Hispania

Hispania, the official journal of the **American Association of Teachers of Spanish and Portuguese (AATSP)**, invites the submission of original, unpublished manuscripts on applied linguistics, cultural studies, culture, film, language, linguistics, literary criticism, literature, and pedagogy having to do with Spanish and Portuguese. Throughout *Hispania*'s history since its founding in 1917, it has published scholarly articles and reviews that are judged to be of interest to specialists in the discipline(s) as well as to a diverse readership of teachers of Spanish and Portuguese.

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This issue of *Hispania* includes a State-of-the-State Feature on the future of Spanish for the Professions and Specific Purposes by Michael Scott Doyle, Lourdes Sánchez-López and Enrica Ademagni that can't be missed. The Editors are also pleased to be publishing eight research articles on Gopegui (by Ana M. López-Aguilera), gender and L2 reading in undergraduate Spanish courses (by Cindy Brantmeier et al.), storytelling the Camino (by Carmen Granda), translation in Aub (by Gabriella Martin), biography and fiction in Carvalho (by Luciana Namorato), Goldemberg's *Valentia* (by Cecília Rodrigues), discourse in Gage (by Monica Styles), and Libertad Lamarque in Mexican cinema (by Valentina Velázquez-Zvierkova). The diverse book/media review section includes reviews of Carmen Benito-Vessel's *España y la costa atlántica de los EE.UU.: Cuatro personajes del siglo XVI en busca de autor*, Silvia G. Kurlat Ares's *La ilusión persistente: Diálogos entre la ciencia ficción y el campo cultural*, and Alan V. Brown, and Gregory L. Thompson's *The Changing Landscape of Spanish Language Curricula: Designing Higher Education Programs for Diverse Students*.

Foundational Considerations for SPSP [LPSP]-CDA

Michael Scott Doyle
The University of North Carolina at Charlotte

SPSP/LPSP-CDA Defined

In terms of foundational considerations, SPSP-CDA should be clearly defined, even if provisionally, and the need for it, justified. Building on Doyle's original coinage of the term (2017), SPSP-CDA is an ongoing process-and-results oriented curriculum and leadership development activism in humanities-based Spanish language and cultural pedagogy on behalf of the legitimate and evolving needs of society and of the real-world professional, employment, career, and other specific needs of the learner (see Bok and Gilley on the needs of society). It responds to the continuously evolving needs of those who make the investment to learn Spanish in order to be able to use it effectively on the job, in the work they do, and in their professions and careers, or for other specific purposes (consider, for example, Nuessel's educational materials in Spanish for restaurant owners and managers, for office and factory workers, or for pharmacists and pharmacist assistants, and Zeller and Velázquez-Castillo's "Spanish for Animal Health and Care"). It is characterized by a constructivist methodology and contextual pedagogy and andragogy, which issue from and reinforce learner motivation (Doyle 2018). As implied by the word activism, needs-based SPSP-CDA requires attentive, responsive, and vigorous engagement with the curricular goal, and its attendant educational policy implications, of developing, maintaining, and improving courses and programs in Spanish for the Professions and Specific Purposes. CDA is essential for responsiveness to the legitimate needs of society and the learner via LPSP. Since "[a] most compelling curricular narrative is one that evolves with the times and remains needs-based," SPSP-CDA functions to continually rebalance the curricular portfolio in order "to ensure its relevance and therefore its centrality" (Doyle 2017: 99). It exemplifies Nuessel's exhortation that "[a] curriculum should be dynamic and not static" (2018: 513).

SPSP-CDA Cartography: On Stakeholders, Leadership, Attitude, and Curricular Architectures

1. Stakeholders

SPSP-CDA focuses primarily on meeting the professional and work-based language and intercultural communication needs of today's learners and of society, which constitutes the always evolving real-world setting for our students upon graduation. The primary stakeholders, then, are the learners and society, the latter of which constitutes the external environment and a main *raison d'être* of higher education in the twenty-first century. Other key stakeholders in meeting the legitimate needs of the first two include well qualified and committed instructors, at both the undergraduate and graduate levels of instruction; informed, invested, and proactive administrators who have vision; other internal constituents at the educational institution, such as colleges, departments, and programs that would be interested in or welcome LPSP and SPSP for what these can contribute, as a value-added, to their educational missions and curricula; and specific external constituents, such as business, health care, criminal justice, engineering, science and technology, as well as others with a vested interest, such as parents and legislators.

Within the stakeholder context outlined above, Brown (2018) has identified in the Centenary issue of *Hispania* "a troubling dilemma: despite consensus about the need for change, very little is being done to revamp Spanish graduate programs" (202). In terms of being able to hire well qualified faculty for university-level teaching of SPSP, and for its curriculum development at both the undergraduate *and* graduate levels, we are facing a predicament: is LPSP taking us into an era of questionable doctoral degree relevancy, a time when the value of a PhD credential in teaching foreign languages at the college and university level is inviting skepticism in terms of its real vs. assumed relevance to a national ability to meet well documented, legitimate learner and societal needs? Ruggiero (2014) writes that, since "there are no PhD or master's programs in the USA that have a focus on Languages for Specific Purposes," which would enable "graduate students to gain the necessary experience, training, and expertise" in these content domains, US higher education is severely deficient due to the absence of "a graduate curriculum that adequately speaks to these needs" (56). In effect, this amounts to curricular negligence.

As non-tenure track hires increase in the US (Colburn 2018), and as documented demand for LPSP and SPSP continues to surge, the teaching of LPSP is increasingly provided by lecturers and instructors who have not earned a doctoral degree but who are willing and enthusiastic about developing an expertise in LPSP and developing and teaching a cutting-edge LPSP curriculum. There is a troubling disconnect between the LPSP-CDA that is being called for by so many, and which continues to gather momentum nationally and worldwide, and the status-quo graduate curriculum and teacher preparation being provided for prospective foreign language faculty, who are seldom adequately prepared, and often not prepared at all, to teach LPSP or conduct research in this scholarly area. Van Patten (2015) reminds us that, even in the traditional foreign language context, "an expert in literary and cultural studies is almost always not an expert in language, language acquisition, or language teaching" (12), to which we must add the generalized lack of any expertise in LPSP theory, content and methodology. Lafford (2017) observes that "The small number of LSP graduate courses and programs in the United States may be due to the lack of graduate faculty trained in LSP research and pedagogy" (198). If needs assessment data continue to show that the majority of undergraduate students of Spanish want to take SPSP courses because of the real-world value that they and society attach to such learning and skills development, and that these courses, characterized by high enrollments, are increasingly being taught by lecturers and instructors who do not hold a PhD, then how valid and sustainable is it, in terms of an educational institution's cost and return on investment, to continue hiring a narrowly specialized doctoral credential unable and/or unwilling to contribute to the SPSP teaching and curriculum development that beckon in so many US colleges and universities? The 2014 *Report of the MLA Task Force on Doctoral Study in Modern Language and Literature* sounded the alarm that "doubts about the legitimacy of doctoral study are disturbingly widespread—in the general public, among opinion makers, and in the education press. Even within the academy, faculty members, graduate students, and university administrators have raised questions about the rationale for doctoral education in our fields" (3). The *Report* recommended that: "The profession would do well to endorse a shift from a narrative of replication, in which students imitate their mentors, to one of transformation, since graduate programs should be centered on students' diverse learning and career development needs" (2).

Indeed, in terms of LPSP-CDA, it should not be assumed that senior or older faculty with longer employment records are less responsive to current and evolving learner and societal needs; it is simply incorrect to presume that they are the most obstructionist when it comes to curricular change. Instead, it is often junior faculty, with a freshly minted PhD degree that extends the narrative of replication, who in turn want to continue perpetuating the exclusive and limiting

traditional foreign language or Spanish curriculum in which they have been trained. This is a natural comfort zone, but a highly problematic one, because as Álvarez-Castro has observed, for many years graduate students "had not been properly trained—neither pedagogically nor scholarly—for the academic jobs that they were actually securing" (504). These academic jobs have increasingly included the ability to teach SPSP.

To help resolve this situation, Lafford (2017: 198) proposes that "Graduate programs should answer the call for more research in LSP/translation and interpretation studies by creating graduate and undergraduate courses and tracks in these areas that can train graduate students to become professional LSP/translation and interpretation scholars and practitioners" (see also Colina 2003; Lafford 2012; Long 2013; and Ruggiero 2014). Ruggiero (2014) refers to this paradigm shift, and to an attendant obligation to act on behalf of the learners and society, as follows (brackets added):

> it is no longer tenable for graduate programs in any university department, let alone languages, to be focused solely on the production of future academics [i.e., specialists prepared to teach only the traditional literature curriculum, for example]. While certainly an important and necessary part of graduate programs, it should not and cannot remain *the* focus. We need to think more broadly and creatively about what it is that graduate programs in foreign languages can provide. (58–59)

Cautioning against traditional curricula in a hermetic vacuum, which risks irrelevancy, Hlas (2018) advocates for ties to the real world: "In an ever-changing educational and political landscape, now more than ever we need to identify our challenges and move forward with a united effort that is aligned to the needs of society" (47).

There is a real need for our doctoral programs to engage more fully in the generalist aspect of preparation of future Spanish faculty, which today, and moving forward constructively, means being able to contribute to the teaching of a broader curriculum that includes the SPSP that so many students and institutions seek. A too narrowly focused or limited PhD instructional capability is a luxury and a relic at the vast majority of today's colleges and universities in the United States. Society is inviting PhD programs to play a more responsible role in preparing a new kind of generalist in foreign languages or Spanish by adding some training in teaching LPSP or SPSP (which presupposes theory and method) to the specialization (and specialized teaching) that future faculty members and colleagues may be pursuing in their doctoral studies. This in turn can help to restore or enhance the value of the PhD degree at many US institutions of higher learning, making it a more relevant credential in terms of also meeting instructional needs. Simply stated: to be a generalist in Spanish or in Hispanic studies these days means to be able to contribute to the teaching of a broader curriculum that includes SPSP. This observation is not meant to challenge or preclude being a specialist, which is what the PhD credential is primarily about, and which could also occur in the area SPSP itself, rather that one should be complemented by the other: a PhD with research specialties (a major field of study for the doctoral degree) who is also an SPSP teaching generalist (perhaps a secondary or minor field of study for the degree). Either our PhD programs can contribute more of their unique leadership to addressing legitimate SPSP needs, or SPSP will move forward and away without them. This potential disconnect is why SPSP-CDA is so urgently needed, especially at the graduate level! Harsma (2018) points toward a step forward via the innovative Master of Science in Spanish for the Professions, a recently developed terminal degree that illustrates an "alternative model for a Spanish graduate education that is uniquely positioned to meet current and future market demand for professionals with advanced levels of Spanish proficiency and intercultural competence" (145).

2. SPSP-CDA Leadership

Academic presidents and chancellors, provosts, deans, department and program chairs, faculty, and advisors should together be very attentive to what students and society are seeking in terms of language education and intercultural communication content and skills development. Provosts and deans must be leaders who develop and commit enthusiastically to a clear vision regarding learner and societal priorities in the study of foreign languages. Backed by data and documentation (abundant but too often disregarded), they must appoint department chairs who will act to make LPSP and SPSP a primary curricular feature. Department chairs, in turn, must also lead in enlisting interested current faculty members to further the SPSP agenda and corresponding curriculum development, and they must hire well qualified faculty who are willing and able to help develop and deliver the SPSP curriculum that connects with the learners and society. This concerted effort requires coordinated direction. In this venture, it is crucial to educate our academic leaders about the importance of LPSP so that they will make it a priority. If the appropriate leadership is missing, then it must be found or be created.

3. SPSP-CDA Attitude

In principle, responding to the legitimate language and intercultural communication needs of today's learners and of society via SPSP should not be an adversarial undertaking. One would hope that Lacorte's desideratum (2017) might prevail, that "deep-seated, systemic change within Spanish and Portuguese programs" will be the result of "constructive dialogues and collaborative teamwork among all faculty members," which "will make it much easier for L2 [second language] programs . . . to develop interdisciplinary CBI [content-based instruction], LSP, and CSL [community service learning] initiatives" (188). Nuessel (2018) echoes the desideratum, calling for a "departmental ownership of the curriculum in which modifications are achieved through a spirit of cooperative, interactive, collegial, and flexible discussion and resolution of changes" (513). Moving forward, it is hoped that a positive, can-do attitude will prove to be contagious in terms of ongoing SPSP curriculum development. But if a constructive, will-do attitude is lacking, then it too must be instilled by a more enlightened academic leadership genuinely committed to prioritizing learner and societal needs.

4. Didactic Designs and Curricular Architectures

It is crucial for administrative and academic leadership to constitute productive curriculum committees that will develop SPSP proposals that will be approved and implemented. There should be no room for "let's hope for the best" in this regard! Regarding curricular architectures, we would be wise to continue heeding the relevancy warning that Melton (1994) issued from Clemson University nearly twenty-five years ago: "Our colleagues across campus in business, engineering, and other professional fields . . . are offering us opportunities to expand our teaching mission, but if we do not respond to their requests, they will look elsewhere" (23). Mellinger (2017), more recently contemplating future developments in LPSP translation and interpreting programs, has written that these "can be stand-alone academic units or housed within language programs. While there are benefits and drawbacks to each approach, the development of these programs within existing academic units may be more feasible" (244). Maybe, maybe not. If it is not possible, for example, to engage in SPSP-CDA successfully in a department as it currently exists, then either the department must be reconfigured, or SPSP should probably seek to pursue its destiny by means of creating an alternative academic architecture, such as, for example, a School of Applied Language, Translation and Interpretation (SALTI), freed from

the inertia of the traditional language department, which too often sucks the oxygen out of forward-looking curriculum development. An academic structure such as SALTI would be a teaching, research, and service unit capable of responding strategically and nimbly, based on learner needs assessment and cost effectiveness, to the continually evolving needs of society in the twenty-first century. In response to the core educational question of "Who are we *really* in this for?," responsiveness to learner needs within the context of the legitimate needs of society would be the School's driver, placing these at the heart of the language unit's mission (see Appendix A for an example of a draft proposal to create such a School). In response to such an existential challenge of curricular purpose in US higher education, del Pino, who in 2013 hosted a symposium titled "Spanish in the Liberal Arts, Professional, and Scientific World (Its Presence in the US)" at Dartmouth College, comes down squarely on the side of the learner in his curricular prescription for a *modelo de coexistencia*:

> Y hablando de estudiantes, ¿nos estamos preguntando seriamente qué es lo que quieren y esperan? ¿Hemos de minimizar o ignorar las presiones inevitables para dar una salida profesional a su educación subgraduada o, por el contrario, debemos diseñar una estrategia inteligente en donde sus expectativas de usuario se vinculen con sus necesidades de estudiante y con su futuro laboral? Parece claro que a estas alturas tenemos que atender a ambos criterios. (182)

As del Pino further suggests, the curricular model of the "hibridez del modelo tradicional y el currículo para las profesiones" should not be simply that of a wary and mutually subversive co-existence or tolerance. Today's learners, and society, seek, expect, and deserve better.

The *Hispania* Centenary Issue article, "Spanish for the Professions and Specific Purposes: Curricular Mainstay" (Doyle 2017), concludes with the following:

> the future success of SPSP as a curricular mainstay will require more thought, imagination, research, energy, collaboration, experimentation, courage, and implementation, a collective effort harnessed by an academic leadership committed to responding to the needs of the learner and society (95).

Curricular vision and leadership will be crucial to the critical and unique role of SPSP in the ongoing repositioning and rebranding—the renewal of relevance and centrality—of Spanish. A commitment to LPSP and SPSP is a commitment to curriculum development activism in language pedagogy on behalf of the legitimate needs of society and the real-world needs of the learner (99).

Teresa Sullivan (2018), immediate past president of the University of Virginia, wrote that "universities that are timid in the face of change will wither and die" (65). To this enduring challenge, we add that US higher education will be derelict if it does not always bend its language curricula toward meeting the legitimate needs of society and the learner. It is not that the study of Spanish will not remain relevant and central, but that, moving forward, SPSP-CDA can help to secure and optimize its ongoing relevance and centrality at both the undergraduate and graduate levels. There are also significant benefits that SPSP-CDA has been bringing, and can continue to bring proactively, in terms of helping to buffer enrollment downturns during the emerging crisis of "a persistent decrease" (Nuessel 2018: 513).
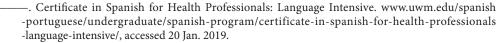
In the following two articles, the integration and normalization of SPSP within a liberal arts curriculum will be illustrated via two adaptable models, or parts thereof, of best practices in CDA methodologies in US higher education. These distinctive LPSP and SPSP programs provide adaptable examples of sustained CDA best practices, characterized by breadth and depth. Each university has pursued CDA according to its own contexts (internal and external)

and in response to needs assessments. Each has identified its stakeholders, and then harnessed their proactive energy, commitment, and talents on behalf of mutually beneficial curriculum development. Each has moved forward because of its can-do, will-do attitude, and because of very capable leadership, whose vision has been translated into academic programs designed to meet the needs of the learner and society. They demonstrate how LPSP and SPSP have been undergoing a process of integration and normalization into established as well as new curricular architectures. This remains an in-progress undertaking, which bodes well for program continuity, as new faculty are sought to continue and innovate upon the work of curricular pioneers. And here is where graduate level programming at the PhD level is encouraged to play a larger leadership role by engaging in a redefined and neglected education of a key generalist aspect, that of LPSP, of today's foreign language faculty. This addresses a key issue of preparedness to teach today's students. CDA has led to considerable curricular innovation at the undergraduate level, but much remains to be done at the graduate level. CDA means that the work of responsive curriculum development, such as that of LPSP, is never set and done, as Sánchez-López indicates. Further, as the following program examples illustrate, CDA requires persistence, patience, and a learning curve in order to build enduring, that is, relevant, LPSP curricula, often from just a few initial seedlings, as Ardemagni explains. This does not happen overnight, which may appear to have been the case when one first looks at well-conceived and more mature programs in full stride. Some additional examples of SPSP-CDA best practices can be found in Appendix B, which is not meant to be comprehensive.

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APPENDICES

Appendix A

Sample Proposal for a School of Applied Languages, Translation, and Interpreting (SALTI) or a School of Translation, Interpreting, and Applied Languages (STIAL, pronounced "style"). Underlined portions are variable.

Be it proposed that X institution of higher learning consider the creation of a separate and independent SCHOOL OF APPLIED LANGUAGES, TRANSLATION, AND INTERPRETING (SALTI). The School could be housed either within or separately from the Department of Languages.

The mission of SALTI is to respond directly to the intercultural communication needs of today's learners in ways specific to their current and anticipated jobs and careers and in response to the legitimate needs of society in this regard.

Focused on intercultural communication, SALTI would house applied languages (i.e., languages for the professions and other specific purposes, such as business language or language for medical and health care), translation and interpreting. It would be the home of undergraduate and graduate level instruction in Languages for the Professions and Specific Purposes (LPSP) and Translation and Interpreting (T&I), and would use and develop the methodologies of LPSP and T&I.

The School would serve as a research center focused on identifying and responding to the intercultural communication needs of the X region, the State of X, and beyond. As such, it would actively pursue funding opportunities to help it accomplish its mission.

SALTI would be a teaching, research, and service unit capable of responding nimbly and in a focused manner, based on learner and societal needs assessment and cost effectiveness, to the evolving needs of society in the 21st century. It would provide LPSP and T&I training to interested parties such as graduate students and language instructors (ranging from lecturers who hold an M.A. degree to holders of the Ph.D. degree).

The School would provide a responsiveness to learner needs and society as its drivers, placing these at the center of its intercultural communication mission. It would be a continuously forward-looking academic structure, moving beyond the constraints of a tradition-bound department of language.

Appendix B

Additional examples of SPSP-CDA best practices, illustrating the dynamic richness of course and curriculum content and design, can be found in language programs at the following universities, among others nationwide:

- Arizona State University:
  - ° Spanish for the Professions, Certificate (webapp4.asu.edu/programs/t5/majorinfo/ASU00/LSSPPRFCER/undergrad/true)
- Clemson University:
  - ° BA in Language and International Trade (www.clemson.edu/caah/departments/languages/academics/lnit/index.html)
  - ° BS in Language and International Health (www.clemson.edu/caah/departments/languages/academics/lnih/index.html)
- Georgia Institute of Technology:
  - ° Minor in International Business, Language, and Culture (modlangs.gatech.edu/degrees/minors-IBLC)
  - ° Bachelor of Science in Applied Languages and Intercultural Studies (ALIS) (modlangs.gatech.edu/degrees/alis)
  - ° Bachelor of Science in Global Economics and Modern Languages (GEML) (modlangs.gatech.edu/degrees/geml)
  - ° 5-Year BS/MS in Applied Languages and Intercultural Studies (modlangs.gatech.edu/ms-degrees/bs-ms-alis)
  - ° Master of Science in Applied Languages and Intercultural Studies (modlangs.gatech.edu/ms-degrees/ms-alis)
- University of Colorado–Boulder:
  - ° Business Minor for International Spanish for the Professions
  - ° International Engineering Certificate
  - ° BA in International Spanish for the Professions (www.colorado.edu/spanish/undergraduate/international-spanish-professions /ba-isp)
  - ° Spanish for the Professions Track (www.colorado.edu/spanish/undergraduate/major/spanish-professions-track)
- University of Florida:
  - ° Certificate in Spanish for the Professions (www.spanishandportuguese.ufl.edu/undergraduate-programs/certificate-in -spanish-for-the-professions/)
  - ° Spanish Major (excellent preparation for careers in business, journalism and communications, law, medicine, the service professions and teaching; www.spanishandportuguese.ufl.edu/undergraduate-programs/spanish-major/)
- The University of North Carolina at Charlotte (for more on UNC Charlotte, see Doyle 2010):
  - ° Undergraduate Certificate in Translation (French, German, Japanese, Russian, and Spanish) and Business Language Certificate Program (French, German, and Spanish (www.languages.uncc.edu/undergraduate-programs/undergraduate-certificate -programs)
  - ° Spanish Major: Applied Language concentration (www.catalog.uncc.edu/preview_program.php?catoid=22andpoid=5308)

- º Graduate Certificate in Languages and Culture Studies: Translating (English-French, English-German, English-Japanese, English-Russian, and English-Spanish) (www.languages.uncc.edu/graduate-programs/graduate-certificate-translating)
- º Master of Arts in Spanish (languages.uncc.edu/graduate-programs/masters-spanish), Translating and Translation Studies (TTS) Concentration
- University of Wisconsin–Milwaukee:
  - º Minor in Business Spanish (www.uwm.edu/spanish-portuguese/undergraduate /spanish-program/minor-in-business-spanish/)
  - º Certificate in Spanish for Health Professionals: Health Focused (www.uwm.edu/spanish-portuguese/undergraduate/spanish-program/certificate -for-health-professionals/)
  - º Certificate in Spanish for Health Professionals: Language Intensive (www.uwm.edu/spanish-portuguese/undergraduate/spanish-program /certificate-in-spanish-for-health-professionals-language-intensive/)
  - º Translation and Interpreting Studies (uwm.edu/translation-interpreting-studies/)
    - ▪ Graduate Certificate in Translation (www.uwm.edu/translation-interpreting-studies/graduate/graduate -certificate/)
    - ▪ Graduate Certificate in Interpreting (www.uwm.edu/translation-interpreting-studies/graduate/certificate-in -interpreting/)
    - ▪ Professional Track (www.uwm.edu/translation-interpreting-studies/graduate/professional -track/)