By definition, cultural and ethnic diversity is at the heart of our department’s educational and research mission. We study and teach the languages, literatures and cultures of the Luso-Hispanic world. That is, by training and professional interest we are particularly receptive to the "other." In fact, it could be argued that our job is precisely to familiarize the other, without diminishing its distinctive nature.

**Staff and Faculty**

We follow UW guidelines for announcing and interviewing for positions. We work on "selling" the division, the university, and the city to candidates for faculty positions.

With the support of the College of Arts and Sciences, we have pursued the possibility of a target of opportunity hire. Now, in winter 2004, we are hosting a potential hire from UCSD and have made her an offer. Her reply is still pending as of the date of this writing.

Within the division, we strive to maintain a positive atmosphere, with discussion open to diverse viewpoints and perspectives. For staff and faculty we support continued training and personal and professional development both with financial support and release time. We try to take advantage of available resources from outside the division as much as we can to expand the possibilities for doing this. We take advantage of available programs such as the Undergraduate Education Faculty Fellows Program and the Arts and Sciences Junior Faculty Development Program, to help with faculty development. One outside resource that may be worth mentioning is the annual Boeing/Spain Scholarship to attend a summer language institute in Salamanca, Spain (which Lecturer Donally Kennedy attended
(Note, for graduate students and non-ladder faculty, our instructor training program is superb. It guarantees that everyone has been informed of the rules, policies, procedures, and expectations of them in their teaching and studies. This includes written rules and to the extent possible, unwritten expectations. The pre-teaching training incorporates and takes full advantage of campus and some off-campus resources. In addition to the start-up training and continuing meetings, beginning teachers take five credits of coursework in language teaching methods during their first quarter of teaching. Also, each new student is assigned an experienced TA as a mentor, who "has volunteered to be a source of information and support ... in any way possible." A group of all interested TAs goes each year to the annual conference of the Washington Association of Foreign Language Teachers, giving them exposure to others in their field.)

**K-12 Outreach**

**Spanish 103 in the High Schools:** This project has continued to increase each year. Currently we are coordinating the 103 program with 32 Washington High Schools. The program, which was initiated five years ago, provides High Schools with our syllabi, tests, and the materials necessary to teach 103 courses as we do here at the University. We also provide support to the teachers by giving them a yearly orientation and providing them with liaisons from among our instructors who go to visit the High School classes twice yearly. This program is intended to raise the level of Spanish instruction in the High Schools, provide the students with UW credits through the Extension Program, and coordinate the continuing Spanish education of students who attend the UW and begin language study here at the 200 level.

Due to budget constraints in public education, the continuing high schools in the 103 Program have not been able to adopt the new 4th edition of the textbook as we have at the University. However, high schools new to the 103 Program this year have been able to begin with the new edition. For this reason, we have had to make an extra effort to provide materials coordinated to the needs of two different texts in the schools.
World Language Day: The Annual World Language Day, held on March 7th, was a huge success. Our department was actively involved through presentations, theatre performance, music, dance, among other things. This effort, geared towards high school students, was sponsored by the UW Extension in collaboration with the language departments of this campus. The coming year's event will be held on February 27, 2004.

UW Language Center Board: Paloma Borreguero represents the Division on this board that serves to facilitate the enterprise of second language education throughout the University of Washington. It also serves as a voice and advisory body on campus for language instruction and as a liaison with extramural organizations, especially those concerned with K-12 language instruction.

This year the board started and funded a project for TA and teacher training. The project consists of a series of videotaped oral interviews of 103 students as well as some samples of 102 and 103 classes taped so that they can be used in the Fall Orientation training sessions, and in the Summer Orientation for high school teachers joining the 103 Outreach Program. These tapes were also used as part of a presentation given at the WAFLT Conference in October 2003 by members of UW Language Board representing Spanish, French, Scandinavian Languages, and UW Extension.

Center for Spanish Studies: The Center for Spanish Studies is an initiative of cooperation between the University of Washington, the Education Office of the Embassy of Spain and the Office of Superintendent of Public Instruction. The Center was inaugurated on October 27, 2000, and since that date has provided an outstanding resource to Spanish language instructors from around the Northwest in way of teaching materials, conferences and workshops, and cultural events.

The Center has organized and developed many events, some in cooperation with the Division of Spanish & Portuguese Studies. Examples of the types of events offered include:

- Methodology seminars, such as Dr. Bill Van Patten, University of Illinois, Chicago gave a workshop, “Communicative Language Teaching from Theory to Practice.”
- Workshops of new technology and use of multimedia materials in the foreign-language classroom
Seminars on Literature and Cinema and their use in the Spanish classroom such as “Obras Literarias: Su Reflejo en el Cine y su Uso en el Aula de Español” presented by Dr. Paloma Martínez-Carbajo, Pacific Lutheran University

Academic Lectures such as Charles Fraker, University of Michigan, “Historical Astrology in the General Estoria of Alfonso el Sabio.”

Readings and receptions for new works of poetry published by scholars in the Division

Workshop on the use of poetry in the Spanish classroom by Prof. Edgar O’Hara, “El uso de la poesía en la clase de español.”

Painting exhibition of Hispanic-themed art

Classical guitar recital by renowned Catalán guitarist Francesc de Paula Soler

Latin dance with instruction and live music provided by Cambalache

Proctoring of the DELE, the Official National Spanish Exam (the only institution to do so in the Western US)

5th Annual Spanish Writing Composition for Washington High Schools

Representation in State Professional Language Education Associations: Paloma Borreguero, Coordinator for the First Year Spanish Language Program within our department acts as a member of the board for the Washington Association for Language Teaching (WAFLT) and serves as president of the Washington Chapter of the American Association for Teachers of Spanish and Portuguese (AATSP-Juan de Fuca Chapter). Through these associations we are able to strengthen our outreach efforts with secondary schools in the state of Washington, articulating our program to benefit high school students entering the UW.

Service Learning Opportunities

Since 1999, when Maria Gillman implemented Service Learning in the Spanish and Portuguese Division, 300-level students have had the opportunity to participate in Service Learning on a voluntarily basis. Over 100 students have benefited from this growing program, in which students combine study with service to the community. They must volunteer 2-5 hours a week—i.e., a minimum of 20 hours per trimester—in organizations that provide services primarily, although not exclusively, to Spanish speakers.
This means than no less than 2000 hours of service to the community have been provided by students in our program. Alternatively, they may volunteer in public schools as tutors of different academic themes.

Some of the organizations and schools which collaborate with Service Learning are: CASA Latina, the Mexican Consulate, El Centro de la Raza, Our Lady of Mt. Carmel, Northwest Immigrant Rights Project, Cascade People's Center, Center for Spanish Studies, John Stanford International School, Bryant Elementary School, John Hay Elementary School, Hamilton Middle School, Nathan Hale High School, Pipeline Project, East Side Literacy program and others. Service Learning benefits not only these organizations, but also the students who participate in the program. Students have the chance to apply their knowledge of the Spanish language in a real context as well as increasing vocabulary and cultural awareness. They are exposed to Hispanic multiculturalism and become active agents of social change in the community. Students keep a reflective journal in which they record the linguistic and cultural impressions they derive from their service experiences. Often SL students find they wish to share their entries with the rest of the class, which enriches the experience of everyone. For students choosing to participate in this program, all written work assigned in class will relate to their experiences in the chosen organization. For example: for their first of five written assignments for the class, students are asked to find a job through an ad posted on the internet, apply for it, write a Curriculum Vitae and a cover or promotional letter. For the Service Learners, this is no abstract exercise. They make job inquiries in an effort to find actual volunteer positions for themselves with the organizations listed above, addressing their cover letters to the directors of those organizations. In these and other ways, students who participate in Service Learning are able to integrate theoretical classroom learning with practical experience in real organizations and will thereby receive an additional GST350 credit. In 2004 we will expand the Service Learning Program, in conjunction with the Mexican Consulate. Heritage Students and our most proficient students in the language, will participate in Adult literacy programs to help Mexican and Latinos in general, obtain their basic instruction certificates as well as High School Diplomas.
As part of our recently invigorated development efforts we have constituted an Advisory Board made up of influential members of the Seattle-area community. They include the Consuls of Mexico, Peru, and Spain, the Chief Curator of Collections at the SAM, and distinguished representatives of the business community. We are still growing and foresee bringing on to the Board representatives of the press and government, all with an eye not only to increasing our resources but also to reach out to underrepresented communities.

Events

The Division of Spanish and Portuguese regularly sponsors cultural events which are free and open to the public. A recent example is “Música Picante,” a concert of Spanish and Brazilian music that filled the HUB Auditorium and merited a front-page article in the Daily (February 10, 2004). Our express purpose in organizing these events is to bring expressions of the languages and cultures that we study and teach to our students and to the broader community, and to bring representative of local communities onto campus.

Curriculum

Within the general cultural diversity represented by the subjects we teach (Spanish and Portuguese language, the literatures and cultures of 21 countries), the expressive culture of US Latinos are of particular interest to us. Thus we offer:

- Spanish 101-02-03 EOP for students of color
- Spanish 314-15-16, Spanish Grammar and Composition for Heritage speakers
- Spanish 331, 332, 464, 465, 466, and 489, all specifically devoted to Chicano literature and culture.