ACADEMIC PROGRAM REVIEW
SIXTH CYCLE

M.A. in Spanish

SPANISH PROGRAM
Department of Foreign Languages & Literatures
College of Liberal & Creative Arts
San Francisco State University

(Fall 2007 – Spring 2011)

Submitted May 2013

The enclosed self-study report has been reviewed by faculty in the Spanish Program and is now submitted for external review.

__________________________________________________________________________
Michael Hammer, Spanish Program Coordinator Date

Drafts have been read and deemed ready for external review by:

__________________________________________________________________________
Paul Sherwin, Dean of the College of Liberal & Creative Arts Date

__________________________________________________________________________
Linda Buckley, Associate Vice President of Academic Planning Date

__________________________________________________________________________
Ann Hallum, Dean of Graduate Studies Date
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1.0 EXECUTIVE SUMMARY

1.1 BRIEF HISTORY OF THE SPANISH PROGRAM

Spanish is one of nine programs that make up of the Department of Foreign Languages and Literatures. The Program’s first faculty were hired in 1946; the B.A. was first offered in 1955, and the M.A. in 1961. Spanish grew most dramatically during the 1970s, and at the end of that decade it had nine full-time, tenured professors. During the same period both degrees were re-organized around courses in language, literature and linguistics.

Today the Program faces numerous challenges that can be summed up in one sentence: We do not have enough faculty to offer a well-rounded curriculum. Attrition had reduced our nine full-time faculty to two when, in 2006, we succeeded in hiring two new tenure-line faculty: Paola Cortés-Rocca and Fermín Rodríguez. The Program had also conducted an unsuccessful search for a linguist in 2003-04 and 2004-05. With the hiring of Cortés-Rocca and Rodríguez, the program began revising both the undergraduate and graduate curriculum in order to bring it up to date, and also to conform to revised University standards. However, because all of the Program’s faculty were now specialists in literature, linguistics – a critical component of any M.A. program in language – remained sidelined.

At the Graduate level, changes included:

- For applicants, requiring a Statement of Purpose in essay form, written in English, to satisfy the Level 1 English Proficiency Requirement;
- Creating a new course at the department level (FL 800) to satisfy the Level 2 English Proficiency requirement;
- Complete revision of the Graduate Reading List, to make it more responsive to student interests;
- Creation of new graduate seminars;
- Institution of a formal written application for students who wished to be considered as GTAs.

These changes have had a positive impact on the program. However, the possible departure of Cortés-Rocca and Rodríguez—who now hold research positions in Argentina—would again reduce our full-time number to two, forcing us to draw on lecturers and “borrow” faculty from other programs to keep our Program afloat. This is particularly discouraging in a University serving a community as culturally and ethnically diverse as the San Francisco Bay Area. Spanish is already the most important second language in San Francisco and the State, and is expanding in importance with respect to other languages. This growing demographic is reflected in the changing demographic makeup of San Francisco State University, where the percentage of Hispanic students will soon likely reach 25%, which would make the University a Hispanic Serving Institution. This growing demographic translates to a growing community that needs to be served. We hope that with the designation of SFSU as a Hispanic Serving Institution we can more fully meet those needs.
1.2 BRIEF SYNOPSIS OF PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

The MOU from the 5th Cycle Self Assessment (2008) did not make recommendations specific to graduate study. The Spanish Program in its 1996-2006 Self-Study did identify several areas for potential improvement (see 2.1.1 Assessment of Graduate Program in the 2006 document). Among those recommendations were:

- The M. A. Reading List was outdated and needed revision.
- The program proposed to increase graduate student enrollment by advertising and recruiting from other Spanish departments in the Bay Area and by working toward increasing the number of GTA positions.
- The program proposed to improve graduate progress and streamline progression toward the degree through proactive advising.
- Devote more class time to writing strategies at the graduate level.

The 5th Cycle Review was completed in spring 2007, and recommendations were included in both the External Reviewers’ Report (March 23, 2007) and the subsequent Academic Program Review Committee Report (undated). What follows draws from both documents. It is important to note that unlike the 6th Cycle Review, the 5th Cycle Review assessed both undergraduate and graduate programs, so not all of the points mentioned are relevant to the current self-study. Moreover, while the various language programs in the Department of Foreign Languages and Literatures carried out individual self-studies for the 5th Cycle, the External Reviewers group and the APRC each produced single reports assessing the department as a whole, and not all of their recommendations were directed to the Spanish Program.

Key recommendations (not a complete list) were as follows:

A. CURRICULUM

- To improve the quality of M.A. programs, there should be fewer paired courses.
  The Spanish Program had no paired courses as of the 5th Cycle review.

- Curricular revisions should be instituted, especially to streamline course lists and eliminate obsolete courses.

  A curricular revision was undertaken following the hiring of Paola Cortés-Rocca and Fermín Rodríguez, resulting in the creation of several new seminars and an extensive revision of the Graduate Reading List. The undergraduate program was also revised.

- A unified assessment strategy would be beneficial to all the language programs. Specific, clearly articulated goals (perhaps 3-4 per program) and student learning outcomes for the degree should be instituted. Syllabi should explicitly reflect the goals and outcomes established.

  In concert with the other language programs, following the 5th Cycle review the Spanish Program formulated four program goals as follows:
Learning Outcomes

Students who graduate with a BA in Spanish should demonstrate competence in four separate but connected areas:

1. Linguistic Competence: Prior to admittance to the major students must successfully pass two years of lower-division language study or the equivalent. Once admitted to the major, students continue their language study in advanced grammar, composition, conversation and linguistics courses. Linguistic competence is further reinforced through the advanced study of literature in the target language.

2. Cultural Competence: Cultural competence is gained through courses dedicated to Spanish and Spanish-American cultures and is further reinforced in the variety of advanced literature courses that students take to complete the major.

3. Analytical Competence: Students should demonstrate the ability to think beyond the obvious by identifying issues and problems associated with their object of study, breaking the problem down to its component parts and critically examining them.

4. Writing Competence: Graduates should be able to write about issues concisely and clearly in well-structured, academic essays.

Implementation of these criteria across the entire Spanish curriculum has been ongoing.

• All language programs should consider ways of collaborating more closely with other departments and/or programs.

Within the department, the language programs have greatly expanded their collaborative initiatives during the review period. This is particularly evident in joint FL courses offered. Three courses are of fairly long standing: FL 325: Linguistics and Foreign Language (taught principally by Prof. Wen-Chao Li of the Chinese Program) is required for majors in the department; and FL 750: Curriculum and Instruction I and FL 751: Curriculum and Instruction II are graduate courses for those interested in language teaching. Newer courses include FL 400: Reading and Analysis of Cultural Texts – GWAR (a writing-intensive course required for undergraduates); the undergraduate and graduate CR/NC internship courses, FL 599 and FL 799; and a new graduate course, FL 800 Seminar in Academic Writing and Research Methodology (most recently taught by Prof. Frederik Green of the Chinese Program).

The Spanish Program has also collaborated extensively with other departments and programs. In Fall 2009, and again during the 2012-13 academic year, we invited Prof. Laura Garcia-Moreno of the Humanities Department to teach undergraduate and graduate courses for us while two of our faculty members were on leave. In addition, many of our courses are included in the Latin American Studies minor.

B. STUDENTS
• Teaching assistantships offer an invaluable opportunity for graduate students to learn how to teach language. Besides the courses that graduate students are required to take before working as TAs, it is highly recommended that on-the-job training, supervision, and evaluation by faculty be fully integrated into the TA program.

Following departmental policy guidelines, GTAs in the Spanish Program are encouraged to take at least one approved course in pedagogy. Each semester we hold an open competition, and interested M.A. students must apply. GTAs work under the direct supervision of professional language lecturers or tenured/tenure-track faculty. They generally teach two sessions of a five-session-per-week course.

C. RESOURCES

• To alleviate staffing limitations, TAs should be recruited to teach courses independently.

The Spanish Program has not to take this step (specifically, a language acquisition/pedagogy specialist to properly supervise the process), but considers it an essential one that would better suit the needs of our students and our Program than the current system.

1.3 SUMMARY OF HOW THE PROGRAM MEETS STANDARDS

TABLE 2 Thumbnail of Standards Met

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Standard</th>
<th>How Standard is Met</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>ADMISSION REQUIREMENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Evidence of prior academic success</td>
<td>• 3.0 GPA or higher as of Spring 2008</td>
<td>100% of students admitted meet this standard. There have been no appeals to admit student who are below the required GPA.</td>
<td></td>
</tr>
<tr>
<td>3.2 Evidence of competent writing</td>
<td>Analytical statement of purpose according to program guidelines</td>
<td>M.A. applicants submit 500-word bilingual (two versions -- one in English, one in Spanish) analytical statements of purpose that address language aptitude, academic training, graduate study plan and career objectives. GRE test is not required.</td>
<td></td>
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</tbody>
</table>
| 3.3 English preparation of non-native speakers | • TOEFL
  - 550 in paper-based test (PBT)
  - 80 in internet-based test (IBT)
• IELTS
  - Overall band score of 7.0
• PTE Academic
  - Overall | 100% of students admitted meet this standard. There have been no appeals to admit student whose English language ability is below the minimum standard required by the University. |      |
<table>
<thead>
<tr>
<th><strong>PROGRAM REQUIREMENTS</strong></th>
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<tbody>
<tr>
<td><strong>4.1 Number of course offerings</strong></td>
<td>A minimum of 2 graduate courses per semester</td>
</tr>
<tr>
<td>At least once every 2 years</td>
<td>All required M.A. courses met the two-year offering requirement.</td>
</tr>
<tr>
<td><strong>4.3 Path to graduation</strong></td>
<td>Graduation in 1.5 years with full-time attendance; graduation in 2.5 years with half-time attendance</td>
</tr>
<tr>
<td><strong>4.4 Course distribution on ATC/GAP</strong></td>
<td>Proper distribution of graduate and undergraduate courses; paired courses reduced to two electives</td>
</tr>
<tr>
<td><strong>4.5 Class size</strong></td>
<td>8-15 for graduate seminars</td>
</tr>
<tr>
<td><strong>4.6 Number of graduates</strong></td>
<td>5 per year</td>
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<table>
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<tr>
<th><strong>FACULTY REQUIREMENTS</strong></th>
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<tbody>
<tr>
<td><strong>5.1 Number of faculty in graduate programs</strong></td>
<td>Minimum of 2</td>
</tr>
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1.4 SUMMARY OF PRESENT PROGRAM REVIEW RECOMMENDATIONS.

1.4.1 CURRICULAR RECOMMENDATIONS

1. Revitalize graduate level linguistics  
2. Revise the reading list  
3. Revise program requirements to provide more structure  
4. Require students to enroll in 1 unit, graded culminating experience class in the semester they plan to take the comprehensive exams  
5. Require pedagogy for those who wish to teach  
6. Require GTAs to enroll in a 1-unit supervisory class  
7. Faculty supervisor of GTAs should receive release time or other compensation (see 1.4.4).

1.4.2 FACULTY RECOMMENDATIONS

1. Faculty supervisor of GTAs should receive 3 units of release time  
2. The position in linguistics should be re-authorized and advertised accordingly.  
3. The program should seek a pedagogy specialist to better coordinate the lower division language courses and to teach upper division and graduate level courses in second language acquisition.  
4. Program faculty should engage in more interdisciplinary cooperation with faculty in related disciplines, such as Latina/Latino Studies, Ethnic Studies, European Studies, Theater, etc.

1.4.3 STUDENT RECOMMENDATIONS
1-- The Program should increase the number of graduate students and recruit from outside our own ranks.
2-- The Program should advise all graduate students more assiduously.
3-- The Program urgently needs more GTA positions in order to train graduate students to teach. These TA positions depend on our having more sections of Spanish101 and 102, discussed elsewhere.

1.4.4 RESOURCE RECOMMENDATIONS

1. The program should restructure the lower division curriculum (particularly 101/102) in order to provide more teaching opportunities for graduate students by allowing them to teach independently.
2. Funds must be allocated to support greater opportunities for student teaching.
3. As part of lower division restructuring, GTAs should be required to enroll in a 1-unit supervisory class, to be taught by the language acquisition/pedagogy specialist.

2.0 PROGRAM PROFILE
2.1 OVERVIEW OF THE PROGRAM

The mission of the Department of Foreign Languages and Literatures is to provide a structure whereby students acquire the linguistic and cultural competency necessary to contribute to a multilingual, international society. Likewise, the Spanish Program shares in the overall mission of the Department with a focus on the language and cultures of the Spanish-speaking world.

At the graduate level, the program focuses on intense study of literary texts, helping students develop critical thinking skills that will enable them to engage with issues that transcend national boundaries. As they challenge themselves with new ideas and perspectives, our students develop an international perspective that will serve them and aid them in serving others at home and around the world.

This major characteristic of the current program – the focus on literary texts – highlights what is arguably the program's greatest challenge: because of the reduced number of full-time faculty we are unable to provide a strong linguistic component for our program. The top priority for the Spanish Program is to return to full strength; we hope to receive authorization to conduct a search for a linguist in the next academic year. The other major challenge is the lack of teaching opportunities for our students. A revitalization of the faculty must be accompanied by a redesign of the lower division language program to provide more teaching opportunities for our students.

2.2 THE PROGRAM IN THE CONTEXT OF THE ACADEMIC UNIT

We try to maintain an equitable balance between lower division, upper division and graduate courses. Since 2006 we have averaged around 16 courses per semester for the Program as a whole; Fall 2009 marked a low point with only 11 courses. As part of the recent revision of the
undergraduate program, we made the decision to offer certain core courses every semester (301, 306, 341, 595) with others being offered at least once a year (401, 405). We may need to revisit that idea in order to allocate resources more efficiently. Meanwhile, we have consistently offered a minimum of two graduate seminars each semester. In our reduced circumstances, maintaining a quality undergraduate program while also striving toward excellence in our graduate program is becoming more difficult.
<table>
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<tr>
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<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 11</th>
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<tr>
<td></td>
<td>FTES</td>
<td>FTEF</td>
<td>SFR</td>
<td>FTES</td>
<td>FTEF</td>
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<td>Lower Division</td>
<td>69.03</td>
<td>2.511</td>
<td>27.49</td>
<td>48.28</td>
<td>1.516</td>
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<td>Upper Division</td>
<td>46.35</td>
<td>2.491</td>
<td>18.61</td>
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<td>2.81</td>
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<td>Undergraduate</td>
<td>115.38</td>
<td>5.002</td>
<td>23.07</td>
<td>97.63</td>
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<td>Graduate</td>
<td>7.15</td>
<td>0.726</td>
<td>9.85</td>
<td>9.8</td>
<td>1.066</td>
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<td>FTES</td>
<td>FTEF</td>
<td>SFR</td>
<td>FTES</td>
<td>FTEF</td>
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<tr>
<td>Lower Division</td>
<td>79.13</td>
<td>3.062</td>
<td>25.84</td>
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<td>Upper Division</td>
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<td>22.78</td>
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<td>1.051</td>
<td>7.71</td>
<td>9.5</td>
<td>0.733</td>
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<tr>
<td>All Divisions</td>
<td>135.73</td>
<td>6.655</td>
<td>20.4</td>
<td>128.68</td>
<td>5.6</td>
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</table>
Since Fall 2007 we have seen a significant decrease in faculty resources dedicated to lower division. In Fall 2007, 44% of FTEF were for lower division. As of Spring 2012, that stood at 30%. During the same period, FTEF for upper division increased from 43% to 54%. Graduate FTEF rose from 13% to 16%.

Our lower division language introduction courses serve two purposes in the context of the graduate program: they are gateway courses to the major, and also they provide teaching opportunities for graduate students. All of our upper division courses are either required for the major or serve as electives for the major.

The program currently does not offer any paired courses. The University does allow, however, for upper-division undergraduate courses to account for up to 30 percent of the courses appearing on a student's ATC. Many graduate students, therefore, take undergraduate courses alongside undergraduate Spanish majors.

Typically we cannot offer more than the minimum two graduate seminars per semester. In our current straitened circumstances, this means that lower-division is taught almost exclusively by lecturers. Consequently, graduate seminars frequently enroll more than 20 students, far above the ideal maximum of 15.

In terms of numbers, though, the graduate program is reasonably healthy given our complement of tenure-line faculty.

One way to better integrate our graduate and undergraduate programs would be to provide more and better-structured opportunities for our graduate students to teach lower division classes. Currently the program employs a team teaching approach, allowing GTAs the opportunity to teach two hours per week of a five-hour class. The last self study recommended that GTAs be given the opportunity to teach classes solo; it is in the interest of the graduate program to pursue this idea and put it into practice.

**TABLE 4:**

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<th>Spanish M.A. Program Applicant Take-Rate</th>
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<tr>
<td>Year</td>
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<td>Number of applications</td>
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<tr>
<td>Spring 2008</td>
</tr>
<tr>
<td>2008-2009</td>
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<td>Spring 2009</td>
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<tr>
<td>2009-2010</td>
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<tr>
<td>Spring 2010</td>
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<tr>
<td>2010-2011</td>
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<tr>
<td>Spring 2011</td>
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3.0 ADMISSION REQUIREMENTS

3.1 EVIDENCE OF PRIOR ACADEMIC SUCCESS.
University policy states that students admitted to graduate programs should have a Grade Point Average (GPA) of at least 3.00 in the last 60 semester (90 quarter) units. All of our admitted students have met that threshold.

In addition to the minimum GPA, applicants to the Spanish MA Program demonstrate a record of prior scholastic achievement by submitting a brief writing sample in Spanish or English which demonstrates the student’s analytical skills. Prior academic success (as well as potential for achievement as a graduate student) may also be attested to through the two letters of recommendation that applicants must submit to the Spanish Program.

3.2 EVIDENCE OF COMPETENT WRITING
As indicated in the above section, applicants are expected to submit a brief writing sample – typically an undergraduate term paper – in which they demonstrate their analytical and writing skills. Level 1 English proficiency is demonstrated by means of the Statement of Purpose submitted with the student’s application materials. Level 2 is demonstrated by successfully passing FL 800.

3.3 ENGLISH PREPARATION OF NON-NATIVE SPEAKERS
All students must comply with the University’s minimum requirement in order to be admitted to the Spanish MA Program. In addition, as with native speakers of English, non-native speakers must comply with the Level 1 English proficiency requirement upon applying for admittance into the Program, as well as the Level 2 requirement. To fulfill the Level 1 requirement, students submit written English material as part of their application materials; they must pass FL 800 to fulfill Level 2.

3.4 OVERVIEW OF PROGRAM ADMISSIONS POLICY
Historically, many of our students have been teachers, some already working who wish to receive a graduate degree, while others have not yet started their careers but wish to teach at the secondary or college level. A smaller percentage of our students go on to doctoral study. The program also attracts many native speakers of Spanish who for a variety of personal and professional reasons wish to pursue graduate study. For many of these students, the University’s English requirement represents an obstacle.

Our admissions policies have succeeded so far in elevating the graduate program, bringing students to us who, on the whole, are much better prepared for graduate study than they had been in the past.

A move toward using the GRE to satisfy the Level 1 English Writing Requirement might be beneficial to the Program, in that it would remove a somewhat subjective component of the admissions process from direct evaluation at the Program level to evaluation by disinterested third parties. However, such a move might also have a detrimental effect and inadvertently discriminate against those of our students for whom the written English requirement is an unwelcome obstacle.
4.0 PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>F07</th>
<th>S08</th>
<th>F08</th>
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<tr>
<td>SPAN 821</td>
<td>Seminar in Spanish Literary Genres</td>
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<tr>
<td>SPAN 831</td>
<td>Seminar in Literary Movements or Periods</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SPAN 850</td>
<td>Seminar-Spanish and Latin American Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SPAN 880</td>
<td>Seminar in Individual Authors or Works</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 800</td>
<td>Seminar in Academic Writing and Research Methodology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td><strong>Total per semester</strong></td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

4.1 NUMBER OF COURSE OFFERINGS.
University policy states that “a minimum of two graduate-level courses leading toward the post-baccalaureate degree shall be offered by the program or concentration each semester.” As can be seen from the table above, the Spanish Program is meeting that standard.

The Program currently offers four “generic” graduate courses. They are: SPAN 821: Seminar in Spanish Literary Genres, SPAN 831: Seminar in Literary Movements or Periods, SPAN 850: Seminar-Spanish and Latin American Literature, and SPAN 880: Seminar in Individual Authors or Works. Each of these lists a number of variants, giving the Program a total of 15 graduate-level courses. In addition to the Program’s course offerings, the department-level FL 800: Seminar in Academic Writing and Research Methodology was developed by Michael Hammer of the Spanish Program, who has taught it twice. The program also allows graduate students to use up to three upper division courses (9 units) on their ATCs. During the review period the program offered 9 umbrella courses for a total of 16 variants, all of which were open to graduate students.

4.2 FREQUENCY OF COURSE OFFERINGS.
University policy states that “Courses required for graduation shall be offered at least once every two years.” As can be seen by the chart, the program succeeded in offering a minimum of two seminars per semester during the period covered by this review. During the review period the program also scheduled a minimum of two and a maximum of four upper division undergraduate courses (this variation was due to the simultaneous sabbatical of two of our colleagues in Fall 2009). Thus, a graduate student could conceivably take up to four classes per semester.

4.3 PATH TO GRADUATION
University policy states that “Programs shall prepare and publicize course schedules that clearly state a path to graduation that enables students to graduate within five years.” See 4.2 above. Most graduate students are admitted conditionally and must take SPAN 500: Introduction to Literary Criticism as one of their conditional courses. They are also required to
take *FLL 800*, which they may use as one of the courses listed on their ATC. Assuming they have no other conditional courses to take, a student could take 3 courses per semester. The semester prior to their graduation the student submits the ATC and sits for the *fogueo* (screening interview). The final semester is occupied with preparing for exams and finishing up the two remaining courses. Thus, full-time graduate students should have no problem completing the program within two years.

However, a potential bottleneck occurs with our typical limitation of only two seminars per semester. Despite the University’s preference for fewer paired courses, it might be to the advantage of the Spanish program – which doesn’t currently have any – to create some, with appropriate more extensive assignments and higher performance expectations for graduate students.

### 4.4 Course Distribution on the ATC

All GAPs (ATCs) submitted by graduate students in the Spanish Program meet the standard specified by University policy. Since the Spanish program has no paired courses, a minimum of 70% of the units appearing on the ATC must be from graduate seminars.

<table>
<thead>
<tr>
<th>Course</th>
<th>F07</th>
<th>S08</th>
<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
<th>F10</th>
<th>S11</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 821</td>
<td>1 (15)</td>
<td>1 (9)</td>
<td>1 (29)</td>
<td>1 (17)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 831</td>
<td>2 (19, 15)</td>
<td>2 (14, 23)</td>
<td>1 (10)</td>
<td>1 (22)</td>
<td>1 (18)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 850</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (25)</td>
<td>1 (14)</td>
<td>1 (19)</td>
<td></td>
</tr>
<tr>
<td>SPAN 880</td>
<td>1 (9)</td>
<td></td>
<td></td>
<td></td>
<td>1 (24)</td>
<td></td>
<td>1 (14)</td>
<td></td>
</tr>
</tbody>
</table>

### 4.5 Class Size

University policy states: “A program’s typical graduate class size should be between 8 and 30. *Seminar classes should be maintained at no more than 15 and no less than 5.*” All of our graduate courses have had between 8-30 students. However, as seminars, our classes should have a maximum of 15, and nine courses went beyond that standard.

### 4.6 Number of Graduates

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Number of graduates</th>
<th>Time to degree (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

University policy states: “*The average number of students graduating from a degree program or going on to a doctoral program in a related field per year over a five-year period shall be at least five.*” As the above table shows, the Spanish Program has met this standard.
4.7 OVERVIEW OF PROGRAM QUALITY AND SUSTAINABILITY INDICATORS
The Program has been able to meet standards and anticipates continuing to be able to do so. As mentioned elsewhere, the major challenge is being able to sustain the program if we are unable to hire new faculty.

5.0 FACULTY REQUIREMENTS

5.1 NUMBER OF FACULTY IN GRADUATE PROGRAM(S)
University policy states: “Each graduate program shall have a minimum of two tenure/tenure track faculty holding a terminal degree or equivalent and a full-time faculty member serving as Graduate Coordinator. Colleges and departments should monitor, recognize and value the work and contributions of graduate coordinators.”

During the review period the following faculty members taught in the graduate program:
- Gustavo Calderón (Professor)
- Michael Hammer (Associate Professor)
- Paola Cortés-Rocca (Associate Professor)
- Fermín Rodríguez (Associate Professor)

All faculty members can teach any of the courses listed on Table 5, although in practice, the courses designated SPAN 850 have been taught by Cortés-Rocca and Rodríguez, and those designated SPAN 880 have been taught by Calderón and Hammer. Hammer also created FLL 800, and is the only member of the Spanish faculty to have taught it.

Fermín Rodríguez served as Graduate Coordinator prior to his departure at the end of Spring 2012. Michael Hammer served as Graduate Coordinator for the 2012-13 academic year, while simultaneously serving as Program Coordinator. Gustavo Calderón has served as Graduate Coordinator since Fall 2013. The Graduate Coordinator receives no extra compensation for discharging this duty.

5.2 NUMBER OF FACULTY PER CONCENTRATION
University policy states: “Each concentration within a program shall have at least one tenure/tenure track faculty member who has demonstrated expertise in and commitment to the field represented by the concentration.”

Our program offers a degree in Spanish, with no concentrations. Calderón, Cortés-Rocca and Rodríguez teach courses in Latin American literature, and Hammer teaches courses in Spanish Peninsular literature.

HOW THE PROGRAM MEETS PROGRAM SPECIFIC STANDARDS

6.0 PROGRAM PLANNING AND QUALITY IMPROVEMENT PROCESS
University policy states “Each program shall outline the processes through which they plan for their degree program’s future and use the results of student learning outcomes assessments and the review of the standards indicated in this document to enhance the quality of their degree programs. The Self-Study should include specific examples of ways the program planning and assessment process is used to enhance degree program quality.

As stated below (see 7.1), the program has begun the process of developing assessment practices, but at this stage has not made significant progress. We have worked steadily since the last review to improve admissions standards and enhance our curriculum, and we also work in concert with the Department of Foreign Languages and Literatures to move the Program and Department as a whole forward in accordance with University standards. The Program is committed to developing a more comprehensive planning process based on outcomes assessments, but our most urgent need at the moment is to hire more faculty.

7. THE STUDENT EXPERIENCE

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Female</th>
<th>Male</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
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<td>0.0</td>
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<td>Black, African American</td>
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<td>0.0</td>
</tr>
<tr>
<td>Chicano, Mexican-American</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Other Latino</td>
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<td>75.0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>White, Non-Latino</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Other Responses</td>
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<td>0.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td>Unknown</td>
<td>0</td>
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<td>2</td>
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<td>Transitory</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>

7.1 assessment of student learning
University policy states that “Program review self studies shall include a section describing an instructional unit’s assessment endeavors for each of its graduate degree programs and concentrations and show how the results of those endeavors are leading to program improvement.”
The Program has begun the process of developing assessment strategies for the MA, but admittedly needs to do more in order to determine what we have been doing well and not as well as we might. The Program is currently geared toward literature; students are expected to study texts in an extensive reading list in preparation for the culminating experience, which consists of comprehensive written and oral exams. By the time the student arrives at the culminating experience, he or she is expected to be conversant with Spanish and Latin American literary history and genres, and should be able to discuss them in depth. Students should be able to engage with a text carefully and deeply, identify problems and establish connections. Working through textual problems requires research skill. Finally, they should be able to create engaging, well-written analyses in both English and Spanish. Table 8 below indicates four of the Program’s learning outcomes. The program will work during the coming year to improve our assessment instrument, including the identification of more concrete learning outcomes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome 1: Demonstrate knowledge of literary periods, movements, genres, works and authors.</th>
<th>Outcome 2: Demonstrate critical skill through deep reading, analysis of texts and issues related to them.</th>
<th>Outcome 3: Demonstrate and utilize research techniques toward developing critical writing skills</th>
<th>Outcome 4: Create effective critical writing using acceptable academic style</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 821</td>
<td>I, D</td>
<td>I, D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 831</td>
<td>I, D</td>
<td>I, D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 850</td>
<td>I, D</td>
<td>I, D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 880</td>
<td>I, D</td>
<td>I, D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>FL 800</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culminating Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I = Introduced,  
D = Developed and Practiced with Feedback  
M = Demonstrated at the Mastery Level Appropriate for Graduate Students

Assessment of student outcomes occurs at various stages. At the course level, outcomes are assessed through written work and in-class discussions. Outcome assessment at the program level occurs during the various stages of the culminating experience.

1. The *fogueo*. Here, before a panel of three (sometimes two) faculty members, the student demonstrates knowledge of literary terminology, periods, movements, genres, and works. While not an exam per se, the *fogueo* acts as an instrument that enables faculty and the student, to determine the likelihood of success on the exams. Following the *fogueo* the panel gives the student a non-binding recommendation exam readiness and preparation, and the student advances to the next stage.

2. The culminating experience consists of comprehensive written and oral exams. The written exams are based on texts taken from the official reading list, as well as other works that have been covered in seminars. Students write for a total of five hours, and are
given the opportunity through the exam to engage in deep analysis and discover connections among various texts and issues.

3. In the oral exam, the student once again sits before a panel of three faculty members and covers a variety of topics. Faculty members probe not just rote knowledge, but ability to move beyond, discover connections and create new insights.

7.2 Advising.
Advising of graduate students is primarily the responsibility of the graduate coordinator. Graduate students are encouraged to see the advisor at least once a year to check their progress (see welcome letter in appendix.)

7.3 Writing Proficiency
Writing proficiency is measured a number of ways. First, as to the University's Written English requirements, Level 1 is evaluated with the student's application materials. The program currently requires applicants to submit a statement of purpose in essay form in both English and Spanish, in addition to a sample of academic writing in either language. The English version of the statement of purpose satisfies the Level 1 English requirement. Level 2 is evaluated in FL 800, a departmental class that was created for this purpose. The course entails study of a variety of topics in literary theory and criticism, with an view toward the production of a final paper that conforms to and demonstrates knowledge of correct academic style (MLA), with attention paid to structure, citations, and correct English usage.

7.4 Culminating experience.
The Spanish Graduate Program's culminating experience consists of comprehensive oral and written exams. Students advance to candidacy when they sit for the screening interview, or fogueo, which typically occurs the semester prior to their taking the comprehensive exams. The fogueo allows the student and faculty members to gauge the student's preparation and following the interview the faculty recommend that the student either go forward, or prepare more. The comprehensive written exam is a five-hour exam taken over the course of two days. The exam policy is stated clearly on the Program website (http://spanish.sfsu.edu/exam-policy):

**The Written Examination**

1. The semester prior to the day of the written examination, students are given ten essay questions, four covering Spanish literature of all periods and six covering Latin American literature of all periods. On the days of the exam students answer five of the ten questions. The written examination is five hours long and is given in two sessions -- three hours the first day and two the second.

2. Each participating professor will read the entire written exam, but grades only his or her own question with a number from 1 through 5, according to the following standards:
   0 = no response
   2 = lowest passing grade for each question
   5 = highest grade possible for any question.

3. In order for a candidate to advance to the oral exam, he or she must score at least 15 points for the entire exam (the maximum possible is 25). In addition to this total of 15, one must score at least two points on each of the five sections of the examination.
4. If a candidate scores fewer than two points on one section, and only one section, of the written exam, and still scores a total of 15 points for the entire exam, he or she may take another exam on the section not passed; if this make-up exam is passed successfully, the candidate may then proceed to the oral exam. Should a candidate score fewer than two points on more than one section, regardless of the total points scored, the entire written exam must be repeated. Any repeated exams, partial or otherwise, may be taken no sooner than the semester following the original written examination. The written examination may not be attempted more than twice.

The Oral Examination
1. Oral exam committees consist of three voting members from the Spanish faculty: a chair plus two other members, all of whom are appointed by the Graduate Advisor. Any other interested Spanish faculty member may attend and participate as a non-voting member.
2. Unlike the written questions that concentrate on only a few topics, the questions during the oral exam are wide-ranging and cover all aspects and periods of Spanish and Latin American literature.
3. The oral exam may not be attempted more than twice.
4. The second attempt may not take place until the semester following the original exam.

7.5 Overview of Program Quality Indicators
To summarize, the Program recognizes the critical importance of developing comprehensive Learning Outcomes, but as yet is only in the beginning stages of the process. Among the items the Program must work to improve or implement:
- An exit survey, as an indirect measure of student learning;
- Better tracking of graduates. Many do go on to PhD programs, or take teaching positions at the junior college level;
- Implementation of better graduate student financial support; funding more sections of 101/102 for GTAs to teach independently would be one way to achieve this.

8 THE PROGRAM & THE COMMUNITY

8.1 PROFESSIONAL ENGAGEMENT OF STUDENTS AND ALUMNI

The Department encourages its students to become involved in academic and other professional activities during their time at San Francisco State. Every year, the Program chooses a number of its most talented graduate students to act as Graduate Teaching Associates (GTAs) working alongside instructors of lower division Spanish language courses (SPAN 101/102).

Our students have been very successful at translating the skills they acquire during their studies at San Francisco State into fulfilling careers. Many accept Spanish language and culture teaching positions in Bay Area secondary schools, community colleges, and 4-year colleges or universities. Several of our recent graduates have been accepted to prestigious Ph.D. programs in such universities as Stanford and Columbia.
In the next academic year, the Spanish Program plans to begin a more systematic process of tracking our graduates. We aim to work with University Advancement’s Alumni Relations Office to gather information about former students with whom we have not been in contact.

8.2 CIVIC ENGAGEMENT

8.3 EQUITY AND SOCIAL JUSTICE

All faculty in the Spanish Program are committed to the appreciation of human diversity, the fostering of cultural sensitivity, and the promotion of a sense of intragroup and intergroup understanding. The Program achieves these goals by providing a balanced curriculum, by maintaining a diverse student and faculty body, and by providing opportunities to faculty and students for engagement with discourses and activities that touch upon questions of equity and social justice in the U.S., Europe, and Latin America.

Most classes taught as part of the MA curriculum directly address human diversity and heighten students’ cultural sensitivity. Classes in Spanish and Latin American literature introduce students to literary and cultural traditions that at times may be fundamentally different from their own. Through our engagement with literary texts of all periods, students not only recognize and appreciate difference, but also engage with what is universal in the human condition.

8.4 INTERNATIONALIZATION

By nature of its transnational curriculum and its diverse student and faculty body, the Spanish Program at San Francisco State University is able to provide students, faculty and staff with international experiences, perspectives, and competencies.

9 THE FACULTY EXPERIENCE

9.1 FACULTY STATISTICS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Table 9 Faculty distribution by Rank and Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1 male</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2 male, 1 female</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Adjunct</td>
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<td>Emeritus</td>
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<table>
<thead>
<tr>
<th>Rank</th>
<th>Table 10 Faculty distribution by Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
### Table 12
Faculty Workload Matrix (Based on Fall 2010/Spring 2011)

(BOLD indicates core course; numbers in parentheses indicate number of sections taught)

<table>
<thead>
<tr>
<th>Course</th>
<th>Calderón</th>
<th>Hammer</th>
<th>Cortes Rocca</th>
<th>Rodriguez</th>
<th>Chion</th>
<th>Seballos</th>
<th>Williams</th>
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<tbody>
<tr>
<td>101</td>
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<td></td>
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<td>Fall (1)</td>
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<td>Spring (1)</td>
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### Table 11
Faculty distribution by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
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<tr>
<td>African American</td>
<td>0</td>
</tr>
<tr>
<td>Chicano, Mexican American</td>
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<td>All Other Latino</td>
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<td>Pacific Islander</td>
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<td>White Non-Latino</td>
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<td>All Other</td>
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Table 13
Faculty Honors, Grants and Awards

<table>
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<tr>
<th>2007-08</th>
<th>Grants</th>
<th>Fellowships</th>
<th>Awards</th>
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<td>Statewide</td>
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9.2 PROFESSIONAL AND RESEARCH ENGAGEMENT OF FACULTY
The Spanish Program faculty are intimately involved in University and Departmental governance, as well as research.

Below are highlights from the Spanish faculty's professional activities during the past five years, listed under (1) Research and Publications; (2) Professional Leadership and (3) Grants. See attached curricula vitae for further details.


- **Professional Leadership and Service.** During this review period, Faculty Members of the Spanish Program served as a Department Chair, as Program and Graduate Coordinator,
on the College Technology Committee, on the College Elections Committee, as faculty liaison to Latina/Latino Studies, as director of cultural activities for the Spanish program, and as Co-Administrator of Mediber (a listserv serving Hispano-medievalists around the world).

- Grants. Faculty members have been awarded a sabbatical, a Presidential award, and release time.

9.3 Supervision of Culminating Experiences

Colleges and departments shall monitor, recognize and value faculty supervision of culminating experiences as a central component of faculty members’ teaching load.

The Program needs to do a better job at keeping track of faculty supervision of culminating experiences.

9.4 Discipline-Specific Standards for Teaching Graduate Courses

Programs shall articulate the discipline-specific standards for teaching graduate courses and the extent to which these standards are met.

All who teach graduate courses in the Spanish Program are full-time tenured/tenure track members of the faculty.

9.5 Interdisciplinarity

The Spanish Program is becoming more interdisciplinary in its curriculum—integrating the study of literature with attention to other modes of cultural expression as well as with consideration of social and historical context—and is intent on becoming more so. Every semester, Spanish Program seminars attract a number of MA students from Comparative Literature, and Spanish faculty members have served on culminating experience committees in Comparative Literature. Members of the Program are working with History and Jewish Studies to propose cross-listed courses. Spanish Faculty members also liaise with Latina/Latino Studies. A member of the Spanish faculty also took the lead in proposing the new FLL 800 course in Academic Writing and Research.

9.6 Overview of Faculty Quality Indicators

One hundred percent of the full-time faculty participate in the graduate program. The graduate coordinator is a full-time, tenured Associate Professor, who receives no extra compensation for his service and teaches a full three-course load each semester.

10 Resource Support for the Program

10.1 Internal Support: Instructional Support:

Although heavy teaching loads and miscellaneous responsibilities unrelated to teaching tax the energies of the faculty, in the area of Instructional Support the Spanish Program is very well
served. The Program has benefited from instructional support provided by the Foreign Language Laboratory, the University Library, and our very able Clerical Staff.

Foreign Language Laboratory

Located in the Humanities building Room 404, the Foreign Language Laboratory (a.k.a. Foreign Language Multimedia Center) assists students in learning foreign languages by providing computer and media services. Since her initial appointment in Spring 2001, Foreign Language Laboratory director Sue X. Li has been of tremendous help in facilitating a number of measures aimed at assisting students taking courses in Spanish.

Library Resources

The J. Paul Leonard Library’s collections of books and journals dealing with Spanish and Latin American literature, history and culture are adequate, but somewhat outdated. The Program is working with the Library to update its holdings.

If a title is not available in the J. Paul Leonard Library, students and faculty also have access to over 9 million titles that are collectively held and made available free of charge by participating libraries in the LINK+ system. Even more comprehensive is the global Inter Library Loan service (ILL), which is administered with great efficacy through our able library staff, through which faculty can request books at no cost from other libraries and library systems. Extensive searching through the most important electronic databases, such as J-Store or Academic Search Premier, is also available.

More recently, the introduction of iLearn, a moodle-based online class service, has made the electronic distribution of texts to students even easier. By storing links, documents, graphics and audio-visual materials on a central server that is accessible exclusively to the San Francisco State community, students have access to resources from any location with internet connectivity.

Clerical Staff and Availability of Facilities

The faculty members in the Spanish Program are very strongly supported in their instructional functions by the office staff of the Department of Foreign Languages & Literatures. The office, staffed by Administrative Assistants Ayan Jiggetts and Caterina Mariotti, as well as student assistants under their supervision, runs like a well-oiled machine. Always courteous and friendly, the staff is highly efficient in supporting faculty members’ instructional needs, and assisting the Department Chair in implementing university, college, and departmental policies. The entire office staff has our warm thanks.
MICHAEL HAMMER  
Associate Professor of Spanish

Department of Foreign Languages and Literatures
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Phone: 415-338-1658  
Fax: 415-405-0588  
mhammer@sfsu.edu

ALSO PUT IN: member, elections committee. Chair elections committee. Coordinator Spanish program. Graduate Coordinator. Faculty Senate. member: PAMLA; MAP

EDUCATION

Ph.D. Hispanic Languages and Literatures, University of California, Los Angeles, 2003

M.A. in Spanish, Brigham Young University, 1997

B.A. in Journalism, Brigham Young University, 1991

Dissertation
“Framing the Reader: Exemplarity and Ethics in the Manuscripts of the Conde Lucanor.”
Committee: John Dagenais (Chair), Carroll Johnson, Teófilo F. Ruiz

Research Areas
Conde Lucanor; Exempla; Manuscript Culture; Codicology; Medieval Hunting as Literary Motif; Golden Age (i.e. Spanish Renaissance) Reception of Middle Ages

PROFESSIONAL POSITIONS

Academic Positions

Since August 2010
Associate Professor of Spanish, Department of Foreign Languages and Literatures, San Francisco State University

2003-2010
Assistant Professor of Spanish, Department of Foreign Languages and Literatures, San Francisco State University

Fall 2002 – Spring 2003
Adjunct Instructor of Spanish, Los Angeles Mission College.

Fall 2002 – Spring 2003
Teaching Assistant, Department of Spanish and Portuguese, University of California, Los Angeles

Summer 2002
Visiting Lecturer, Department of Spanish and Portuguese, Brigham Young University
Fall 2000 – Spring 2002  Research Assistant, Center for Medieval and Renaissance Studies, University of California, Los Angeles

Assigned to work with:
Robert Frank (Medical History)
Ynez O’Neil (Medical History)
Kevin Terraciano (Colonial Latin American History)
Teófilo Ruiz (Medieval History)
Claudia Parodi (Spanish)

Fall 1999; Spring 2000  Teaching Assistant, Department of Spanish and Portuguese, University of California, Los Angeles

1997 – 1999  Research Assistant for Professor John Dagenais, Department of Spanish and Portuguese, University of California, Los Angeles

Fall 1996 – Spring 1997  Teaching Assistant, Department of Spanish and Portuguese, Brigham Young University

Non-Academic Professional Experience

2010  Freelance translator, Employee Employer Assistance Program, Inc.


1996  Copy editor, Executive Excellence, Provo, Utah.


1991  Reporting Intern, San Luis Obispo Telegram Tribune

TEACHING EFFECTIVENESS

Courses Taught at San Francisco State University

SPRING 2013
   SPAN 401.01 GW  Culture and Civilization of Spain
   SPAN 523  19th Century Spanish Literature
   SPAN 562.01  Cervantes: The Quijote

FALL 2012
SPAN 341  Introduction to the Reading of Literary Texts
SPAN 521  Spanish Medieval Literature
SPAN 821  Spanish Theater

SPRING 2012
SPAN 401.01 GW  Culture and Civilization of Spain
SPAN 562.01  Cervantes: The Quijote
FL 800.01  Seminar in Academic Writing and Research Methodology

FALL 2011
SPAN 205.01  Intermediate Spanish I
SPAN 523.01  19th Century Spanish Literature
FL 400.01 GW  Reading and Analysis of Cultural Texts

SUMMER 2011
SPAN 216.01  Intermediate Conversation and Reading

SPRING 2011
SPAN 401.01 GW  Culture and Civilization of Spain
SPAN 562.01  Cervantes: The Quijote
FL 800.01  Seminar in Academic Writing and Research Methodology

FALL 2010
SPAN 205.01  Spanish Grammar Review
SPAN 521.01  Literature of Pilgrimage
SPAN 880.01  Cumbres of Spanish Literature

SPRING 2010
SPAN 350.01  Practical and Literary Translation
SPAN 401.01  Culture and Civilization of Spain
SPAN 562.01  Cervantes: The Quijote

FALL 2009
SPAN 341.01  Introduction to the Reading of Literary Texts
SPAN 523.01  Nineteenth-Century Spanish Literature
SPAN 831.01  Spanish Renaissance Literature

SUMMER 2009
SPAN 101.01  First Semester Spanish

SPRING 2009
SPAN 102  Second Semester Spanish
SPAN 401.01  Spanish Culture and Civilization
SPAN 699.12  Independent Study for Student Hailey Malone, 3 units
SPAN 899.12  Independent Study for Student Amira Abedrabbo, 3 units
Release time, 3 units
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<td>SPAN 699.10</td>
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<td>Culture and Civilization of Spain</td>
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SPAN 821.01  Spanish Lyric Poetry
SPAN 899.10  Independent Study, 1 unit
            Luis Chaffo
            Raquel Montenegro

SUMMER 2005
SPAN 101.01  First Semester Spanish

SPRING 2005
SPAN 102.02  Second Semester Spanish
SPAN 562.01  Cervantes – The Quijote
SPAN 831.01  Spanish Renaissance Literature
            Release Time, 3 units

FALL 2004
SPAN 101.01  First Semester Spanish
SPAN 101.04  First Semester Spanish
SPAN 216.01  Intermediate Conversation and Reading
SPAN 521.01  Spanish Medieval Literature
SPAN 899.12  Independent Study, 3 units
            Luz Diaz
            Rose Roubinian

SPRING 2004
SPAN 102.01  Second Semester Spanish
SPAN 102.01  Second Semester Spanish
SPAN 562.01  Cervantes – The Quijote
SPAN 880.01  Cumbres of Spanish Literature
SPAN 899.12  Independent Study, 3 units
            Lynda Hendrix

FALL 2003
SPAN 101.02  First Semester Spanish
SPAN 101.03  First Semester Spanish
SPAN 301.01  Advanced Grammar
            Release Time, 3 units

Masters Degree Committee Membership
Comprehensive 5-hour written and 1-hour oral examination over three days, with prior
all-committee screening interview.

2011  Eric Bishop
      Judit Medel

2010  Amira Abedrabbo
      Leah Aleman Chirinos
2009  Taimy Ortiz Wende  
      Dinorah Alvarez  
      Anne Joyce Johnson  
      Nelda Lazo  
      Megan Ann Carvolth  
      Hilda Montanez  
      Amanda Sharp O’Leary

2008  Sandra Maria Sung

2007  Corina Lopez  
      Aaron Charles Vela  
      Rafael V. Pantoja  
      Luis Chaffo

2006  Noe Merino  
      Berta Hernandez

2005  Luz Elena Diaz  
      Roxana Maria Demarco  
      Christina Davis  
      Janet Consuelo French-Rafael  
      Rosa Roubinian

2004  Susana Danino

PROFESSIONAL ACHIEVEMENT AND GROWTH

Publications  
*Articles in Refereed Journals*


Encyclopedia / Reference Articles

2003


2002


Translations

2001


2001


Report

2004


Reviews

COMITATUS REVIEW --- add

2003


2000


1999


Work in Progress

In preparation “Los cuentos de milagros y la percepción del peregrino.” To be submitted to
Scholarly Presentations

**Professional Conferences**

2013  
“Don Juan Manuel as Poet: Argote’s Argument for Castilian Literary Antiquity”  

2012  

2010  

2007  

2006  

2005  
“On Curing the Insane: Recurrence of a Medieval Topos in Don Quijote.” Presented at “Celebrating 400 Years with Don Quixote,” a symposium held at California State University, Dominguez Hills, Dec. 1-2, 2005.

2005  

1999  

1999  

1998  

1995  
Invited Presentations


Honors and Awards

Summer 2007  Award for Research Travel, College of Humanities

Spring 2005  Vice President’s Award for Assigned Time, San Francisco State University.


2000  Lenart Fellowship, University of California, Los Angeles. Competitive fellowship administered by UCLA Humanities Division. Provided funding for research travel to Spain.

1997 – 1999  Dean’s Del Amo Fellowship, University of California, Los Angeles. Two-year award that provided stipend for graduate study.

SERVICE TO CAMPUS AND COMMUNITY

Campus

Service to the Spanish Program

Fall 2009  Graduate Coordinator
  Fall 2012 – present  Manage graduate program of some 35 active students, advise students, schedule comprehensive exams, attend graduate coordinator meetings

Fall 2008-Present  Spanish Program Coordinator
  Personnel – Hire and supervise part-time lecturers and GTAs
  Academic – Schedule and assign classes; spearheaded revision of undergraduate program; designed and maintain program website
  Governance – Meet regularly with other program coordinators to
attend to departmental governance

Student Questions and Disputes – Adjudicate disputes, field complaints, make decisions about course substitutions and exceptions.

June 6, 2006  GET Workshop for Spanish Graduate Students

2005 – 2009  Member, Spanish Search Committee
Reviewed applications, conducted interviews of finalists and semi-finalists

2005-2007  Graduate Coordinator

2003-2005  Chair, Spanish Search Committee.


Service to the Department of Foreign Languages and Literatures

2009  Member, Ad-hoc GWAR Committee (Charged with planning departmental implementation of Graduation Writing Across the curriculum Requirement)

Fall 2008 – Present  Coordinator Meetings – Program coordinators in Department of Foreign Languages and Literatures meet regularly (in a council that is analogous to the Humanities Council) to address issues of departmental governance.

2004, 2006, 2008  Faculty Representative, Commencement Exercises and Celebration

Service to Campus

Fall 2013-  Member, Academic Senate

Fall 2009  Member, Humanities Technology Committee.

Language Evaluator for Fulbright Applications of Graduate Students
Sarah Carp and Carmen Roman

Segment III Mentor for Mia Vazquez

March 3, 2009  Addressed Academic Senate. Invited to speak by Senator Mohammad Salama on behalf of Spanish Program regarding importance of foreign language requirement in Latin American Studies minor.
Fall 2008  Segment III Mentor for Alejandra Maciel

2006-07  Member, Humanities Technology Committee

May 11, 2006  Faculty Participant, Chancellor’s Office Facilitating Graduation Peer Review Team

May 2005  400 Years of *Don Quijote* Commemoration. Organized Film Presentation and Reception

Spring 2004  Language evaluator. Evaluated Spanish speaking ability for Fulbright application of SFSU Geology Professor Karen Grove

Feb. 2004  Faculty Participant, Office of International Programs Student Interviews

2004-Present  Member, General Education Segment II Committee: Lifelong Learning

*Service to Profession*


1997-Present  Co-director of Mediber (Medieval Iberia) listserv, which serves more than 350 academic subscribers worldwide. Duties include managing subscriptions, moderating traffic, troubleshooting.

*ConferenceChairing*


*Professional Associations*

Pacific Ancient and Modern Language Association
Medieval Association of the Pacific

Pacific Northwest Renaissance Society, 2008-9


Languages

English – Fluent

Spanish – Fluent

Portuguese – Reading knowledge

Catalan – Reading knowledge

French – Reading knowledge

Latin – Reading knowledge
PAOLA CORTÉS-ROCCA  
*Curriculum Vitae*

El Salvador 3882 D  
Buenos Aires C1175ACB  
3968-5933/pcortes@sfsu.edu

**Education**

- Ph. D., Spanish and Portuguese, Princeton University  
  Dissertation: *Vistas de fin de siglo. Ficciones nacionales, paisajes y multitudes*  
  2005
- M.A., Spanish and Portuguese, Princeton University  
  2001
- *Licenciatura en Letras*, Universidad de Buenos Aires  
  1993

**Teaching Positions**

- Profesora de la Maestría en Estudios Literarios Latinoamericanos,  
  Universidad de Tres de Febrero  
  since 2013
- Associated Professor of Spanish, Department of Foreign Languages and Literatures,  
  San Francisco State University  
  since 2011
- Assistant Professor of Spanish, Department of Foreign Languages and Literatures,  
  San Francisco State University  
  2007-2011
- Mellon Fellow, Department of Spanish and Portuguese  
  University of Southern California  
  2005-2007
- Assistant in Instruction, Department of Spanish and Portuguese Literatures and Cultures  
  Princeton University  
  2001-2003
- Language Instructor, Department of Spanish and Portuguese  
  Princeton University  
  2000-2003
- Assistant Professor, Departamento de Letras  
  Universidad de Buenos Aires  
  2004-1997
- Assistant Professor, Departamento de Lengua  
  Universidad Nacional de Quilmes  
  1995-1996
- Assistant Professor, Ciclo Básico Común  
  Universidad de Buenos Aires  
  1993-1997

**Courses**

- **Graduate Seminars**  
  “Historia(s) y memoria(s) de las imágenes latinoamericanas”  
  First Semester 2013
“Realism and Naturalism: A Transatlantic Perspective”  
“Coming of Age Narrative,” SFSU  
“La cuestión de lo viviente. Ficciones de vida” (cotaught with Fermín Rodríguez), Universidad de Buenos Aires  
“Modernization and Borders in Contemporary Mexican Literature and Visual Culture,” San Francisco State University  
“Contemporary Latin American Literature,” SFSU  
“Latin American Literature and Identities,” SFSU  
“Mexican Revolution prose,” SFSU

• **Upper division courses**
  
  “Jorge Luis Borges,” SFSU  
  “Romanticism to Modernism,” SFSU  
  “Modern and Contemporary Latin American Literature,” University of Southern California  
  “Literature of Mexico: Modernization, Technology and Borders,” USC  
  “Literature and Photography: Cities and Multitudes at the End of the Century,” USC  
  “Introduction to Latin American Literature,” Princeton University  
  (Assistant in Instruction of Prof. Arcadio Díaz Quiñones)  
  “Modern Spanish American Fiction,” Princeton University  
  (Assistant in Instruction of Prof. Ricardo Piglia)  
  “Teoría y Análisis literario,” Universidad de Buenos Aires  
  (Head of course: Prof. Jorge Panesi)  
  “Semiótica,” Universidad Nacional de Quilmes  
  “Semilogía y Análisis del discurso,” Universidad de Buenos Aires  
  (Head of course: Prof. Elvira Arnoux)

• **Language / Upper division**
  
  “Spanish Morphology and Syntax,” SFSU  
  “Spanish for Heritage Learners,” SFSU  
  “Advanced Composition,” SFSU  
  “Advanced Grammar,” SFSU  
  “Spanish through contemporary issues,” USC (International Program, Buenos Aires)

• **Language / Lower division**
  
  “Second Semester Spanish,” SFSU  
  “Intermediate/Advanced Spanish,” Princeton University  
  “Beginner’s Spanish 101,” Princeton University
RESEARCH

Investigadora Adjunta del CONICET. Project: La imaginación del umbral (since November 2012).
Becaria del CONICET with the same Project (May 2012-October 2012).
Mellon Fellow, Department of Spanish and Portuguese, University of Southern California (2005-2007).

PUBLICATIONS

• Books

. Author


. Editor


• Articles/Chapters

. In Edited Books


. In Journals


“La condición de las imágenes”. *Otra parte* 28 (Invierno 2013). 32-8


“Fantasmas en la máquina. Fotografías de espectros en el siglo XIX.” In Si(s)tu 7-8 (2004): 115-128.

• Books Reviews


• Books Presentations

Trazos de luz by Eduardo Cadava. Universidad Arcis, Santiago de Chile, July 2007.
• Translations


SCHOLARLY PRESENTATIONS

• Conferences / Talks Organization

Organizer of “Escrituras subversivas/ Subversive writings.” Lecture delivered by Pola Oloixarac. as part of the Fall 2011- *Colloquium Series and Cultural Events,* organized by the Department of Foreign Languages and Literatures, San Francisco State University (San Francisco, September 2010).

Organizer of “La realidad política / Political Reality.” Lecture delivered by Martín Kohan as part of the Spring 2009- *Colloquium Series and Cultural Events,* organized by the Department of Foreign Languages and Literatures, San Francisco State University (San Francisco, April 2009).

Co-organizer of *Peronismo: The Aesthetics of Power in Modern Argentina.* Conference organized by Claudia Soria, Paola Cortés Rocca and Cristina Pons and sponsored by USC and UCLA (Los Angeles, April 2007).


• Invited Lecturer

“La insoportable levedad del Yo,” Keynote Speaker at *V Jornadas de literatura Recorridos actuales de la crítica y la escritura en Latinoamérica,* organized by the Magister en literatura latinoamericana y chilena, Universidad de Santiago de Chile (Santiago de Chile, November 2012).
“Fantasmagorías: literatura, imagen y política,” Keynote Speaker at *Un pie aquí y otro allá, la literatura en la frontera con otras disciplinas*, organized by Instituto de Estudios Avanzados de la Universidad de Santiago de Chile (Santiago de Chile, November 2012).


“Suspects, Convicts, and Citizens: State and Modernization in Late Nineteenth-Century,” Department of Spanish and Portuguese, Stanford University (Stanford, January 2006).

“Photography and Law,” Center for Latin American Studies, Departments of Spanish and Portuguese and Ethnic Studies, University of California, Berkeley (Berkeley, October 2005).


• **Papers delivered**

“Formas de compartir el baño. Imagen y autobiografía” *III Congreso Internacional Cuestiones Críticas*, organized by the College of Arts and Humanities, University of Rosario (Rosario, April 2013).

“Baño compartido. Pintura, fotografía y la escritura del Yo” *Lenguajes itinerantes de la fotografía* organized by Universidad Torcuato Di Tella (Buenos Aires, November 2012).

“Envíos”, V Seminario internacional políticas de la memoria, Centro Cultural de la Memoria Haroldo Conti (Buenos Aires, October 2012).


“Debates contemporáneos sobre estética y política en la Argentina del nuevo milenio”, *What is the Contemporary?*, Department of Iberian and Latin American Cultures, Stanford University (Stanford, May 2012).


“Un Yo cualquiera. Imágenes y relatos de fin de análisis,” II Congreso Internacional Cuestiones Críticas, organized by the College of Arts and Humanities, University of Rosario (Rosario, October 2009).

“Imágenes y retóricas de la postautonomía,” The State of Fiction: Cultures of Contemporary Argentina, organized by USC and UCLA (Los Angeles, April 2008).

“Política y desfiguración II: monstruosidad y cuerpo popular,” El Peronismo: The Aesthetic of power in Modern Argentina, conference organized by the Spanish Departments at USC and UCLA (Los Angeles, April 2007).

“Política y desfiguración: una relectura del cuerpo monstruoso,” El Peronismo: políticas culturales, conference organized by the Spanish Department at USC and UNSAM (Buenos Aires, August 2006).


“Fantasmas en la máquina. Fotografías de espectros en el siglo XIX,” Las teorías críticas de la literatura y la lingüística, organized by Departamento de Letras, Universidad de Buenos Aires (Buenos Aires, October 2004).


“Ghost in the machine,” The Photograph, organized by Mosaic Journal and the University of Manitoba (Manitoba, March 2004).

“Expedición al Río Negro: The photographic face of the Conquest of the Desert,” PhotoHispanic Identities: Photographic Representation and the Search for Identity in the Hispanic World, organized by the Spanish Department, Manchester University (Manchester, September 2002).


“Enfermedades urbanas” Patologías, 10th Annual NYU-Columbia Conference on Spanish and Portuguese Literatures, organized by the Department of Spanish Literature, New York University – Columbia University (New York, April 2001).

“Portraits: Thanatography and Subjectivity,” Surviving the Photograph, organized by the English Department, Princeton University (Princeton, October 2000).

“El cartógrafo. Una geografía de la memoria en El entenado de Juan José Saer,” Graduate Student Conference in Spanish and Portuguese, organized by the Department of Romance Languages and Literatures, Harvard University (Cambridge, May 2000).

“Imágenes y experiencia,” Jornadas de Teoría y Crítica Literaria, organized by Área de Teoría Literaria, Universidad de Buenos Aires (Buenos Aires, August 1999).


“Exhibiciones finiseculares,” IX Congreso Nacional de Literatura Argentina, organized by Facultad de Ciencias Humanas, Universidad de Río Cuarto (Río Cuarto, October 1997).

“Awards and Honors

Presidential Award (paid professional leave), competitively awarded by San Francisco State University (Spring 2009).

First Year Research / Professional Development, competitively awarded by San Francisco State University (Spring 2008).

Postdoctoral Fellowship, competitively awarded by Andrew W. Mellon Foundation, University of Southern California (2005-2007).

Writing fellowship, competitively awarded by Princeton Institute of International and Regional Studies, Princeton University (Fall 2004-2005).


**PROFESSIONAL CONTRIBUTIONS / SERVICES**

- **To the Program/Department**
  Chair, Department of Foreign Languages and Literatures, SFSU (since fall 2010).
  Graduate Coordinator, Spanish Program, Department of Foreign Languages and Literatures, SFSU (spring 2008- fall 2010).
  Chair of the committee (along with Michael Hammer and Fermín Rodríguez) formed to hire an Assistant Professor of Peninsular Literature (October 2008-February 2009).
  Member of the committee (along with Lin Domizio and Tomoko Takeda) formed to update the Foreign Languages and Literatures’ Web site (2008).

- **To the College**
  Department representative for the committee of Humanities Technology (since fall 2008).
  Collaboration in the addition of new courses for the Latin American Minor, San Francisco State University (May 2008).
  Fulbright-Hays Foreign Language Reference Form for Julyana Peard Professor at the History Department, San Francisco State University (October 2007).
  Translations (from English to Portuguese) for the Colleague of Health and Human Services Web site, San Francisco State University (October 2007).

- **Outside campus**
  Reading report of “Reflections of Borgesian Violence in McOndista Writers at the Turn of the Century,” submission to *Pacific Coast Philology*. Special Issue: Violence and Representation edited by Beverly Voloshin.
  Reading report of “Spirit Photography and the Victoria Culture of Mourning,” submission to *Modern Language Studies*.
  Assistant Researcher to the research team working on Sarmiento’s unpublished letters, under the coordination of Ana María Barrenechea at “Dr. Amado Alonso” Institute of Philology and Hispanic Literature, Universidad de Buenos Aires (1991 - 1997). The first volume

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

- Latin American Studies Association since 2003
- Modern Language Association since 2004
- Caribbean Studies Association since 2007

**LANGUAGES**

- Spanish: Native
- English: Fluent
- Portuguese / French: Reading knowledge
Fermín A. Rodríguez  
1600 Holloway Avenue  
San Francisco, CA 94132  
(415) 338-3122  
ferminr@sfsu.edu

Education

2006  PhD, University of Princeton (Comparative Literature).  
Specialist in Nineteenth and Twentieth Century Latin American Literature, Literary Theory, Cultural Theory, Psicoanalisis, and French philosophy.

**Dissertation**: “A Literature for the Desert. Territorial Fictions in Argentine Literature”  
**Dissertation Director**: Ricardo Piglia. **Dissertation Co-director**: Claudia Brodsky.

1996  *Licenciatura* in Literature, University of Buenos Aires (School of Philosophy and Literature). Graduated on April 12, 1996. Overall: 3.77 (over 4.00)

Concentrations

- Latin American literatures, 20th and 19th century
- Cultural / Literary Theory; Political Imagination; Psychoanalysis
- Literature and Space
- Latin American modernity and modernization
- National and Postnational Cultures

I. Teaching Experience

1. Teaching Positions

- 2007-2013  Assistant Professor, Department of Foreign Languages and Literatures, San Francisco State University.
- 1995-2007  Assistant Professor, Departamento de Letras, University of Buenos Aires.
- 2006-2007  Lecturer, Department of Spanish, University of Southern California.
- 2000-2003  Assistant in Instruction, Princeton University.
2. Courses

**Lower division courses**

Spanish Grammar Review, SFSU  
Fall 2007

Second Semester Spanish, SFSU  
Fall 2007

**Upper division courses**

Spanish Grammar Review, SFSU  
Fall 2007

Latin American Short Stories, SFSU  
Spring 2008

Intr. to Literary Criticism, SFSU  
Fall 2008

Spanish Contemporary Narrative, SFSU  
Fall 2008

Intr. to the Reading of Literary Texts, SFSU  
Spring 2009

The Country and the City, SFSU  
Spring 2009

Intr. to the Reading of Literary Texts, SFSU  
Spring 2010

Intr. to Literary Criticism, SFSU  
Spring 2010

Senior Survey in Spanish American Lit., SFSU  
Spring 2010

Intr. to the Reading of Literary Texts, SFSU  
Fall 2010

Literature and Barbarism, SFSU  
Fall 2010

Intr. to the Reading of Literary Texts, SFSU  
Spring 2011

Latin American Narrative, SFSU  
Spring 2011

Introduction to Literary Criticism  
Fall 2011

Latin American Short Stories  
Spring 2012

**Graduate Seminars**

Writers from the Río de la Plata, SFSU  
Spring 2008

Literature and Politics in Latin America, SFSU  
Fall 2008

Aesthetic Ideologies, SFSU  
Spring 2009

Mass, Multitudes, Populations in Latin American Literature, SFSU  
Fall 2010

Aesthetics in Modern Latin American Lit., SFSU  
Spring 2011

Literature and Politics in Modern Latin America  
Fall 2011

Latin American Bestiaries  
Spring 2012

II. Professional Achievement and Growth

1. Research and Publications
**Book**

*Author*


*Co-Editor*


*Co-author*


**Book Chapter**


Prior to SFSU appointment


Academic Journals


Prior to SFSU appointment


Book Reviews

Sobre Literatura en tránsito, de Claudia Torre. Filología XLII (2010): 320-323. (ISSN: 0071-495X) [forthcoming]


On Roberto Bolano’s El secreto del mal, Ciberletras 18 (2007)
http://www.lehman.edu/ciberletras/

On Martín Kohan’s Museo de la revolución, Ciberletras 17 (2007)
http://www.lehman.edu/ciberletras/

Electronic Publications

http://www.escritoresdelmundo.com/


**Articles accepted for publication**


**2. Scholarly meetings**


“Restos de vida. Lo que queda de la literatura latinoamericana”, invited speaker, Carleton College, Minneapolis, March 2, 2012.

“Hacer realidad. Novela latinoamericana y el campo de las vidas sin-estado.” Invited talk for the 7mo Argentino de Literatura, Universidad Nacional del Litoral (Santa Fe, del 2 al 5 de agosto de 2011).

“El cuerpo político del capitalismo,” paper delivered at Colóquio International “Animais, Animalidade e os Limites do Humano”, Universidades Federal de Minas Gerais (Belo Horizonte, Brazil, mayo 4-6 de 2011).


“Escribir afuera: literatura y política en Walsh y Lamborghini”, paper delivered at The State of Fiction: Cultures of Contemporary, University of Southern California (USC) and University of California, Los Angeles (UCLA) Departments of Spanish and Portuguese (Los Angeles, April 17-19, 2008).

Prior to SFSU appointment


“Metáforas y metamorfosis: naturalistas en el Plata”, paper delivered at 1º Congreso Regional del Instituto Internacional de Literatura Iberoamericana, “Nuevas cartografías críticas: problemas actuales de la Literatura Iberoamericana”, Instituto Internacional de Literatura Iberoamericana (ILLI) and y University of Rosario (Rosario, June 2005).

“La tierra purpúrea: Lamb el conquistador,” paper delivered at *IV International Conference on Literary Theory and Critic*, University of Rosario (Rosario, August 2004).


“Sarmiento en el desierto: Exceso de vida, instinto de muerte,” paper delivered at *III International Conference on Literary Theory and Critic*, University of Rosario (Rosario, August 2002).


“Sarmiento en el desierto: El pensamiento del afuera (Por una poética y una política del acontecimiento),” paper delivered at *Graduate Student Conference in Spanish and Portuguese*, organized by the Department of Romance Languages and Literatures, Harvard University (Cambridge, 5 y 7 de mayo, 2000).


“La representación del paisaje en la campaña al desierto. Los mapas de la guerra,” paper delivered at *I International Conference on ‘Reasons for Criticism’*, School of Humanities, National University of Rosario (Rosario, October 1998).

“El estilo del cambio. Literatura y subculturas jóvenes,” paper delivered at *IX National Conference on Argentine Literature*, School of Human Sciences, University of Río Cuarto (Río Cuarto, October 1997).

“Sujetos, espacios y trayectorias en La traición de Rita Hayworth,” paper delivered at *International meeting Manuel Puig*, National University of La Plata (August 1997).


“Sobre la literatura de formación en César Aira,” paper delivered at *II Meeting of Young Critics*, National University of Tucumán (San Miguel de Tucumán, August 1996).
“Movimientos literarios de fin de siglo. La literatura de frontera de César Aira,” paper delivered at International Conference on ‘End(s) of Century and Modernism,’ School of Philosophy and Literature, University of Buenos Aires and School of Humanities and Education Sciences, National University of La Plata (Buenos Aires - La Plata, August 1996).

“Identidad y estilo: la identidad como pacto biográfico. Ave Roc, de Roberto Echavarren,” paper delivered at First International Meeting of Discourse Researchers, Institute of Linguistics, University of Buenos Aires (Buenos Aires, June 1996)

“Identidad rockera: el sentido de la diferencia,” paper delivered at IV International Conference on Semiotics, Argentine Association of Semiotics and National University of Córdoba (Córdoba, September 1995).

“Una excursión a los indios ranqueles: una novela de espionaje,” paper delivered at I Meeting of Young Critics ‘Latin American Criticism near the 21st Century,’ National University of Tucumán (San Miguel de Tucumán, July 1995)


“Subculturas jóvenes y construcción de identidades,” paper delivered at I Conference of Argentine and Latin American Critics ‘Latin American Literature and cultural minorities,’ University of Buenos Aires (Buenos Aires, June 1993)

3. Awards and Honors

Course reduction for the Spring ’08 semester, Award Programs in Support of Research, Scholarship, and Creative Activity, 2007-2008.

National Fellowship - 2006, Fondo Nacional de las Artes, Field: “Literature”.

Antorchas Fellowship for the 2003-04 academic year, from Antorchas Foundation.

Charlotte Elizabeth Procter Fellowship for the 2003-04 academic year, from the Princeton University Graduate School.


4. Current Research Project

Work in Progress

III. Contributions to Campus and Community

1. Contributions to Campus

Program


Member of the search committee for tenure track position in the Spanish Program, Fall 2008–Spring 2009.

Department

Instructor of the Spanish breakout session of Foreign Languages 325 (along with Gustavo Calderón and Paola Cortés-Rocca), Fall 2007, Fall 2010.

Co-Organizer of “Poetry and Translation: How the Poem Breathes.” Lecture delivered by Prof. Delfina Muschietti (Universidad de Buenos Aires), organized by the Department of Foreign Languages and Literatures, San Francisco State University (San Francisco, Sep 23, 2010).


How to apply for a PhD, a detailed handout with step by step procedures, tips, sample material, etc. http://www.sfsu.edu/~collhum/pdf/phd.pdf

College

Member of the Technology & Equipment Committee, Spring 2009-Fall 2011.

Thesis Co-Advisor in Comparative and World Literature

Angelo Bummer
Thesis: “Six Chaacters & Seven Mad Men: Transforming the Commedia in Pirandello and Arlt.” May 2010

Bernabé Mendoza

Melina Dauto
Thesis: “Representations of La Malinche in Mexican literature and post-Movement Chicana literature.”

Respondent in “Monstrous Mapping: A/typical American Journey through the Literary Re-Mapping of the Americas,” by Dane Johnson. Spring 2009 Faculty Colloquium, Department of Comparative and World Literature. May 5, 2009

2. Contributions to Community

Conference

Evaluation of articles
Evaluation of submission of articles for *Perífrasis, Revista de Literatura, Teoría y Crítica*, Nro 3, Departamento de Humanidades y Literatura de la Universidad de los Andes (Bogotá-Colombia, Feb-Mar 2011).

Translations


Prior to SFSU appointment


**Journalism**

1995–2011 Cultural correspondent at various Latin American newspapers and cultural magazines including *Clarín* (Buenos Aires) and *Los inrockuptibles Magazine* (Buenos Aires). More than one hundred reviews, articles, and interviews.

**Articles**


**Book reviews**


Rev. of *Las benévolas*, by Jonathan Littell *Los inrockuptibles* 122, (Buenos Aires), marzo 2008: 74-75.


Rev. of *What is the What?*, by Dave Egger. *Los inrockuptibles* 128, (Buenos Aires), septiembre 2008: 76.


Rev. of *Mis dos mundos*, by Sergio Chejfec. *Los inrockuptibles* 131 (Buenos Aires), diciembre 2008: 76.


Rev. of *Un crimen delicado*, by Sérgio Sant’Anna. *Los inrockuptibles* 114, (Buenos Aires), junio 2007: 710.


Master of Arts in Spanish

The M.A. program in Spanish is mostly focused on Spanish and Latin American literature and culture from the Middle Ages to the present. Over the course of their graduate studies in Spanish, students acquire a solid grounding in major works of poetry, prose, and theater, as well as the tools necessary to approach these works critically. All courses in the Spanish program are taught in Spanish. For more information, please see the graduate program website at: http://www.sfsu.edu/~spanish/grads.html.

Admission to the Program

In addition to the requirements established by the University and the Department of Foreign Languages and Literatures, a student must also meet the following admission requirements established by the Spanish M.A. Program.

1. All applicants are expected to have the equivalent of a B.A. in Spanish, that is, 30 units of upper division work in Spanish, with a GPA of 3.0 or better. If the student has not met this requirement, he or she may, at the discretion of the Program, be admitted as a "conditionally classified" graduate student. Students thus admitted must satisfactorily complete a number of specified courses before they become fully classified. These courses are not included in the 30 units required for the Masters.

2. Applicants must arrange for two letters of recommendation to be sent to the program.

3. Applicants must demonstrate to the Spanish faculty a record of prior scholastic achievement indicative of potential success as a graduate student. This means that applicants must submit a brief writing sample (essay) in Spanish or English which shows the scope of the applicant’s critical preparation and analytical ability. Ideally this will be a paper written in an undergraduate class, from 1,000 to 1,200 words in length.

4. Applicants must also submit two copies of a brief statement of purpose (500 words), one written in English, the other in Spanish.

5. Applicants are responsible for meeting the appropriate deadlines. Materials sent directly to the Spanish Program must be postmarked by April 1 to be considered for fall admission, or by October 1, to be considered for spring admission.

Program

Graduate courses in Spanish (700-800 level) for a total of 15 units.
Upper division/graduate courses (500-899) 6 units.
At least 8 courses (24 units) must be taken within the program, and up to 6 units from a related field may be counted for the degree. Any courses taken outside the Spanish Program must have prior approval of the Graduate Advisor. 9 units.

Minimum total: 30 units
Spanish Program (Department of Foreign Languages and Literatures)

Graduate Program

Admission to the Program
Admission to the MA Program in Spanish is a two-part process. First, the prospective student must apply for admission to the university through the Graduate Division. Meanwhile, the applicant must also send two letters of recommendation, statements of purpose and a writing sample directly to the Spanish Program.

Send application portfolio to:
Spanish Program Graduate Coordinator
San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132

University Entrance Requirements
In order to register for graduate study a student must first be admitted by the Graduate Division. Students may be considered for admission to the University and the Graduate Division when they hold the baccalaureate degree or its equivalent from a regionally-accredited college or university; when they are in good standing at the last college or university attended; and when they meet the academic standards specified for graduate students, that is, at least a 3.0 grade-point average in the last 60 semester units (or 90 quarter units) taken, undergraduate or graduate.

Entrance Requirements Established by the Spanish Program
In addition to the requirements established by the University and the Department of Foreign Languages and Literatures, a student must also meet the following admission requirements established by the Spanish M.A. Program:

1. All applicants are expected to have the equivalent of a B.A. in Spanish, that is, 30 units of upper-division work in Spanish, with a GPA of 3.0 or better. If the student has not met this requirement, he or she may, at the discretion of the Program, be admitted as a "conditionally classified" graduate student. Students thus admitted must satisfactorily complete a number of specified courses before they become fully classified. These courses are not included in the 30 units required for the Masters.
Exam Policy

The M.A. Comprehensive Examinations

Before taking the M.A. examinations students must first satisfy the following requirements:

1. Successful completion of all required units and courses.
2. Fulfillment of both levels of the written English requirement, and
3. Have a Screening Interview (foguo).

The M.A. examinations are given twice a year, in the Fall and Spring semesters. (See the Graduate Adviser for specific dates.) The exam has both a written and an oral element, both of which are taken in the same semester. Oral examinations are given only if the student passes the written examination.

The Written Examination

1. The semester prior to the day of the written examination, students are given ten essay questions, four covering Spanish literature of all periods and six covering Latin American literature of all periods. On the days of the exam students answer two of the ten questions. The written examination is five hours long and is given in two sessions — three hours the first day and two the second.

2. Each participating professor will read the entire written exam, but grades only his or her own question with a number from 1 through 6, according to the following standards:
   0 = no response  
   2 = lowest passing grade for each question
   5 = highest grade possible for any question.

3. In order for a candidate to advance to the oral exam, he or she must score at least 15 points for the entire exam (the maximum possible is 25). In addition to this total of 15, one must score at least two points on each of the five sections of the examination.

4. If a candidate scores fewer than two points on one section, and only one section, of the written exam, and still scores a total of 15 points for the entire exam, he or she may take another exam on the section not passed; if this make-up exam is passed successfully the candidate may then
## Spanish Discipline Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPAN 101</td>
<td>First Semester Spanish (5) [GE]</td>
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<td>SPAN 102</td>
<td>Second Semester Spanish (5) [GE]</td>
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<tr>
<td>SPAN 205</td>
<td>Intermediate Spanish I (3) [GE]</td>
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<tr>
<td>SPAN 206</td>
<td>Intermediate Spanish II (3) [GE]</td>
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<tr>
<td>SPAN 215</td>
<td>Spanish for Heritage Speakers (3)</td>
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<tr>
<td>SPAN 216</td>
<td>Accelerated Grammar, Conversation, and Reading (3) [GE]</td>
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<tr>
<td>SPAN 301</td>
<td>Advanced Grammar and Composition (3) [GE]</td>
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<tr>
<td>SPAN 305</td>
<td>Advanced Composition (3) [GE]</td>
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<td>SPAN 306</td>
<td>Advanced Reading and Conversation (3) [GE]</td>
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<tr>
<td>SPAN 326</td>
<td>Applied Spanish Linguistics: Morphology and Syntax (3) [GE]</td>
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<td>SPAN 341</td>
<td>Introduction to the Reading of Literary Texts (3)</td>
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<tr>
<td>SPAN 350</td>
<td>Practical and Literary Translation (3) [GE]</td>
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<td>SPAN 401 GW</td>
<td>Culture and Civilization of Span-GWAF (3)</td>
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<tr>
<td>SPAN 405</td>
<td>Culture and Civilization of Spanish America (3) [GE]</td>
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<td>SPAN 422</td>
<td>Early Transatlantic Literature and Culture (3)</td>
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<td>SPAN 500</td>
<td>Introduction to Literary Criticism (3) [GE]</td>
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<td>SPAN 521</td>
<td>Spanish Medieval, Renaissance, and Baroque Literature (3) [GE]</td>
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<td>SPAN 521</td>
<td>Literature of Pilgrimage (3)</td>
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<td>SPAN 521</td>
<td>Spanish Medieval Literature (3) [GE]</td>
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<td>SPAN 523</td>
<td>19th Century Spanish Literature (3) [GE]</td>
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<td>SPAN 525</td>
<td>The Contemporary Spanish Novel (3) [GE]</td>
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<td>SPAN 543</td>
<td>Spanish American Literature: Romanticism to Modernism (3) [GE]</td>
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<td>SPAN 545</td>
<td>20th Century Spanish American Literature (3) [GE]</td>
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<td>SPAN 545</td>
<td>Countryside and City in Latin American Literature (3)</td>
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<td>SPAN 545</td>
<td>Latin American Narrative (3) [GE]</td>
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<td>SPAN 545</td>
<td>Literature and Barbarism (3)</td>
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<td>SPAN 545</td>
<td>Spanish American Short Story (3) [GE]</td>
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<td>SPAN 562</td>
<td>Cervantes: The Quixote (3) [GE]</td>
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<tr>
<td>SPAN 580</td>
<td>Hispanic Women Writers (3) [GE]</td>
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