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Hispanic Harvard: a Map of the Spanish Language

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Topic: Current status of Spanish language at Harvard University.

Summary: This report analyzes the current status of the Spanish language across Harvard University and how its use or prevalence has evolved at Harvard over the last fifteen years.

Keywords: Harvard, Spanish, Spanish language, students, faculty, courses, Latinos, Hispanics, university

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Overview and Methodology

We undertook this study to survey the current status of the Spanish language across Harvard University and how its use or prevalence has evolved at Harvard over the last fifteen years. To consider the Spanish “footprint” across the university, we gathered data on the citizenship of international students and ethnic/racial background of faculty across the university; compiled a list of courses with a primary or secondary focus on Spanish language, Hispanic studies or Latin American studies; gathered information on student groups from across campus with a focus on Spanish, Hispanic studies, or Latin American studies; and searched for events, activities, programs and centers with a focus on these areas. We have made an effort to compare how the presence of Spanish and the number of Hispanics/Latinos currently relate to other languages and ethnic groups on campus and how both have evolved over time.

Overall, the number of students on campus who are citizens of Hispanic countries has decreased during the last 15 years. However, students who are U.S. citizens, permanent residents, or dual citizens are not currently included in this report, so it is possible that the number of students who identify as Latino may nevertheless be constant or rising.² The number of faculty across Harvard who identify as Latino has been gradually increasing. These faculty appear to be U.S. citizens, permanent residents, or dual citizens of the U.S.

The number of Spanish language courses offered at Harvard has decreased in the last ten years, but is comparable to the number offered fifteen years ago. The number of students enrolled in Spanish language classes has also decreased over the last 15 years. However, there has been a similar decline across the ten

² Our current data on Hispanic/Latino students was provided by the Harvard International Office; U.S. citizens, permanent residents and dual citizens would not have required a visa to study at Harvard and are therefore excluded from our current student data.

most commonly studied languages at the university, and Spanish remains the language with both the largest number of courses and the largest number of students.

The Student/Faculty and Course/Students ratios in Spanish language classes are larger than in many of the other languages, including French, which offers a comparable number of courses but has fewer enrolled students. This indicates that some Spanish classes are larger in comparison to the same level class offered in other languages. The number of student groups on campus with a focus on Spanish, Hispanic countries or Hispanic culture is generally comparable to or larger than the number of student groups focused on other languages/cultures across Harvard's schools.

The information included in this report was collected through interviews with Harvard University staff and faculty and through data provided on Harvard University web pages. The specific method used to acquire data in each section is explained when that data is presented. In general, throughout the report, the terms Hispanic and Latino are used interchangeably. The exception to this is when discussing faculty ethnicity data, in which case the terms Hispanic and Latino are utilized in accordance with the University's use of each term. The University's categories for faculty ethnicity and race have changed over time, and as such, this report maintains the specific terminology used by the University in any given year so as to maintain the integrity of the data. It is clearly noted in the report when data is used across a time period when the University changed the relevant ethnic category from "Latino" to "Hispanic/Latino," and the terms in this case are used in accordance with how they were used by the University.

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Students

Matriculating Student Demographics

Our report currently contains only demographic data for international students. Data for domestically admitted students has not yet been released by the Harvard College Institutional Research Group. In this section we will therefore analyze country of origin to identify those students attending Harvard from Hispanic countries, and we will not compare race or ethnicity data for matriculated students from across the U.S.

International Students by Country

We gathered data on the country of origin for international students studying at each of Harvard's schools. Among Hispanic countries for the last fifteen years, Mexico has continued to send the greatest number of students to Harvard University (approximately 80-100 each year), followed by Spain (at around 45-60 each year). Since 2000, the number of students enrolling at Harvard from Spanish-speaking countries overall has decreased. Refer to Figure 1 for the complete results from all Hispanic countries.

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Figure 1 – Number of enrolled students across all Harvard schools in academic years 2001, 2006, 2011, and 2015. Data based on visa statistics provided by the Harvard International Office. The overall number of Hispanic students enrolled at Harvard in each of the designated years is shown above.

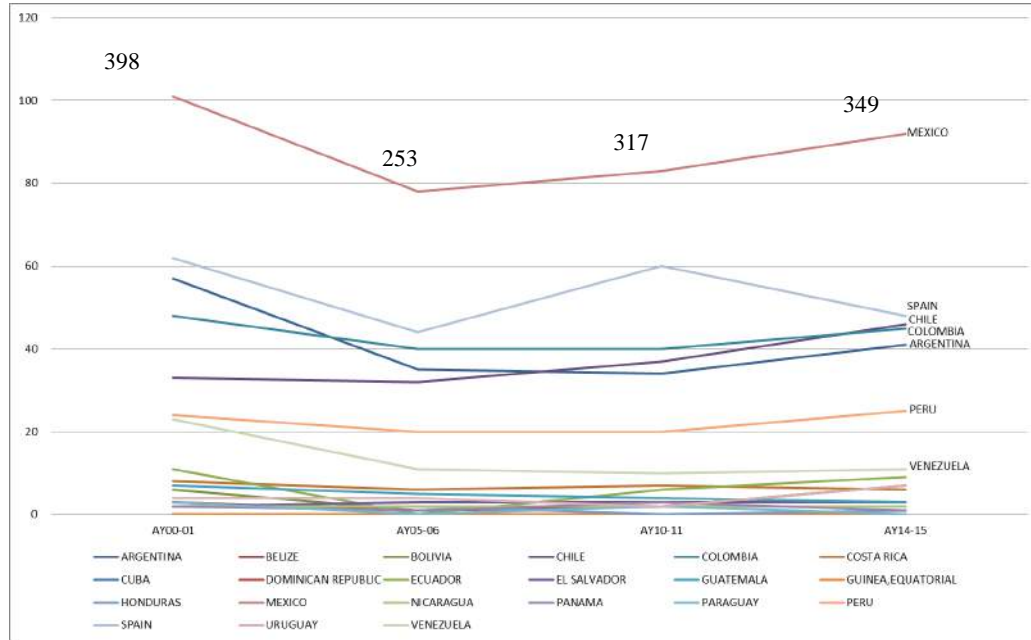
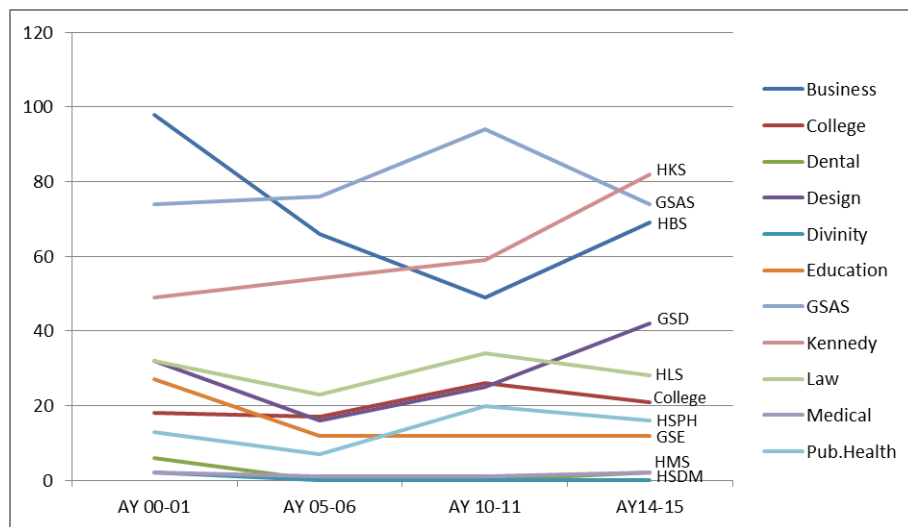


Figure 2 on the following page shows a breakdown of Hispanic students by Harvard school over the last fifteen years. While the Graduate School of Arts and Sciences (GSAS) and Harvard Business School (HBS) previously enrolled the greatest number of Hispanic students, the number enrolled at the Harvard Kennedy School (HKS) has been rising and for the current academic year HKS is the Harvard school with the greatest number of enrolled Hispanic students (82). At HKS, the countries sending the most students in academic year 2014-15 are Mexico (22), Chile (16), and Peru (10). GSAS enrolled the second highest number of Hispanic students in academic year 2014-15 (74); the three Hispanic countries sending the greatest number of students to GSAS are Mexico (23), Colombia (16), and Spain (10). HBS has the third largest number of enrolled Hispanic students (69), with the majority arriving from Spain (16); Argentina and Bolivia (each with 12); and Mexico (11).

When compared to the overall international student body as a whole, despite an increase in the total number of international students, the percentage of Hispanic students has declined from 12% (398 of 3330 international students) in academic year 2001 to 7.3% (349 of 4796 international students) in academic year 2015.

Figure 2 – Number of enrolled students from Hispanic countries across all Harvard schools (except Harvard Extension School) in academic years 2001, 2006, 2011, and 2015. Data based on visa statistics provided by the Harvard International Office

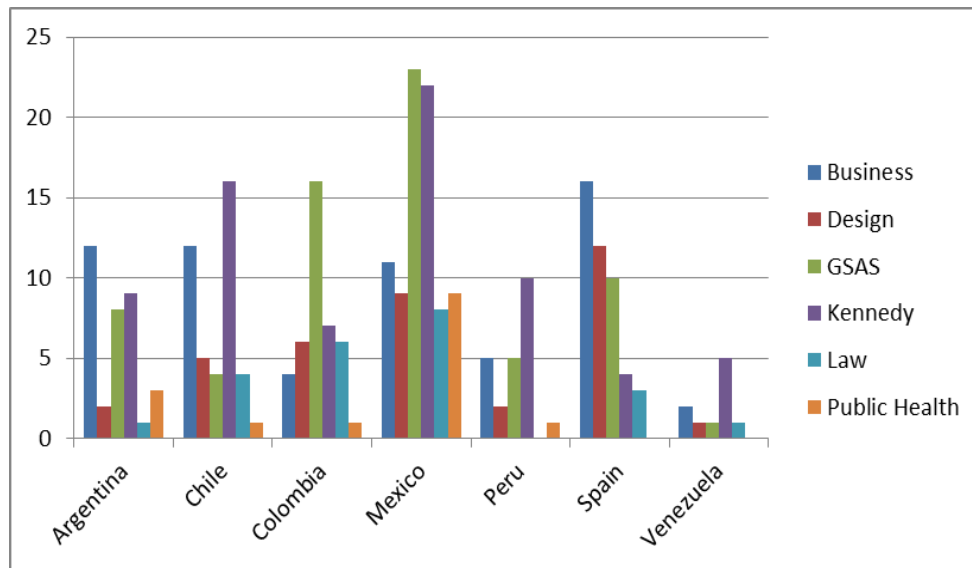


Ten or more students arrived from each of seven Hispanic countries during the current academic year: Argentina, Chile, Colombia, Mexico, Peru, Spain, and Venezuela. The majority of these students enrolled at four Harvard schools: Harvard Business School (HBS); Graduate School of Design (GSD); Graduate School of Arts & Sciences (GSAS); and Harvard Kennedy School (HKS). A breakdown of the enrollment from these seven countries in these four schools during the current academic year is provided in Figure 3. Harvard Law School (HLS) and Harvard School of Public Health (HSPH) are included for comparison.

Of the 349 Hispanic students enrolled during the 2014-15 academic year, only 21 are enrolled at Harvard College, indicating that the remaining 328 students are graduate students. Of the students enrolled as undergraduates, the countries

sending the most students are: Mexico (5); Argentina (4); and El Salvador (3). Chile and Spain each sent two students; Costa Rica, Dominican Republic, Guatemala, Honduras, and Peru each sent one undergraduate student.

Figure 3 – Number of enrolled students from Hispanic countries across the six Harvard schools in academic year 2014-15. Data based on visa statistics provided by the Harvard International Office.



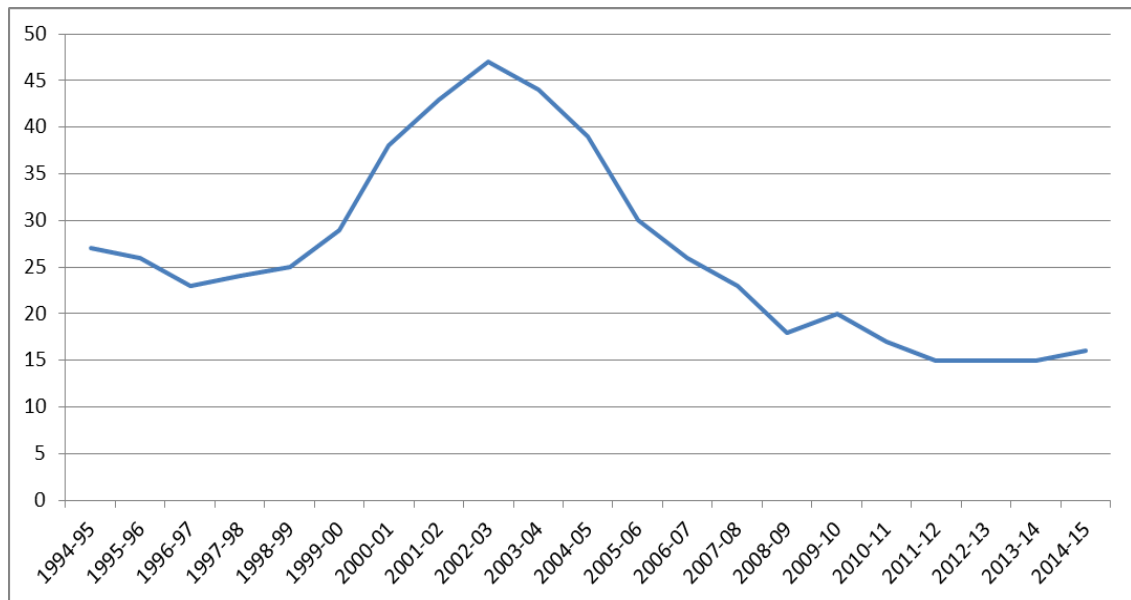
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For 2014-15, when all countries are ranked by the total number of enrolled students across Harvard from each country, no Hispanic countries rank in the top ten.³ However, Mexico (#11), Spain (#19), Chile (#20), Colombia (#22) and Argentina (#23) are ranked in the top 25 countries. This shows a general decline in the rankings of Hispanic countries in terms of overall international students at Harvard since 2000. During academic year 2000-01, the Hispanic countries in the top 25 were: Mexico (#9); Spain (#13); Argentina (#17); Colombia (#19); and Chile (#24). While the same five Hispanic countries ranked among the top 25 countries with international students at Harvard in both years, all except Chile are ranked lower in 2015 than they were in 2001.

³ The top 10 countries of origin for international students include: China (778); Canada (636); South Korea (284); India (258); United Kingdom (225); Germany (169); Singapore (144); Australia (127); Brazil (104); and France (92).

In addition to looking at the number of students attending Harvard from Spanish-speaking countries, we also attempted to compare the number of students enrolling across U.S. states and territories. While we were not able to acquire these statistics from across the U.S. or from all Harvard schools, we received statistics on the number of students enrolled at Harvard College from Puerto Rico since 1994.⁴ Figure 4 shows a sharp increase in enrollment from Puerto Rico between 1998 and 2003, up to a peak of 47 enrolled Puerto Rican students in academic year 2003, but enrollment since then has continually fallen, to 16 for the current academic year.

Figure 4 – Number of undergraduate students enrolled at Harvard College from academic year 1995 through academic year 2015. Statistics provided by the Puerto Rican Club and originally showed the number of new students matriculating each year. Assuming each student enrolls for 4 years, we adjusted this information to show the total number of Puerto Rican students on campus at the College each year.



⁴ This data was provided by Marlyn McGrath, the Director of Admissions at Harvard College, and is based on information kept by the Harvard College Puerto Rican Club.

Faculty

The Office of Faculty Development & Diversity (FD&D) was founded in 2005 and issued its first report analyzing the make-up of Harvard's faculty in 2006. At that time, the data were not disaggregated by individual minority groups. In academic year 2008, the Office of FD&D created a set of search committee guidelines with one of the primary goals being increasing diversity in applicant pools, and in 2007, the diversification of Harvard's faculty became one of the office's top priorities.

There has been an increase in minority faculty broadly across Harvard University.⁵ Minorities currently make up 21% of Harvard faculty, which is a 51% increase (111 individuals) from ten years ago (AY 2003-4).⁶ About half of the new minority faculty identify as Asian/Pacific Islander, an increase of 56 from AY 2003-04 to AY 2013-14. Black faculty increased by 11 and Hispanic/Latino faculty increased by 27.⁷

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In academic year 2013-14, 60% of the minority faculty identified as Asian. Blacks make up 15% of the minority faculty, Latinos 19%, and individuals of Two or More Races account for 5% of the minority faculty.⁸ Minorities currently make up 19.3% of ladder faculty; underrepresented minorities and those with more than one race make up 8.2% of ladder faculty.⁹ According to the FD&D, when "broken down by

⁵ This may be the result of efforts by The Office of Faculty Development & Diversity (FDD).

⁶ *Harvard Faculty Diversity Report FY2013-14*

⁷ In 2011-12, Harvard changed its ethnicity/race category from "Latino" to "Hispanic/Latino" so a portion of this increase may be the result of this change.

⁸ Individuals selecting "Two or more races" are not included separately under those individual races, so if a faculty member identifies as both "Latino" and "Black" and therefore selects "Two or More Races," he or she will not be included as either Latino or Black, but only as "Two or More Races."

⁹ "Underrepresented minorities" excludes those identifying as Asian/Pacific Islander. Ladder Faculty are defined as Assistant Professors or Convertible Instructors, Associate Professors, and Professors that have been appointed at FAS, SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM. Non-tenured Professors are included in

rank, minorities comprise 17.5% of the tenured faculty and 26% of the tenure-track faculty.”¹⁰

The number of Latino faculty in each of Harvard’s schools from academic year 2005 through academic year 2014 are shown in Figure 5. Over the last ten years, the number of Hispanic/Latino Ladder Faculty at each of Harvard’s schools has increased or, in the case of HLS, remained constant. It is worthwhile to note, however, that beginning in the 2011-2012 academic year, Harvard changed its race/ethnicity classification from “Latino” to “Hispanic/Latino.”¹¹ This means that the increase in the number of Latino faculty beginning in 2011-12 as shown in Figures 5, 7, 8 and 9 may (at least partially) be the result of this change rather than the result of hiring new faculty. Additionally, despite the official change to “Hispanic/Latino,” Harvard continues to use both “Latino” and “Hispanic/Latino” on certain reports.¹²

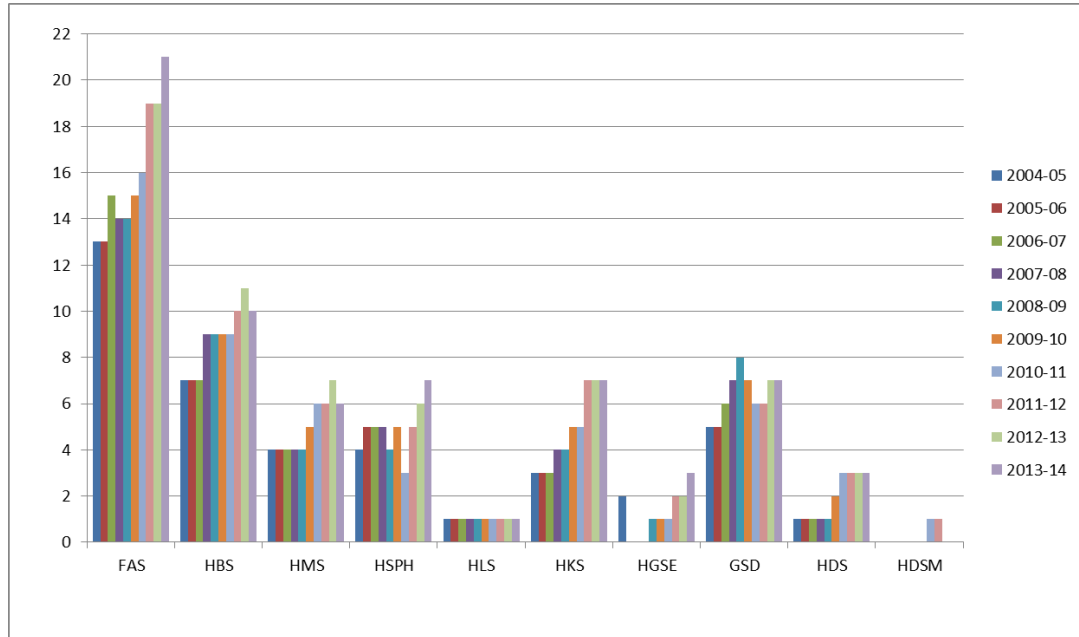
the dataset as Professors because the Office of FD&D cannot reliably distinguish them from tenured professors at this time. Professors of Practice are considered Non-Ladder Faculty in all schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates are also considered Ladder Faculty at GSD, but not at any other school. Adjunct Professors are Non-Ladder Faculty everywhere, including GSD. Faculty Development and Diversity 2013-2014 Annual Report, Table 1.

¹⁰ *Harvard Faculty Diversity Report 2013-14*

¹¹ *Ibid*

¹² Despite the change in 2011-2012 to using “Hispanic/Latino” instead of “Latino”, the data from which Figures 5, 7, 8 and 9 was drawn, provided by the Office of FD&D, uses only the term “Latino” although does make note that Hispanic/Latinos are included beginning in 2011.

Figure 5 – Latino faculty at Harvard University, by school and year (self-reported). Beginning in academic year 2011-12, this includes Hispanic/Latino faculty.



FAS

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Based on the December 2013 report from the Office of FD&D, Latinos currently make up 3.3% of tenured and tenure-track faculty at FAS, which is up from 2.2% in 2005, a rise of 1.1 percentage points.¹³ Figure 6 shows the breakdown of self-reported ethnicity/race information for ladder faculty at FAS in academic year 2014. The number of black ladder faculty has similarly risen by 1 percentage point since 2005, and the percentage of Asian/Pacific Islanders has risen by 2.4 percentage points during the same time period. A new category of “Two or More” races/ethnicities was introduced during the 2013 academic year; faculty identifying as Two or More ethnicities are not separately counted under those specific races/ethnicities.

¹³ Based on data provided in Harvard’s Faculty Diversity Report FY2013-14

Figure 6– Faculty race/ethnicity at FAS for academic year 2013-14. Self-reported. Includes tenured and tenure-track faculty.

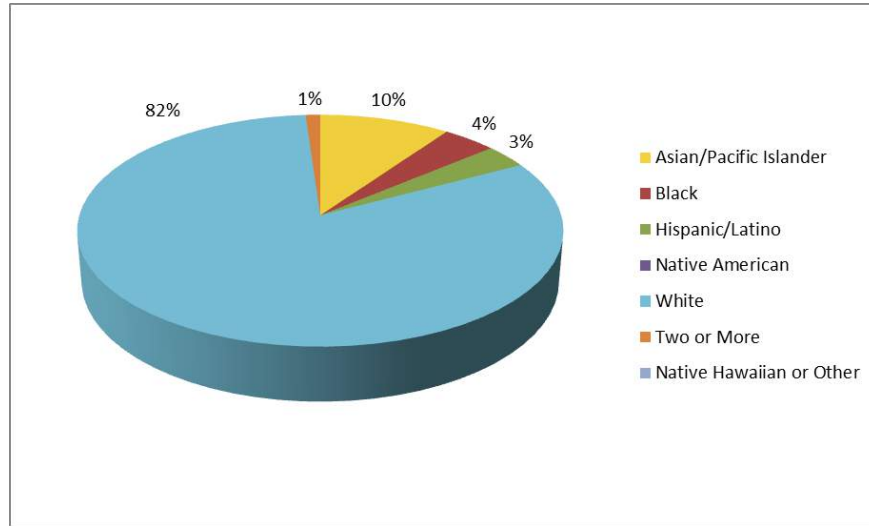
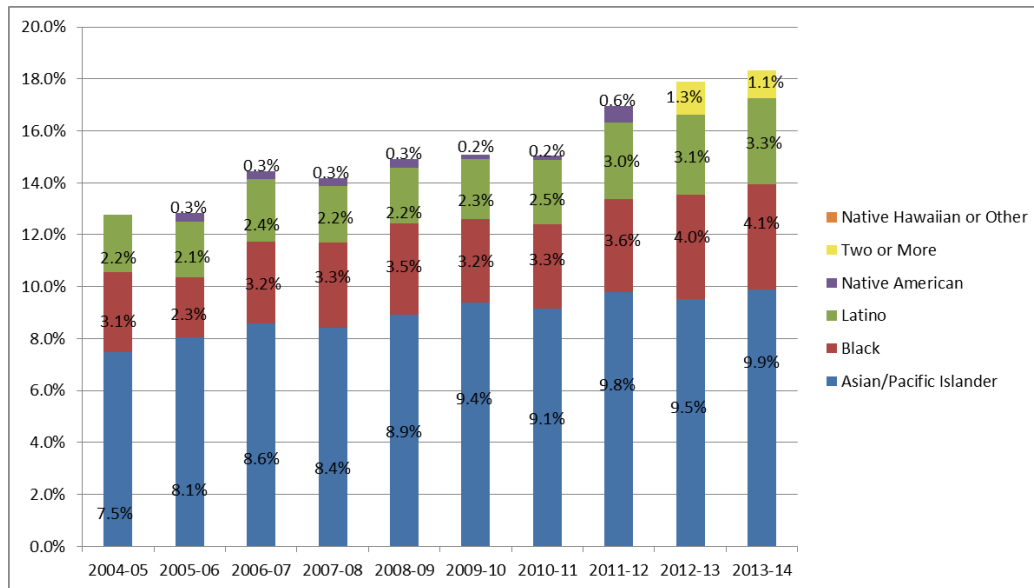


Figure 7 below shows the overall growth among minority faculty at FAS by year. Faculty identifying as Asian/Pacific Islander make up the largest minority group among FAS faculty.

Figure 7– FAS minority Ladder Faculty as a percentage of total Ladder Faculty, by year. Remaining faculty is white.



FAS has the largest Latino faculty population. Figure 8 shows the number of Latino faculty by FAS department since academic year 2005. Most Latino faculty work in the Humanities; this is followed by Life Sciences. Figure 9 shows Latinos as a percentage of faculty in each FAS department. Latinos currently account for 5% of faculty in the Life Sciences and 4.5% of faculty in the Humanities, an increase from 2.8% and 2.5%, respectively, from 2005. The number of Latino faculty in Social Sciences and Physical Sciences has remained relatively constant during the same time period. Over the last ten years, there have been no ladder track faculty identifying as Latino in the School of Engineering and Applied Sciences.

Figure 8 – The number of Latino Ladder Faculty at FAS by year and department. Beginning in 2011-12, the ethnicity/race category was changed from “Latino” to “Hispanic/Latino.”

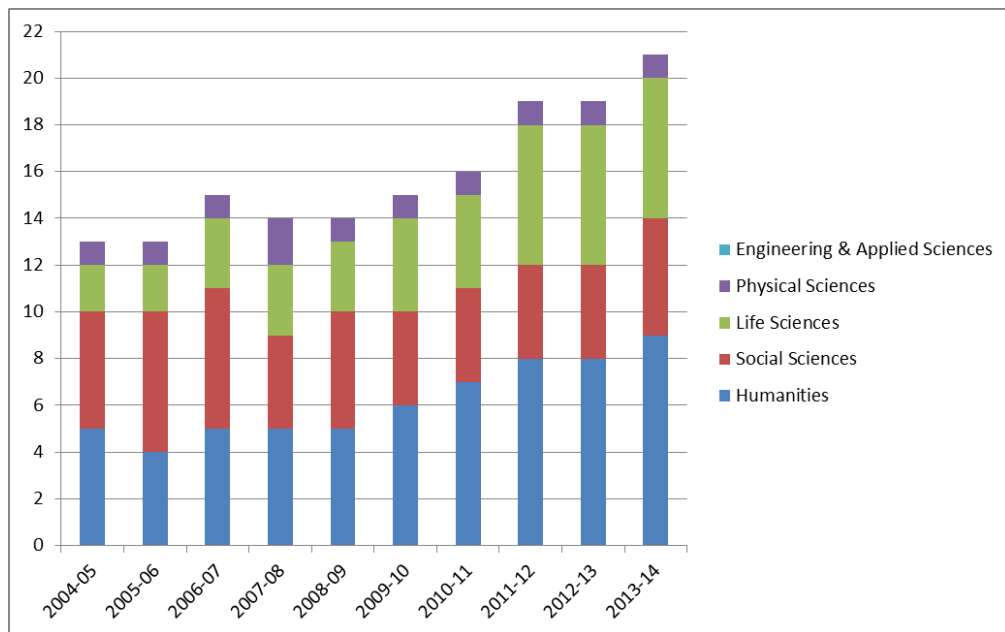
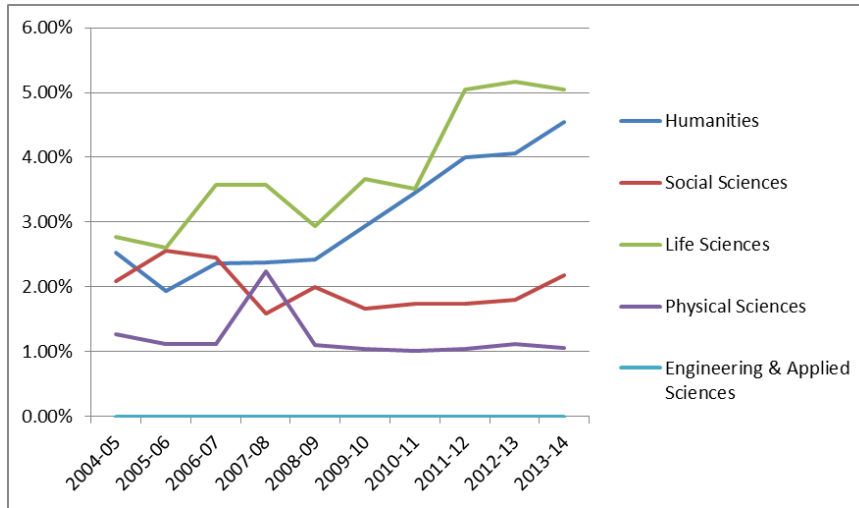


Figure 9 – Percentage of Latino Faculty in each FAS department.¹⁴ Beginning in 2011-12, the ethnicity/race category was changed from “Latino” to “Hispanic/Latino.”



Visiting Scholars

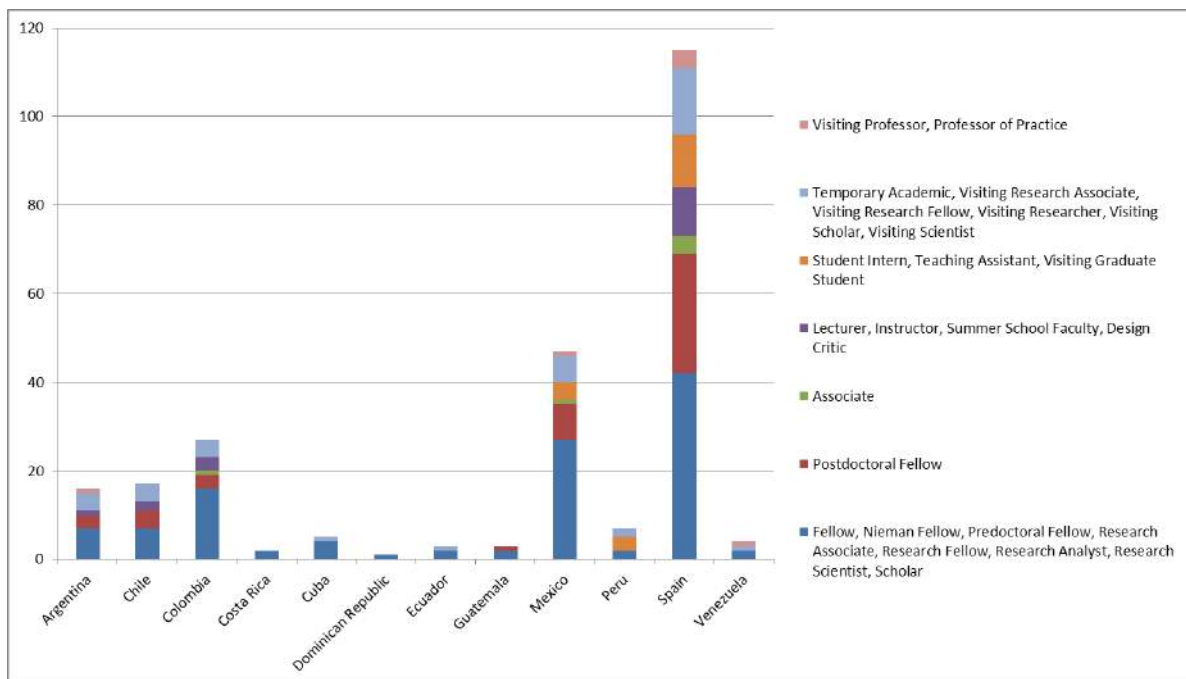
A visiting scholar is an individual who accepts a short-term appointment at Harvard University for the purpose of conducting research, collaborating on research with a Harvard faculty member, or teaching. The appointment generally lasts between several months to a few years, although this varies. Appointments could also be long-term, partial year appointments (i.e. summer only). Information on visas from the Harvard International Office for academic year 2014-2015 shows that the overwhelming majority of scholars visiting Harvard from Spanish-speaking countries arrive from Spain, followed next by Mexico and Colombia. The most common position held by scholars is Research Fellow (although the actual title varies); this is followed by Post-Doctoral Fellow. Figure 10 on the following page shows visiting scholars at Harvard by country for academic year 2014-15.

For AY14-15, there are no Visiting Scholars holding the title of Assistant Professor, Associate Professor, or Professor, indicating that at this time, all

¹⁴ Based on data provided in Harvard’s Faculty Diversity Report FY2013-14

permanent tenured and tenure-track faculty, including those who self-identify as an ethnic minority, are U.S. citizens, dual citizens, or permanent residents. There are also very few visiting scholars holding the title of Visiting Professor, Professor of Practice, Lecturer, or Instructor, which similarly shows that few short-term faculty have sole international citizenship.

Figure 10 – Visas issued to visiting scholars from Hispanic countries from all of Harvard’s schools for academic year 2014-2015. Data provided by the Harvard International Office.



Courses

Overview of courses in Spanish, Latin American, Latino, and Hispanic studies

In Academic Year 2014-2015, the University offered over 100 courses with a primary or secondary focus on the Spanish language or Latin American, Latino and Hispanic studies. The majority of these courses (68) are offered at the Faculty of Arts and Sciences. This is followed by the Extension School (19); Divinity School (6), Summer School (5), Medical School (5), School of Public

Health (4), Law School (1), and Kennedy School (1). There are over forty instructors that teach these courses.

Course guide

A complete copy of the relevant courses for the current academic year are provided as *Appendix II*. The courses cross many disciplines: anthropology, archaeology, history, language and literature, comparative literature, expository writing, freshman seminars, general education, government, Latin American studies, social studies, epidemiology, global health and population, and summer study abroad.

Courses are offered at both the undergraduate and graduate levels. The majority of Spanish language courses are offered at FAS. In addition to traditional language courses focused on developing reading, writing, listening and speaking skills, the Department of Romance Languages and Literature offers advanced language courses conducted entirely in Spanish with a focus on specific cultural or historical topics. Examples of these courses include: *Pre-Textos: Las artes interpretan; Foundational Fiction and Film; Historia de la lengua española; the Return of World Literature: Placing Latin America, Debating Universalism; Spanish Writing and Performance; Advanced Spanish Language: Four Countries and their Cultures; and Advanced Spanish Language and Culture: The Ethics of Business.*

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While FAS houses the majority of Spanish courses, there are several offerings at Harvard's graduate schools that place an emphasis on gaining proficiency in field-specific vocabulary. For example, the Harvard Divinity School (HDS) offers a course on *Advanced Intermediate Spanish Readings* and another on *Communication Skills for Spanish Ministry*. Harvard Medical School (HMS) offers courses in *Intermediate Medical Spanish* and *Advanced Medical Spanish*. HMS also offers *Nutrition and Rural Medicine in Latin America*, an intensive course designed to introduce students to Latin American culture, prepare students to treat Latinos in the U.S. and also to prepare students to accept two-month

clerkships to practice at hospitals and clinics in Bolivia, Colombia, Chile, Costa Rica, Guatemala or Paraguay.

In addition to the Spanish language courses above, the graduate schools offer a number of courses in English that examine relevant subject areas. Harvard Law School (HLS) offers a course on *Litigation and Legislative Strategies for Latino Civil Rights Advocacy*. HDS offers *Being and Knowing in Latina Theory*. Harvard Kennedy School (HKS) offers *Latin American Politics and Policymaking*. Harvard School of Public Health (HSPH) offers courses on the *Challenges of Latin American Mental Health* and *Structural Violence in Latin America*. HSPH also offers two winter term field-trip courses to examine recent healthcare reforms in Chile and Mexico.

Spanish language study since 2000 as compared to other popular languages

When examining the number of language courses offered at FAS and the number of students enrolled in each language, we compared only the most popular languages of study, which for this purpose, we identified as those with more than 50 students enrolled, on average, in a single semester. This resulted in ten languages: Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.¹⁵

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Figure 11 shows the number of courses offered in Fall 2014 in each of the ten most popular languages and the number of students studying each of these languages. Spanish offers both the greatest number of courses and has the largest number of students (followed by French and Chinese). Among students studying these ten languages in Fall 2014, 30.8% are enrolled in Spanish language courses, as shown in figure 12.

¹⁵ Russian is removed from data comparing language study across different years due to a department/course numbering change in 2012 that makes it more difficult to compare Russian language course offerings over time.

Figure 11 – The number of courses offered and students enrolled in Fall 2014 in each of the ten most popular languages at FAS.

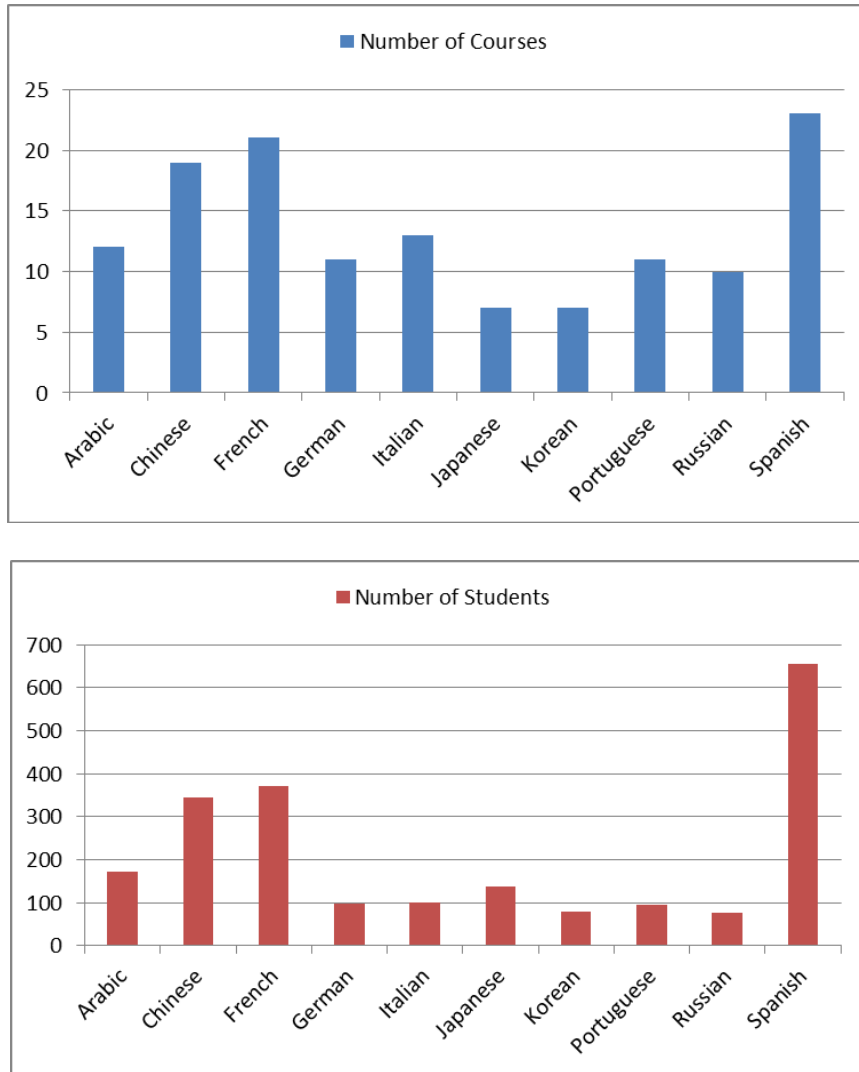
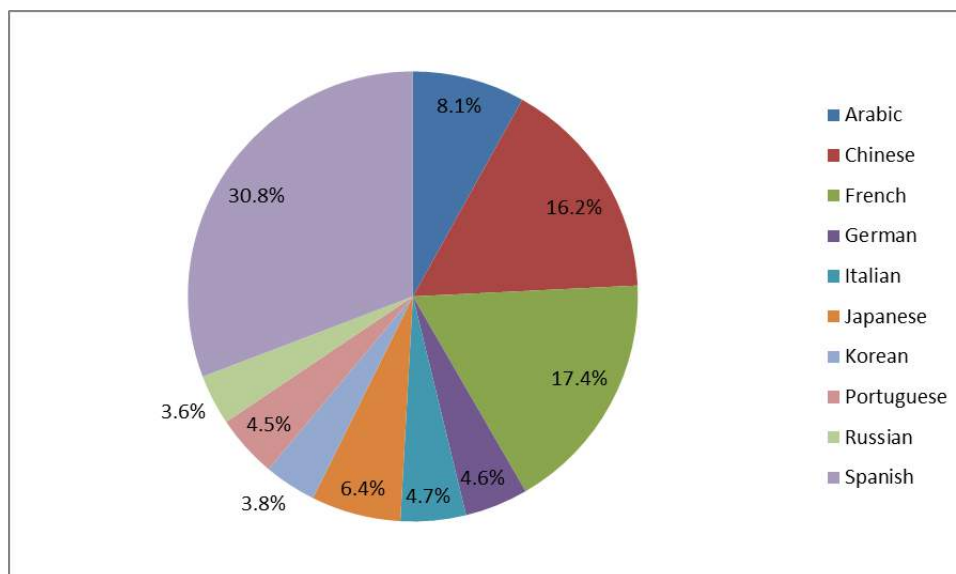


Figure 12 – The percentage of students studying each of the ten most popular languages at FAS, Fall 2014.



Rate of growth/decline since 2000

Language study overall at FAS has declined by 10.6% since academic year 2001. The number of students studying Spanish has declined by 17.7% during the same time period, which is nearly twice the overall decline in language study. Only Arabic, Chinese and Portuguese have seen growth in the number of enrolled students. Figure 13 shows the number of students enrolled in the nine most popular language courses in academic years 2001, 2006, 2011, and 2014.¹⁶ In addition to the general decline in language study, it is interesting to note that as French study has declined and Chinese study risen, in academic year 2014 the number of students studying each was comparable for the first time, although French still maintained a slightly larger enrollment. Additionally, the number of

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¹⁶ Russian has been removed from the comparison here since Russian language courses were previously housed under the department of Slavic Languages and Literature and shared department/course numbers with other Slavic languages. The department/course numbering changed after the 2012-13 academic year; this made it difficult to accurately compare the number of Russian courses in previous academic years to those currently offered.

students studying Korean has remained consistent during the same time period.

Figure 13 – Student enrollment in language classes from academic year 2001 to academic year 2014.

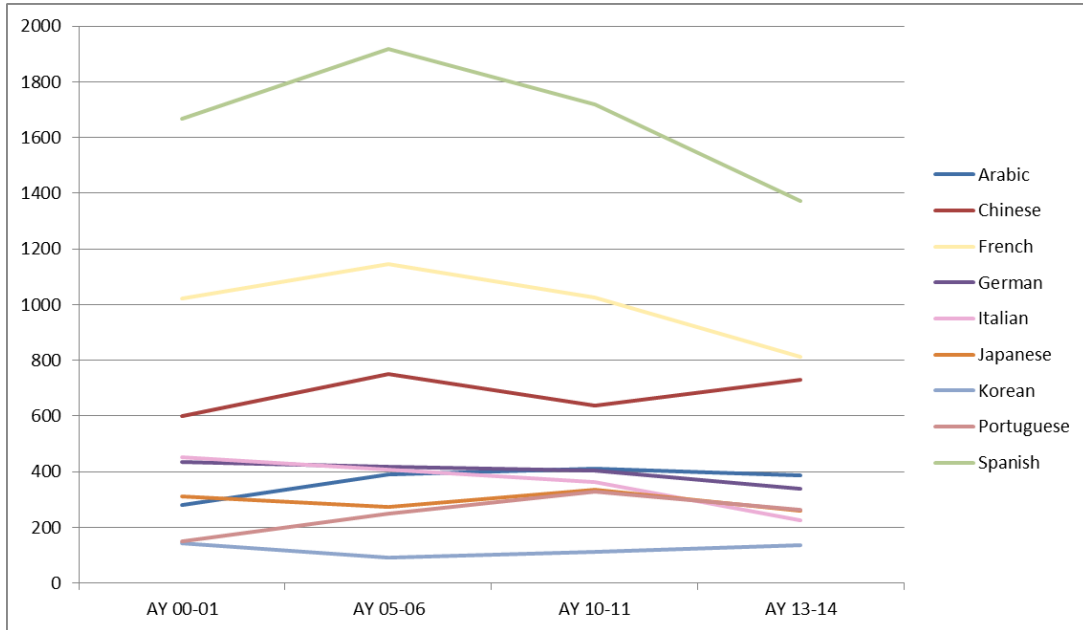


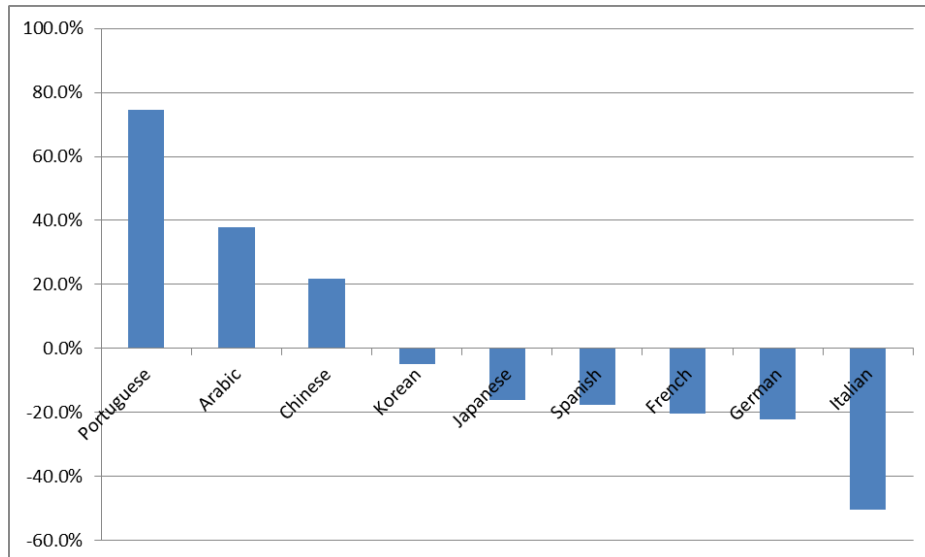
Figure 14 shows the actual number of students enrolled in the largest language programs at FAS in academic years 2001, 2006, 2011, and 2014, as well as the percent increase or decrease in enrollment from academic year 2001 to academic year 2014. Arabic, Chinese and Portuguese have seen a large percent increase of students over the last fifteen years while the other Romance Languages, Korean, and Japanese have shown decreased enrollment. Language study overall has been declining over the last ten years, but Spanish remains the most frequently studied language. The average change among the nine languages here is .3%.

Figure 14 a & b – Actual numbers of students enrolled and percent change from AY 2001 to AY 2014 and percent change from 2000-2001 to 2001-2014

a. Number of students enrolled in language programs and percent change from 2001 to 2014

	AY 00-01	AY 05-06	AY 10-11	AY 13-14	%Change from 00-01 to 13-14
Arabic	279	389	410	385	38.0%
Chinese	599	750	637	729	21.7%
French	1023	1145	1027	813	-20.5%
German	435	418	404	339	-22.1%
Italian	452	406	361	224	-50.4%
Japanese	311	273	336	261	-16.1%
Korean	144	90	111	137	-4.9%
Portuguese	150	249	330	262	74.7%
Spanish	1667	1919	1719	1372	-17.7%
Total	5060	5639	5335	4522	
				Change	-10.6%

b. Percent change in students enrolling in courses in each major language from 2001 to 2014



In comparison to the other eight major languages offered at FAS, the proportion of students enrolled in Spanish classes has remained relatively constant, despite

the overall decrease in students studying languages. Of those studying one of the nine major languages, 32.9% studied Spanish in academic year 2001, and 30.3% studied Spanish in academic year 2014. As a proportion of students studying the major languages, Chinese study has seen the biggest change over this period (4.3 percentage points), rising from 11.8% in 2001 to 16.1% in 2014. Arabic study increased three percentage points from 5.51% to 8.51%. Of Romance languages, Italian study had the biggest change, a decrease of four percentage points, from 8.9% of students to 4.9%. French study has declined 2.2 percentage points from 20.22% of students to 17.98%. The proportion of Spanish study has declined similarly by 2.6 percentage points (from 32.9% of students in 2001 to 30.3% in 2014). Portuguese is the only Romance language that has seen a proportional rise in students, rising 2.8 percentage points from 2.96% in 2001 to 5.8% of students studying the major languages in 2014. Figure 15 shows the complete breakdown of the proportion of students studying each of the major languages in academic years 2001, 2006, 2011, and 2014.

Figure 15 – Proportion of students studying each of the nine most popular languages, from AY 2001 to AY 2014.



Ratio of students enrolled in each language to the number of courses offered

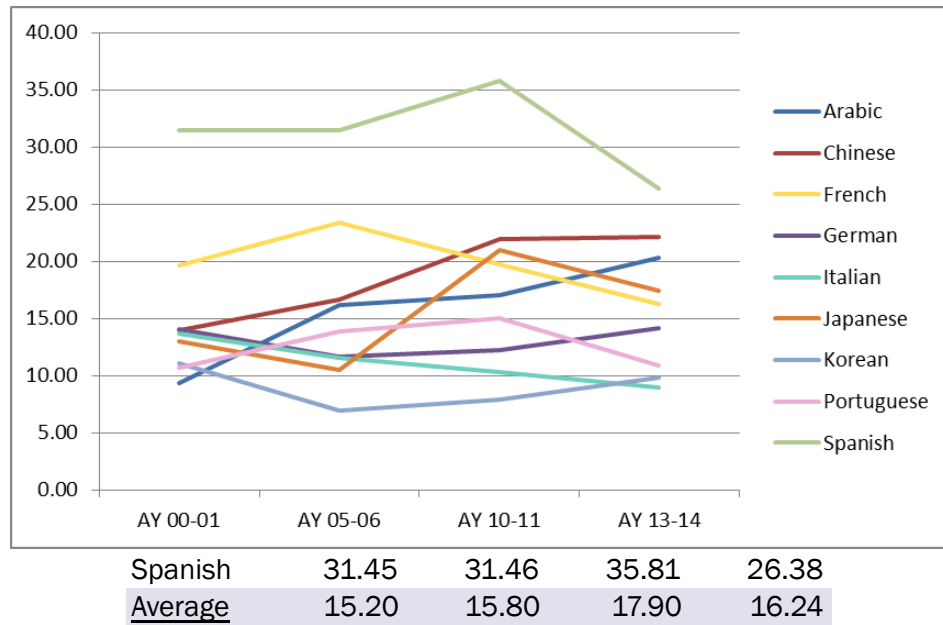
Across the nine most popularly studied languages at FAS, the ratio of students enrolled to the number of courses offered in each language has remained relatively constant over the last fifteen years, rising slightly from 15.2 in academic year 2001 to 16.2 in academic year 2014, indicating that on average, courses have gotten only slightly larger. It is important to note here that this statistic includes both courses offered at the introductory level (which tend to have more students) and those at higher levels of study (often independent study courses which may only have 1 or 2 students working with a particular instructor). It should also be noted that students enrolled in more than one language course are counted once for each course they registered for, and not just as one student studying that language. Similarly, for a student who took one class in the fall and one class in the spring, even if in the same language, that individual is counted as two students.¹⁷

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Since academic year 2001, the ratio of students to courses, and therefore an indicator of class size, has increased for Chinese and Arabic, and decreased for Spanish, Japanese, French and Italian. The ratio has remained relatively constant for Portuguese, German, and Korean. Despite a generally declining ratio, Spanish has continually maintained the highest student to course ratio, which has typically been twice as high as the average ratio for students to courses among the other eight popular languages, indicating that, proportionally to the other major languages, the Spanish program offers fewer courses for a larger number of students. Figure 16 shows the ratio of students enrolled in courses studying each of nine languages to the number of courses that are offered in that language.

¹⁷ Enrollment statistics taken from Harvard's archived enrollment reports

Figure 16– Ratio of students enrolled to the number of courses offered in each language, from AY 2001 to AY 2014.

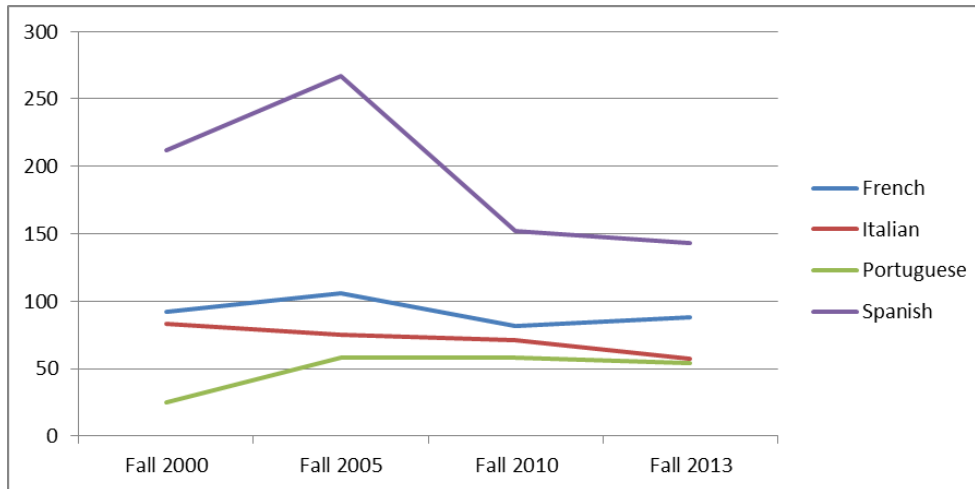


In addition to having a higher enrolled student/course ratio, many individual Spanish classes overall are larger than comparable level courses in other languages. Of the nine most commonly studied languages, four are within the Department of Romance Languages and Literatures and share a common course numbering system, allowing for ease of comparison. We looked specifically at Group 1 Romance Languages and Literature courses numbered A-D and 20-59, which the department defines as: “courses focused on language acquisition” where courses A-D “offer beginning and early intermediate instruction” and courses 20-59 offer “special attention to the development of language skills in a variety of literary and cultural contexts.”¹⁸ Among Group 1 courses since 2000, Spanish has consistently offered the individual course with the highest enrollment. Figure 17 illustrates the number of students enrolled in the largest Group 1 course offered in Fall 2000, 2005, 2010, and 2013 in French, Italian, Portuguese and Spanish. The largest Spanish course has tended to have 50-100% more students than the largest course offered in the other three

¹⁸ Department of Romance Languages and Literatures website: <http://bit.ly/1JzgS9s>

languages. While the actual course with the largest enrollment varied among the languages each semester, it is most commonly an “A” level introductory course.

Figure 17 – Group 1 Romance language courses with the largest enrollment for the given semesters. The specific number of enrolled students, along with the course number of the largest class in each language for each given semester, is listed below.



	Fall 2000	Fall 2005	Fall 2010	Fall 2013
French	92 (A)	106 (A)	82 (40)	88 (Aa)
Italian	83 (A)	75 (A)	71 (Aa)	57 (Aa)
Portuguese	25 (Ac)	58 (Ac)	58 (Ac)	54 (Ac)
Spanish	212 (Ca)	267 (A)	152 (Aa,C)	143 (Aa)

While the size of the largest Spanish class has declined in the last ten years, it remains approximately 60 students larger than the largest French class. This indicates introductory Spanish instructors may have a larger workload than instructors teaching comparable classes in the other three languages, and that students choosing to study Spanish often have larger classes than their peers studying other languages. However, it is important to note here that within FAS, large language classes tend to be broken down into multiple sections. This means that although a course may have 200 enrolled students, the students will likely attend their section within smaller groups, perhaps of 20-30 students each, and not with the entirety of enrolled students.

Courses for Heritage Speakers

At FAS, there are currently four language programs offering courses specifically geared toward heritage language learners: Chinese, Korean, Russian and Spanish. Of these four offerings, Spanish is the most recent addition. The heritage courses in the other three languages were first introduced during the 2006-07 or 2007-08 academic years.

At the lower levels, the East Asian Languages and Civilizations Department's website recommends a separate track for heritage learners, offering intensive courses at the elementary (*Bx – Elementary Chinese for Advanced Beginners*) and intermediate (*123xb – Intermediate Chinese for Advanced Beginners*) levels. There are also two courses of *Pre-Advanced Modern Chinese for Heritage Speakers (Chinese 130xa and Chinese 130xb)*; the Chinese heritage language courses have been offered annually since the 2007-08 academic year. Additionally, Harvard Summer School currently offers *CHIN S-130xc: Study Abroad in Beijing: Pre-Advanced Modern Chinese for Heritage Students*. This appears to be the only heritage language course offered by the summer school.

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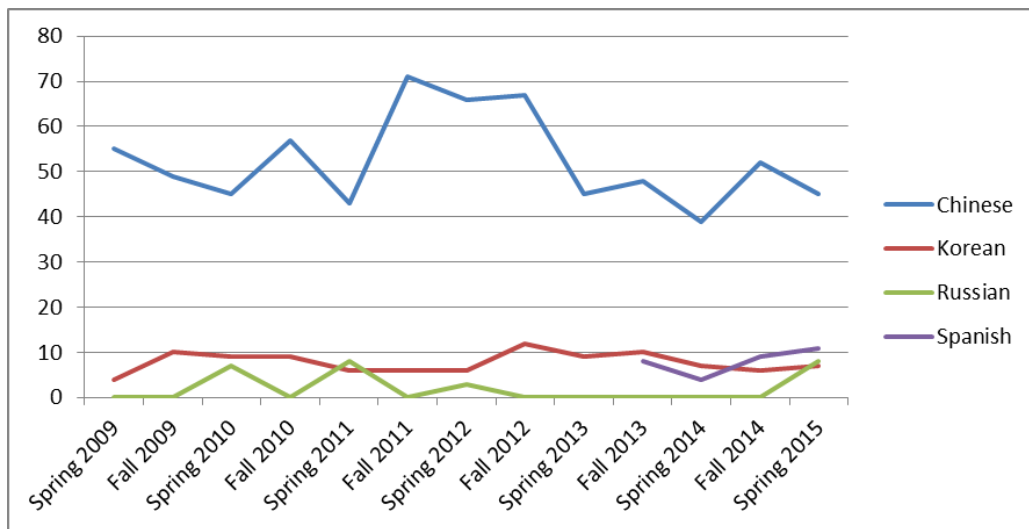
The Korean department suggests both a “non-heritage learners” track of study in addition to a track for heritage speakers. Students interested in the heritage track take different elementary level courses: *Kor Bxa* and *Bxb (Elementary Korean for Advanced Beginners)* as opposed to *Kor Ba* and *Bb (Elementary Korean)* for non-heritage learners. *Kor Bxa* and *Kor Bxb* were both first offered during academic year 2006-07.

Russian Grammar and Vocabulary Review for Heritage Speakers (*Russia Ah* and formerly *Slavic Ac*) was first offered during the 2007-08 academic year and is currently offered every other year.

Spanish 35: Spanish for Latino Students was first introduced during the 2013-14 academic year, and *Spanish 59h: Spanish for Latino Students II: Connecting with*

Communities was introduced in the Spring 2015 semester, making Spanish the fourth language at FAS to begin offering courses specifically geared towards heritage learners. It is also interesting to note that there are Portuguese language classes designed for Spanish speakers: *Portuguese Ac: Beginning Portuguese for Spanish Speakers I* (offered since academic year 1998-99) and *Portuguese Ad: Beginning Portuguese for Spanish Speakers II* (offered since academic year 2006-07).

Figure 18 – Students enrolled in heritage language courses since Spring 2009. Note that Spanish heritage courses were first introduced in Fall 2013. Russian Ah/Slavic Ac is only offered every other spring.



Although much newer courses, the Spanish courses for heritage speakers have a similar enrollment number as those offered in Korean (and Russian, when it is offered), which are both more established programs. By far, the Chinese heritage language program is the largest of the four, as shown in Figure 18. In Fall 2014, students enrolled in courses for heritage speakers accounted for 15.1% of students studying Chinese, as opposed to 7.5% of Korean students and 1.4% of Spanish students.

Research & Events

Another important factor to consider when evaluating the use of Spanish across Harvard's campus is the number of activities and events that focus on Spanish, Latin America, or Hispanic/Latino culture. Harvard University is home to a number of research centers specifically dedicated to these topics and therefore support conferences, seminars, scholarship programs and publications in these fields.

Research Centers

Of the 172 Research Centers and Institutes identified at the University, 32 have a clear primary focus on language, regional or cultural issues. Of these, three have a specific focus on Latin America or Spanish.¹⁹ Of those remaining, nine are devoted to issues within East Asia and the Pacific; five to the Middle East/Islamic culture; four to Europe/Russia; three to the U.S.; three to Africa; and five to other regions or languages. The majority (21) of these Centers are located within FAS. Figure 19 shows the percentage breakdown in region of focus among these six groups for research centers with a focus on language, culture or regional issues. Centers with a focus on East Asia and the Pacific make up nearly 30% of Harvard research centers with a regional/language focus. The majority of these centers study China, Japan, Korea, or the relevant languages. Centers with a focus on Latin America/Spanish make up 9.4% of these regional based Centers, which is the same percentage of centers devoted to studying Africa or the United States.

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Figure 19– Harvard University research centers with a primary focus on regional, language or cultural matters, grouped by area of focus.

¹⁹ The Observatory/Cervantes Institute is included in these statistics; however, it is considered a Harvard affiliate and is not listed as a Research Center/Institute on the FAS website. It is possible other programs with a relevant focus have also been excluded from school websites so these numbers may be smaller here than in reality, if all relevant affiliates were included.

	East Asia	Middle East/Islamic	Europe/Russia	Africa	America	Latin America/Spain	Other	Total
	9	5	4	3	3	3	5	32
% Total	28.1%	15.6%	12.5%	9.4%	9.4%	9.4%	15.6%	

Research Centers with a focus on Latin America or Spanish

Among the Centers identified as having a focus on Spanish, Hispanic/Latino culture, and Latin America, two are housed at FAS and one at HBS: the Cervantes Institute/Observatory of the Spanish Language and Hispanic Cultures (FAS); the David Rockefeller Center for Latin American Studies (FAS); and the Latin America Research Center (HBS).

Cervantes Institute/Observatory of the Spanish Language and Hispanic Cultures (FAS). Although the Cervantes Institute/Observatory of the Spanish Language and Hispanic Cultures is an affiliate of Harvard University and is not currently included on the FAS list of research centers/institutes, we have included it here as an important resource at Harvard on the Spanish language and culture.²⁰ The mission of the Observatory is to create and execute a program of projects and activities for the analysis, reflection, and discussion of the presence of the Spanish language in the United States, and its relation to the international sphere as a first, second and foreign language. The program pays special attention to the contact of Spanish with other languages, to its presence as a majority or minority language in different environments and to how this language is perceived by its speakers, especially as a factor of identity, as well as the perception of speakers from other linguistic origins.²¹

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- Events. The Observatory sponsors a number of events, seminars and workshops in support of raising awareness of Spanish study in the United

²⁰ Website of FAS Centers, Institutes and Societies: <http://bit.ly/1Mitsal>

²¹ Observatory of the Spanish Language and Hispanic Cultures in the United States, Harvard University website: <http://bit.ly/1FEKnAc>

States. Among these events is the series Conversations at the Observatory, which is a platform for speakers to present their research in topics relevant to the Spanish language and culture. Recent events have included a workshop on the use of technology in language teaching; a discussion of analytic philosophy in Spanish; a discussion on bilingual language acquisition; and a workshop for interviewing techniques in Spanish. During the past academic year, speakers in the Conversations series have included Isabelle Allende, an internationally acclaimed author; Josefina Baez, author; Felipe Fernández-Armesto, historian and author; Daniel Erker (Professor, Boston University); and Maria Luisa Parra (Senior Preceptor, Harvard University).

- Academic support. The Observatory offers funding for faculty-led seminars, programs, research projects and other academic activities at Harvard. Sponsored events focus on the core interests of the Observatory, including the social and linguistic state of the Spanish language and Latino cultures and communities in the United States and events that identify, analyze and promote the identity of Hispanic and Latino cultures.
- Publications. The Observatory has two primary publications. The first is the monthly Observatorio Reports. The second is the Observatory's blog, *The Observer*²².
- Diploma de Español como Lengua Extranjera (DELE). Beginning in 2015, the Observatory became an official testing center for DELE (Diplomas of Spanish as a Foreign Language) exams, the official accreditation of the

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²² *The Observer Blog* website: <http://bit.ly/1MFrRfW>

degree of Spanish fluency, granted by the Instituto Cervantes on behalf of the Ministry of Education, Culture and Sport of Spain.

David Rockefeller Center for Latin American Studies (FAS). The David Rockefeller Center for Latin American Studies (DRCLAS) at Harvard University studies the cultures, economies, histories, environment and contemporary affairs of Latin America. DRCLAS promotes cooperation and understanding among the peoples of the Americas and seeks to contribute to social progress, democracy and sustainable development throughout the western hemisphere.²³ DRCLAS supports a number of research programs, international offices, conferences, publications, and outreach activities.

- The programs and offices include: Arts@DRCLAS; the Andes Initiative; Brazil Studies Program and Brazil Office; Cuban Studies Program; and the Mexico and Central America Program Office Regional Office in Santiago, Chile. In Fall 2012, DRCLAS also collaborated with a number of other Harvard research centers to explore the Democracy and Memory Initiative, which looked at the collective memory of violence, injustice, repression and resistance in Latin America.
- Student programs include: DRCLAS Summer programs for Harvard College students; travel grants, such as term-time research travel grants & summer research travel grants; the Steve Reifenberg Fellowship for 4-6 months of volunteer service in Latin America; summer grants for independent internships; student organization grants; and graduate student conference travel grants. DRCLAS also offers a Certificate in Latin American Studies and thesis prizes for Harvard College students and

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²³ David Rockefeller Center for Latin American Studies at Harvard University, website: <http://bit.ly/1FLDKeO>

Graduates School of Arts and Sciences PhD candidates, including the James R. and Isabel D. Hammond Thesis Prize; the Graduate Student Associate program to facilitate independent research towards the PhD on topics related to Latin America; Visiting Scholar and Fellowship program with office space and a stipend; and fellowships for graduate study at Harvard for students from Latin American countries,²⁴ including: The Andronico Luksic Fellowship for HKS (Chile); the John H. Coatsworth Latin American History Fellowship for doctoral students; Amalia Lacroze de Fortabat Fellowship (Argentina); Jorge Paulo Lemann Fellowship (Brazil); the Francis and Peggy Cahn Fund (Argentina); Fondo Colombia/Harvard-Los Andes Fund (Colombia); and the Fundacion Mexico en Harvard Fund (Mexico).

- Publications: DRCLAS prepares a number of publications. These include *ReVista: Harvard Review of Latin America*, which is published three times a year and “focuses on different themes related to Latin America, Latinos/as and the Iberian peninsula.” In addition, DRCLAS supports a book series covering a variety of Latin America-related disciplines and produces the DRCLAS Annual Reports on the center’s program and activities.
- Events. DRCLAS also sponsors a number of events focused on different themes related to Latin America. These events include: DRCLAS Tuesday Seminar Series; Cuban Studies Program seminar; Brazil Studies Program Thursday Seminar; Arts@DRCLAS Film Series; and undergraduate research seminars.

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²⁴ David Rockefeller Center for Latin American Studies at Harvard University, Fellowships website: <http://bit.ly/1HWW0TQ>

- Academic Support. DRCLAS offers faculty grants and Harvard-Chile Innovation Initiative faculty grants to support faculty research and projects with a relevant focus.
- Conferences. In addition to their regularly scheduled seminar series, DRCLAS also supports several conferences. There were two held in 2015:
 - 1st Annual Latin America Learns Conference²⁵
17 April 2015 – 8:00am to 9:30pm
 - 3rd Colombian Conference at Harvard-MIT-BU²⁶
24 April 2015 – 9:00am to 6:00pm

Latin America Research Center (HBS). HBS is home to eight Global Research Centers. Among these is the Latin America Research Center (LARC). The network of Global Research Centers allows faculty to work with leaders of industry, government and academia from around the world. The LARC was founded in Buenos Aires in 2000 to allow faculty the opportunity to study Latin America. Faculty work with LARC has increased the amount of research and the number of courses that focus on business management issues specific to Latin American companies, and the LARC has also built strong relationships with important profit and not-for-profit constituencies throughout Latin America. Through the LARC, HBS faculty have developed over 80 cases and research projects on management and economic issues in Latin America. Additionally, the LARC supports the Latin American Case Consortium (LACC), which is a program created by Harvard Business School Publishing that is designed to assist with the

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²⁵ David Rockefeller Center for Latin American Studies at Harvard University, Conference website: <http://bit.ly/1KWWeQW>

²⁶ David Rockefeller Center for Latin American Studies at Harvard University, Conference website: <http://bit.ly/1MBWLFW>

translation and distribution of academic materials with certain Latin American and Spanish business schools.²⁷

Research Programs & Initiatives

While the research centers above are primarily focused on issues relevant to Spanish and Latin American studies, there are also a number of research programs and initiatives housed under Harvard's other centers that have a relevant focus. The programs identified are described below.

- *Afro-Latin American Research Institute at the Hutchins Center for African and African-American Research at the Faculty of Arts and Sciences.* The Hutchins Center for African and African-American Research at FAS sponsors seven different research initiatives including the Afro-Latin American Research Institute. According to the initiative's website, "the Afro-Latin American Research Institute at Harvard University is the first research institution in the United States devoted to the history and culture of peoples of African descent in Latin America and the Caribbean." The Afro-Latin American Research Institute encourages and sponsors research on the Afro-Latin American experience and provides opportunities for scholars and policy makers to share and discuss their research projects.²⁸
 - The Afro-Latin American Research Institute currently co-sponsors projects on Afro-Cuban art, Race and Racism in Contemporary Cuban art, and Pre-Texts, and educator training program with a focus on "high-order literacy, innovation and citizenship" with a focus through art. Pre-Texts was adopted as the "English Language Learners model for Boston Public Schools, in summer school, for the new Heritage Academy (a voluntary program with instruction in

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²⁷ Harvard Business School, Latin America Research Center website:

<http://hbs.me/1KWWkrQ>

²⁸ Afro-Latin American Research Institute at the Hutchins Center at Harvard University, website: <http://bit.ly/1FLDRH9>

home languages), TAG (talented and gifted). Pre-Texts is also a Certificate Program at Harvard University's Bok Center for Teaching and Learning, the Harvard Art Museum, and has been adopted in several Latin American sites, as well as in Hong Kong and Zimbabwe."²⁹ The program hosts several workshops both at Harvard and internationally. In 2015, international workshops were held in Brazil, Mexico and China.

- *Colombian Atlas of Economic Complexity at the Center for International Development at the Harvard Kennedy School.* The Center for International Development (CID) at Harvard University, with the support of Juan Manuel Santos, President of Colombia, launched the Colombian Atlas of Economic Complexity in 2014, a research project housed under CID. The Atlas is an online resource used to “measure the complexity of the Colombian economy, identify growth opportunities, and help orient policy decisions.” It is a joint project between CID, the Mario Santo Domingo Foundation and Bancodex. The goal of the project is “to improve the ability to produce goods and services that require more diverse and sophisticated capacities and knowledge” and to support the administration of Juan Manuel Santos is this endeavor.³⁰
- *Latino Leadership Initiative at the Center for Public Leadership at the Harvard Kennedy School.* The Center for Public Leadership (CPL) at HKS sponsors a program called “Preparing to Lead: An Initiative for Next Generation Latino Leadership.” The program was first offered in June 2010 and invites current college and university juniors to attend intensive leadership training for one week at HKS. Students are selected from the

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²⁹ Afro-Latin American Research Institute at the Hutchins Center at Harvard University, Pre-Texts project website: <http://bit.ly/1QIAkzk>

³⁰ Center for International Development at Harvard University website: <http://bit.ly/1KWWsYe>

University of Houston; Texas A&M International University; University of Texas – Pan American; University of California, Merced; Loyola Marymount University; Miami Dade College; University of Massachusetts Boston; and the City University of New York. The program’s goal is “to help develop a cadre of next generation leaders from and for this community.”³¹

- *Latin America Program at the Carr Center for Human Rights at the Harvard Kennedy School.* From 2009-2011, the Carr Center for Human Rights at HKS offered the Latin America Program.³² With an annual conference, student internships, a speaker series, and study groups, the program sought to be a focal point at Harvard to bring awareness to human rights issues and risks in Latin America.
- *The Mexico Program at the Center for International Development at the Harvard Kennedy School.*³³ Between February 2003 and January 2012, the Harvard Kennedy School worked with the Graduate School of Public Administration and Public Policy (EGAP) of the Tecnológico de Monterrey (ITESM) to manage the Mexico Program. During the program, more than 300 EGAP students participated in a summer policy analysis course; more than 260 Mexican officials participated in the program Meeting the Challenges to Mexico’s Future: Strategies for Leadership and Performance, held six times in Cambridge; 60 faculty members and research were involved from each school and more than 40 HKS faculty visited EGAP and more than 40 EGAP faculty visited HKS; ten cases on Mexico were developed by the HKS Case Program; three books were

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³¹ Center for Public Leadership at the Harvard Kennedy School, website:

<http://bit.ly/1yW2qQI>

³² Carr Center for Human Rights at the Harvard Kennedy School, website:

<http://bit.ly/1GuWohq>

³³ Center for International Development at Harvard University website:

<http://bit.ly/1eYhd8U>

published out of joint research efforts; and over 50 HKS students received small research grants to conduct research in Mexico.

Conferences, Publications, and Groups

Another important factor to consider when evaluating the use of Spanish across Harvard's campus is the number of activities and events that focus on Spanish, Latin America, or Hispanic/Latino culture. Harvard University is home to a number of research centers specifically dedicated to these topics and therefore support conferences, seminars, scholarship programs and publications in these fields.

Conferences

- *Latino Law, Policy, and Business Conference (HKS, HLS & HBS).*³⁴
The Latino Law, Policy, and Business Conference at Harvard is a collaboration by student groups at Harvard Law School, Harvard Kennedy School, and Harvard Business School. The conference is now in its 18th year and invites Latino leaders from the private, public, and nonprofit sectors to discuss issues of importance that are affecting the Latino community at national, state, and local levels. Last held (18th annual conference): April 2015.
- *Harvard National Model United Nations in Latin America.*³⁵ The HNMUN Latin America “seeks to uphold the ideals of diplomacy and meaningful debate, while fostering international cooperation through an understanding of the world’s cultures, societies and beliefs.” The HNMUN

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³⁴ David Rockefeller Center for Latin American Studies at Harvard University, Conference website: <http://bit.ly/1HiXple>

³⁵ Harvard National Model United Nations Latin American website: <http://bit.ly/1JDnbqX>

is run by Harvard undergraduates. Last held: 13-16 January 2015 in Lima, Peru.

- *Latina Empowerment and Development (LEAD) conference.*³⁶ “LEAD promotes the development of a professional network, introduces mentoring opportunities, and inspires women to reaffirm their commitment to their profession and goals.” Last held: 15 November 2014.
- *Día de los Muertos/Day of the Dead Family Event.* Sponsored by the Harvard Peabody Museum of Archaeology & Ethnology. The Día de los Muertos is an event for families in the local community offering traditional snacks, folk dance, crafts, and live music in the museum galleries to celebrate the customs of the Mexican holiday. Last Held: 2 November 2014.
- *Harvard College Initiative for Latin American Relations (HILAR) Conference.*³⁷ HILAR is a student group that hosts two annual conferences, one at Harvard and one in Latin America, where students have the opportunity to hear academics, policy makers, and activists speak about contemporary issues in Latin America. Last held: October 2014.

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³⁶ Harvard Latina Empowerment and Development Conference website:

<http://bit.ly/1JzkhVF>

³⁷ David Rockefeller Center for Latin American Studies at Harvard University, Conference website: <http://bit.ly/1KWZ4pe>

- *Semana Xicana*. A week-long event hosted by Harvard-Radcliffe RAZA to celebrate Mexican and Mexican-American culture.³⁸ Last held 29 September – 4 October 2014.
- *Harvard Kennedy School Latin American Conference*.³⁹ The Latin American Conference is focused on three issues: (1) how to tackle inequality, (2) how to generate sustainability in the progress the region has made, and (3) how to improve participation of civil society in the decision making process. The event is organized by the students of the Latin American Caucus at the Harvard Kennedy School and co-sponsored by the DRCLAS Andes Initiative. Last held: 18 April 2014.
- *National Dominican Student Conference*. The National Dominican Student Conference is an annual event that presents workshops, talks, art exhibitions, networking events, and parties designed to educate and unite the Dominican student community.⁴⁰ Last held at Harvard: 28-30 March 2014
- *Harvard-MIT Colombian Conference*.⁴¹ The Conference promotes critical discussion around four issues in Colombia: poverty, illegal armed groups, transportation infrastructure, and justice and reconciliation. The conference is co-organized by the Harvard Colombian Student Society, the MIT Student Association, the Berklee College of Music Colombian Students, the David Rockefeller Center for Latin American Studies and the Consulate of Colombia in Boston. Last held: September 2013.

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³⁸ Association of Harvard Latino Faculty and Staff, Facebook group page:

<http://on.fb.me/1MBYN95>

³⁹ Harvard Kennedy School Latin American Conference website: <http://bit.ly/1RYBYQ7>

⁴⁰ National Dominican Student Conference website: <http://bit.ly/1KWZWtV>

⁴¹ Harvard-MIT Colombian Conference website:

<https://colombianconferenceharvardmit.wordpress.com/about/>

- *East Coast Chicano Student Conference*. An annual conference held each fall and winter hosted by different schools. The conference was hosted in Cambridge by Harvard University's RAZA group most recently in 2013. The conference promotes Mexican and Latino heritage, history, language, traditions, and culture.⁴² Last held at Harvard: 16 February 2013; other confirmed years held at Harvard: 2001, 1997.
- *Harvard Symposium on Argentina*. In April, 2010 the Harvard Symposium on Argentina hosted a conference at the Harvard Kennedy School titled: "Imagining the Future of Argentina." Argentina's RAP Foundation (Political Action Network) co-sponsored the event with Harvard's Center for International Development and the David Rockefeller Center for Latin American Studies.⁴³ Last held: 15-17 April 2010 in Cambridge.

Publications

In addition to the publications released by the David Rockefeller Center, the Observatory, and the HBS Latin American Research Center, there are a number of other regular student publications with a focus on Latino or Hispanic policy. These journals are described below.

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- *Harvard Latino Law Review (HLS)*. "The Harvard Latino Law Review provides a forum for the scholarly discussion of legal issues affecting Hispanics in the United States. Recent articles have addressed issues including racial profiling and the recent Arizona Law, the DREAM Act, and equal education opportunities for Hispanics in the United States."⁴⁴ The journal is published annually.

⁴² East Coast Chicano Student Forum Facebook Group page: <http://on.fb.me/1lq3GR2>

⁴³ Center for International Development at Harvard University, Recent Conferences website: <http://bit.ly/1BUu9Sd>

⁴⁴ Harvard Latino Law Review website: <http://bit.ly/1Gm0o22>

- *Harvard Journal of Hispanic Policy (HKS)*. “Founded in 1985 at the Harvard John F. Kennedy School of Government, the Harvard Journal of Hispanic Policy is an academic non-partisan review journal that publishes works on politics and policy. It is one of the premiere publications in the nation focusing on policy issues that impact the U.S. Latino community.”⁴⁵ This journal is published annually.
- *Latin America Policy Journal (HKS)*. The goal of the Latin America Policy Journal (LAPJ) at the Harvard Kennedy School is to strengthen the community of emerging and established Latin American leaders and to create a forum to reflect on and discuss contemporary issues in the region.⁴⁶
- *Harvard Design Magazine Vol. 34, 2011: Architectures of Latin America (GSD)*. While the Harvard Design Magazine is not regularly focused on Latin American issues, this particular volume marked the first time the Magazine “published projects for their own sake” and the Magazine chose Latin American architecture as the featured topic as the editors felt this had not yet received “sufficient attention or acclaim.” This particular volume was “dedicated to presenting and analyzing the work and surrounding cultural/political issues of the architectures of Latin America judged to be of most merit and interest by a faculty committee at the Harvard Graduate School of Design.”⁴⁷ It is included here to highlight a focus on Latin America from the GSD.

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⁴⁵ Harvard Journal of Hispanic Policy at the Harvard Kennedy School, website:

<http://bit.ly/1lysrxn>

⁴⁶ Latin America Policy Journal at the Harvard Kennedy School, website:

<http://bit.ly/1RYBjxV>

⁴⁷ Harvard Design Magazine no.34: Architectures of Latin America, website:

<http://bit.ly/1G7gPOM>

Student Groups and Organizations

Overview

We identified 940 recognized student groups across Harvard for the 2015 academic year. Of these, 219 have a clear primary or secondary focus on language or culture. Of these, 56 have a primary or secondary focus on Spanish or Hispanic countries and cultures. Figure 20 on the following page shows a breakdown of the number of recognized student groups by school. It also highlights the number of groups that we identified as having a focus on language, cultural or regional issues, and of those, the number focused on Spanish and Latin America.

Figure 20 – Registered student groups across the University for academic year 2015. “% of total” is the portion of groups in each school focused on Spanish/Hispanic/Latin American studies in comparison to the number of groups offered at the school overall. “% of cultural” is the portion of groups with a focus on Spanish/Hispanic or Latin American studies at that school among only those groups with a focus on language, regional, or cultural studies. ⁴⁸

Schools	Total Groups	Language, Cultural & Regional Initiatives	Spanish/Hispanic/Latin America focused	% of total	% of cultural
FAS	428	82	26	6.07%	31.71%
GSD	52	18	2	3.85%	11.11%
HBS	79	20	3	3.80%	15.00%
HDS	39	5	2	5.13%	40.00%
HGSE	25	9	3	12.00%	33.33%
HKS	74	37	7	9.46%	18.92%
HLS	73	16	2	2.74%	12.50%
HMS	74	5	2	2.70%	40.00%
HSDM	26	5	2	7.69%	40.00%
HSPH	35	9	1	2.86%	11.11%
SEAS	22	2	1	4.55%	50.00%
USG	13	11	5	38.46%	45.45%
TOTAL	940	219	56	5.96%	25.57%

Across the university, groups with a focus on Spanish or Hispanic countries and culture make up 24.6% of student groups with a language, cultural or regional focus, and nearly 6% of groups overall. At FAS, groups focused on the Spanish language and Hispanic cultures make up nearly 32% of groups with a language, regional or cultural focus, and 6% of student groups overall. Some of the most

⁴⁸ USG refers to University Student Government groups.

popular student groups are described below. There is a complete list of identified student groups in Appendix III.

Highlighted Student Groups

- *Ballet Folklórico de Aztlán*. The Harvard-Radcliffe Ballet Folklórico de Aztlán “has introduced audiences to traditional Mexican dance for 40 years. Ballet Folklórico de Aztlán is a student-led performance arts organization whose purpose is to spread Mexican culture and heritage by means of Mexican traditional folk dances. The group seeks to present and promote Mexican culture to the Harvard campus and increase awareness and interest in both ballet folklórico and Mexico through performances, instruction, workshops, and other educational activities. Founded in 1971, it is the oldest cultural group on campus with a rich forty-year history and continues to be a vibrant part of the Harvard community.”⁴⁹
- *Concilio Latino*. “Concilio Latino is the University-wide organization which provides a forum for dialogue, coordination and communication for the Latino and Latin American cultural, performing, political, social and publication groups on campus.” The group fosters awareness of cultural, political, and social issues within the Latin American and Latino communities at Harvard University. Concilio Latino has also sponsored Latino Welcome Day and the Latino Graduation.⁵⁰
- *Fuerza Latina*. “Fuerza Latina is an undergraduate pan-Latino organization that “seeks to expose the diversity of Latino culture at Harvard and create a support system for Latinos in their academic and extracurricular endeavors.” The group holds weekly meetings.⁵¹

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⁴⁹ Harvard-Radcliffe Ballet Folklórico de Aztlán website: <http://bit.ly/1FLG6Kz>

⁵⁰ Concilio Latino group at Harvard University website: <http://bit.ly/1AXR11t>

⁵¹ Harvard Fuerza Latina group website: <http://bit.ly/1dqOfxk>

- *Harvard Dominican Students Association*. The Harvard College Dominican Students Association seeks to promote and celebrate the Dominican culture and presence within the Harvard College community but also around the nation. The group sponsors educational and social events addressing issues concerning the Dominican community both within Harvard and beyond.⁵²
- *Latinas Unidas de Harvard College*. Latinas Unidas de Harvard College is an undergraduate student-run organization that seeks to unite Harvard College students who have a passion for and an interest in the lives of Latina women.⁵³ The group holds weekly meetings and also sponsors the Latina Empowerment and Development (LEAD) Conference.
- *Latino Men's Collective*. The Harvard College Latino Men's Collective "is dedicated to the growth of Latino leaders. The group sponsors a mentorship program, open forums, and other social activities in order to support the growth of future Latino leaders. The Collective also engages in service activities outside of Harvard in an effort to support the broader Latino community."⁵⁴
- *Harvard College Initiative for Latin American Relations (HILAR)*. HILAR is an undergraduate student-run organization that seeks to unite the "region's current and future leaders in business, public service, and academia. HILAR does this by creating a space where these leaders can

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⁵² Harvard Dominican Student Association website: <http://bit.ly/1HWZjKF>

⁵³ Harvard Latinas Unidas group website: <http://bit.ly/1G7h6k5>

⁵⁴ Harvard Latino Men's Collective website: <http://bit.ly/1Hj0JDh>

engage in candid and fruitful discussions that result in stronger connections across the Americas.”⁵⁵

- *Harvard Latino Student Alliance*. The Harvard Latino Student Alliance seeks “to build an integrated cross-school community to help Latina and Latino Harvard students realize their full potential and serve our community’s cultural, educational, social, and political needs” and seeks to develop the next generation of Latino leaders.⁵⁶ The group also leads the campaign to develop a designated Latina/o Studies department at FAS.
- *Harvard Radcliffe RAZA*. The Harvard-Radcliffe RAZA seeks “to define [their] Mexican and Latino roots in the American political and social context.” And to “promote the objectives of Chicanos” both at Harvard and Radcliffe Colleges and beyond.⁵⁷

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Other Cultural Groups and Activities

Several other non-student groups and associations were identified at Harvard with a focus on Spanish or Latin American culture. These groups are identified below:

- *Association of Harvard Latino Faculty & Staff*. The Association seeks to “act as an influential channel of communication to address issues impacting Latino faculty and staff at Harvard.”^{58 59}

⁵⁵ Harvard College Initiative for Latin American Relations group website:

<http://bit.ly/1JzjOD8>

⁵⁶ Harvard Latino Student Alliance group website: <http://bit.ly/1FENB72>

⁵⁷ Harvard-Radcliffe RAZA group website: <http://bit.ly/1BUvGrn>

⁵⁸ Association of Harvard Latino Faculty and Staff, website: <http://bit.ly/1FLHCwg>

⁵⁹ Association of Harvard Latino Faculty and Staff, Facebook group page:

<http://on.fb.me/1dqQq3Z>

- *Harvard Club of Spain*. The Harvard Club of Spain is an “international community of 970 alumni and our aim is to create strong networking, friendship and educational opportunities for all.”⁶⁰
- *Harvard Latin American Alumni and Friends Group*. The Harvard Latin American Alumni and Friends Group is “a professional and personal network for Harvard's Latin American community. All Harvard students, alumni, partners, faculty and staff are eligible for membership.”⁶¹
- *Harvard Latina/o Alumni National Network (HaLANN)*. HaLANN was formed in 1999 with the aim of organizing alumni around greater University support for and representation of issues concerning the U.S. Latina/o population, with an emphasis on the needs of current students, faculty and staff. HaLANN seeks to maintain and expand a network and build a sense of community among alumni, faculty, staff and students; assist Harvard in the recruitment, promotion and retention of Latina/o faculty, administration and students; assist Harvard in the academic and personal development of Latina/o students; and to participate in the formulation of University policies.⁶²
- *Real Colegio Complutense (RCC)*.⁶³ The Real Colegio Complutense at Harvard (RCC), founded in 1990 by the Complutense University of Madrid, is a non-profit affiliated with Harvard University that seeks to provide “academic, scientific and cultural cooperation between Harvard University and the Spanish system of Higher Education.” The program sponsors Harvard Spain, an association of Spanish graduate and undergraduate

⁶⁰ Harvard Club of Spain, website: <http://bit.ly/1G7k48u>

⁶¹ Harvard Latin American Alumni and Friends website: <http://bit.ly/1AXVt7h>

⁶² Harvard Latina/o Alumni National Network, website: <http://bit.ly/1dqQrEZ>

⁶³ Harvard University Real Colegio Complutense, website: <http://bit.ly/1RYE2Yb>

students enrolled at the University, along with 400 fellowships for research projects and programs led by faculty and students from Harvard and other prestigious universities around the world. The RCC has organized over 2,500 events and activities in cooperation with various schools and departments across Harvard.

Miscellaneous

In addition to courses, activities, events and centers described above, we also identified a number of other activities at the university that are relevant to our interests. While this is not an exhaustive list, we have highlighted several of the most relevant programs below.

- *Language tables at Annenberg Hall (FAS).* Language Tables are offered at Harvard College as way to practice language skills outside of class. There are currently six tables offered in Romance Languages at various times of the week at Annenberg Hall: three are for French (one is only for freshmen); and one each for Italian, Portuguese and Spanish (all three are for freshmen only). In addition to the Language Tables, according to the website for the Department of Romance Languages and Literature, there is also a French Club, but there do not appear to be clubs for the other languages.
- *Latin American, Spanish and Portuguese Collections at Widener Library (FAS).* Harvard's Widener Library hosts several special collections. Of ten special collections, there are eight based on a region or language, of which Latin American, Spanish and Portuguese is one of these collections. As part of this collection the library also hosts the Latin American Pamphlet Digital Collection, which serves as a repository "of many scarce and unique Latin American pamphlets published during the 19th and the early

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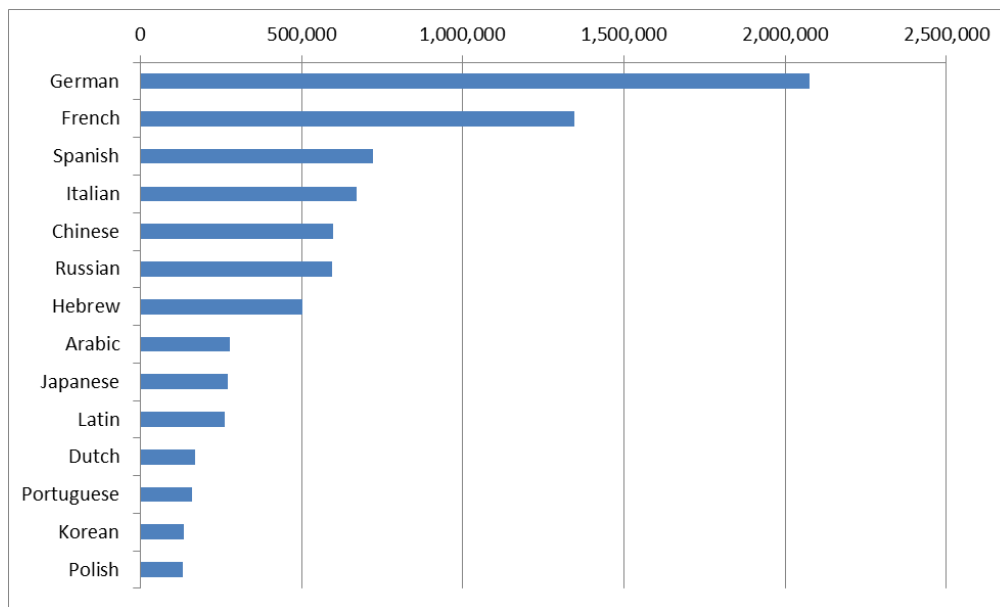
20th centuries. One of the few institutions to have consistently collected Latin American pamphlets, Harvard has benefited from collections formed by Luis Montt (Chile), Nicolás Acosta (Bolivia), Manuel Segundo Sánchez (Venezuela), José Augusto Escoto (Cuba), Blas Garay (Paraguay), Charles Sumner, John B. Stetson and others. Chile, Cuba, Bolivia and Mexico are the countries most heavily represented in this collection. These pamphlets are valuable primary resources for students and researchers working on Latin American history. They document the emergence of the Latin American colonies as independent states, and illuminate many aspects of their populations' social and cultural life. Many pamphlets are devoted to boundary disputes, territorial expansion, the description of unexplored territories and the relationship between Church and State.”⁶⁴

Additionally, as of May 2015, the Harvard libraries held 721,414 titles in all formats, including books, journal titles, newspaper titles, videos, music, manuscripts and databases, in the Spanish language. Figure 21 below shows the language holdings across Harvard’s libraries for the most prevalent languages.

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⁶⁴ Latin American pamphlet digital collection, in Harvard University Library Virtual Collection, website: <http://bit.ly/1KQM417>

Figure 21 – Number of titles held across all Harvard libraries among the 15 most prevalent languages. English was left off the chart, since the English holding are substantially higher (at 7,651,896) than the next 14 languages. The titles include all library formats, including books, journal titles, newspaper titles, videos, music, manuscripts, and databases.



As shown in Figure 21, Spanish is the fourth most prevalent language used in Harvard library materials, following English, German, and French.

- **Named Professorships.** There are a number of named Professorships across Harvard that emphasize Latin American Studies. Several examples include: Antonio Madero Professor for the Study of Mexico (currently Jorge Dominguez); Robert Woods Bliss Professor of Latin-American History and Economics (currently Alejandro de la Fuente); and Monro Gutman Professor of Latin American Affairs (currently Tamar Herzog).
- **Reading Buddies/Lectores Y Amiguitos program (HGSE).** The Harvard Graduate School of education participates in a Spanish tutoring program. “The program pairs HGSE students, staff, and other Harvard affiliated volunteers with second graders at the Amigos Elementary School, a dual language immersion school in Cambridge. Every week volunteers read aloud and share conversation with the students. The Reading Buddies/

Lectores Y Amiguitos Program is coordinated by the HGSE Office of Student Affairs through the GIVES Program, in collaboration with Cambridge School Volunteers (CSV), Inc. GIVES (Graduate Students Involved in Various Efforts of Service) is a service and outreach program for the HGSE Community.”⁶⁵

- *Romance Languages and Literacy Tutoring Center (FAS)*. All students currently enrolled in an RLL course (French, Italian, Portuguese or Spanish) can schedule 30-minute tutoring sessions once per week.⁶⁶

Sara Steinmetz

Instituto Cervantes at Harvard University

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⁶⁵ Harvard University Graduate School of Education website, Reading Buddies Program overview: <http://bit.ly/1KX1SCP>

⁶⁶ Harvard University Romance Languages and Literatures Tutoring Center website: <http://bit.ly/1MiAjRw>

Appendix I: Helpful Abbreviations

- FAS – Faculty of Arts and Sciences.
- FD&D – Harvard Office of Faculty Development and Diversity.
- GSD – Graduate School of Design.
- HBS – Harvard Business School.
- HDS – Harvard Divinity School.
- HGSE or GSE – Harvard Graduate School of Education.
- HKS – Harvard Kennedy School.
- HLS – Harvard Law School.
- HMS – Harvard Medical School.
- HSDM – Harvard School of Dental Medicine.
- HSPH – Harvard School of Public Health.
- SEAS – School of Engineering and Applied Sciences.

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Appendix II: Course Guide, Academic Year 2014-2015

EXT	Anthropology and Archaeology	ANTH E-1050	Moctezuma's Mexico: Then and Now
EXT	History	HIST E-1765 (14493)	The US and Latin America: an Evolving Relationship
EXT	Spanish Language and Literature	SPAN E-1 (20236)	Intensive Elementary Spanish I
EXT	Spanish Language and Literature	SPAN E-1 Section 1	Intensive Elementary Spanish I
EXT	Spanish Language and Literature	SPAN E-1 Section 2 (14596)	Intensive Elementary Spanish I
EXT	Spanish Language and Literature	SPAN E-136 (14564)	Spanish Literature and Culture from 1898 to the Present
EXT	Spanish Language and Literature	SPAN E-1a Section 1 (13719)	Elementary Spanish I
EXT	Spanish Language and Literature	SPAN E-1a Section 2 (13718)	Elementary Spanish I
EXT	Spanish Language and Literature	SPAN E-1b (21497)	Elementary Spanish I B
EXT	Spanish Language and Literature	SPAN E-1x (14489)	Reading for Information: Hispanic

			Boston
EXT	Spanish Language and Literature	SPAN E-1y (24188)	Spanish Reading and Translation
EXT	Spanish Language and Literature	SPAN E-2 (13968)	Intensive Elementary Spanish II
EXT	Spanish Language and Literature	SPAN E-2 (20240)	Intensive Elementary Spanish II
EXT	Spanish Language and Literature	SPAN E-43	Latin American Cinema
EXT	Spanish Language and Literature	SPAN E-6 (10274)	Nucleos culturales hispanicos
EXT	Spanish Language and Literature	SPAN E-7 (23620)	Español avanzado: Cultura y conversacion
EXT	Spanish Language and Literature	SPAN S-Aab	Beginning Spanish
EXT	Spanish Language and Literature	SPAN S-C (32694)	Intermediate Spanish
FAS	African and African American Studies	219	Proseminar: Race and Ethnicity in Latin America
FAS	Anthropology	1636	Latin American Cities: Urban images, landscapes, and citizens
FAS	Anthropology	1795	The Politics of Language and Identity in Latin America
FAS	Anthropology	1812	Cities of the Global South: Seminar
FAS	Anthropology	98za	Junior Tutorial in Social Anthropology
FAS	Comparative Literature	Comparative Literature 252	The Literatures of Medieval Iberia
FAS	Expository Writing	20.097	HIV/AIDS in Culture in North and Latin America
FAS	Expository Writing	20.098	HIV/AIDS in Culture in North and Latin America
FAS	Expository Writing	20.099	HIV/AIDS in Culture in North and Latin America
FAS	Expository Writing	20.1	HIV/AIDS in Culture in North and Latin America
FAS	Freshman Seminar	32m	Food for Thought: Culinary Culture in Spain and Latin America
FAS	Freshman Seminar	39p	Traveling Latin America: Empire, I and the Empirical Eye
FAS	Freshman Seminars	Freshman Seminar 38o	The Evolution of Latino/a Culture: Analyzing the Interplay

			Between Stereotypes and Self-Definition
FAS	General Education	Societies of the World 30	Moctezuma's Mexico: Then and Now (2012)!
FAS	Government	2576	Racial and Ethnic Politics in the United States
FAS	Government	94hg	The Politics and Political Economy of Inequality in Latin America
FAS	Government	94q	US-Latin American Relations: Seminar
FAS	Government	Government 94es	Spain 40 Years Later: From Franco Dictatorship to the Indignados Movement
FAS	History	1926	How Historians Imagine Latin American Pasts
FAS	History and Literature	History and Literature 90be	Tropical Fantasies: The Hispanic Caribbean and Haiti in the Global Imaginary
FAS	Latin American Studies	70	Modernity, Culture and Politics in Latin America
FAS	Latin American Studies	98	Tutorial-Junior Year
FAS	Latin American Studies	99	Tutorial-Senior Year
FAS	Latin American Studies	91r	Supervised Reading and Research
FAS	Romance Languages and Literatures	Portuguese Ac	Beginning Portuguese for Spanish Speakers I
FAS	Romance Languages and Literatures	Portuguese Ad	Beginning Portuguese for Spanish Speakers II
FAS	Romance Languages and Literatures	Spanish 109	Displacing Spain: Workshop on 20th and 21st-Century Transatlantic Poetry
FAS	Romance Languages and Literatures	Spanish 120	Medieval Spain in the Poem of the Cid
FAS	Romance Languages and Literatures	Spanish 122	Figures and Fictions of Venture Capital and the Law in the Spanish Conquest
FAS	Romance Languages and Literatures	Spanish 124	Don Quixote and the Art of Reading
FAS	Romance Languages and Literatures	Spanish 126	Performing Latinidad
FAS	Romance Languages and Literatures	Spanish 171	Barcelona and the Catalan Culture
FAS	Romance Languages and Literatures	Spanish 194	The Borges Machine

FAS	Romance Languages and Literatures	Spanish 201	Historia de la lengua Española
FAS	Romance Languages and Literatures	Spanish 242	Being and Knowing in Latina Theory
FAS	Romance Languages and Literatures	Spanish 243	Foundational Fiction and Film
FAS	Romance Languages and Literatures	Spanish 243	Spanish Foundational Fiction and Film
FAS	Romance Languages and Literatures	Spanish 254	Imagining Caribbean Communities: Border, Nations, and Diaspora in Contemporary Hispanic Caribbean Literatures
FAS	Romance Languages and Literatures	Spanish 261	The Return of World Literature: Placing Latin America, Debating Universalism
FAS	Romance Languages and Literatures	Spanish 285r	Spanish Literature: Seminar: Filming the Text
FAS	Romance Languages and Literatures	Spanish 30	Advanced Spanish Language I: Four Countries and their Cultures
FAS	Romance Languages and Literatures	Spanish 320	Spanish and Hispanic-American Literature: Supervised Reading and Research
FAS	Romance Languages and Literatures	Spanish 330	Direction of Doctoral Dissertations
FAS	Romance Languages and Literatures	Spanish 35	Spanish for Latino Students
FAS	Romance Languages and Literatures	Spanish 40	Advanced Spanish Language II: Viewing the Hispanic World
FAS	Romance Languages and Literatures	Spanish 50	Spanish Writing and Performance
FAS	Romance Languages and Literatures	Spanish 59	Spanish and the Community
FAS	Romance Languages and Literatures	Spanish 61n	Advanced Spanish Language and Culture: The Ethics of Business
FAS	Romance Languages and Literatures	Spanish 61n	Advanced Spanish Language and Culture: The Ethics of Business
FAS	Romance Languages and Literatures	Spanish 70a	Heroes, Rogues, Lovers, Rebels, Saints: Voices from Medieval and Early Modern Spain
FAS	Romance Languages and Literatures	Spanish 71b	Introduction to Modern Latin American Literature

FAS	Romance Languages and Literatures	Spanish 80t	Words of Which History is Made: Translation Workshop on 20th-Century Spain
FAS	Romance Languages and Literatures	Spanish 90cb	Modern Survey: Civilization and Barbarism in Latin American Literature
FAS	Romance Languages and Literatures	Spanish 90np	Invaders as Ancestors, Gods and Vampires
FAS	Romance Languages and Literatures	Spanish 90p	Pre-Textos: Las artes interpretan
FAS	Romance Languages and Literatures	Spanish 91r	Supervised Reading and Research
FAS	Romance Languages and Literatures	Spanish 97	Tutorial-Sophomore Year
FAS	Romance Languages and Literatures	Spanish 98	Tutorial-Junior Year
FAS	Romance Languages and Literatures	Spanish 99	Tutorial-Senior Year
FAS	Romance Languages and Literatures	Spanish Aa	Beginning Spanish I
FAS	Romance Languages and Literatures	Spanish Ab	Beginning Spanish II
FAS	Romance Languages and Literatures	Spanish Acd	Intensive Beginning Spanish: Special Course
FAS	Romance Languages and Literatures	Spanish Ax	Reading Spanish
FAS	Romance Languages and Literatures	Spanish C	Intermediate Spanish
FAS	Romance Languages and Literatures	Spanish 112	You Will Win, But You Won't Convince: Discussing the Spanish Civil War
FAS	Romance Studies	109	The Global Game: Soccer, Politics, and Popular Culture
FAS	Social Studies	98nu	Poor People's Politics in Latin America
HDS		2795	Being and Knowing in Latina Theory
HDS		3140	Human Migration and US-Mexico Borderlands: Moral Dilemmas and Sacred Bundles in Comparative
HDS		3158	Moctezuma's Mexico: Then and Now
HDS		4463	Intermediate Spanish Readings
HDS		4464	Advanced Intermediate Spanish Readings
HDS		4465	Communication Skills for Spanish Ministry

HKS	DPI	DPI-460	Latin American Politics and Policymaking
HLS		2651	Litigation and Legislative Strategies for Latino Civil Rights Advocacy
HMS		LN705 - Section 19223	Intermediate Medical Spanish
HMS		LN707 - Section 19224	Advanced Medical Spanish
HMS		ME518M.41a	Nutrition and Rural Medicine in Latin America
HMS		ME518M	Nutrition and Rural Medicine in Latin America
HMS		ME518M-18595	Nutrition and Rural Medicine in Latin America
HSPH	Epidemiology	EPI506-01	Challenges of Latin American Mental Health
HSPH	Global Health & Population	GHP217-01	Structural Violence Latin America
HSPH	Global Health & Population	GHP297-01	Field Trip to Chile
HSPH	Global Health & Population	GHP544-01	Mexican Health System Reform
SUM	History	HIST S-44c (33170)	Cocaine: Customs and War in the Americas
SUM	Spanish Language and Literature	SPAN S-27 (31128)	Oral Expression: El español hablado
SUM	Spanish Language and Literature	SPAN S-C (32694)	Intermediate Spanish
SUM	Study Abroad	SPAN S-74 (33102)	Study Abroad in Spain: Madrid-Barcelona Encuentros y desencuentros de la Modernidad en España
SUM	Study Abroad	SPAN S-Dx (32104)	Study Abroad in Buenos Aires: Spanish Language and Latin American Culture

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Appendix III: Harvard University Latino Student Groups,

Academic Year 2014-2015

<u>Latino Organizations at Harvard</u>	<u>School</u>
ALANA	HGSE
Ballet Folklorico de Aztlan	FAS
Brazil Caucus	HKS
Brazilian Studies Association	HLS
Capoiera Angola	GSAS
Colombian Students Association at Harvard College	FAS
Comunidad Latina	HGSE
Concilio Latino de Harvard	FAS
Cuban-American Undergraduate Student Association	FAS
Fuerza Latina	FAS
Harvard Argentine Student Society	USG
Harvard Argentine Tango Society	GSAS
Harvard College TEATRO!*	FAS
Harvard College Bolivian Association	FAS
Harvard College Candela Dance Troupe	FAS
Harvard College Dominican Student Association	FAS
Harvard College Initiative for Latin American Relations	FAS
Harvard College Latino Men's Collective	FAS
Harvard College Latinos in Health Careers	FAS
Harvard College Peruvian Association	FAS
Harvard Colombian Student Society	USG
Harvard Ecuadorian Student Association	USG
Harvard Journal of Hispanic Policy	HKS
Harvard Latino Student Alliance	USG
Harvard Organization for Latin America	FAS
Harvard Society of Latino Engineers and Scientists (SOLES)	SEAS
Harvard Undergraduate Brazilian Association	FAS
Harvard University Mexican Association of Students	USG
Harvard/Radcliffe RAZA	FAS
HMS/HSDM International Student Organization	HMS/HSDM
HSPH Students in Latino Public Health	HSPH
La Organización de Puertorriqueños en Harvard	FAS
LACAU Latin American Caucus	HKS
Language Learning Exchange Club	HDS
LatAm Club	HBS
Latin America Education Forum (LAEF)	HGSE

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Latin American Policy Journal	HKS
Latin GSD	GSD
Latinas Unidas de Harvard College	FAS
Latino Law Review	HLS
Latino Law, Policy and Business Conference	HBS, HKS, HLS
Latino Medical Student Association (LMSA), Harvard Chapter/ Medical Students of Las Americas (MeSLA)	HMS
Latino Student Organization	HBS
Latino/Hispanic Caucus	HKS
Law Alianza at Harvard Law School	HLS
Mariachi Veritas de Harvard	FAS
Mexican Caucus	HKS
Minority Biomedical Scientists of Harvard	GSAS
Model Congress Latin America	FAS
Nuestra Voz	HDS
Presencia Latina*	FAS
Spain GSD	GSD
Spanish Acquisition Beginning in Elementary School*	FAS
Spanish Language Oral Health Outreach Program	HSDM
Student Hispanic Dental Association	HSDM
Woodbridge International Society	FAS