



College of Arts and Sciences

Dept. 3254 • 1000 E. University Avenue • Room 114, A&S Building • Laramie, WY 82071
Phone (307) 766-4106 • fax (307) 766-2697 • e-mail: asdean@uwyo.edu • www.uwyo.edu/as

8 September 2016

MEMO

TO: Kate Miller
Provost/VPAA

FROM: Paula M. Lutz
Dean, Arts and Sciences

RE: Program Review for Spanish M.A. degree—Dean's recommendation

The department of Modern and Classical Languages has produced twenty-five M.A. degrees in Spanish in the past five years. Spanish is the largest undergraduate language degree, and the largest M.A. program in MCL. There are numerous Spanish programs in high schools across Wyoming, and Spanish is clearly the state's 'second language.' The most recent University Plan 4 document indicated a goal of "preparing students for a global economy." The U.S. Congress concurs with this goal, indicating that educating our citizens for a multicultural society is critical for our nation.

The Spanish section consists of four tenure-track faculty (including the last two hires). The quality of this M.A. program is high, with ~50% of the graduates entering prestigious Ph.D. programs this fall. [Kudos to the department for their hard work on assessment with Tier 2 status for the M.A. in the past year.]

During the first round of program reviews, the dean recommended discontinuing the M.A.'s in French and German and concentrating on a degree in World Languages focused on K-12 teachers in Wyoming. In the interim, MCL will begin offering courses for the Spanish M.A. in the summer so that K-12 teachers in Spanish may begin to take advantage of this option. Once created and approved, the World Languages M.A. would be in addition to the Spanish M.A. degree, and the dean continues to support this idea as part of our land-grant mission.

Considering the importance of this language to the state and the interesting plans for increasing graduate enrollment, **the dean's recommendation is to maintain the M.A. in Spanish.**

Academic Program Review: Spanish MA
2nd Round Program Review
MA Program with 25 graduates in 5 year period

Four key elements should be addressed in each academic program review: (1) Program Demand, (2) Program Quality, (3) Mission Centrality, and (4) Cost.

1. **Title of Program:** Master of Arts: Spanish
2. **Level:** Graduate major
3. **Department/College:** Modern and Classical Languages, Arts & Sciences
4. **Department Head:** Joy Landeira, 766-4852, jlandeir@uwyo.edu
5. **Program Productivity and Demand:**

a. Number of graduates over 5-yr period: 25

2011-12: 5, (201210: 1; 201220: 3; 201230: 1)

2012-13: 6 (201320: 1; 201330: 5)

2013-14: 5 (201420: 4; 201430: 1)

2014-15: 3 (201510: 1; 201520: 2)

2015-16: 6 (201610: 2; 201620: 4)

TOTAL: 25

[**Note:** typically, there are 5 or 6 graduates per year. The lower number of 3 graduates in 2014-15 was during the period when the department chair who directed most graduate thesis died suddenly and was replaced by an outside interim chair. A new department head took over in Fall 2015 and 6 students completed their MA work in this Academic Year.]

b. Enrollment in graduate major over 5-yr period: 61

Declared graduate majors:

2011-12: 13

2012-13: 12

2013-14: 15

2014-15: 10

2015-16: 11

(Source: Warehouse/deptshare\$\DeptShare\majors\SPAN: Number from Spring semester of each academic year).

Program Quality: Is the program of high quality?

- a. **Program accreditation:** Part of previous UW HLC accreditation. Not accredited by other outside accrediting organization. First-time APR.
- b. **Credentials of faculty**—All graduate classes taught by Research-Active Tenure Stream Faculty who have graduated from Research I institutions and have been hired in competitive national searches within the past five years (2011-2016):
 - i. Include a list of all faculty by name, highest degree and discipline of highest degree.
 1. **Irene Checa-García, Irene.** Ph.D, Spanish Linguistics, University of Almería, Spain. Assistant Professor.
 2. **Concepció (Conxita) Domènech.** PhD. Spanish Literature, University of Colorado, Boulder. Assistant Professor.
 3. **Camilo Jaramillo,** PhD. Hispanic Languages and Literatures, University of California, Berkeley. Assistant Professor.
 4. **Joy Landeira,** PhD. Spanish Language and Latin American Literature, University of Colorado, Boulder, Full Professor and Department Head, also Executive Director of the Rocky Mountain Modern Language Association.
 - ii. **Breakdown by gender:** 3 females, 1 male
Breakdown by ethnicity: 3 Hispanic native speakers of Spanish; 1 self-identified Hispanic, non-native Spanish speaker.
 - iii. **Grants awarded to academic personnel: Past 5 years (2011-2016)**

Checa-García—Grants Funded

1. New Spanish Language Development Measures: Detecting Developmental Language Disorders in Spanish-English Bilingual Children without a Bias. Social Justice Center Research Grant, University of Wyoming, 2013. \$2000
2. Resumptive Elements Contribution to Spanish Relative Clauses Comprehension. Basic Research Grant, University of Wyoming, 2012. \$2000
3. IUPLR Work group on Latino Speech Communities. Interuniversity Program for Latino Research and UT Center for Mexican Studies, 2015. \$5000
4. Innovative Course Grant, Office of Summer Session and Winter Courses, University of Wyoming, 2014. \$5000
5. Elbogen Center Grant for Blended Learning, 2013. \$500

Domènech—Grants Funded

1. “El Segundo *Quijote* (1615): Nuevas interpretaciones cuatro siglos después.” Caitlin Long Excellence Fund. University of Wyoming, Laramie (March 2016). \$1,000
2. “Teatro y obra poética completa de Francesc Fontanella.” Group Grant. Ministerio de Economía y Competitividad, Madrid, Spain (February 2016). \$25,300
3. “Study Abroad Program in Argentina.” Cheney Group Scholarship. University of Wyoming, Laramie (January 2016). \$18,400
4. “Escribir para no morir: Gabriel García Márquez, escritor.” Special Project Grant. University of Wyoming, Laramie (November 2015). \$769

5. "Staging the Revolt of the Catalans: Early Modern Spanish Dialogues with Catalonia." University of Wyoming Nominee for National Endowment of the Humanities Summer Stipend, University of Wyoming, Laramie (September 2015). \$6,000
6. "Looking for Macondo: The Caribbean of Gabriel García Márquez." Innovative Grant, University of Wyoming, Laramie (July 2015). \$5,000
7. "The Baroque Artist: A Mirror of the 17th Century Spain." Basic Research Grant, University of Wyoming, Laramie (April 2015). \$3,000
8. "Don Quixote in the American West: A Fourth-Centenary Celebration (1615–2015)." Goode Family Excellence Fund in Humanities, University of Wyoming, Laramie (March 2015). \$2,000
9. "Study Abroad Program in Barcelona/La Mancha, Spain." Cheney Group Scholarship, University of Wyoming, Laramie (March 2015). \$18,000
10. "Don Quixote in the American West: A Fourth-Centenary Celebration (1615–2015)." Ministerio de Educación, Cultura y Deporte, Madrid, Spain (September 2014). \$4,000
11. "The Route of Don Quixote." Innovative Grant, University of Wyoming, Laramie (August 2014). \$10,000
12. "Don Quixote in the American West: A Fourth-Centenary Celebration (1615–2015)." Wyoming Humanities Council (April 2014). \$10,000
13. "COM2/COM3 Grant. Ellbogen Center for Teaching and Learning." University of Wyoming, Laramie (April 2014). \$500
14. "Don Quixote in the American West: A Fourth-Centenary Celebration (1615–2015)." Wyoming Institute for Humanities Research, University of Wyoming, Laramie (February 2014). \$5,000
15. "American Association of Teachers of Spanish and Portuguese. Travel Grant." Panama City, Panama (January 2014). \$500
16. "Ventura Pons: Una mirada excepcional desde el cine catalán." Ministerio de Educación, Cultura y Deporte, Madrid, Spain (August 2013). \$3,400
17. "Study Abroad Program in Barcelona, Spain." Cheney Group Scholarship, University of Wyoming, Laramie (March 2013). \$16,150
18. "Study Abroad Program in Barcelona, Spain." President's Travel Fund, University of Wyoming, Laramie (April 2012). \$10,000
19. "Ventura Pons: The Unconventional Gaze of Catalan Cinema." Institut Ramon Llull, Barcelona, Spain (April 2012). \$4,000
20. "Coexistence of Three Cultures in Spain: Judaism, Islam, and Christianity." Innovative Grant, University of Wyoming, Laramie (April 2012). \$5,000
21. "Establishing a Study Abroad Program in Barcelona, Spain." International Travel Grant, University of Wyoming, Laramie (April 2012). \$1,000
22. "A War of Papers: *La comedia del marqués de los Vélez*." Basic Research Grant, University of Wyoming, Laramie (December 2011). \$2,500
23. "Ventura Pons: The Unconventional Gaze of Catalan Cinema." Advancing Curricula and Teaching Grant, University of Colorado Denver (June 2011). \$3,500

Landeira—Grants funded

1. University of Northern Colorado Summer Support Initiative for Research, Scholarship, Creative Works and Grant Writing to fund book publication: *Jaiku Compostelano*. Amount \$ 3,000.

v. Publications/presentations by academic personnel: Past 5 years (2011-2016)

Checa-García--Articles:

1. "Prosodic Cues in Relative Clauses Disambiguation: Bilinguals vs. L2 learners", *Journal of New Approaches in Educational Research* 5 (2): 74-80. (2016)
2. "La sociolingüística en un programa de lenguas a nivel universitario", *Ometeca* 21: 143-62. (2015)
3. "Recolectando resultados: el portafolio académico en la clase de metodología". *Rocky Mountain Review of Languages and Literature* 68 (1): 32-51, with Conxita Domènech. (2014).
4. "Complejidad grammatical y niveles de dificultad en lecturas de ELE adaptadas y originales" [*Grammatical complexity and difficulty levels in L2 Spanish original and adapted readings*], *RLA (Revista de Lingüística Teórica y Aplicada)* 51(2): 49-72. (2013).

Checa-García—Book Chapters

1. "Asking for things without words: Embodiment of action onset as a toddlers communication tool", in Christine M. Jacknick, Catherine Box, and Hansun Z. Waring (Eds.) *Talk in Institutions: A LANSI Volume*, Cambridge: Cambridge Scholars Publishing. Peer-reviewed. (2014).

Checa-García—Book Reviews

1. Frignal, E. and Hardy, JA. *Corpus-Based Sociolinguistics*. New York, NY: Routledge. *The Linguist List*, 2014.
2. Kidd, Evan (Ed.). *The Acquisition of Relative Clauses: Processing, typology and function*. John Benjamins Publishing Company: Amsterdam. *First Language* 33 (5): 545-48. (2013).
3. Fuhler, Janet. *Spanish Speakers in the USA*. *The Linguist List*, 2013.

Checa-García—Presentations

1. "Tense frequency and 'transfer' between English and Spanish Heritage Speakers", 69th RMMLA Convention. (Santa Fe, October 2015).
2. "Monolinguals, bilinguals, and L2 learners comparisons as a means for insights into language and cognition: Two case studies". Invited lecture at the 1st IUPLR (Inter-University Program for Latino Research) Meeting for the Latino/a Speech Communities Language and Cognition Research. (University of Texas at Austin, September 2015).
3. "Spatial Tweetstistics with R: Geographical Distribution of English Loan Words in Spanish Tweets", 10th UseR! Conference 2014 With Virgilio Gómez Rubio. (University of California at Los Angeles, July 2014)
4. "Embodiment of action onset as a toddler's communication tool", invited to the panel on very young children interaction study, 4th ICCA (International Conference of Conversation Analysis) Invited Panelist. (University of California at Los Angeles, June 2014)
5. "Unbiased Tools for Language Developmental Disorder Detection in Spanish-Speaking Preschoolers", 18th Shepard Symposium on Social Justice (University of Wyoming, April 2014)
6. "Collecting results: the portfolio in an L2 teaching methods class", 67th Meeting of the RMMLA (Rocky Mountain Modern Language Association), (University of Washington Vancouver, October 2013).
7. "Children embodiment of requests", LISO (Language Interaction and Social Organization)

Colloquium. Invited Speaker. 2013.

8. “Action Onset Embodiment as a Requesting Tool”, LANSI (Language and Social Interaction II Meeting), Columbia’s Teachers College, NYC. 2012.

9. “Resumptive elements in Spanish relative clauses and processing difficulties”, 86th Annual Meeting of the Linguistics Society of America, Portland, January 2012.

Domènech--Books:

1. *La Guerra dels Segadors en comedias y en panfletos ibéricos: Una historia contada a dos voces (1640–1652)*. Kassel, Gr.: Reichenberger, 2016. Accepted.
2. *El Segundo Quijote (1615): Nuevas interpretaciones cuatro siglos después*. Ed. Conxita Domènech and Andrés Lema-Hincapié. Frankfurt, Gr.: Vervuert/Iberoamericana, 2016. Accepted.
3. *Letras hispánicas en la gran pantalla*. London: Routledge, 2016. Accepted. (With Andrés Lema-Hincapié).
4. *Ventura Pons: Una mirada excepcional desde el cine catalán*. Ed. Conxita Domènech and Andrés Lema-Hincapié. Frankfurt, Gr.: Vervuert/Iberoamericana, 2015.
5. *Pedro Calderón de la Barca’s La vida es sueño: Philosophical Crossroads*. Ed. Conxita Domènech and Andrés Lema-Hincapié. Newark, DE: Juan de la Cuesta, 2014.

Domènech—Articles:

1. “De Pedro Calderón de la Barca a Luis Saslavsky: Un estudio literario-cinematográfico de *La dama duende*.” *Hispania* 98.3 (2015): 474–84.
2. “Segunda Parte del ingenioso Guardia Municipal de Tomelloso: Aventuras de Plinio en la capital.” *Confluencia* 30.1 (2014): 126–37.
3. “Recolectando resultados: El portafolio en el curso de metodología pedagógica.” *Rocky Mountain Review* 68 (2014): 32–51. (With Irene Checa-García).
4. “*Lo Desengany*: Una subversión grotesco-erótica de la comedia nueva castellana.” *Transitions: Journal of Franco-Iberian Studies* 9 (2013): 51–70.
5. “La subversiva Mamacha Jael en el Cusco de *El amar su propia muerte*.” *Hispanófila* 169 (2013): 131–45.
6. “La peregrinación científica hacia el monasterio de Las Batuecas: viaje a Las Hurdes de Gregorio Marañón.” *Ometeca* 18 (2013): 138–54.
7. “Del *Lazarillo de Tormes* a *La Virgen de los sicarios*: el mundo del hampa en la picaresca y en la sicaresca.” *Signos Literarios* 16 (2012): 9–32.
8. “Orejas, narices y pies: estudio fisiognómico del Arcipreste.” *Neophilologus* 96.2 (2012): 221-32.

Domènch--Book Chapters:

1. “. . . llenos de pies de piernas humanas’: Don Quijote y Sancho Panza entran en Cataluña.” *El Segundo Quijote (1615): Nuevas interpretaciones cuatro siglos después*. Ed. Conxita Domènech and Andrés Lema-Hincapié. Frankfurt, Gr.: Vervuert/Iberoamericana, 2016. Accepted.
2. “Hacia el Monasterio de las Batuecas: Gregorio Marañón, un peregrino científico en Las Hurdes.” *Charlas del Ateneo: Science and Literature in the Hispanic World*. Ed. Todd Mack and Dale Pratt, 2015. Accepted.
3. “La reinención de *La dama duende*: De comedia española a película argentina de exiliados.” *Anuario Calderoniano*. Frankfurt, Gr.: Vervuert/Iberoamericana, 2016. 35–53.
4. “Una piedra parlanchina y un gnomo perverso: Quim Monzó y Ventura Pons en *El perquè de tot plegat*.” *Ventura Pons: Una mirada excepcional desde el cine catalán*. Ed. Conxita Domènech and Andrés Lema-Hincapié. Frankfurt, Gr.: Vervuert/Iberoamericana, 2015. 231–57.
5. “La renuncia de ‘El femater’ de Vicente Blasco Ibáñez: La ruptura entre la capital y la huerta valenciana.” *Essays in Honor of Kevin S. Larsen*. Ed. Jerry Hoeg. St. Petersburg, FL: Ometeca. 2015. 40–50.

6. “Abandoning the Christian Perfect Prince: *La vida es sueño* as a Staging of the Realist *Raison d’État*.” *Pedro Calderón de la Barca’s La vida es sueño: Philosophical Crossroads*. Ed. Conxita Domènech and Andrés Lema-Hincapié. Newark, DE: Juan de la Cuesta, 2014. 165–91. (With Jennifer Brady).
7. “Las luces y las sombras de Goya en *Insolación*.” *El naturalismo en España: aproximaciones desde una perspectiva actual*. Ed. Efraín E. Garza. Miami: Alexandria Library, 2013. 49–70.

Domènech--Book Reviews

1. Nye, Eric W. *John Kemble’s Gibraltar Journal. The Spanish Expedition of the Cambridge Apostles, 1830–1831*. London: Palgrave Macmillan, 2015. *Hispania* (2016): Accepted.
2. Pérez-Anzaldo, Guadalupe. *El espectáculo de la violencia en el cine mexicano del siglo XXI*. Mexico: Eón, 2014. *Confluencia* 31.2 (2016): Accepted.
3. Rossich, Albert, Eulàlia Miralles, and Pep Valsalobre, eds. *O he de morir o he d’amar*. Barcelona: Grup 62, 2015. *Calíope* (2016): 114–16.
4. Vivar, Francisco. *Cervantes y los límites del ser*. Madrid: Vervuert/Iberoamericana, 2014. *Hispania* (2016): 187–88.
5. Egea, Juan F. *Dark Laughter: Spanish Film, Comedy, and the Nation*. Madison, WI: U of Wisconsin P, 2013. *Hispania* (2015): 607–608.
6. Rupp, Stephen. *Heroic Forms: Cervantes and the Literature of War*. Toronto: U of Toronto P, 2014. *Journal of Military History* 79.2 (2015): 478.
7. María-José Blanco López de Lema. *Life-Writing in Carmen Gaité’s Cuadernos de todo and Her Novels of the 1990s*. Woodbridge, UK: Tamesis, 2013. *Ometeca* 19–20 (2014–2015): 285–87.
8. Plata Parga, Fernando, ed. *La vida es sueño*. Frankfurt, GR: Reichenberger, 2012. *Bulletin of the Comediantes* 66.2 (2014): 250–51.
9. Masanet Ríos, Lydia. *Hacia dentro en femenino*. Almería: Círculo Rojo, 2012. *Hispania*. (2014): 533–34.
10. Francomano, Emily C. *Three Spanish Querelle Texts: Grisel and Mirabella, The Slander, and The Defense of Women Against Slanderers; A Bilingual Edition and Study*. Toronto: Centre for Reformation and Renaissance Studies Publications, 2013. *Hispania*. (2014): 327–28.
11. Arredondo, María Soledad. *Literatura y propaganda en tiempo de Quevedo: guerras y plumas contra Francia, Cataluña y Portugal*. Madrid: Vervuert/Iberoamericana, 2011. *Confluencia* (2013): 146–47.
12. Miralles, Eulàlia, ed. *Del Cinccents al Setcents. Tres-cents anys de literatura catalana*. Bellcaire d’Empordà: Edicions Vitel·la, 2011. *Catalan Review* 25 (2011): 310–11.
13. Sansano, Gabriel, and Pep Valsalobre, eds. *Fontanellana*. Girona: Documenta Universitaria, 2009. *Caplletra* 51 (2011): 270–73.
14. Castillo, David R. *Baroque Horrors: Roots of the Fantastic in the Age of Curiosities*. Ann Arbor: U of Michigan P, 2011. *Hispania* 95.2 (2011): 366–67.

Domènech--Presentations

1. “‘Una olla de algo más vaca que carnero’: A Lesson of *Don Quixote* on Food.” July 8–11, 2016. American Association of Teachers of Spanish and Portuguese Conference. Miami, Florida.
2. “Editors Present: Publishing Your Work in *Hispania*.” July 8–11, 2016. American Association of Teachers of Spanish and Portuguese Conference. Miami, Florida. (With Sheri Spaine Long and Domnita Dumitrescu).
3. “Ventura Pons: Una mirada excepcional desde el cine catalán.” April 11–13, 2016. Ventura Pons Cultural Week. University of Colorado. Denver, Colorado.
4. “Pedro Manrique’s Legacy in *Don Quixote*: The *Moriscos* in Catalonia.” November 21–24, 2015. Middle East Studies Association. Denver, Colorado.
5. “La renuncia de ‘El femater’ de Vicente Blasco Ibáñez: La ruptura entre la capital y la huerta valenciana.” October 8–10, 2015. Rocky Mountain Modern Language Association Convention. Santa Fe, New Mexico.

6. “*Entremés de los labradores: L’allotjament dels terços castellans durant la Guerra dels Segadors.*” June 29–July 1, 2015. North American Catalan Society. Barcelona, Spain.
7. “. . . llenos de pies de piernas humanas’: Don Quijote y Sancho Panza entran en Cataluña.” April 23–26, 2015. Don Quixote in the American West: A Fourth-Centenary Celebration (1615–2015). University of Wyoming. Laramie, Wyoming.
8. “Dos modos literarios de morir: Alonso Quijano y Madame Bovary.” March 4–6, 2015. “Celebrating over 400 years of Don Quijote.” University of Minnesota. Duluth, Minnesota.
9. “*Dulce et Utile: Actividades variadas para animar a los estudiantes de español.*” July 8–11, 2014. American Association of Teachers of Spanish and Portuguese Conference. Panama City, Panama. (With Jennifer Brady).
10. “Cíclopes u hombridemonios: Los catalanes en *La comedia del marqués de los Vélez.*” June 18–20, 2014. Conference/Working Session XIII on the Relations Between the Humanities and the Sciences in the Hispanic World. Stonehill College, Massachusetts.
11. “Collecting Results: The Portafolio in the L2 Methods Course.” October 10–12, 2013. Rocky Mountain Modern Language Association Convention. Vancouver, Washington. (With Irene Checa-García).
12. “*Loa de la comedia de Montjuïc: Un diàleg bèl·lic entre Catalunya i Castella.*” May 24–26, 2013. North American Catalan Society. Toronto, Canada.
13. “Segunda Parte del ingenioso Guardia Municipal de Tomelloso: Aventuras de Plinio en la capital.” October 11–13, 2012. Rocky Mountain Modern Language Association Convention. Boulder, Colorado.
14. “Una piedra parlanchina y un gnomo perverso: Quim Monzó y Ventura Pons en *El perquè de tot plegat.*” October 4–6, 2012. Ventura Pons: The Unconventional Gaze of Catalan Cinema. University of Colorado. Denver, Colorado.
15. “La peregrinación científica hacia el monasterio de Las Batuecas: Viaje a Las Hurdes de Gregorio Marañón.” June 17–22, 2012. Conference/Working Session XII on the Relations Between the Humanities and the Sciences in the Hispanic World. Madrid, Spain.
16. “*Amor, firmeza i porfía: An Allegorical and Pastoral Rendering of the Guerra dels Segadors.*” March 8–10, 2012. Association for Hispanic Classical Theater Symposium on Golden Age Theater. El Paso, Texas.
17. “War and Peace in the Catalonia of *The Painter of His Own Dishonor and Disdain with Disdain.*” October 6–8, 2011. Rocky Mountain Modern Language Association Convention. Scottsdale, Arizona.
18. “Orejas, narices y pies: estudio fisiognómico del Arcipreste.” April 14–16, 2011. The Languages, Literatures, and Cultures Conference. University of Kentucky. Lexington, Kentucky.
19. “The voyeuristic journey in the *Tragèdia de Caldesa.*” January 6–9, 2011. Modern Language Association Convention. Los Angeles, California.

Jaramillo—Presentations

1. “Landscapes in the Times of Rubber”, Latin American Studies Association (LASA), San Juan, Puerto Rico. May 2015.
2. “Intersections of Geography and Literature in Euclides da Cunha’s Amazon Writings.” *Capitals*. ACLA, New York. March 2014.
3. “Cuerpo y afecto en las novelas de la selva.” LASA, Washington D.C. May 2013.
4. “Ilegibilidad del espacio amazónico en *La Vorágine* de J.E. Rivera.” Simposio Internacional de Literatura Comparada, Universidad Nacional de Colombia, Bogotá. March 2012.
5. “El ensueño del horizonte: espacio y tiempo en *La Vorágine* de J.E. Rivera.” LASA, San Francisco. Mayo 2012
6. “Paraíso y turismo en *La última noche que pasé contigo* de Mayra Montero” Cuban Studies Group Conference UC Berkeley, University of California, Berkeley. October 2011.

Landeira—Books

1. *Jaiku Compostelano*. Santiago de Compostela, Spain: Follas Novas, Los Libros del Caracol, 2012.

Landeira—Articles

1. "Chileno, Chicano, o Californiano? The Outlaw Joaquín Murrieta in Legend and in Literature." *Proceedings*. Society for the Interdisciplinary Study of Social Imagery. Colorado State University—Pueblo, Colorado Springs, CO, 2011. 57-60.
2. "Continuidades y diferencias ensayísticas en *My Own Private Cuba: Essays on Cuban Literature and Culture* de Gustavo Pérez Firmat." *Revista Iberoamericana* 78.240 (julio-septiembre 2012). 1-12.
3. "Can You Ever Go Back? The Road of Exile and Diaspora in Gustavo Pérez Firmat's Autobiographical Works." *Proceedings*. Society for the Interdisciplinary Study of Social Imagery. Colorado State University—Pueblo, Colorado Springs, CO, 2012. 254-58.
4. "From Insider to Outsider: Working Women Writers of Spain's Second Republic." *Proceedings*. Society for the Interdisciplinary Study of Social Imagery. Colorado State University—Pueblo, Colorado Springs, CO, 2013: 48-52.
5. Poetry in the Heroic Tradition: Rudolfo Anaya's *Elegy on the Death of César Chávez*." *Proceedings*. Society for the Interdisciplinary Study of Social Imagery. Colorado State University—Pueblo, Colorado Springs, CO, March 2014. 262-66.
6. "The Pin is Mightier: *Arpilleristas* Needling Pinochet's Chilean Government." University of Colorado, Pueblo: SISSI (Fall 2015): 148-50.

Landeira—Book Reviews

1. "Bellver, Catherine G. *Bodies in Motion: Spanish Vanguard Poetry, Mass Culture, and Gender Dynamics*." *Hispania* 94.1 (March 2011): 208-09.
2. "Beard, Laura J. *Acts of Narrative Resistance: Women's Autobiographical Writings in the Americas*." *Hispania* 94.3 (Sept 2011): 537-38.
3. "De Maeseneer, Rita and Patrick Collard, editors. *Saberes y sabores in México y el Caribe*." *Hispania* 95.2 (June 2012): 348-49.
4. "López-Calvo, Ignacio. *Latino Los Angeles in Film and Fiction: The Cultural Production of Social Anxiety*." *Hispania* 95.4 (December 2012): 755-56.
5. "Adams, Jacqueline. *Art Against Dictatorship: Making and Exporting Arpilleras Under Pinochet*." *ASG Notions* XIX.1 (Winter): 35.
6. "Russel M. Tremayne and Todd Shallat, eds. *Surviving Minidoka: The Legacy of WWII Japanese American Incarceration*." *Rocky Mountain Review of Language and Literature* 68.1 (Spring 2014): 117-18.
7. "Urioste-Azcorra, Carmen de, ed. *La casa de enfrente seguido de dos capítulos de la novela Mientras allí se muere, de Ernestina de Champourcin*." *Hispania* (December 2014).
8. "Gustavo Pérez Firmat. *A Cuban in Mayberry: Looking Back at America's Hometown*." *Rocky Mountain Review of Language and Literature* 69.2 (Fall 2015): 298-300.
9. "Of Gender and Genre: Building Woman with the *Bildungsroman*." *Confluencia: Revista Hispánica de Cultura y Literatura* 31.1 (Fall 2015): 192-93.
10. "Urioste-Azcorra, Carmen de, ed. *La casa de enfrente*." *Hispania* 98.4 (Dec 2015) 847-48.

Landeira—Presentations

1. "Haiku (Jaiku) Comes to Latin America." Modern Language Association, Los Angeles, CA, January, 2011.
2. "Chileno, Chicano, o Californiano? The Outlaw Joaquín Murrieta in Legend and in Literature." Society for the Interdisciplinary Study of Social Imagery. Colorado State University—Pueblo. Colorado Springs, CO, March 21, 2011.

3. "Roll Up Your Sleeves and Get to Work: Working Women Writers of the Second Spanish Republic." Symposium on The Second Spanish Republic: 80 Years Later, University of Colorado, Boulder, April 23, 2011.
4. "El tema de la sirena en *La casa de enfrente* de Ernestina de Champourcin. American Association of Teachers of Spanish and Portuguese, Washington, DC, July 8, 2011.
5. "Dentro y fuera de *La casa de enfrente* de Ernestina de Champourcin. Rocky Mountain Modern Language Association, Scottsdale, AZ, Oct 8, 2011.
6. "Can You Ever Go Back? The Road of Exile and Diaspora in Gustavo Pérez Firmat's Autobiographical Works." Society for the Interdisciplinary Study of Social Imagery. Colorado State University—Pueblo. Colorado Springs, CO, March 23, 2012.
7. "Literary Antecedents and Cinematographic Techniques in Gonzalo Suárez Morilla's *El detective y la muerte*." Segunda Conferencia Internacional de Literatura Detectivesca en Español (CILDE II). Texas Tech University, Lubbock, Texas. September 27, 2012.
8. "Synesthetic Gaze and Lyric Vision in Ventura Pons' *Food of Love*." Ventura Pons: The Unconventional Gaze of Catalán Cinema International Conference. U of Colorado, Denver. October 4, 2012.
9. "Ernestina de Champourcin: Compromiso y Exilio." Rocky Mountain Modern Language Association, Boulder, CO., Oct 13, 2012.
10. "From Insider to Outsider: Working Women Writers of Spain's Second Republic." Society for the Interdisciplinary Study of Social Imagery. Colorado State University—Pueblo, Colorado Springs, CO, 2013
11. "Old Stories for New Spanish Cinema." Rocky Mountain Modern Language Association, Vancouver, WA, Oct 11, 2013.
12. "Poetry in the Heroic Tradition: Rudolfo Anaya's *Elegy on the Death of César Chávez*." Society for the Interdisciplinary Study of Social Imagery. Colorado State University—Pueblo, Colorado Springs, CO, March 2014.
13. "Desde el vanguardismo 'auto'-erótico a la destrucción autoerótica en *La voz en el viento* y *La casa de enfrente* de Ernestina de Champourcin." Discourses of Peripheral Sexualities in Hispanic Studies Symposium. Florida Atlantic University, Boca Raton, Florida. April 18, 2014.
14. "Moths and Behemoths: Spanish Civil War Realism and Surrealism in André Malraux's *Sierra de Teruel*." Rocky Mountain Modern Language Association, Boise, ID, Oct 11, 2014.
15. "Arpillera Artisanry: The Art and Artifact of Protest." American Association of Teachers of Spanish and Portuguese National Conference, Denver, Co, July 17, 2015.
16. "Gendered Genre: Female *Bildungsromane* in Spanish." Rocky Mountain Modern Language Association Conference, Santa Fe, New Mexico, Oct 10, 2015.

vii. Other University level Honors and Awards

Checa-García:

Ellbogen Center Teaching Award 2015

Mortar Board Teaching Award 2016

Doménech:

Extraordinary Merit Award in Research, University of Wyoming, Laramie (2016)

Extraordinary Merit Award in Research, University of Wyoming, Laramie (2015)

Landeira:

Nu Alpha Kappa Outstanding Faculty Award. Latino Staff Appreciation Gala. (2012)

Center for Human Enrichment Outstanding Faculty and Staff of the Year, April 23, 2014.

UNC Academic Excellence Award for Academic Leadership.(2011).
Western Association of Graduate Schools/ International Testing Service Award for
program design and excellence, 2012.

Jaramillo:

Departmental Dissertational Fellowship. Department of Spanish and Portuguese, UC
Berkeley, 2014-15.

2013-2014, Deans Normative Time Fellowship, UC Berkeley, 2013-14

Tinker Travel Grant, Center for Latin American Studies, UC Berkeley, Summer 2013
Summer Travel Grant. Portuguese Studies Program, UC Berkeley, 2012.

c. Program reputation

- ii. Include a brief description of any other indicators of program reputation such as demand (e.g. waiting lists or over enrollment) for admission into program, employer data/feedback, etc.

“Feeder Schools” and “Feeding the Schools.”

In this fiscal biennium, UW has had to face huge cutbacks in state funding, prompting rote repetition of the often heard phrase, “UW can’t be all things to all people.” As the newly hired (in 2015) Head of the Department of Modern and Classical Languages, and having attended Laramie public schools from Kindergarten through my BA and MA here at UW before moving out-of-state to do the PhD and build a career, I take exception to that sweeping statement because we don’t have to be “all things to all people,” but I believe we do have to be all things to all of *Wyoming’s people*—particularly its sons and daughters.

The Program Reputation of the Spanish BA and MA is built upon our recognition of our obligation to Wyoming’s people, both as a recipient of students sent to us by “Feeder Schools” in all corners of the state, and our obligation to “Feed the Schools” by sending back well-educated students and well-prepared teachers to nurture the elementary, middle, and high schools of Wyoming and the wider world.

“*Feeder schools*” nourish our programs by sending at least four types of students to us: (1) well-prepared students who have already begun studying Spanish in Wyoming schools, often for six years since the seventh grade, including AP (Advanced Placement) and sometimes dual credit language coursework. School systems in Jackson and Casper have expanded Spanish preparation even further by initiating “dual immersion” Spanish/English classrooms beginning in the elementary grades. These are the students who then come here and earn credit by exam and place in our upper division courses, often majoring or minoring in Spanish, and moving on to do graduate work with us or fulfill professional roles where bilingual skills are required; (2) students who want to be prepared to live in a multilingual and multicultural economic environment and realize that studying Spanish will prepare them for global living and professional success in one or more of the twenty-one countries in the world where Spanish is the native language; (3) transfer students from one of Wyoming’s seven community colleges, who have already completed two years of Spanish study and wish to continue to major and minor here—we have articulations and 2+2 agreements with LCCC and have begun working with Casper College, Western Wyoming and Northern Wyoming Community Colleges on articulation agreements to receive these students and facilitate their transition here; (4) and licensed Spanish teachers who want to return to UW to do MA work to broaden their knowledge base in advanced language, literature and cultural studies.

Our program is the fortunate recipient of all of the talent of these “feeder schools” in Wyoming, and we owe it to them to provide a continued strong BA and MA in Spanish to ensure that their demands and needs are met. To complete this “food chain” metaphor, I emphasize that UW is also “*Feeding the schools*” in four ways: (1) Student teachers who do dual majors in Spanish and Education do their in-service practicums in Wyoming schools, assisting teachers as they intern to be teachers themselves—for example, this year I observed “Hope,” who was teaching in a Casper middle school, has graduated, and has begun her first job as Spanish teacher for Newcastle, WY high school; (2) our MA students “feed” our own program here at UW, since all of our state-funded graduate students serve as Teaching Assistants, teaching 3 classes per year, usually SPAN 1010 and 1020. During their time here as TAs, they each teach a total of 24 credit hours, with 25 students per class, meaning that each TA produces 600 Student Credit Hours (SCH) during the course of their MA program. (3) these same MA students also “feed” our own program here at UW, since they all take at least 30 graduate credit hours of coursework. The Graduate TAs teach our undergraduate classes and fill our graduate classes. There could be no more important link in the food chain than the graduate program. (4) Finally, our MA graduates are “Feeding the Schools” by returning to Wyoming communities to teach—one Spring 2015 grad is now teaching in Cheyenne high schools, one is adjuncting this year in our department, and a fall MA grad teaches in the Philadelphia school system.

An additional twist on “feeding the schools” that enhances our reputation nationwide is that a high proportion of our MA graduates are accepted into highly regarded doctoral programs. Of the six Master’s degrees granted in Academic Year 2015-16, three have begun doctoral studies this fall at highly prestigious schools—José Luis Ramón Ruiz at Purdue; Gina Oller Bosch at University of California, Davis, and Kelly Moore at Cornell. One representative testimonial letter from Kelly Moore is included in “MA Spanish Attachment A” to illustrate the impact that our program has had on a recent graduate, Kelly Moore.

Curriculum of major or specialization

i. Include a list of courses by prefix, number, title required in the major or specialization

All candidates for the MA in Spanish must complete 27 hours of graduate course-work beyond an acceptable undergraduate major, a thesis with at least 3 hours of thesis credit; and an oral presentation and examination of the thesis. Spanish does not offer a Plan B (Non-Thesis Degree).

The coursework for a Spanish MA may include:

LANG 4800 Graduate Research Methods

LANG 4800 Literary Theory

LANG 5990 Practicum in College Teaching

SPAN 4080. Fourth Year Spanish II. 3

SPAN 4095. Advanced Translation. 3

SPAN 4125. Spanish-Language Literatures of the Americas. 3

SPAN 4170. Contemporary Spanish Prose. 3.

SPAN 4200. Introduction to Research. 3 [WC<>COM3]

SPAN 4310. Introduction to Hispanic Linguistics. 3.

SPAN 4600. Special Topics in Spanish. 1-
SPAN 4990. Advanced Independent Study. 1-3
SPAN 5090. Spanish Phonetics and History of the Language. 3..
SPAN 5100. Hispanic Thought. 3.
SPAN 5110. Peninsular Spanish Literature. 1-3
SPAN 5120. Spanish American Literature. 1-3
SPAN 5130. Masterpieces of Spanish Renaissance Literature. 3.
SPAN 5140. Masterpieces of Spanish Baroque Literature. 3.
SPAN 5150. Spanish Romanticism. 3.
SPAN 5160. Graduate Readings. 1-5
SPAN 5170. Special Problems. 1-2
SPAN 5180. Advanced Cultural Studies in Hispanic Lit/Media. 3.
SPAN 5190. 20th and 21st Century Spanish-American Texts. 3
SPAN 5260. The Realist Novel in Spain. 3.
SPAN 5900. Practicum in College Teaching. 1-3 (Max. 3).
SPAN 5960. Thesis Research.
SPAN 5990. Internship.

Presently, Spanish is offering all facets of the Spanish MA and producing an average of 5 graduates per academic year, a total of 25 graduates in the last five years, meeting the upper limit of the target for this second round of program review. Due to restricted funding by Graduate Council, we have dropped the requirement for a third language for students seeking the MA in Spanish, so that they don't have to pay out-of-pocket to take beginning undergraduate language courses. Current funding allows 9 credits per semester for full time graduate students.

Our Spanish MA students are expected to turn in paperwork each semester as they progress towards completion of their degree as follows:

Semester 1—Form Committee

Semester 2-- Turn in the Plan of Study and Thesis Proposal

Semester 3—Public presentation of Prospectus

Semester 4—Defend thesis and graduate. (Continued next page)

A typical Plan of Study for the Spanish MA is as follows:

SPANISH—Semester 1	SPANISH—Semester 2
LANG 5900 Pedagogy (3)	Research Methods (3)
Linguistics (3)	SP 4000/5000 Lit or Ling (3)
SP 4000/5000 lit/cult/theme (3)	SP 4000/5000 Lit or Ling (3)
	Plan of Study & Proposal
Form Committee	

SPANISH—Semester 3	SPANISH—Semester 4
Literary Theory (3)	Thesis/Paper (3)
SP 4000/5000 Lit or Ling (3)	Defend Thesis & Graduate
SP 4000/5000 Cult/theme (3)	
Prospectus	

a. Quality of Assessment Plan/data

ii. Include a brief description of the program assessment plan and how the data are used to inform decisions related to program quality and student learning.

Assessment: The Spanish MA has created assessments that raised us from Tier 3 to Tier 2 status as we entered the 2015-16 Academic Year. Additionally, we brought in an American Council of Teachers of Foreign Languages (ACTFL) certified trainer to help us develop new curriculum and understand the Oral Proficiency and other assessment measures of our discipline. This continuing focus on assessment is not only a way to measure our student’s development, but our instruction is *informed* by assessment, allowing us to innovate and change our course delivery in response to the student needs that are evident in our assessment measures.

In particular, the assessment evaluators encouraged us to focus on assessing *skills* such as oral and writing proficiency. We have implemented a base-line skills evaluation of Spanish Oral Proficiency based on the ACTFL OPI model, which we use to assess student skills as they enter and leave the program. Likewise, we have an English OPI assessment for the international students (many from Spain) to make sure that they are proficient enough in English to be able to handle their teaching and advising tasks with their students.

The most salient features of our Tier II assessment plan include:

1. Emphasizing learning outcomes related to gaining essential understanding of other cultures (Learning Goal II).
2. Developing appropriate research, analysis, and critical thinking skills appropriate to their field of study (Learning Outcome III).

These two learning outcomes are the most appropriate to assess at the graduate level, reflected in the thesis project itself and defense.

This plan assesses outcomes at the completion of the thesis and upon graduation in three steps: 1) the outside reader on the thesis completes an evaluation form, 2) each student completes an exit survey and 3) each student completes an exit interview with the department head.

In addition, the department began to require proposal hearings and public prospectus presentations in which graduate students present their initial thesis ideas to the faculty and their student colleagues. This provides an early touch point to assess student progress. Beginning in Fall 2015 all new students form a cohort, and they will complete a common pedagogy and methods course. This provides a clear way to supplement the direct assessments that were put in place across 2014-15. The quality of these 2015 assessment innovations department's level from Tier 3 to Tier 2 in the MA program.

a. Strategic Plan

iii. Include a brief description of any plans for the program or specialization that appear in the college/department strategic plan (i.e., facilities upgrades, curriculum changes, on-line or off-campus delivery, enrichment learning opportunities, etc.)

Future curriculum innovations that will attract a new target audience of MA students who are self-funded. One of the reasons I was hired here is because I was the successful head of department and graduate director of a WAGS—"Western Association of Graduate Schools" Award for Innovative design in Graduate Programming for the program I developed and headed called MA in Foreign Language—Spanish Teaching Emphasis. In Summer 2017, the Spanish MA will begin offering courses in SUMMERS on the Wyoming Campus as well as opportunities for study abroad in Spain and South America. The target audience will be Middle and High School Spanish teachers who cannot study here during the academic year because they are teaching, but they embrace the idea of studying for a month to six weeks in the beautiful Laramie summers and traveling to Europe and South America. The program offers advanced language (linguistics, dialectology, phonetics), pedagogical skills, high level cultural knowledge, and academic literature study in Spanish. These offerings at the MA level will allow teachers to obtain credits required by the Wyoming Dept of Education for their continuing professional development, and will make the Spanish MA degree available to a wide range of Spanish teachers throughout the state. This enhancement of our Spanish MA degree offerings targets an audience and a need throughout Wyoming that will result in new MA students and graduates. In addition to being innovative curriculum that is desperately needed by Wyoming's teachers and teachers in other states, this appeals to people who will pay their own way to attend Outreach summer classes on campus and our faculty-led study abroad programs. They will pay for these out of their own pocket, and we will not have to pay TA salaries to have students in this Summer Graduate program.

These innovative plans for a Summer MA Institute can be implemented quickly, beginning in Summer 2017. Professor Checa-García will be doing a combination online, on-campus, and faculty led internship in the very high demand and cutting-edge material of how to teach Heritage Spanish learners, with special emphasis on Linguistics skills, and Professor

Conxita Doménech will host a faculty-led study abroad to Peru to study Peruvian Culture and the Literary works of Nobel Award winning author, Mario Vargas Llosa. Our own Spanish Masters students as well as Masters-level teachers throughout Wyoming and the region have already expressed interest in signing up for these classes. This extremely innovative strategic new direction will benefit from our high degree of energy and expertise to make strides in building our MA in Spanish. In addition to our current, highly productive Academic Year program, we will add this Summer MA series that will attract a whole new target audience, and a whole new revenue stream. It will produce new revenues, new graduates, and enhance our established research-intensive reputation in Spanish for our department, college and university.

To sum up our current course delivery:

- a. The Spanish MA is to continue “as is” during the Academic Year.
- b. The Spanish MA curriculum will also be offered in Summers beginning in 2017 to a new target audience of teachers who will provide a new revenue stream.

Mission Centrality: Does the program advance the mission of UW including institutional strategy?

Describe how the program supports the mission, vision and strategic goals of UW

According to the UW’s strategic plan UP4, the first of three main goals is to “Prepare UW graduates to compete in a global economy.” A Master’s degree in Spanish with its triple focus on language proficiency, cultural understanding, and literary-based critical thinking completely fulfills UW’s mission to its students. UW’s mission states that “we strive to have our students compete in – and contribute to – a global society by embracing critical thinking, lifelong learning, and diverse cultural perspectives.” In addition, UW’s Goal 3 objective 5 demands that we “recognize the value of domestic and international diversity to UW and to the State of Wyoming”.

The Spanish MA supports the wider mission of the State of Wyoming to provide language education for its population, and as we implement our innovative summer MA program in Summer 2017 for Wyoming’s teachers, this support function will be even more obvious. From the stipulation of language education in the Merrill Act to the recent addition of K-12 language instruction as part of the State of Wyoming Education requirement, providing Spanish MA classes during the summer for Wyoming’s teachers will give language learners across the state access to advanced language, literature, cultural, and pedagogical studies.

According to the State of Wyoming Education statutes: “The college, or department of science, shall embrace courses of instruction in the mathematical, physical and natural sciences, together with such courses in language, literature and philosophy as shall constitute a liberal education.”

The importance of language learning is also being recognized by the US Congress, stating that “We write to request that the American Academy undertake a new study, proceeding from the excellent work presented in *The Heart of the Matter*, to examine the nation’s current capacity in languages, and how a greater attention to language training can

improve the education of a citizenry prepared to thrive in a multicultural society participating in a global economy and how such preparation influences international cooperation and diplomacy, trade and foreign investment, national security and the ability of all Americans to enjoy a rich and meaningful life. English is no longer sufficient as a lingua franca —neither at home or abroad. The percentage of the world’s population that speaks English as a first language is declining rapidly; if current demographic trends continue, only 5% will be native English speakers by 2050.”

When we talk about Spanish, we say that in Wyoming it is not a “foreign language,” it is the second language of Wyoming and we owe it to our growing Spanish-speaking population to serve all of Wyoming’s sons and daughters.

Cost (MCL data provided by Greg Brown):

a) Ratio of student credit hours per FTE (AY 2014/15): **737.1**

b) Direct instructional expenditures (FY 2015): **\$1,888,419**

i) Per student FTE: **\$5,456**

ii) Per total degrees awarded: **\$52,456**

iii) Non-personnel expenditures / total academic FTE: **\$4,627**

c) Course enrollment (AY 2014/15): i) Classes falling under university minimums: **18**; ii) Lower-division courses falling under university minimums: **7**; e) Research expenditure per tenure-track FTE (FY 2015): **\$0**

All Tenure-stream faculty in MCL, including Spanish MA, teach a 3/2 load of 15 credits per semester.

Kelly Moore
104 East Yates Street.
Apt. 1
Ithaca, NY 14850
Telephone
kcm98@cornell.edu

August 24, 2016

To whom it may concern:

The University of Wyoming's Masters in Spanish changed the course of my life. Monday, August 22nd, was my first day as a PhD student in the Romance Studies program at Cornell University. I would not have been a competitive candidate for this program without the University of Wyoming Master's degree in Spanish. Professors Joy Landeira, Conxita Domènech, and Irene Checa-García created a rigorous and challenging classroom environment and pushed their graduate students to be teachers, scholars, and contributing members of an academic community.

Graduate students in Spanish teach three 4 credit hour Spanish courses per academic year and they are responsible for their own classrooms. I treasure my teaching experience. The combination of flexibility and departmental support allowed me to develop confidence and skill as an instructor, not just as a teaching assistant. The required pedagogy course guided us through methodologies, lesson planning, and reflections on how to be a better teacher of Spanish. I will better serve my students as a professor because of this foundational experience at the University of Wyoming.

During my time at UW, the Spanish department hosted *Don Quixote in the American West* conference. Under the guidance of Dr. Domènech, three Spanish graduate students, including myself, presented at panels alongside the world's premier experts in Cervantes. We were also aided in presenting at conferences in Spain and Colorado by Dr. Landeira and Dr. Domènech and encouraged to publish book reviews and papers. This personal mentorship resulted in many successful applications to PhD programs at Purdue University, University of Toronto, University of California-Davis, University of Minnesota, and Cornell. Each of us will go on to be ambassadors for the value of our education at the University of Wyoming and grateful for the doors it has opened for us. In turn, we graduate students offered ourselves as willing resources to the undergraduates whom we interacted with every morning. We show them the salutary effects of unlocking a new language. We show them that we did it, and we know they can, too.

Sincerely,

Kelly Moore

Academic Program Review: **MCL - Spanish MA**

Section 8 – Cost

- a) Ratio of student credit hours per FTE (AY 2014/15): **737.1**
- b) Direct instructional expenditures (FY 2015): **\$1,888,419**
 - i) Per student FTE: **\$5,456**
 - ii) Per total degrees awarded: **\$52,456**
 - iii) Non-personnel expenditures / total academic FTE: **\$4,627**
- c) Course enrollment (AY 2014/15)
 - i) Classes falling under university minimums: **18**
 - ii) Lower-division courses falling under university minimums: **7**
- e) Research expenditure per tenure-track FTE (FY 2015): **\$0**