs in Spanish. Our alumni are accepted in PhD programs with teaching fellowships, as our own MA curriculum is highly regarded and recognized by other universities. Therefore, our present curriculum proves to be competitive within the field of literature and languages. Our alumni are accepted in PhD programs with teaching fellowships, as our own MA curriculum is highly regarded and recognized by other universities.

Second, our program curriculum prepares students to sharpen their skills in professional and creative writing, analytical thinking, public speaking, and others, all of which are essential to be successful in the workforce. Our faculty is highly committed to teaching excellence, sharing with students their passion for both scholarly and creative works.

Third, our program curriculum is in alignment with the core competencies of the University. It reflects the values of the University’ mission as it defines the skills, knowledge, and learning behaviors necessary to achieve excellence:

   - Ability to challenge
   - Ability to be creative
   - Ability to be efficient

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**Grow** | **Changes, 2010-20**
---|---|---
Interpreters & Translators | Percent | Numeric
| 42% | 24,600

*For more information please visit: [http://www.bls.gov/news.release/ecopro.toc.htm](http://www.bls.gov/news.release/ecopro.toc.htm)*
Ability to adapt
Ability to mentor and coach
Ability to respect, demonstrate integrity, and be flexible

The following courses provide students with a challenging curriculum where they are invited to learn and develop their imagination and critical analysis skills:

- **SPA 109,** “Spanish Stylistics: A Workshop in Creative Writing” permits students to engage in various exercises, taking part in the writing of poetry, short stories, memoirs, etc. Through the study of literature, history and linguistics, this course develops in students methodology skills for interpretation of texts and instills appreciation of multiculturalism. Many of the works created by our students have been published subsequently.

- **SPA 234,** “Spanish American Poetry” provides students with an in-depth knowledge of poems written by renowned Latin American poets from the second half of the nineteenth century to the present, such as José Martí, Rubén Darío, César Vallejo, Pablo Neruda, Jorge Luis Borges, and Homero Aridjis, one of the best known present-day Mexican poets. Students also study the historical and socio-political contexts, multidisciplinary influences, and literary movements of their poetry.

- **SPA 254,** “Don Quijote I, II” introduces students to one of the most influential novels in Spanish Literature. It brings students to an appreciation of the work of Cervantes, as he is considered the father of the contemporary novel, and develops in them the capacity to analyze the style as well as the themes. As a result, students have a better vocabulary and use of the Spanish language, and a new vision of reality and fantasy.

- **SPA 310,** “The Visual Arts in Spanish Literature” introduces the student to the interrelations between the visual arts and Spanish literature. Students learn the theoretical aspects of ekphrasis and are able to analyze instances of ekphrasis in different periods of Spanish literature.

- **SPA 312,** “The Cinema and Spanish American Literature” enhances the students’ knowledge and understanding of some of the most important Latin American and Latino films and literary works. It provides a critical assessment of the political, historical, social, economic and cultural forces in Latin America that have shaped and influenced the literary texts and films.

- **SPA 317,** “Gabriela Mistral, the Poet and the Prose Writer” attracts students from within our Program, but also from the School of Education, the Master of Arts in Liberal Studies, and Global Studies, because of its multifaceted aspects. Gabriela Mistral, the Nobel Prize Poet Laureate, was a poet, an educator, a diplomat, the spiritual godmother of UNICEF who fought for social justice, and a follower of Saint Francis of Assisi. Students analyze her work and are asked to write poetry in the style of Gabriela Mistral. (The class is taught from a unique perspective, from personal recollection.)

- **SPA 330,** “Spanish Short Story” examines the narrative and linguistic techniques used by Spanish short story writers of different periods. Students analyze short fiction for thematic content as well as the author’s narrative and linguistic techniques and understand the development of the Spanish short story as a genre.

- **SPA 300,** “Spain in North America, Early Writings” provides students with an appreciation of the literature of Spain in the Golden Century and its projection in North America. As a result, students have knowledge of the main authors that brought the alphabet and literature to North America through the analysis of manuscripts of the first writings by Spaniards in North America.
• **SPA 318, “Love and Death in Contemporary Spanish American Literature”** gives students the main concepts to read novels and poems critically in which love and death are the main subjects. It allows students to distinguish and describe, in each character, the process of love and its psychological changes from the beginnings until the end of each novel. This course shows and analyzes the intimate connection between writing and reading as agents in the experience and vision of love.

• **SPA 320, “The Literature of Nostalgia”** provides students with the main concepts to read critically novels and poems in which nostalgia for the homeland and the return to it are among the main subjects. This course describes the contrast between immigrants’ memories of the past and the real homeland they encounter upon their return in the novels and poems studied.

4b. **The syllabi for the courses within this program incorporate the suggested elements of a syllabus** – an example of which can be found at the following St. John’s University Center for Teaching and Learning link. *(Suggested limit 1/3 page)* [http://stjohns.campusguides.com/content.php?pid=71651&sid=984766](http://stjohns.campusguides.com/content.php?pid=71651&sid=984766)

All the elements that are suggested as elements of a syllabus are included in the course outlines presented to every student, all of which can be found in Digication.

**Sample of syllabi:**

**Department:** Languages and Literatures

**Course Number and Title:** SPA 234: Spanish American Poetry.

**Bulletin Description:** A study of the most representative authors and works in Latin American poetry.

**Prerequisite:** Admission to the BA and/or BA/MA program in Spanish, or by permission from the Chair or Graduate Program Director.

**Credits:** 3 semester hours

**Program Goals:**

- Refine the use of the Spanish language through the study of literature, history, linguistics, and the arts.
- Develop methodology skills for interpretation of texts.
- Instill appreciation of multiculturalism.
- Demonstrate global perspectives.

**Learning Outcomes:**

- Speak and write with fluency in the target language.
- Analyze texts from different genres and time periods.
- Understand the various traditions within the target literature and culture.
- Detect interconnections between the target literature and culture and other literatures and cultures.

**Units of Instruction:**

- José Martí and his poetics of action
• Rubén Darío and the first autoctonous Spanish American literary movement, Modernismo
• The humanism of César Vallejo
• Pablo Neruda, Nobel Prize in Literature
• Vicente Huidobro and his poetics of creation
• Jorge Luis Borges, Argentina’s foremost literary figure
• Afro-Caribbean Poetry: Luis Pales Matos and Nicolas Guillen
• Jose Lezama Lima and his neo-baroque poetic system
• Pedro Mir and Nicanor Parra
• Octavio Paz, Nobel Prize in Literature
• Cintio Vitier and Fina García Marruz, Cuba’s foremost literary couple
• Jaime Sabines and Ernesto Cardenal
• Contemporary Caribbean poets: Pablo Armando Fernandez, Nancy Morejon and Rosario Ferre
• Homero Aridjis, Mexico’s foremost poet today

Selected Biography:


__________ **César Vallejo o la teoría poética**. Madrid: Taurus, 1962.


Alegria, Fernando. **La poesía chilena**. México: 1954.


Arenas, Braulio. **En el mejor de los mundos**. Chile: Zig-Zag, 1970.


__________ **La poesía de vanguardia: De Huidobro a Vallejo**. Buenos Aires: 1965.


__________ **Mapa de la poesía negra americana**. Buenos Aires: 1946.


Belli, Carlos G. **¡Oh Hada Cibernética!** Caracas: Monte Avila, 1969. (Edición que recoge, hasta esta fecha, casi todos sus libros).


**El oro de los tigres.** Barcelona: Emecé, 1972.


**Caballo de fuego: La poesía del siglo veinte en América y España.** Buenos Aires: 1952.

Cadenas, Rafael. **Cuadernos del destierro.** Caracas: Tabla Redonda, 1960.

**Falsas maniobras.** Venezuela: Universidad de Carabobo, 1966.

Camacho-Gingerich, Alina. **Altazor traducido,** a revie article on Eliot Weinberger’s **Altazor: The Poem by Vicente Huidobro,** a translation of the Chilean poet Vicente Hidobro’s masterpiece, **Altazor. Linden Lane Magazine,** vol. IX, No. 1 &2, April-June, 1990, 12.


**La cosmovisión poética de José Lezama Lima en Paradiso y Oppiano Licario.** Miami: Ediciones Universal, POLYMITA Collection, 1990.


**Las vacaciones de Sísifo: Los pasos perdidos de Carpentier.** La Semana de Bellas Artes, 97 (10 oct. 1979), Instituto de Bellas Artes, México, D.F., 12-15.


**Vicente Huidobro y William Carlos Williams.** Reimpreso como Diferencias y similitudes: La poética de la imaginación en William Carlos Williams y Vicente Huidobro. La Semana de Bellas Artes, 97 (10 octubre del 1979), Mexico, D.F., Instituto de Bellas Artes, 12-15.


Cardenal, Ernesto. **Poemas.** La Habana: Casa de las Américas, 1967. (Una selección bastante representativa de su obra).


**César Moro.** Lima: Imprenta Torres Aguirre, 1956.


Dávila Andrade, C. **Materia real.** Caracas: Monte Avila, 1970. (Esta edición reúne lo fundamental de su obra; al final hay tres estudios excelentes de J. Sánchez Peláez, Pierre de Place y Eugenio Montejo).


Elliot, Jorge. **Antología crítica de la nueva poesía chilena.** Chile: Universidad de Concepción, 1957.


________________________. **Los aereopuertos.** Barcelona: Sudamericana, 1967.

________________________. **Introducción a la poesía.** México: 1962.

________________________, y Horacio Jorge Becco. **Antología lineal de la poesía argentina.** Madrid: 1968.


Fernández Retamar, Roberto. **La poesía contemporánea en Cuba.** La Habana: 1954.


Fitts, Dudley. **Antología de la poesía contemporánea americana.** Norfolk, CT: 1942.


________________________. **Aproximaciones a Octavio Paz.** México: Mortiz, 1974.


Goig, Cedomil. La poesía de Vicente Huidobro. Santiago de Chile: Ediciones de los Anales de la Universidad de Chile, 1956.


Jiménez, Juan Ramón; José María Chacón y Calvo y Camila Henríquez Ureña. La poesía cubana en 1936. Colección. La Habana: 1937.


_________. Poesía de paso. La Habana: Casa de las Américas, 1966.


Liscano, Juan. Nombrar contra el tiempo. Caracas: Monte Avila, 1968. (Selección de la mayor parte de su obra poética).


_________. Fuego libre. Barcelona: Losada, 1962


Núñez, Estuardo. La literatura peruana en el siglo XX. México: 1965.


Pacheco, José Emilio. No me preguntas cómo pasa el tiempo. México: Mortiz, 1969.


Pacheco, José Emilio. No me preguntes cómo pasa el tiempo. México: Mortiz, 1969.


Quirós, Juan. Índice de la poesía boliviana contemporánea. La Paz: 1964.


________. *Poesía iberoamericana contemporánea*. (Nueva edición aumentada). Barcelona: 1973

**NYSED Requirement:**

Classroom contact: 30 hours

Homework assignments: 120 hours

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**Department: Languages and literatures**

**Course Number and Title:** Spanish 248, Indian Themes in Spanish-American Literature

**Bulletin Description:** A study of the Indian theme in Spanish-American literature as reflected in the works of representative authors. (All Graduate courses are conducted in the Spanish.)

**Prerequisites:** To be admitted into the BA/MA and /or MA Program in Spanish, or by permission of the Chair and/or the Director of the Graduate Program.

**Program Goals:**

Goal #1 Refine the use of the Spanish language through the study of the literature, history, and linguistics.

Goal #2 Develop in students methodology skills for interpretation of texts.

Goal #3 Prepare students for scholarly and/or creative writing.

Goal #4 Instill appreciation of multiculturalism.

Goal #5 Demonstrate, within a global perspective, the values of the literature, history and culture of the Hispanic world.

**Outcomes:**

Outcome #1 Speak and write adequately on the target subjects.

Outcome #2 Analyze texts from different genres and time periods.

Outcome #3 Write analytical essays, poems and stories.

Outcome #4 Understand the various traditions within the Hispanic World.
Outcome # 5  Detect interconnections among writers of Spanish-speaking countries.

Units of Instruction:

1. A panoramic view of the Indian theme from Columbus’s discovery of the New World to the present. The impact of his writings on European thought.

2. The Conquest and the rise of the system of the Encomiendas; the chroniclers and the controversial attack and defense of Indians; the Spanish Kings’s position; a study of Fernández de Oviedo, P. Acosta, Cortés, Las Casas, Alonso de Ercilla; Popol Vuh, the sacred book of the Quiché Indian.


4. Romanticism and the Indian theme. Latin American authors view the Indian from a European perspective as an exotic idealistic figure. A study of Gertrudis Gómez de Avellaneda Guatimozín, último emperador de México, 1846; Jorge Isaacs María, 1867; Juan León Mera Cumandá, 1879. move from the indigenista novel to the indigenista novel.

5. Introduction to the indigenista novel through Clorinda Matto de Turner Aves sin nido, 1889. Matto de Turner as the precursor of the genre.


10. The indigenista and neo indigenista novel and José María Arguedas Diamantes y pedernales, 1954.


14. Final examination.

Assessments: Criteria for Evaluation of Student Performance.

- Class participation based on analysis of assigned weekly readings 10%
- Oral and/or written presentations based on the reading of a work not covered in class, involving research and a critical and personal approach 40%
- Writing of a short story from the perspective of the native Indian. If selected, the manuscript will be published in Entre Rascacielos, literary journal sponsored by St. John’s Chapter of the Spanish Honor Society 20%
- Midterm and final 30%

Bibliography:


**NYSED Requirement:**
Classroom contact: 45 hours  
Homework assignments: 150 hours  

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**Department:** Languages and Literatures  

**Course Number and Title:** Spanish 300, Spain in North America, Early Writings.  

**Bulletin Description:** First writings by Spaniards in North America. The literature of early settlers, navigators, soldiers and priests.  

**Prerequisites:** To be admitted into the BA/MA and/or MA Program in Spanish, or by permission of the Chair and/or the Director of the Graduate Program.  

**Corequisites:** It meets core requirements. It may be taken as an elective.  

**Program Goals:**  
Goal # 1 Refine the use of the Spanish language through the study of literature, history, and linguistics.  
Goal # 2 Develop in students methodology skills for interpretation of texts.  
Goal # 3 Apply theory to scholarly and/or creative writing.  
Goal # 4 Instill appreciation of multiculturalism.  
Goal # 5 Demonstrate, within a global perspective, the values of the literature, history and culture of the Hispanic world.  

**Outcomes:**  
Outcome # 1 Speak and write with fluency in the target language.  
Outcome # 2 Analyze texts from different genres and time periods.  
Outcome # 3 Write essays, poems and stories.  
Outcome # 4 Understand the various traditions within the Hispanic world.  
Outcome # 5 Detect interconnections among writers of Spanish-speaking countries.  

**Units of Instruction per Week:**  

1. The arrival of the Latin alphabet and literature to North America. Navigator’s logs, reports of royal secretaries, priest’s records and grammars of native languages, captive and soldier’s narratives. Llegada del alfabeto latino a Norteamérica. Derroteros de navegantes, informes de secretarios de cartas reales, escritos de frailes y gramáticas de lenguas nativas, narraciones de cautivos y soldados.  

2. The first hand description of the adventures of Alvar Núñez and three other survivors in the South West. Merits of the narrative. Descripción testimonial de Alvar Núñez y tres compañeros por los territorios del sudoeste. Valor de la narración  


4. First description of the Mexican gulf and the bays of Mobile and Pensacola by the royal cosmographer. Rare
information on the fate of La Salle’s expedition found on the Spanish reports of Admiral Andrés del Pez. Primera descripción del seno Mexicano y de las bahías de Mobile y Pensacola por el cosmógrafo real. Rara información sobre lo ocurrido a la expedición de la Salle en el informe del admiral de la Armada de Barlovento Andrés del Pez.

Partial Exam I

5. A long baroque epic poem written in verse by Captain Gaspar de Villagrá. / Un largo poema épico barroco escrito en verso por el capitán Gaspar de Villagrá.

6. The expedition and settlement of Juan de Oñate in New Mexico told by a foot soldier, Castañeda de Nájera. The art of narration. Anthropological value. / Expedición y asentamiento de Juan de Oñate en Nuevo México narrada por un soldado de a pie. El arte de contar. Valor antropológico.


8. First exploration of Utah as described in the log of Domínguez y Escalante. Sea logs and land travel logs. / Primera exploración de Utah descrita en el Derrotero de Domínguez y Escalante. Derroteros marítimos y terrestres.

Partial Exam II


10. The Life of Fray Junípero Serra and the foundation of missions in California, by father Palou. The techniques of bibliographic accounts. / La vida de Fray Junípero Serra y la fundación de las misiones de California. Las técnicas del biógrafo.


12. Final Exam

Bibliography:

Palou, Fr. Francisco. Noticias de la, Antigua y Nueva California. San Francisco 1875.


Lacalle, Carlos. Noticias sobre Alvar Núñez Cabeza de Vaca: hazañas americanas de un caballero andaluz. Sociedad Estatal Quinto Centenario, 1992


Kino escribe a la duquesa: Correspondencia del padre Eusebio Francisco Kino con la Duquesa de Aveiro, y otros documentos. Por Ernest J. Burrus. S.J. Madrid. José Porrina Turanzas, 1964


Lummis, Carlos F. Los exploradores españoles del siglo XVI. Madrid. Espasa Calpe, 1960

**Texts:** Núñez Cabeza de Vaca, Alvar. *Naufragios y comentarios*. Madrid. Calpe, 1922


Palou, Fr. Francisco. *Relación histórica de la vida del venerable padre fray Junípero Serra*. Mexico 1787.

Pareja, Francisco. *Arte y pronunciación en Lengua Timucuana*. (Provided in digital format)

**Recommended additional readings from the digital library Cervantesvirtual.com**

* Asiento con Cristóbal Martín por el que se ofrece a ir en persona al descubrimiento, pacificación y población del Nuevo México ... México a 26 de octubre de 1583..
* Asiento y capitulaciones, entre el virrey de Nueva España, Don Antonio de Mendoza y el adelantado Don Pedro de Alvarado para la prosecucion del descubrimiento de tierra nueva, hecho por fray Marcos de Niza.
* Carta a su Majestad, de Francisco Vázquez Coronado en que hace relación del descubrimiento de la provincia de Tíguex. (20 de octubre de 1541).
* Carta de D. Tristán de Luna y Arellano, gobernador de la Florida, A.S.M. sobre lo acaecido en aquellas partes. (24 de septiembre de 1559) / Luna y Arellano, Tristán.
* Carta de Francisco Vázquez Coronado al Emperador, dándole cuenta de la expedición a la Provincia de Quivira y de la inexactitud de lo referido a Fr. Marcos de Niza, acerca de aquel país / Vázquez Coronado, Francisco.
* Carta de Juan Rogel a Juan de Hinestrosa, tesorero de Cuba en que refiere el estado miserable en que se hallaba la Florida (11 de diciembre de 1569) / Juan Rogel.
* Carta del virrey D. Luis de Velasco al emperador, dándole cuenta de expedición mandada a poblar la Florida.
* Carta relación de don Pedro Porter Casanate, caballero de la Orden de Santiago desde que salió de España el año 1643 para el descubrimiento del Golfo de la California hasta 24 de enero de 1649, escrita a un amigo suyo / Porter Casanate, Pedro.
* Copia de carta escrita al Virrey Conde de Monterrey Don Juan de Oñate, de la Nueva México, a 2 de marzo de 1599 años (corresponde al capítulo primero de materia de guerra, fecha en México a 4 de octubre de 1599).
* Descubrimiento de las siete ciudades, por el P. Fr. Marcos de Niza.
* Diligencias hechas en Sevilla con motivo de la venida de Esteban de las Alas, con 110 soldados, de la Florida... Año de 1570.
* Discurso y proposición que se hace a Vuestra Magestad de lo tocante a los descubrimientos del Nuevo México por sus capítulos de puntos diferentes.
* Don Alonso de Oñate pide se confirme la capitulación que hizo el Virrey con Don Joan de Oñate sobre el Nuevo
México ....
* Expediente y relación del viaje que hizo Antonio Espejo con catorce soldados y un religioso de la orden de San Francisco, llamado Fray Agustín Rodríguez; el cual debía de entender en la predicación de aquella gente.
* Historia de la Nueva México, del capitan Gaspar de Villagra / Villagrá, Gaspar de. -- Ed. facsímil.
Ed. original: Alcalá, por Luys Martinez Grande, a costa de Baptista Lopez mercader de libros, 1610.
* Memoria de las cosas y costa y indios de la Florida, que ninguno de cuantos la han costeado, no lo han sabido declarar.
* Memoria del descubrimiento que Gaspar Castaño de Sosa, hizo en el Nuevo México, siendo Teniente de Gobernador y Capitán General del Nuevo Reino de León : (27 de Julio de 1590).
* Memoria del descubrimiento que Gaspar Castaño de Sosa, Teniente de Gobernador y Capitán General del Nuevo Reino de León por el Rey D. Felipe Nuestro Señor....
* Memoria de los lugares y que tierra es cada lugar, de los de las provincias de la Florida, por donde el capitán Juan Pardo entró a descubrir camino para Nueva España.
* Memorial del almirante don Pedro Porter Casanate, al Rey, recomendando una nueva expedición a la California, para adquirir más noticias sobre tan importante territorio / Porter Casanate, Pedro.
* Memorial del capitán Nicolás Cardona al Rey, sobre sus descubrimientos y servicios en la California.
* Memorial sobre el descubrimiento que hizo Juan Rodríguez, navegando por la contracosta del Mar del Sur al Norte, hecha por el tesorero Cabeza de Vaca. (Año 1527).
* Testimonio dado en México sobre el descubrimiento de doscientas leguas adelante, cuyo descubrimiento se hizo en virtud de cierta licencia que pidió Fr. Agustín Rodríguez y otros religiosos franciscos. Acompañan relaciones de este descubrimiento y otros documentos. (Años de 1582 y 1583).
* Testimonio de la capitulación que hizo con el Rey el licenciado Lucas Vázquez de Ayllón para descubrir la tierra que está a la parte del Norte Sur de la Isla Española, 35 a 37 grados. (Año de 1523).
* Testimonio del descubrimiento y posesión de la Laguna del Nuevo México, hecho por Francisco Cano, Teniente de Alcalde Mayor de las Minas de Mascipil en la Nueva Galicia : (año de 1568).
* Traslado de las nuevas y noticias que dieron sobre el descubrimiento de una ciudad, que llamaron de Cíbola, situada en Tierra Nueva.

**NYSED Requirement:**
Classroom contact: 45 hours
Homework assignments: 150 hours

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Department: Languages and Literatures

Course Number and Title: SPA 310, The Visual Arts in Spanish Literature

Bulletin Description: A panoramic view of the uses of the visual arts in Spanish literature.

Goals of the course:

1. To introduce the student to the interrelations between the visual arts and Spanish literature.
2. To introduce the student to the concept of ekphrasis.
3. To study the different uses of the visual arts in selected readings.

Learning outcomes:

At the end of the semester the student is expected:

- to become familiar with the different ways in which the visual arts enter the narrative.
- to understand the theoretical aspects of ekphrasis.
- to analyze instances of ekphrasis in different periods of Spanish literature.
- to identify ekphrastic poetry.

Units of instruction and suggested readings:

- The relationship between literature and the visual arts: Mimesis. “Ut pictura poesis erit”. The expressive aesthetic. The anti-esthetic.
- Descriptio. Energeia. The ekphrastic impulse in literature.
- Temporal versus spatial representation. Azorín and the Spanish Masters.
- Rococo painting and the poetry of Juan Meléndez Valdés.
- Literary Modernism and Pre-Raphaelite Art. The early Juan Ramón Jiménez.
- The narrative of José Gutiérrez Solana and his paintings of “la Española negra”.
- Sorolla and the landscape in the writings of the Generation of 98.
- The Cubist compositions of Ramón Gómez de la Serna.
- The Surrealist paintings of Maruja Mallo and Rafael Alberti’s Sobre los ángeles.
- Perceptual and Hermeneutic uses of the visual arts in the novels of Rosa Chacel.

Bibliography:


**NYSED Requirements:**

- Instruction: 30 hours
- Reading: 60 hours
- Research and writing paper: 60 hours

***

**Department:** Languages and Literatures

**Course Number and Title:** SPA 318: Love and Death in Contemporary Spanish American Literature

**Bulletin Description:** A study of the themes of love and death as expressed by some of the most representative authors.

**Prerequisite(s):** To be admitted for BA/MA, or by permission of the Director of the Program.

**Co-requisite(s):** None.

**Program Goals:**

1. Develop in students methodology skills for interpretation of texts.
2. To give students the main concepts to read novels and poems critically in which love and death are the main subjects.
3. To distinguish and describe, in each character, the process of love and its psychological changes from the beginnings until the end of each novel.
4. To show and analyze the intimate connection between writing and reading as agents in the experience and vision of love.

**Learning Outcomes:**

1. Analyze texts from different genres and time periods.
2. Describe the phenomenology of love, since the first encounter until its outcome, in the novels and poems studied.
3. Depict and comment on the social and historical context in which the different plots take place and the way they influence the character’s experiences of both phenomenon.
4. Understand the various traditions within the Hispanic world.
5. Detect interconnections among writers of Spanish-speaking countries.
Units of Instruction:

1. Introduction: The invention of love: Plato’s myth of the Androgynous. Sexuality, Eroticism and Love.


3. The first encounter. Love at first sight in Sábato’s *El túnel* and *Sobre héroes y tumbas*. Love as a slow discovery in Benedetti’s *La tregua* and García Márquez’s *El amor en los tiempos del cólera*.

4. The unrequited love and the obsession for the other. Passion and possession: Gabriela Mistral’s love poems.

5. Communication and miscommunication between lovers. Language as a trap: What is said and what is meant. What is said and what is understood in Ernesto Sábato’s *El túnel* and *Sobre héroes y tumbas*.

6. The amorous triangle and jealousy in Ernesto Sábato. The enigmatic trio in Onetti’s *Los adioses*. The *femme fatale* in Sábato: María Urbarne and Alejandra Vidal.

7. The absent beloved in Jorge Luis Borges and Idea Vilariño.


9. The Diary as narrative structure. The diary of Martín Santomé in Benedetti’s *La tregua*.

10. Love as a revelation and a path to wisdom. Language of the body and the body of language in Octavio Paz.

11. Love between and beyond the couple: the discovery of solidarity in Octavio Paz’s *Piedra de sol*.

12. Love in old age. The final encounter in Benedetti and García Márquez novels.

13. Jalousy beyond Death in Gabriela Mistral. The end of love and the wish to die in the poetry of Idea Vilariño.

Bibliography:


Kristeva, Julia. *In the beginning was love: psychoanalysis and faith*, (translated. by A. Goldhammer), New York : Columbia University Press, 1987.


**NYSED Requirements:**

Instruction: 18 hours.  
Reading: 60 hours.  
Homework and assignments: 20 hours.

***

4c. Describe the assessment model currently in place for the program and indicate the extent to which disciplinary and core knowledge, competence, and values are met, as well as findings and action plans for

- **Overall Rubric for Grading Graduate Students**
  - Knowledge of the Spanish Language: Excellent  Good  Fair  Fail
  - Basic Grasp of Topics: Excellent  Good  Fair  Fail
  - Organization of Materials: Excellent  Good  Fair  Fail
  - In-depth Solution: Excellent  Good  Fair  Fail

- **Students are graded on the basis of oral and written presentations, creative and scholarly works, midterms and final exams, in some cases, presented in portfolio form. The outcome expected from each candidate is to have acquired a sound knowledge of the Spanish language in both the written and oral expression, as well as a sound knowledge of the topics under discussion. Students will have developed a critical mind so as to write papers, present oral reports, and engage in dialogues on many subjects related to literature, history, religion and life itself, in all its dimensional and multicultural aspects.**

  The grading of students by professors may vary from one course to another, as certain points may be more applicable than others and, therefore, must be singled out. Our classes, made up of an average of 12 to 16 students, were held, in most cases, around a conference table, but were conducted in a diversified way, some professors, more than others, turning to technology and using Blackboard for online learning.

  Part lecture, part discussion, each class is a constant give and take, a perfect interaction between instructor and student, a workshop where students can be productive and use their creativity as well as increase their scholarly skills.

- **The 5 Program goals and expected outcomes are the following:**
  - Goal # 1 Refine the use of the Spanish language through the study of literature, history and linguistics.
  - Outcome # 1 Speak and write with fluency in the target tongue.
  - Goal # 2 Develop in students methodology skills for interpretation of texts.
  - Outcome #2 Analyze texts from different genres and time periods.
  - Goal # 3 Apply theory to scholarly and/or creative writing.
  - Outcome #3 Write essays, poems and stories.
  - Goal #4 Instill appreciation of multiculturalism.
  - Outcome #4 Understand the various traditions within the Hispanic world.
  - Goal #5 Demonstrate, within a global perspective, the values of the literature, history and culture of the Hispanic world.
  - Outcome #5 Detect interconnections among writers of Spanish-speaking countries.

In order to analyze the extent to which disciplinary and core knowledge, competence and values are met, our faculty utilizes the “Rubric for Measurement”. With this rubric, we measure the reading, discussion competency, and analytical skills of interpretation of texts (oral and written) of our students. In order to evaluate the term paper and creative writing...
competence of our students, we utilize the “Term Paper Rubric” which measures the mechanics, clarity, organization, and information presented.

4d. **What, if any, external validations, e.g. specialized accreditations, external awards, other validations of quality has the program received?** *(Suggested limit 1/3 page)*

**Standard 4. Additional comments if needed.** *(Suggested limit 1 page)*

In the last Academic Review, our Graduate Program in Spanish was considered a sound program. Most of our graduating students received teaching fellowships towards their PhD program in Spanish from long established universities in the United States. These universities have consistently recognized every one of our courses as reflecting excellence.

Although the Program itself has not received an award, our graduate faculty has been recognized nationally and internationally within their field of expertise and for their contributions to the Hispanic world.

Our students and alumni have received numerous awards, among them: The Order of Malta, Diplomas of Excellence from the Consulate General of Spain, a poetry contest award from a recognized publisher, Proclamations from the President of the Borough of Queens and, from Sigma Delta Pi, the National Hispanic Honor Society, “The Gabriela Mistral Award” and The Order of “El Descubridor,” two of the most prestigious recognitions. St. John’s University has recognized several of our students with a diploma of “Excellence“, as they graduated with a 4.0 average. *(See Section 2F)*

The following students, from 1993 to 2014, were recipients of the “**Gabriela Mistral Award**”, an award that may be granted to an outstanding graduate or undergraduate student of Spanish who is an active member of Sigma Delta Pi and who has demonstrated noteworthy involvement and initiative in his/her Chapter:

Lehidyt J. Montecinos, 2014  
Wilson Cedeño, 2013  
Miguel Alejandro Valerio, 2010  
Natasha Mejía, 2009  
Carolina David, 2008  
Dawn Aurora DeLeonardis, 2007  
Georgia Patilis, 2006  
Ying Xing, 2005  
Tonatiuh Ramos, 2004  
Elizabeth Collado, 2003  
Gina López, 2002  
Alex Lima, 2001  
Carileny Lora, 2000  
Gabriela Cosma, 1999  
Mónica Sánchez, 1997  
Alvaro Riquelme, 1993

The following students, both undergraduate and graduate, were recognized with a special diploma from the Ministry of Education and the Consulate General of Spain in New York:

2013-2014
Kathryn Busch
Paula Delgado
Osvaldo M. Hernandez
Lynn Heron
Luis Leal
Saraba Ljubinka
Karina L. Salazar-Reyes
Anna M. Misley
Pegah Eftekharzadeh

2012-2013
Taylor E. Chenail
Amy González
Lehidyt Montecinos
Petra Ovalles
Ljubinka Saraba
Janette Sarmiento
Alicia Souza

2011-2012
Erez Bar-Levy
Dadja Kézié-Méatchi
Dora R. Román
Luz Marina Ruiz
Vivian Ríos-Vescovacci

2009-2010
Iris Oscos
Francesca Napoli

2007-2008
Katelyn Barker
Joanne Franco
Theodore Lemle
Karla Ramírez
Lauren Reiss
Bianca Spizzirri
Stephanie Todd

2006-2007
Sandy Almeyda
Natasha Mejía
Theodore Lemle
Carlos A. Montenegro
Lauren Reiss
Denisse Mira
Nyanda Redwood
Roxana Vargas
Many Certificates of Excellence (4.0 GPA) have been awarded throughout the years, to mention a few:

Felipe Alfaya  
Luz Marina Ruiz  
Lanessa Davis  
Erez Bar-Levy  
Wilson Cedeno  
Anny Fernandez  
Karla Ramirez  
Milton Romero  
Roxanne Vargas  
Miguel Valerio

STANDARD 5. The program has the faculty resources required to meet its mission and goals.

5a. Below you will find the number of students enrolled as majors and minors in the program. Please complete the table by adding the number of full-time faculty assigned to the program. Then calculate the student to full-time faculty ratio.

<table>
<thead>
<tr>
<th># Majors/FT Faculty</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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**Important Notes:**

FTE Students = Number of FT Students + (number of PT Students/3)
FTE Faculty = Number of FT Faculty + (number of PT Faculty/3)

This methodology is used by STJ for all external reporting.

5b. Below you will find the credit hours the department has delivered by full-time faculty and part-time faculty (including administrators) and the total credit hours consumed by non-majors.
Below you will find the number of courses the department has delivered by full-time faculty and part-time faculty (including administrators).

### Courses Taught

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Fall 2005</th>
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<td>86</td>
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### Credit Hrs Taught

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<td>P-T Faculty (inc Admin)</td>
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5d. What is the representative nature of faculty in terms of demographics, tenure and diversity? (See departmental information on next page). How well does this support the program? *(Suggested limit 1/2 page)*

The Department of Languages and Literature is composed of various ethnic backgrounds. Our Graduate Program in Spanish is made up of 5 tenured faculty members, all from Latin backgrounds (Spain, France, Cuba and Bolivia). The fact that each faculty member has a diversified background provides students with a unique perspective, thus enriching the Program.
### Departmental Plan

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<td>Native Hawaiian/Pacific Islander</td>
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<td>Total</td>
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<td>Tenured</td>
<td>12 80%</td>
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<td>Not Applicable</td>
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What evidence exists that the program's faculty have engaged in research and scholarship on teaching and/or learning in the program's field of study? (Suggested limit 1/2 page)

The Faculty is nationally and internationally recognized through their publications (books, articles, literary journals which they direct, conferences, and creative writings. One of the members of the faculty is an internationally-known poet. The five members of the Graduate Faculty are recognized in their fields and have received national and international awards. They have authored highly acclaimed books, and are active in national and international colloquia:

- Dr. Marie-Lise Gazarian has interviewed many of the greatest literary figures from the Hispanic world and is considered an authority on such writers as Camilo José Cela, Carmen Conde, Ana María Matute, Gabriela Mistral, and Elena Poniatowska. The author of Gabriela Mistral, the Teacher from the Valley of Elqui, the Nobel Prize Poet Laureate whom she knew personally, she has written over 14 books. She is the founder and co-editor with Mónica Sánchez Christopher, former alumna from the MA Program in Spanish, of Entre Rascacielos, the journal of creative writing of Epsilon, Kappa, St. John’s Chapter of Sigma Delta Pi, the National Hispanic Honor Society. In the Spring of 2014, Epsilon Kappa celebrated its 50th anniversary in a Gala ceremony, where Reverend Father Levesque, then Interim President of St. John’s University, was made an honorary member of the Chapter. The best works of Graduate and Undergraduate students are selected and published in bilingual form (Spanish-English). This journal provides students with the opportunity to further expand on their creative writing skills. The students themselves have worked on the translations into English. The journal is now in its 24th issue to come out in the Spring of 2016.

Dr. Gazarian is the recipient of the “Gabriela Mistral Merit Award” from the Government of Chile and the “Order of Alfonso X el Sabio” from the Government of Spain. She is also the recipient of the 2002 “Saint Vincent de Paul Teacher-Scholar Award” from St. John’s University. In May 2009 she received a City Council Citation from Speaker Christine C. Quinn, and, in April 2012, a Proclamation from Council Member James F. Gennaro. In 2013, she received the “Merit Award” from the Casa de la Cultura, Quito, Ecuador, for her work on the poet Carrera Andrade, and The Ruth Bennet Award for her “outstanding contributions to Hispanic Studies,” awarded by the Metropolitan New York Chapter of the American Association of Teachers of Spanish and Portuguese (AATSP). She was also recognized by the United States Congress for her contribution to Hispanic culture. On April 26, 2013 she received the Women and Society Award 2013 for her contribution to Latin American culture. The award was presented at the Instituto Cervantes.

She serves as Vice President for the Northeast of Sigma Delta Pi and is a member of PEN Club, to promote literary works written by prisoners throughout the United States. She is also a Founding member of the Committee of the Poet Laureate in the Borough of Queens. She is a Collaborator of the North American Academy of the Spanish Language.

- Dr. Alina Camacho-Gingerich is the author of La cosmovisión poética de José Lezama Lima en “Paradiso y Oppiano Licario” and of several other multidisciplinary studies, including Coping in America: The Case of Caribbean East Indians, Mexico in the Twenty - First Century: Selected Essays and Handbook on Adoption. She is the author of over sixty scholarly articles, chapters, and reviews, published in prestigious academic journals, books, and anthologies. She is the Director of St. John’s University’s Center for Latin-American and Caribbean Studies (CLACS), formerly known as Committee for Latin American and Caribbean Studies, which celebrated its 20th anniversary (1994-2014) on October 27, 2014. In addition, she also serves on the board of directors and trustees of several academic and cultural community associations and is an active member in numerous organizations, including the International Association of Hispanists, the Latin American Studies Association, and the International Institute of Ibero-American Literature. She is frequently interviewed by the media for her expertise on Latin American, Caribbean, and Latino issues. She is the recipient of many national and international
awards and professional recognitions, among them: The Simón Bolívar Medal, the highest honor bestowed by the Government of Bolivia, and the Flora Tristan Award, given by the Latin American Women’s Council and the Latin American Cultural Center of Queens. She was recognized as one of the 2006 “Distinguished Women” by El Diario /La Prensa, the 2002 “First Outstanding Latino Faculty Award”, the 2000 “Faculty Outstanding Achievement Award,” and the 2000 “Woman of Distinction Award” by St. John’s University. A highly motivated scholar and teacher, she stands as a role model to students. She directs the Summer Program in Argentina.

- Dr. Carmen F. Klohe, an authority on Ramón de la Serna and Rosa Chacel, is the author of El imperativo ekrástico en la prosa de Ramón de la Serna and Rosa Chacel y las artes plásticas. Her keen interest in the visual arts has caused her to explore the relationship between literature and the visual arts and led her to create and teach a course on ekphrasis. She has written many articles on contemporary Spain and has taken part in interdisciplinary panels on women, both on a national and international scale, including a panel on women’s rights for the Clothesline Project with “Women’s Rights in Spain: Progress & Challenges.” Among her other works, she contributed a chapter “El ocio de los universitarios y la literatura” in the book Los jóvenes y el ocio, Madrid, 2013, and the introduction to Ecos de Platero, a book celebrating the centennial publication of Platero y yo, Juan Ramón Jiménez famous work. An invited lecturer, she has participated in symposia and given lectures at such universities and/or cultural centers as Camilo José Cela University, Universidad de Navarra, and the Ateneo de Sevilla. She co-organized a lecture and performance at St. John’s University by Siren Baroque, “Courts to Convents,” featuring music by women composers from the 17th and 18th Century Europe. Dr. Klohe is an active member of various committees, both on and off-campus, including the research group on Women Writers of the XX Century, and of a research group on Society, Culture and Education organized by the University of Navarra, Spain. She co-directs the Fall Semester Program in Spain. She designed and taught the first online course of LAC-Spain and created new 6 credit course, Intensive Pastoral Spanish and Culture, to be offered as a Study Abroad course in Salamanca.

- Dr. Eduardo Mitre, the nationally and internationally-known Bolivian poet brings special prestige to St. John’s University and, on a personal level, to our Graduate Program in Spanish. A scholar and a poet, he is the author of critical works on other poets as well as anthologies and collections of his own poetry. An authority on the Chilean poet Vicente Huidobro, his study on Huidobro: hambre de espacio y sed de cielo has had a definite mark on his own poetry. He brings life to the things and people he writes about rather than just limiting himself to describing them. Among his poetic works are the following books: Morada, Lineas de otoño, El paraguas de Manhattan, Vitrales de la memoria, Ferviente humo, and Elegía a una muchacha. His critical works include: El árbol y la piedra, and El alarm en las hojas. Such great writers as Octavio Paz and Julio Cortázar have highly praised him as a poet and literary critic. His classes are unique, as he applies creative writing to everything he touches. He works closely with students, inspiring them into writing poetry and guiding them into the creative process. In the mentoring process, he guides them beyond the classroom, as he wants to see them published. He has been a regular contributor to the magazine Vuelta, as he is currently to Letras Libres. He is a Member of the Bolivian Academy of the Language and Corresponding Member of the Spanish Royal Academy.

- Dr. Nicolas Toscano Liria is an expert in the field of the Medieval and Golden Age Literature, including the first manuscripts in North-America. He has a deep interest in paleography and teaches a course, which he created, on that subject, Spain in North-America: Early Writings. This course brings a unique perspective to the Graduate Program in Spanish by sparking the interest of students in the first manuscripts written by Spaniards on the territory of North America. Dr. Toscano has been part of national and international colloquia such as the International Symposium of Hispanic Presence in the U.S, and has co-edited many works organized by the North-American Academy of the Spanish Language (ANLE). His course on Cervantes has given a new dimension to the figures of Don Quixote and Sancho Panza, whereby students have seen them come alive through his dynamic
way of teaching. The author of *Una historia de la Florida de 1694*, Dr. Toscano is the director and editor-in-chief of Anuario Medieval, a recognized literary journal, co-sponsored by St. John’s University. He is a Member of the North American Academy of the Spanish Language and Corresponding Member of the Spanish Royal Academy. He directs the Summer Program in Spain and co-directs the Fall Semester Program in Spain.

As role models, the faculty members are caring teachers and scholars. They lead students into the pursuit of wisdom through a vision of the inner soul, as well as prepare them for life through job opportunities.

The following courses provide students with a challenging curriculum where they are invited to learn and develop their imagination and critical analysis skills:

- SPA 109, “Spanish Stylistics: A Workshop in Creative Writing” permits students to engage in various exercises, taking part in the writing of poetry, short stories, memoirs, etc. Through the study of literature, history and linguistics, this course develops in students methodology skills for interpretation of texts and instills appreciation of multiculturalism. Many of the works created by our students have been published subsequently.

- SPA 234, “Spanish American Poetry” provides students with an in-depth knowledge of poems written by renowned Latin American poets from the second half of the nineteenth century to the present, such as José Martí, Rubén Darío, César Vallejo, Pablo Neruda, Jorge Luis Borges, and Homero Aridjis, one of the best known present-day Mexican poets. Students also study the historical and socio-political contexts, multidisciplinary influences, and literary movements of their poetry.

- SPA 254, “Don Quijote I, II” introduces students to one of the most influential novels in Spanish Literature. It brings students to an appreciation of the work of Cervantes, as he is considered the father of the contemporary novel, and develops in them the capacity to analyze the style as well as the themes. As a result, students have a better vocabulary and use of the Spanish language, and a new vision of reality and fantasy.

- SPA 310, “The Visual Arts in Spanish Literature” introduces the student to the interrelations between the visual arts and Spanish literature. Students learn the theoretical aspects of ekphrasis and are able to analyze instances of ekphrasis in different periods of Spanish literature.

- SPA 312, “The Cinema and Spanish American Literature” enhances the students’ knowledge and understanding of some of the most important Latin American and Latino films and literary works. It provides a critical assessment of the political, historical, social, economic and cultural forces in Latin America that have shaped and influenced the literary texts and films.

- SPA 317, “Gabriela Mistral, the Poet and the Prose Writer” attracts students from within our Program, but also from the School of Education, the Master of Arts in Liberal Studies, and Global Studies, because of its multifaceted aspects. Gabriela Mistral, the Nobel Prize Poet Laureate, was a poet, an educator, a diplomat, the spiritual godmother of UNICEF who fought for social justice, and a follower of Saint Francis of Assisi. Students analyze her work and are asked to write poetry in the style of Gabriela Mistral. (The class is taught from a unique perspective, from personal recollection.)

- SPA 330, “Spanish Short Story” examines the narrative and linguistic techniques used by Spanish short story writers of different periods. Students analyze short fiction for thematic content as well as the author’s narrative and linguistic techniques and understand the development of the Spanish short story as a genre.
• SPA 300, “Spain in North America, Early Writings” provides students with an appreciation of the literature of Spain in the Golden Century and its projection in North America. As a result, students have knowledge of the main authors that brought the alphabet and literature to North America through the analysis of manuscripts of the first writings by Spaniards in North America.

• SPA 318, “Love and Death in Contemporary Spanish American Literature” gives students the main concepts to read novels and poems critically in which love and death are the main subjects. It allows students to distinguish and describe, in each character, the process of love and its psychological changes from the beginnings until the end of each novel. This course shows and analyzes the intimate connection between writing and reading as agents in the experience and vision of love.

• SPA 320, “The Literature of Nostalgia” provides students with the main concepts to read critically novels and poems in which nostalgia for the homeland and the return to it are among the main subjects. This course describes the contrast between immigrants’ memories of the past and the real homeland they encounter upon their return in the novels and poems studied.

5f. What initiatives have been taken in the past five years to promote faculty development in support of the program? *(Suggested limit 1/2 page)*

The University continues to provide a stipend for conferences that is awarded to faculty members who are invited as keynote speakers, and/or who present a paper or a book at a conference.

5g. The table below shows the amount of external funding received by the department. If available, please provide the dollar amount of externally funded research for full-time faculty supporting the program under review. *(Program dollar amounts are available through departmental records.)*

<table>
<thead>
<tr>
<th>External Funding</th>
<th>Fiscal Year</th>
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<tr>
<td></td>
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<td>$ Amount Program</td>
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<td>$ Amount Department</td>
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<table>
<thead>
<tr>
<th>External Funding</th>
<th>Fiscal Year</th>
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<td>$ Amount</td>
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</table>
5h. Please comment on the table below that shows trends in overall course evaluation and instructional vibrancy for your program (if available), your college and the university. *(Suggested limit ½ page)*

<table>
<thead>
<tr>
<th></th>
<th>Overall Evaluation (Spring)</th>
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<th>Instructional Vibrancy (Spring)</th>
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<tr>
<td>Spanish (Q)</td>
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<td>4.19</td>
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<tr>
<td>Total Graduate</td>
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<td>4.16</td>
<td>4.30</td>
<td>4.37</td>
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Note: *Institutional Vibrancy* is the average of the first 14 questions on the course evaluation, with questions pertaining to course organization, communication, faculty-student interaction, and assignments/grading. All course evaluation questions range from 1 (Strongly Disagree) to 5 (Strongly Agree).

*From 2011 to 2013, the Overall Evaluation average of the Graduate Program in Spanish has remained above the Overall Evaluation average of St. John’s College. In the same way, since 2011, the Institutional Vibrancy score for the Graduate Program has remained above the Instructional Vibrancy score of St. John’s College.*

5i. What percentage of full time faculty assigned to this program have terminal degrees or industry certifications renewed within the past 2 years? Comment. *(Suggested limit 1/3 page)*

100%; all of our 5 faculty members have terminal degrees.

**Standard 5.** Comments: Indicate to what extent the program has the faculty resources required to meet its mission and goals. Include references from 5a – 5i. *(Suggested limit 1 page)*

*Given that we have 5 faculty members, the Graduate Program in Spanish should reinstate its four and/or five courses per semester, so as to accommodate all graduate students who want to complete their studies in one year and a half, and study under each of the 5 professors. Faculty members should not be obliged to teach Independent Studies that could be taught in a classroom setting. It is not fair to the student nor to the professor. Linguistics, for instance, has not been taught as a regular course during the last 3 years, yet it is part of a section in the Comprehensive Exam.*

**Standard 5.** Additional comments if needed. *(Suggested limit 1 page)*
STANDARD 6. The program has adequate resources to meet its goals and objectives. And, it is cost-effective.

6a. Narrative/Supportive Technological Environment - Comment on classrooms and labs meeting industry-standards for quality and availability of hardware, software, and peripherals; library space, holdings and services; science laboratories, TV studios, art/computer graphic labs; etc. (Suggested limit 1 page)

Our classrooms meet the technology industry-standards needed to run the Program. However, we suggest the following:

- We would like to create some hybrid courses where special equipment would be required in order to provide access to our Program to students from other national and international universities.
- We need assistance establishing graduate online courses.
- We would like to utilize the TV Studio to conduct interviews, as we used to in the past.

6b. Narrative/ Supportive Physical Environment - Comment on level of faculty and student satisfaction with HVAC; faculty and student satisfaction with classroom lighting, crowdedness, and acoustics; flexible teaching environments, and faculty offices, etc.. (Suggested limit 1 page)

We have not received comments of dissatisfaction with the physical environments where our courses take place. On the contrary, most of our courses take place in a workshop atmosphere where both the student body and professors sit around a conference table.

6c. To what extent has the University funded major capital projects, e.g., renovations, which are linked directly to the program during the past five years? (Bulleted list)

The University has not funded major capital projects. However, we make the following recommendations for the future:

- We would like a more effective promotion across channels of communication of our Graduate Program
- We would like to revive the 4-5 courses per semester - PRIORITY
- We would like to re-establish the cross-listed courses that we used to offer with the School of Education SPA 107 (EDU 9020), SPA 118 (EDU 9022), SPA 151 (EDU 9021), SPA 161 (EDU 9023) and SPA 171 (EDU 9024) - PRIORITY
- We would like to re-instate the PhD Program in Spanish. This would help to attract more students and retain them a longer period of time.
- We would like to see our adjuncts be part of the PhD Program and become teaching fellows, rather than see them undertake PhD studies at other universities.

6d. If external data that describes the cost effectiveness of the program has been provided by your School/College Dean, please comment on the program’s cost-effectiveness. (Suggest limit 1 page)

According to Program Contribution Margin Initiative (PCMI) for Fall 2013, our MA Program in Spanish had a total revenue of $141,193.00 with a contribution margin of $10,549.00. However, the data does not include the BA/MA students that were enrolled during the Fall 2013 semester.

Standard 6. Additional comments if needed. (Suggested limit 1 page)
STANDARD 7. Effective actions have been taken based on the findings of the last program review and plans have been initiated for the future.

Comments: (Suggested limit 1 page)

Since the last Program Review, we have accomplished the following:

- We have taken advantage of our strategic location to establish internship agreements with cultural and diplomatic institutions. For instance, we have an internship program with the Consulate General of Peru in New York, and the Instituto Cervantes in New York. These outside of the classroom opportunities strengthen our students’ skills and prepare them for the workforce.

- We have established an internship with a NY based telecommunications company for our students to gain exposure to non-academic fields of work. This experience, in addition, will provide them with total immersement in the area of global communications.

- We are also grateful to the newly-established one Semester in Spain program, which brings an added interest in Spanish and which may, as a result, turn into an added opportunity for our Graduate Program through international internships and possible affiliations with Spanish institutions and/or foundations, such as, for instance, the Archivo General de Indias, located in Seville. This particular affiliation would enhance the Program’s interest in paleography.

- Our Spanish 171- Contrastive Analysis of Spanish and English has been updated to be offered in the Fall of 2015 for both students from the MA in Spanish and the MA in Speech-Language Pathology. Dr. José Centeno, Associate Professor of Communication Sciences and Disorders, expressed the need to reestablish this course as an elective for students in the MA Program in Speech-Language Pathology, in the Bilingual Extension Program. The revival of Spanish 171 brings a multidisciplinary aspect to our Graduate Program in Spanish.

- We assisted in the creation of a promotional flyer of our Graduate Program. This new flyer needs to be replicated in a bilingual format and further promoted within St. John’s University as well as in external institutions.

- We have sent informative letters to promote our Graduate Program to Catholic school teachers, foundations, and Missions to the United Nations.

- The Government of Ecuador sponsors their best Graduate students to undertake a Graduate degree from several US universities, among them Harvard and Columbia University. We should take advantage of this opportunity and make sure that St. John’s name is also included in the list of universities. We have at this point a candidate from Ecuador who has just applied to St. John’s University to enter into our Graduate Program in Spanish. Vielka Palomeque Guillen hopes to benefit from this challenging opportunity. After completing her degree with us, her Government expects her to return to Ecuador to teach others what she has learned here. She will be visiting our Queens campus in October 2015 to attend one of our Graduate courses in Spanish. She plans to become part of our Program in Spring 2016.

- We have prepared an extensive list of alumni, including names, addresses and positions held by them, in order to reach out to them.
Steps taken as we are nearing the 80th anniversary of our MA in Spanish (1935-2015):

- Following the mission of Saint Vincent de Paul, we are working on a special Alumni Assistantship as part of the 80th anniversary of our Program, to bring excellent education to students and to returning US military personnel (veterans). The establishment of this assistantship will recognize and recruit students from under-represented groups, including African-Americans, Latinos/Hispanics, who demonstrate high academic ability and who are in need of financial assistance. This assistantship would be effective in the academic year 2015-2016.

- We would like the University to create an Assistantship for an international student. We have been contacted by candidates around the world including Africa, Asia, Europe, and Latin-America who have demonstrated interest in our Program. Such assistantship would reflect the global and multicultural aspect of St. John’s University.

- We would like St. John’s College to assist us in re-establishing close ties with the School of Education, so as to revive the once cross-referenced courses between our two schools, namely SPA 107 (EDU 9020); SPA 118 (EDU 9022); SPA 151 (EDU 9021); and SPA 161 (EDU 9023).

- We are working on new courses that would attract students to our Program, related to journalism, art, education, translation and interpretation. These newly created tracks would be added to our already established and well-recognized Program.
We want to revive our PhD Program in Spanish to bring back St. John’s University into the forefront of Hispanic culture. Our present adjuncts could receive a teaching fellowship and, while undertaking their PhD studies at St. John’s, do their work at a lesser cost for the University.

A visionary look into the future:

We would like St. John’s University to initiate, if at all possible, the establishment of the King Felipe VI of Spain Center, just as New York University has the King Juan Carlos I of Spain Center. I suggested years ago to establish the Queen Sofia Center, but my idea was taken over by the Spanish Institute, in Manhattan. If we could establish such a Center, we would host many symposia and attract world attention, thus increasing dramatically student numbers. I believe no one else has had the idea as yet. We could perhaps start by hosting an International Conference in 2016.