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Catalan Studies in the United States

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Topic: An Overview of Catalan Studies in the United States. An Overview of the Field in the 21st Century

Summary: The purpose of this report is to map Catalan Studies programs in the United States and examine the field's current status within U.S. academia. Accompanied by a brief historical introduction, this overview is based on a triangulation of information from several different sources: (a) the annual reports of the *Institut Ramon Llull* (2010–17), which is the main institution that promotes Catalan Studies and culture abroad; (b) a questionnaire intended for U.S. universities that have a connection with Catalan Studies, through research and/or teaching; (c) information from the NACS (North American Catalan Society); and (d) a bibliography of secondary sources related to the field.

Key words: Catalan Studies, 'Catalanística', United States, North American Catalan Society, University Network of Catalan Studies Abroad, Catalan, Catalan literature and culture

Introduction: North American ‘Catalanística’ in the 20th Century

The Origins of Catalan Studies in the U.S.

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The study of the Catalan language and its literature within North American universities is far from being a new phenomenon (cf. Fernàndez / Martí-López 2005; Resina 2011). The origins of this relatively long tradition were linked in large part to the arrival of republican exiles during and after the Spanish Civil War. As other authors have pointed out, the population of exiled Spaniards in the United States was never as large as the populations in other North and South American countries such as Mexico and Argentina, and there was therefore not a strong community of exiles. In fact, the U.S. government never granted refugee status to the exiled republicans who took up residence in the country, and they therefore had to complete all the habitual legal steps that national authorities had established for ordinary immigrants to obtain residence (cf. Agustí 2005). One path for obtaining legal immigrant status was an invitation to teach at a U.S. university. In this way, a small number of Catalan professors and intellectuals came to the U.S. in the 1940s–1960s and began working in universities, sometimes after having taught for several years in Latin America (ibid.).¹ First and second generation exiles such as Joan Coromines (University of Chicago), Josep Roca i Pons (Indiana University at Bloomington), Manuel Duran (Yale University), and

¹ Many Catalan intellectuals outside of the fields of philology and literature also lived as exiles in the U.S. during this period, including the architect Josep Lluís Sert (who worked at Yale, and later at Harvard) and the philosopher Josep Ferrater Mora (Bryn Mawr College), to name only a few examples.

Josep Maria Solà-Solé (Catholic University of America) became professors of the first generation of specialists partially educated in the United States like Albert Porqueras-Mayo (later professor at University of Illinois Champaign-Urbana) and Joseph Gulsoy (future professor at University of Toronto). The absence of female names on this list of Catalan exiles is conspicuous, if understandable within the historical context of the era.

In addition to promoting academic research in the field of Catalan Studies, this generation collaborated with U.S.-born professors such as the philologist Josephine de Boer (UC Berkeley) to introduce the study of Catalan language and literature into the curricula of Romance Languages and Spanish departments in the country (cf. Fernàndez / Martí-López 2005: 11-12). Another result of these group's efforts was the establishment, in 1958, of a Catalan and Occitan division within the Modern Language Association, the primary professional association of language and literature scholars in the U.S. (ibid.). That decade also saw the celebration of the *Jocs Florals* (Floral Games) poetry contest in New York, which had been organized in exile in different locations around the world since 1941. The call for literary submissions for the 1951 *Jocs Florals* attracted a huge number of contestants (a total of 297), and the aforementioned Josephine de Boer, a well-known specialist in Catalan literature, served as one of its chairs. This was the first and only time that the contest took place in the United States (cf. Faulí 2002). This historical context encouraged later by the fall of Franco's dictatorship (1939–75) and the advent of democracy in Spain fostered the academic framework for

the institutionalization of Catalan Studies in the U.S. in the last quarter of the 20th century. However, the discipline's potential to expand within North American academia is still unavoidably limited, since Catalan culture, in spite of its long history and tradition, is bound to a population of slightly more than thirteen million people (distributed across four countries),² ten million of whom speak Catalan.

The NACS and the *Catalan Review*: Two Milestones

One of the milestones for Catalan Studies was the foundation of the North American Catalan Society (NACS) in 1978 at the First Colloquium of North American Catalan Studies, which convened about 100 attendees. Since the beginning, the NACS has been an association that unites researchers and students who are interested in Catalan culture in all of its diverse manifestations (literature, linguistics, history, visual art, etc.) in order to promote the study of Catalan language and culture in North American academia.³ In its four decades of existence, the NACS has hosted sixteen colloquia, nine of which took place between 1978 and 1998: at the University of Illinois at Urbana-Champaign (1978), Yale University (1980), University of Toronto (Canada, 1982), Washington

² Italy (Alghero); France (Western Pyrenees); Andorra, a country bordering France and Spain where Catalan is the only official language; Spain (Catalonia, Valencia, the Balearic Islands, and Franja de Aragón). By far, the largest linguistic community of Catalan speakers is concentrated in the Spanish territory.

³ Information about the NACS and the *Catalan Review* has been adapted from the association's webpage. Source: <http://nacs.espais.iec.cat/>

University (1984), University of South Florida at Tampa (1987), University of British Columbia (Vancouver, Canada) (1990), University of California at Berkeley (1993), Indiana University at Bloomington (1996) and the *Institut d'Estudis Catalans* (Barcelona, 1998). In 1997, the association received the Ramon Llull prize, awarded by the *Institut d'Estudis Catalans* and the government of the *Generalitat de Catalunya*, in recognition of its work to promote Catalan culture internationally. A year later, in 1998, the association was granted the *Creu de Sant Jordi*, the highest civil distinction awarded by the Catalan government.

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Another key moment for Catalan Studies in North America was the launch of the *Catalan Review: International Journal for Catalan Culture* in 1986, under the auspices of the NACS. During its early years, the journal was edited by the aforementioned Manuel Duran (Yale University) and Josep Roca i Pons (Indiana University at Bloomington). In the preface to its first volume, only a few years after the end of Franco's dictatorship, the editors referred to the need to restore Catalan culture to its former place in the Western culture. At the same time, they emphasized the culture's capacity for resistance in adverse circumstances:

We are convinced that Catalan culture has been for too long the missing piece of the puzzle in Western culture and have decided to devote our efforts to redressing this situation. Enthusiasts of Catalan culture have been compared to a religious sect: not very numerous, but strong in their beliefs, often persecuted in times of oppression. Now that the clouds have lifted, we

want to share with all of our friends in the U.S., Canada, and elsewhere, the joy that emerges from a great rebirth.

(Duran / Roca-Pons / Smith 1986: 10)

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Founded as an international journal focused on Catalan Studies, the *Catalan Review*, which comes out annually, is now a leading publication in the field, with interdisciplinary scope.⁴ In addition to a diverse range of articles written in English or Catalan, the *Catalan Review* frequently publishes papers selected from NACS colloquia, as well as special issues (on new perspectives on linguistics, theater and dramatic arts, Barcelona and Modernity, etc.). On the occasion of its first two decades of existence, August Bover (*Universitat de Barcelona*) made a positive assessment of the journal, highlighting its relevance for and contributions to the academic community, as well as its role in creating a «room of one's own» for Catalan culture in a good number of prestigious libraries all over the world:

Com la cambra pròpia que Virginia Woolf reclamava per a la dona, la *Catalan Review* va aconseguir un espai propi per a la cultura catalana

⁴ Together with the *Journal of Catalan Studies* (JOCS), which was founded in 1954 and is published by the University of Cambridge (U.K.), and the *Zeitschrift für Katalanistik / Revista d'Estudis Catalans*, which was founded in 1988 by the *Associació Germano-Catalana*, the *Catalan Review* is one of the longest-running international journals dedicated to Catalan Studies. More recent journals include the *Catalan Journal of Communication and Cultural Studies* (2009), and the *Rivista Italiana di Studi Catalani* (2011).

entre els prestatges dedicats a les publicacions periòdiques d'una bona colla de biblioteques importants d'arreu del món.⁵

In tandem with the launch of this publication, the state of Catalan Studies began to change significantly from the '80s onwards (Bou 2016: 86). During this period, a group of Catalan-born, U.S.-educated scholars found positions at the country's leading universities, along with U.S.-born scholars who had studied with Josep Roca i Pons (1914-2000), the Indiana University at Bloomington professor who was the first president of the NACS, or Geoffrey Ribbans (1927), a professor at Brown University. This trend was abetted by the subsequent founding of the *Institut Ramon Llull*, which has become one of the driving forces of the international development of Catalan Studies in the 21st century.

Josep-Anton Fernàndez and Elisa Martí-López summarized the changes that occurred in the last two decades of the 20th century in the following words:

The eighties and nineties saw important developments in the study of modern Catalan literature, often driven by scholars interested in Gender Studies. Works by Mercè Rodoreda, Montserrat Roig, and Carme Riera, among others, became common readings in many Spanish departments, even if often in their Spanish or, when available, English translations.

⁵ «Just as Virginia Woolf claimed a room of one's own for women, the *Catalan Review* created for Catalan culture a room of its own on shelves dedicated to periodical publications around the world.» (Author's translation). Source: <http://nacs.espais.iec.cat/catalan-review-2/>

Moreover, although literary criticism still remains strong institutionally, the interests of students and scholars in the culture of the Països Catalans have expanded to include diverse disciplines, in particular, visual arts, music, architecture, and theater. (Fernàndez / Elisa Martí-López 2005: 12)

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The last quarter of the 20th century, then, represented the institutionalization of Catalan Studies in the United States, which is evident in the establishment of the NACS and the *Catalan Review*. This phenomenon coincided, moreover, with the end of Franco's dictatorship in Spain (1975), precipitating the recovery of political autonomy by the Catalan-speaking territories and the restoration of the Catalan language to its status as one of the country's official languages at the beginning of the '80s, as well as the celebration of the 1992 Olympic Games in Barcelona.

Catalan Studies in the 21st Century

Catalan Studies's institutionalization has been reinforced during the first two decades of the 21st century, thanks as much to new policies by the autonomous governments which promote Catalan language and culture abroad—principally through the *Institut Ramon Llull*—as to modest but growing interest in the field. Both phenomena have resulted in an increase in course offerings and students of Catalan in U.S. universities, though not—as will be seen below—a true anchoring of the field within those universities' frameworks and departmental structures. In spite of certain impactful advances for the discipline, its institutional dependence on Hispanic Studies and, in particular, on so-called Peninsular Studies remains undeniable. In large part, the situation that Joan Ramon Resina described at the beginning of this decade still prevails today:

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[...] even if Catalan literature is becoming a marginal component of every self-esteeming program, it is still far from constituting an area in its own right, as lukewarm demand and a low profile at professional conferences demonstrates. (Resina 2011: 51)

Nevertheless, the numbers from the Modern Language Association's (MLA) database⁶ confirm that student enrollment in Catalan Studies courses grew

⁶ The database in question is the «Language Enrollment Database 1958-2016,» which is accessible on the MLA's webpage. Source: https://apps.mla.org/flsurvey_search

between 2002 and 2016, increasing from 35 to 126. This figure is comparable to the number of students enrolled in Danish (120) or Euskera/Basque (101) courses, and is not far off of other European languages such as Finnish (274) and Romanian (295), but it is far below the numbers for other Romance languages such as Portuguese (10,596) and Italian (61,711).⁷

Between 2002 and 2016—the last year for which official statistics are available—the MLA published numbers corresponding to five different years: 2002 (35), 2006 (64), 2009 (110), 2013 (87) and 2016 (126).⁸ The following table (Table 1) displays this data visually, breaking down the number of enrolled students for each year:

Table 1 Number of students enrolled in Catalan courses

Year	2002	2006	2009	2013	2016
Enrollments	35	64	110	87	126

Source: Data collected from the MLA database

⁷ The numbers for Danish, Euskara/Basque, Finnish, Romanian, Portuguese, and Italian correspond to the year 2016 and have been obtained from the same source (MLA).

⁸ The numbers in parentheses indicate the number of enrollments, according to data from the MLA database. Unfortunately, there was no available data from the IRL on the evolution of Catalan Studies course enrollments in the U.S. to contrast with the MLA numbers.

This evolution has occurred alongside the founding of the *Institut Ramon Llull* (IRL) in 2002. The IRL is a public consortium established by the governments of Catalonia and the Balearic Islands to promote the study of Catalan language and culture in the international academic context, the translation of Catalan-language literature and other cultural expressions (theater, film, dance, architecture, etc.).⁹ As the numbers above demonstrate (Table 1), there seems to be a clear correlation between the IRL's policy and increasing enrollment. Other factors that may have played a role in this development include the importance of Barcelona as one of the world's major international tourist destinations and the considerable attention that Catalonia has received on a global scale in recent years, which has been especially motivated by the independence movement and the country's current political situation.¹⁰

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As Enric Bou and Jaume Subirana have already noted, interest in Catalan Studies has grown over the last twenty years across the entire Anglophone world, thanks in large part to the efforts of specific individuals, universities, and the support of the IRL:

⁹ Source: <https://www.llull.cat/espanyol/quisom/quisom.cfm>

¹⁰ The most recent volume of the *Catalan Review* (vol. XXXII, 2018) includes four texts about Catalan secessionism that were originally presented at the last NACS colloquium (Bloomington, Indiana, May 2017) as part of the round table «Secessionism and the State: Violence in a Non-violent Conflict.» The authors are Edgar Illas, Mario Santana, Aurélie Vialette, and Timothy William Waters (cf. References).

During this period, interest in Catalan studies has grown exponentially due to the initiative of single individuals and universities, or, in some cases, to contributions from the Institut Ramon Llull. In the UK and Ireland alone Catalan is taught in 23 universities. Moreover, Catalan is also taught in more than 27 universities in the USA, Canada, and Australia. (Bou / Subirana 2017: 3)

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In this context, the founding of the Consortium for Advanced Studies in Barcelona (CASB) in 2007 is also noteworthy. The program, a junior year abroad program for U.S. students in the Catalanian capital that places particular emphasis on orienting them to the Catalan experience and Barcelona's multicultural environment, is now called CASA in Barcelona (Consortium for Advanced Studies Abroad). It enables students from Brown, Columbia, Cornell, Dartmouth College, Harvard, John Hopkins, Northwestern, University of Pennsylvania and Vanderbilt—as well as Amherst College and Swarthmore College, which are associated institutions—to take courses at any of the four Barcelona universities that make up the consortium: *Universitat Autònoma de Barcelona*, *Universitat de Barcelona*, *Universitat Politècnica de Catalunya* and *Universitat Pompeu Fabra*.¹¹ Although the program is taught in Spanish, the option of taking courses in Catalan is equally available to students who only stay for one semester with a preexisting high-intermediate level of Catalan (both written and spoken), as well as to those who spend an entire

¹¹ Source: <https://casa.education/barcelona#academics>. Data on the number of U.S. students who participate annually in this program and study at Catalan universities was not found.

academic year in Barcelona and have acquired enough Catalan during their first semester.

The *Institut Ramon Llull* and the University Network of Catalan Studies Abroad

Coordinated by the IRL, the *Xarxa Universitària d'Estudis Catalans a l'Exterior* (University Network of Catalan Studies Abroad) is made up of 139 universities, in 29 countries¹² that offer courses in Catalan integrated into their respective curricula.¹³ Currently, 20 U.S. universities belong to the Network, nine of which received economic aid to promote the discipline during the 2017–18 academic year. The recipients of this aid (see Table 2) were University of California Los Angeles (UCLA), the University of Chicago, University of Colorado Boulder, Columbia University, Georgetown University, Harvard University, University of Massachusetts-Amherst, Stanford University, and the Graduate Center of the City University of New York (CUNY).

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The IRL's annual reports gather various data about the central projects of the consortium, the Ramon Llull awards, and the organizing efforts that are being

¹² Argentina, Austria, Brazil, Canada, Chile, China, Croatia, Cuba, Czech Republic, Finland, France, Germany, Hungary, Italy, Ireland, Israel, Japan, Mexico, Poland, Portugal, Romania, Russia, Serbia, Spain, Sweden, Switzerland, The Netherlands, United Kingdom, and the U.S. For more information about the geographic distribution of the Network, consult the following section of the IRL's website: https://www.llull.cat/catala/aprendre_catala/mapa_llengua.cfm

¹³ The complete list of U.S. universities participating in the Network can be found at: https://www.llull.cat/espanyol/aprendre_catala/mapa_llengua.cfm

made all over the world to promote Catalan literature, dramatic arts, film, music, visual arts, architecture, and design. The section about language and universities offers general information, but does not address more specific issues such as the number of enrollments in each country or institution, type of courses, etc. In spite of these limitations, the reports make it possible to observe the IRL's strategic lines related to the internationalization of Catalan language and culture. Although 15 reports are available on the organization's website—for the years 2002–03, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, and 2017—,¹⁴ only eight (2010–17) were considered for the purposes of this section.

The following table (Table 2) contains the list of U.S. universities that received aid for teaching Catalan courses in 2010–18:

¹⁴ At the time of writing, the 2018 report was still not available. To access the rest of the reports, consult the IRL's website.
Source: <https://www.llull.cat/espanyol/quisom/memories.cfm>

Table 2 U.S. universities that receive aid to support Catalan courses

University	Type of institution	2010 2011	2011 2012	2012 2013	2013 2014	2015 2016	2016 2017	2017 2018
Brown University	private	✓	✓	✓	✓	-	-	-
UCLA	public	✓	✓	✓	✓	✓	✓	✓
UCSB	public	✓	✓	-	-	-	-	-
University of Chicago	private	✓	✓	✓	✓	✓	✓	✓
U Colorado Boulder	public	✓	✓	✓	✓	✓	✓	✓
Columbia University	private	✓	✓	✓	✓	✓	✓	✓
University of Florida	public	✓	✓	✓	-	-	-	-
Georgetown University	private	✓	✓	✓	✓	✓	✓	✓
Harvard University	private	✓	✓	✓	✓	✓	✓	✓
University of Illinois at Urbana -Champaign	public	✓	✓	✓	-	-	-	-
U. of Massachusetts- Amherst	public	✓	✓	✓	✓	✓	✓	✓
Stanford University	private	✓	✓	✓	✓	✓	✓	✓
CUNY Graduate Center	public	-	-	-	-	-	✓	✓
Total U.S.		12	12	11	9	8	9	9
Total (international)		123	114	114	88	86	88	86

Source: Data gathered by author from IRL reports (2011–17)

As seen above, the IRL's financial aid is intended as much for public educational institutions as private ones, with no preference for one or the other. In the 2010–11 academic year, 12 universities received economic aid; in 2017–18, this number was limited to nine—a decrease that is related to, albeit less impactful than the reduced number of universities receiving aid on an international level. In the 2012–13 academic year, the IRL ceased its economic contributions to seven universities in various parts of the world, including the University of California Santa Barbara (UCSB) (see IRL 2013 Report). In the report for that year, the IRL explained these cutbacks in the context of their new strategic efforts; nevertheless, the

cutbacks must also be understood in the context of the global economic crisis, which negatively impacted southern European countries and their public institutions. In a recent essay, Silvia Bermúdez also referred to economic concerns related to the termination of these IRL collaborations:

Problemas económicos relacionados con la crisis de 2008 y otras cuestiones llevan a la cancelación del convenio [de USCB] con el Lluï en diciembre de 2011. (Bermúdez 2016: 27)¹⁵

16 As indicated in Table 2, the *Institut Ramon Llull* retracted its support from the University of Florida and the University of Illinois at Urbana Champaign in 2013–14, and from Brown University in 2015–16. Nevertheless, in 2016–17, it began to offer financial support to the Graduate Center of the CUNY. According to the 2010 and 2011 reports, Catalan courses at Columbia University were launched during the 2009–10 academic year, while a new agreement was established in 2010–11 to support Catalan classes at the University of Colorado Boulder, which offered a total of four courses during this first year: two semesters of Catalan for Spanish speakers and two other courses on Catalan culture.

According to the same source, the first time a student completed a minor in Catalan Studies in the U.S. was in 2014–15, at the University of Massachusetts-Amherst.

¹⁵ «Economic problems related to the 2008 crisis and other issues led to the cancellation of the [USCB's] agreement with the Llull in December 2011.» (Author's translation).

This year also marked the beginning of a Catalan Studies minor within the University of Chicago's Romance Languages and Literatures department. In addition, UCLA's Catalan program obtained an Innovative Learning Technology Initiative grant to develop a language course that will be available, through the CrossCampus Enrollment platform, to all students at the ten universities that make up the University of California system (cf. IRL 2017 Report).

The University Network of Catalan Studies Abroad also comprises research centers and visiting professorships that offer classes within graduate programs (master or doctorate) with the aim of fostering teaching and research in Catalan Studies. As Puiggené puts it (2014: 3),

[A]questes universitats actuen com a pols dinamitzadors, centres de referència per a la recerca i la docència, i contribueixen a donar visibilitat i reconeixement internacional als estudis catalans.¹⁶

Between 2005 and 2011, the IRL supported a Catalan Center within New York University's Center for European and Mediterranean Studies, under the direction of the writer, translator, and linguist Mary Ann Newman. This center was responsible for the coordination of several different initiatives (readings, colloquia, exhibitions, etc.), including a symposium about modernity in Catalan art, literature,

¹⁶ «These universities act like invigorating pulses, reference centers for research and teaching, and they contribute to Catalan Studies's visibility and international recognition.» (Author's translation).

and music and an exhibition entitled *A Mediterranean Mirror: Catalan Law in an International Context* (Bou 2009: 87).

18 Although there are currently no Catalan Studies centers in the country,¹⁷ three of the five chairs in the world are housed within U.S. universities: in addition to the established chair at La Habana (Cuba), as well as the recent inauguration of a new, specialized chair in Translation and Linguistics at the University of Leipzig (Germany), the other three are found at the Graduate Center of the CUNY, the University of Chicago, and Stanford University. This demonstrates that the IRL considers U.S. academia an important strategic center for the development of Catalan Studies on an international level.

The first of the chairs that was created in the United States was the Mercè Rodoreda Chair at the Graduate Center of the CUNY, which has been active since 2003. In 2005, the Joan Coromines Chair was established at the University of Chicago to honor the distinguished Catalan philologist and medievalist, who was a professor at the University between 1946 and 1967. The Juníper Serra Chair at Stanford was launched in 2007, and the following year saw the formal creation of the Salvador Dalí Chair at Brown, which existed until the 2013–14 academic year (the same year in which the university's IRL funding ended) (Table 2 and Table 3). Thanks to these visiting positions, over the course of the past fifteen years,

¹⁷ There are currently two such centers in the world: the *Centre d'Estudis Catalans*, at the Sorbonne (France), and the *Centre de Recerca en Estudis Catalans* [Center for Catalan Studies Research], in Queen Mary University of London (U.K.).

graduate students interested in Catalan Studies have benefited from the presence of distinguished guest professors who work in various fields, such as literature, linguistics, translation, etc. In addition, a good number of conferences and symposiums on topics related to the Catalan context have been organized under the auspices of these chairs.¹⁸ Also relevant here is the Mompou Chair at the Brook Center (Graduate Center of the CUNY), which was established with support from the IRL in 2003 and remained active until 2011. Named in honor of the Barcelona-born composer Frederic Mompou, the chair specialized in Catalan musicology and offered doctorate-level courses each semester.¹⁹ Table 3 contains information related to the IRL-supported chairs:

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Table 3 Catalan Studies Visiting Chairs in the U.S.

Name of the Visiting Chair	University	Year(s)
<i>Càtedra Mompou</i>	Brook Center - Graduate Center CUNY	2003–11
<i>Càtedra Mercè Rodoreda</i>	Graduate Center CUNY	since 2003
<i>Càtedra Joan Coromines</i>	University of Chicago	since 2005
<i>Càtedra Juníper Serra</i>	Stanford University	since 2007
<i>Càtedra Salvador Dalí</i>	Brown University	2008–14

¹⁸ To obtain detailed information about the activities organized by these chairs in a given year, the corresponding year's IRL report can be consulted.

¹⁹ A complete list of courses can be found on the Brook Center's website. Source: <http://brookcenter.gc.cuny.edu/projects/foundation-for-iberian-music/mompou-chair/>

Questionnaire about Catalan Studies

In the interest of gaining a better understanding of the current state of Catalan Studies in the United States, an online questionnaire was developed and distributed via email in February of 2018 to two groups: the University Network of Catalan Studies Abroad's list of professors compiled by the IRL, and through the current register of NACS members (the association currently has 100 members).²⁰ The first approach ensured access to the people to whom the questionnaire was directed, but it limited its reach, since the intent was to gather information not only about the 20 U.S. universities that are integrated into the IRL network, but also about those other universities that also represent the field (whether through course offerings or the research activities of their faculty), even if they do not necessarily benefit from a formal agreement with the IRL or its financial support. In this sense, distributing the questionnaire to the list of NACS members ensured a wider reach, even if it created the risk of obtaining a small number of invalid responses or sending it to the same recipients twice.

²⁰ I would like to express my gratitude to the president of the NACS, Mario Santana (the University of Chicago), and the association's secretary, Aurélie Vialette (Stony Brook University), for their kind assistance in distributing the questionnaire to the association's members. I would also like to thank all those who generously responded to it. In addition, I am grateful for the help that was given to my former research assistant at Boston College, Lauren Mushro. A very special thanks goes out to Maria Dasca (Harvard University) for the ongoing conversations and for several sources regarding Catalan topics and Catalan Studies in the United States.

After an expected wait period, 23 responses were collected, three of which were rejected for methodological reasons. In one case, the response was rejected because it came from a university in Catalonia; in another, it had been sent from a Canadian university.²¹ In the third instance, the same university sent two responses, and only one could be accepted as valid. The analysis in this section will therefore be based on responses from 20 institutions—11 of which are public, and nine of which are private. Of that number, 13 of the schools are part of the IRL Network, while the other seven are not members of the consortium. Table 4 displays the responding universities, sorted by geographical region (Northeast, Midwest, South, and West), and the highest level of studies at each institution. Of the 20 universities in question, 14 offer bachelor's, master's, and doctoral programs; one awards bachelor's and master's degrees; and five only have bachelor's degree programs:

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²¹ The questionnaire was distributed to all the members of the North American Catalan Society, some of whom work at universities in Canada. Given that this report was intended to offer an overview of Catalan Studies in the United States, the response from the Canadian university had to be discarded.

Table 4 U.S. universities participating in the questionnaire

Geographic Area	University	Type of institution	Highest level of studies	Member of the IRL Network ²²
Northeast Region	University of Massachusetts-Amherst	public	Ph.D.	✓
	Harvard University	private	Ph.D.	✓
	University of New Hampshire	public	M.A.	-
	Wesleyan University	private	B.A.	-
	University at Buffalo, SUNY	public	Ph.D.	-
	Trinity College	private	B.A.	✓
	Stony Brook University	public	Ph.D.	✓
	Rutgers University	public	B.A.	-
Midwest Region	University of Chicago	private	Ph.D.	✓
	University of Illinois at Urbana-Champaign	public	Ph.D.	✓
	University of Minnesota	public	Ph.D.	-
	University of Notre Dame	private	Ph.D.	-
	Indiana University-Bloomington	public	Ph.D.	✓
South Region	Georgetown University	private	Ph.D.	✓
	University of North Carolina at Chapel Hill	public	Ph.D.	✓
	Vanderbilt University	private	Ph.D.	✓
	University of Richmond	private	B.A.	✓
	Center College	private	B.A.	✓
West Region	University of Colorado Boulder	public	Ph.D.	✓
	University of California Santa Barbara (UCSB)	public	Ph.D.	-

²² Data obtained from the IRL for the 2017-2018 academic year. Source: https://www.llull.cat/espanyol/aprendre_catala/mapa_llengua.cfm

The questionnaire was divided into three sections, which contained a combination of open-ended and multiple-choice questions. The first section included five general questions about the person responding to the questionnaire and his/her department: title, academic position, whether his/her role is directly related to Catalan Studies, the department's name, the highest level of studies it offers, other Romance languages taught within it, etc. The second section, which forms the central part of the questionnaire, was composed of twelve questions and several sub-questions aimed at obtaining details about the state of Catalan Studies in each respective institution, both in terms of teaching and research. The final portion of the questionnaire contained four questions about the respondent's perspective on the future of the field in the United States and in his/her own institution. In this last case, the intention was to collect respondents' views in order to determine, among other things, how they envisage the discipline's future in the U.S., which areas within it are receiving the most attention, and whether they expect substantial curricular changes in the field.

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The following paragraphs will present an analysis of the 20 valid responses that were obtained. This section will be elaborated in four thematic blocks: (I) institutional framework and agreements; (II) student body and course offerings; (III) faculty and research; and (IV) evolution and future prospects. The final part will include a brief evaluation based on the analysis of the data.

Institutional framework and agreements

As mentioned above, 13 of the universities that participated in the questionnaire are part of the IRL Network; in other words, they have established a formal agreement with the Catalan consortium (Table 4), although only six of those schools currently receive financial support, which is generally distributed through language assistantships.²³

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Independently of the IRL, four (Georgetown, Richmond, Trinity and Chicago) of the twenty universities surveyed have student exchange agreements with the *Universitat Pompeu Fabra* (Barcelona). For its part, the University of Richmond also has an exchange program with ESADE (*Escuela Superior de Administración y Dirección de Empresas*, Barcelona), and Center College conducts one with the *Universitat de Lleida*. These agreements make it possible for students at these institutions to take either one or two semesters of coursework at Catalan universities, where they can deepen their knowledge of the language and culture.²⁴ In the institutional context, it is also worth noting the recent launch of the *Centre d'Estudis Catalans* / Center for Catalan Studies at UCSB, a center for research and

²³ The six participating universities that receive financial support from the IRL are University of Colorado Boulder, Georgetown, UCSB, University of Massachusetts-Amherst, the University of Chicago, and Harvard. IRL teaching assistantships/lectureships also exist at other universities such as UCLA and Columbia.

²⁴ The study did not include the number of students who went on exchange programs to Catalan universities, although the data might have been interesting.

teaching that was established in 2017 in cooperation with the *Universitat d'Alacant* (Valencia).²⁵

Among the departmental frameworks in which Catalan is taught (Table 5), the predominance of Departments of Spanish and Portuguese is evident (nine out of 20), followed by Departments of Romance Languages and Literatures (six out of 20). Occasionally, Catalan Studies courses are offered within Departments of Modern Languages and Cultural Studies, Hispanic Studies programs, or Hispanic Studies departments. In Richmond's case, this course offering is part of a department with a broader designation (Department of Latin American, Latino, and Iberian Studies).

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Four of the 20 universities polled declared that they do not have a Catalan Studies program, even though their faculties include tenured, or tenure-track, professors with educational backgrounds and research interests in the field. These schools were the University of New Hampshire, Wesleyan, the University of Buffalo-SUNY, and Stony Brook University. In these cases, broadly speaking, the professors teach Catalan culture, literature, or film within more general courses on Peninsular film, photography, urbanism, or literature, although in exceptional cases they have offered courses whose primary subject was Catalan.

²⁵ Source: <http://www.cativitra.ucsb.edu/>

If one considers the departments in which Catalan Studies courses are embedded, it is not surprising that most commonly taught languages in those departments are Spanish and Portuguese, with hundreds of millions of speakers in countries all over the world,²⁶ and, in the case of Romance Languages and Literatures Departments, also French and Italian, languages that, in turn, are often available to students at secondary schools in the U.S. Of the participating universities, the institution that teaches the greatest number of Romance language is the University of North Carolina at Chapel Hill, which offers, in addition to Catalan, courses in French, Galician, Italian, and Portuguese (Table 5). Galician is also taught at UMass-Amherst and UCSB.²⁷ In addition to these Romance languages, UCSB has courses in Basque; the University of North Carolina at Chapel Hill also offers Basque, but only occasionally. The following table (Table 5) contains the names of the departments and the Romance languages that they teach²⁸:

²⁶ The existence of a vast Spanish-speaking community in the U.S., which encompasses around 40 million people (Hernández-Nieto and Gutiérrez 2017: 20-21), situates Spanish in a very particular situation that is distinct from the rest of the modern languages that are taught at the secondary and university levels in the country.

²⁷ For an overview of Galician Studies in the United States, see Gabriel Rei-Doval (2016). After a brief introduction about the discipline's history in the U.S., his report focuses on the state of the art and the new dynamism that the field has gained since its inclusion on the Modern Language Association's list of the world's languages, cultures, and literatures in 2014.

²⁸ In the third column, Catalan (or any other language) only appears when it is offered as a subject its own (whether in a language, culture, or literature course), not as an element integrated into courses with a broader focus.

Table 5 Departments and the Romance languages offered

University	Department	Romance languages
University of Massachusetts-Amherst	Spanish and Portuguese Studies	Catalan, Portuguese, Spanish
Harvard University	Department of Romance Languages and Literatures	Catalan, French, Italian, Spanish, Portuguese
University of New Hampshire	Department of Languages, Literatures, and Cultures	French, Italian, Portuguese, Spanish
Wesleyan University	Department of Romance Languages and Literatures	French, Italian, Portuguese, Spanish
University at Buffalo, SUNY	Department of Romance Languages and Literatures	French, Italian, Spanish
University of Richmond	Department of Latin American, Latino, and Iberian Studies	Catalan, Galician, Portuguese, Spanish
Trinity College	Department of Language and Culture Studies	Catalan, French, Italian, Portuguese, Spanish
Stony Brook University	Department of Hispanic Languages and Literature	Portuguese, Spanish
Rutgers University	Department of Spanish and Portuguese	Catalan, Portuguese, Spanish
University of Chicago	Department of Romance Languages and Literatures	Catalan, French, Italian, Portuguese, Spanish
University of Illinois at Urbana-Champaign	Department of Spanish and Portuguese	Catalan, Portuguese, Spanish
Georgetown University	Department of Spanish and Portuguese	Catalan, Portuguese, Spanish
University of North Carolina at Chapel Hill	Department of Romance Studies	Catalan, Galician, French, Italian, Portuguese, Spanish,
Vanderbilt University	Department of Spanish and Portuguese	Catalan, Portuguese, Spanish
Center College	Spanish/Latin American Studies	Catalan, French, Portuguese, Spanish
University of Minnesota	Spanish and Portuguese Studies	Catalan (<i>CourseShare</i>), Portuguese, Spanish
Indiana University-Bloomington	Department of Spanish and Portuguese	Catalan, Portuguese, Spanish
University of Colorado Boulder	Department of Spanish and Portuguese	Catalan, Portuguese, Spanish
University of Notre Dame	Department of Romance Languages and Literatures	Catalan, French, Italian, Portuguese, Spanish
University of California Santa Barbara (UCSB)	Department of Spanish and Portuguese	Catalan, Galician, Portuguese, Spanish

Student body and course offerings

According to the data set, the majority of students who enroll in Catalan classes are Hispanic Studies or Romance Languages majors, followed by students who specialize in Latin American Studies or Linguistics. To a lesser extent, some students who are interested in Catalan are Iberian Studies, International Studies, Global Studies, or History majors.

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With regards to the size and scope of the programs, great disparities among the different universities could be observed.²⁹ While some schools declared that they do not have a specific program for Catalan Studies, others have programs with relative long traditions, like the ones at the University of Chicago and Indiana University at Bloomington, or expanding programs, like the one at UMass-Amherst. UChicago is the school with the highest number of enrollments by far: the data indicates that in the 2017–18 academic year, there were 65 students enrolled in Catalan Studies courses, and a similar number enrolled the previous year. UMass-Amherst also ranks among the universities with the greatest number of enrollments, with a total of 87 over the course of the last two academic years (2016–17 and 2017–18). In 2017–18, Georgetown and UCSB each had a total of 40 enrollments, while the University of Colorado Boulder registered 30 and Notre Dame had 20. In 2016–17, the University of North Carolina at Chapel Hill

²⁹ For this count, no discrimination was made between language and content courses. Note that the numbers refer to the enrollments and not to the number of students.

registered 24 enrollments, but data for the following year (2017–18) was not provided.

Among the other universities where Catalan is taught, Indiana University at Bloomington, Harvard University, and University of Illinois at Urbana-Champaign have medium-sized programs with reasonably stable enrollment numbers that oscillate, depending on the academic year, between eight and 17 students per year. The programs at the University of Richmond and Trinity College are small, but their numbers are stable, with four and five enrollments, respectively, per academic year (2016–17 and 2017–18). The University of Minnesota registered a total of five enrollments between 2016–17 and 2017–18; thanks to the *CourseShare* platform, students at that university are able to take the first three introductory levels of Catalan remotely by participating in courses taught at the University of Chicago.

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Of the 20 participating institutions, three offer a minor in Catalan Studies: University of Massachusetts-Amherst, the University of Chicago, and Indiana University at Bloomington. Although all three are members of the University Network of Catalan Studies Abroad, only the first two receive economic aid from the IRL. Amherst, on the one hand, offers a Catalan minor that consists of fifteen credits, while students at Chicago must take a total of six courses to complete the minor: one language course (intermediate or advanced level) and five classes on Catalan literature or culture. The courses in the minor at Chicago are taught by an

Associate Professor and a full-time Lecturer, plus a course that is given annually by the Visiting Professor who holds the Coromines Chair. Indiana University at Bloomington also offers a specialization in Catalan Studies, in this case at the doctoral level (Ph.D. Minor in Catalan). According to the information provided, in order to earn this minor, students are required to take four graduate-level seminars³⁰ and, if necessary, also Catalan language courses. Additionally, students must complete a final paper on topics that are pertinent to the field.

One of the questions addressed Catalan language instruction in particular. Five of the 20 universities—that is, 25%—do not offer language courses in Catalan, even though they may have other kinds of course offerings in Catalan Studies (for example, culture or literature classes). Harvard University and University of Massachusetts-Amherst are the only two institutions that indicated that they offer four semesters of Catalan language courses. Georgetown and UCSB both offer three semesters. The University of Chicago, on the other hand, offers two intensive trimester-long language classes that are specifically designed for students who speak other Romance languages (*Catalan for Speakers of Romance Languages 1 and 2*), as well as two trimesters of language courses (intermediate–advanced level) that also incorporate cultural content (*Catalan Culture and Society*). In the area of language instruction, it is also worth mentioning the University of Colorado

³⁰ One of those four seminars can be taught in Spanish, although at least 30% of the course content must be focused on Catalan literature or culture.

Boulder, which offers two introductory Catalan courses intended for Spanish-speaking students (*Catalan for Spanish Speakers: Basic 1 and Basic 2*).

In addition to its on-campus classes, the University of Chicago has offered remote-learning Catalan courses through CourseShare since the 2015–16 academic year. Through this platform, students at other universities that belong to the Big Ten Academic Alliance—a consortium of 14 Midwestern universities—can participate in classes taught at UChicago and earn the corresponding credits. Since this means of teaching was established, a total of eight students from the universities of Michigan (one student) and Minnesota (seven students) have taken Catalan classes remotely through the platform.³¹

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With respect to future curricular changes, several institutions are planning some kind of modification or expansion of their course offerings. Trinity College, for example, foresaw the introduction of a new course on writing Barcelona. Similarly, the University of Chicago is designing a new advanced course on Catalan culture that will be taught in Catalan, while Center College is planning to offer Catalan language courses more often and Stony Brook is also considering expanding its Catalan Studies course offerings.

³¹ I am grateful to Alba Girons Masot, Catalan lecturer at the University of Chicago and the instructor of the classes referenced, for her clarifications and for details about the *CourseShare* course offerings.

In most cases, departments at the participating universities have one or two full faculty members who specialize in Catalan Studies in addition to other areas of expertise. Exceptions to this rule include the University of Colorado Boulder, Georgetown, and UCSB, which each have four faculty members who focus on the field, and University of Massachusetts-Amherst, with five. UChicago has a full-time Lecturer in Catalan language and culture and an Associate Professor who works in the field, and at the time of the survey they also expected to hire a new Lecturer in Catalan Studies for the 2018-2019 academic year in order to expand their course offerings.

Only five of the institutions that responded to the questionnaire have teaching assistants/lecturers from the IRL. With annual contracts that are renewable for a maximum of four consecutive years, these teaching assistants/lecturers, who teach Catalan language and culture, go through a rigorous selection process based on several criteria. As a prerequisite, they must possess a relevant academic title, preferably in the field of Catalan Philology. Every summer, these teachers attend the International Conference for Catalan Teachers (*Jornades Internacionals per a Professors de Català*, or JIPC), which the IRL consortium organizes each year at

one of the Catalan universities in the Vives network (*Xarxa Vives*).³² In addition to offering professional development for Catalan teachers who work abroad, the JIPC also serves as platform for attendees to exchange teaching experiences and best practices.

Another question asked for information about the writing and defense of Master's theses and doctoral dissertations between 2010 and 2018. Five of the 20 universities responded in the affirmative (Indiana University at Bloomington, University of North Carolina at Chapel Hill, Georgetown, UMass-Amherst, and the University of Chicago), although five of the schools (Center College, Wesleyan University, University of Richmond, Rutgers, and Trinity College) only offer undergraduate degrees, so the question was not applicable to those cases.

By examining the titles, it can be concluded that while some theses and dissertations focus only on the study of Catalan literature or language, others—the majority, in fact—are comparative in nature, with one or more chapters that analyze Catalan authors, directors, and works. The former group includes theses/dissertations such as «Reimagining the Maternal: Perspectives on Motherhood in Catalan Transition Novels» (Indiana), «Domestic Disturbances: Breaking the Mold of Female Comportment in Caterina Albert i Paradís' *Pas de*

³² Source: <http://www.vives.org/about-us/?lang=en>

Comèdia» (University of North Carolina at Chapel Hill), and «Writing Ethics: Models of Literary Creation and Reception in the Work of Caterina Albert i Paradís/Víctor Català» (University of North Carolina at Chapel Hill), while the latter, comparative group featured theses such as «Space and the City: Peripheral Communities of Madrid and Barcelona» (Indiana), «The Consumption of Objects of Memory in Contemporary Peninsular Literature» (with a chapter on Carme Riera) (Chicago), «Femicrime: Resisting the Legibility of the Female Body in Spanish Crime Fiction» (with a chapter on Maria-Antònia Oliver) (Chicago), «Bracing for Impact: Portrayals of Immigration in Contemporary Spanish Theatre» (with a chapter about Sergi Belbel) (Chicago), «Cuba y Cataluña en la segunda mitad del siglo XIX: Teatro popular e identidades (proto)nacionales» [Cuba and Catalonia in the Second Half of the 19th Century: Popular Theater and (Proto)national Identities] (Chicago), and «The Emergence of Women Intellectuals: Women, Journalism, and Shaping Cultural Identity during the Spanish Transition» (with chapters on Montserrat Roig and Carme Riera) (Chicago). At UMass-Amherst, students have defended works on the reception of Boccaccio in medieval Catalan literature, the reception of Arthurian literature in Europe (including in the Catalan context), and films directed by, among others, female Catalan filmmakers.

One of the items on the questionnaire was designed to further understanding of the participants' perspectives on the future prospects of Catalan Studies in the United States. In response to the question «Do you believe the current state of Catalan Studies at U.S. universities will experience substantial changes within the next five years?,» nine of the 20 universities answered affirmatively, ten responded in the negative, and one did not respond. In cases where the university responded affirmatively, they were invited to give two or three reasons that led them to think that such changes would occur («If yes, please discuss 2-3 reasons that lead you to believe there will be significant changes»). The responses to this prompt were diverse, although the majority of them made a direct connection to Catalonia's current political situation, which is a key motivating factor for the renewed interest in Catalan Studies. A few of the responses are below:

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Survey respondent 1

The nature of the changes will depend on the political situation in Catalonia, but probably there will be more interest in Catalan history and politics. The possibility of Catalan independence may also have an impact on the relation between Hispanic and Catalan studies within departments and programs of 'Spanish' literature.

Survey respondent 2

Even if Catalonia does not become an independent state yet, the significance and interest of Catalan secessionism will continue to reinforce the status of Catalan culture as an autonomous entity. For this reason, more Spanish departments will feel the need to include the study of Catalan culture and language in their curricula. Until now, Barcelona was the main theme that attracted students, but now the political movement has also become a great source of interest, so students will increasingly come not only from Spanish and other language departments but also from political science, international studies or other related disciplines.

Survey respondent 3

More interest in culture and literature due to political change in Catalonia, but fewer language classes due to shrinking budgets.

Like Respondent 3, several other participants mentioned budgetary limitations, while one pointed to a decline in the field since the 1990s, caused in part by the lack of replacements for specialists in the field who have retired or passed away:

Survey respondent 4

Catalan Studies in the United States has experienced a progressive decline since the 1990s. Some of this is due to financial pressures; other factors

are faculty retirements/deaths and lack of replacement of the specialist in Catalan.

Nevertheless, another response stressed that:

Survey respondent 5

I believe that Catalan Studies is becoming increasingly ‘normalized’ in US academic curricula.

Lastly, the participants were invited to make any additional comment that seemed relevant to their respective programs. In this section, one of the participants made explicit his/her desire to receive the IRL’s aid once again in order to broaden the Catalan course offerings and revitalize the program at his/her institution, while another emphasized that, in spite of being unable to rely on the Catalan entity’s economic support, his/her university considered Catalan an attractive asset. A third respondent alluded to scarce interest on the part of departmental colleagues, which, in the respondent’s opinion, made it more challenging to expand the field.³³

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³³ This issue, which is far from limited to this case, has also been pointed out by Joan Ramon Resina (2011: 51).

In light of the available information, it may be asserted that although Catalan Studies in the U.S. is made up of small programs, in recent years some of these programs have been growing in relative terms, in the numbers of both students and teachers. The University of Chicago, UMass-Amherst, Georgetown, UCSB, and University of Colorado Boulder stand out from the group for having the highest enrollment numbers. The University of Chicago's program is expected to expand in 2018–19 with the addition of a second lecturer.

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65% of the universities that participated in the study are members of the IRL Network, although only 30% receive financial support. Various institutions have student exchange agreements with Catalan universities, mainly with the *Universitat Pompeu Fabra* (UPF). As one of the respondents pointed out, these exchange programs may become a driver for the continuation of certain programs: «We have a very dynamic exchange program with the UPF, which is really the fuel that keeps our program running.»

On one hand, three of the 20 participating universities offer minors in Catalan Studies. On the other, between 2010 and 2018, students at five of the institutions wrote master's theses or doctoral dissertations related to the field. When contrasted with the modest enrollment statistics for Catalan courses in the United States (Table 1), the amount of academic work that has been done within the field

is not negligible, although in the majority of cases these studies present comparative perspectives.

The questionnaire responses confirm that, in general, students who become interested in Catalan Studies, in the U.S. as in other countries, are predominantly students of Spanish or Romance languages. In light of this, it is remarkable that, with a few exceptions, there are not more Catalan language courses for Spanish speakers or students of Spanish and other Romance languages. Finally, there are still almost no universities that take advantage of the opportunities that technology offers to develop online courses: as of the time of writing, only Minnesota (and Michigan on one occasion) have expanded their course offerings by using the University of Chicago's distance learning platform CourseShare.

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The vitality and visibility of Catalan Studies today

Since the year 2000, the NACS has hosted colloquia at Brown University; University (2001); Eton College (United Kingdom, 2004, in cooperation with the Anglo-Catalan Society); Dalhousie University at Halifax (Canada, 2007); Temple University (2010); University of Toronto (Canada, 2013); the *Institut d'Estudis Catalans* (Barcelona, 2015); and Indiana University at Bloomington (2017). The next colloquium will take place at the University of Chicago in 2019. Along with the NACS colloquia, various universities have hosted a wide variety of activities that demonstrate a growing academic interest in Catalan Studies in recent years: talks and panels with

speakers and/or guest professors, Catalan film series with visits from the filmmakers, etc. Of note are the annual Catalan Film Festival at UMass-Amherst, which celebrated its tenth anniversary in 2018, and the 1st California Symposium on Catalan Studies, which took place in the spring of 2017.

Catalan Studies's voice in the United States is also represented within the Modern Language Association (MLA) through the LLC Catalan Studies forum, which has more than one hundred registered members. As evident from the archive of MLA convention programs, which goes back to 2004, there has been at least one panel dedicated exclusively to Catalan topics at each of the annual conventions since then. Some of the most recent panel titles include: «The Internationalization of Catalan Culture» (2013), «The Vulnerability of Catalan Studies» (2014), «Catalan Literature in Translation and European Integration» and «Negociant llocs de memòria» [Negotiating Sites of Memory] (2015), «Catalan Documentary Cinema, Art, and Thought Now» (2016), and «Art, Nonart, Postmedia, Installation: Catalan Museums Today» (2017).

In addition to conferences, colloquia, and course offerings, the vitality of Catalan Studies in the United States can also be measured in terms of academic production. The list below, which is by no means intended to be exhaustive, provides a few examples of works published in the new millennium by researchers within North American academia. This body of work makes manifest that in spite of the limitations resulting from rigid institutional frameworks and the fact that

Catalan culture is modest in size, several scholars in North America are especially interested in the study the Catalan language and literature. Some noteworthy works, focused on many different Catalan issues and a wide variety of historical periods, include: *Catalan Women Writers and Artists: Revisionist View from a Feminist Space* (Everly 2003), *Dalicionario. Objetos, mitos y símbolos de Salvador Dalí* [Dalictionary: Salvador Dalí's Objects, Myths, and Symbols] (Bou 2004), *Barcelona's Vocation of Modernity: Rise and Decline of an Urban Image* (Resina 2008), *Jazz Age Barcelona* (Davidson 2009), *Printing Ausiàs March: Material Culture and Renaissance Poetics* (Lloret 2013), *In the Eye of the Storm: Contemporary Theater in Barcelona* (Feldmann 2009), *Thinking Barcelona: Ideologies of a Global City* (Illas 2012), *The Aesthetics of the Ephemeral: Memory Theaters in Contemporary Barcelona* (Duprey 2014), *Entenebrats. Literatura catalana i bogeria* [Shaded: Catalan Literature and Madness] (Dasca Batalla 2016), *Els límits del silenci: La censura del teatre català durant el franquisme* [The Limits of Silence: The Censorship of Catalan Theater During Francoism] (Feldmann and Foguet 2016), *Literary Labyrinths in Franco-Era Barcelona: Narrating Memory and Place* (Culleton 2016), *Josep Pla: Seeing the World in the Form of Articles* (Resina 2017), etc.

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Also relevant here are other studies that are comparative in nature, and works that belong to transnational disciplines such as Iberian Studies.³⁴ Within that

³⁴ For more details about Iberian Studies in U.S. academia, see Gimeno Ugalde (2017).

epistemological framework, there have been several publications that focus in part on Catalan issues, including: *By the Grace of God: Francoist Spain and the Sacred Roots of Political Imagination* (Viestenz 2014), *Public Intellectuals and Nation Building in the Iberian Peninsula, 1900-1925: The Alchemy of Identity* (Harrington 2015), *Chariots of Ladies: Francesc Eiximenis and the Court Culture of Medieval and Early Modern Iberia* (Silleras-Fernández 2015), *La Guerra dels Segadors en comedias y en panfletos ibéricos: Una historia contada a dos voces (1640-1652)* [The Reapers' War in Iberian Comedies and Pamphlets: A Story Told in Two Voices (1640-1652)] (Domènech 2016), etc. In addition, one can find published works on Catalan linguistics and sociolinguistics such as *Literatura o imperio: la construcción de las lenguas castellana y catalana en la España renacentista* [Literature or Empire: The Construction of Spanish and Catalan in Renaissance Spain] (Lledó-Guillem 2008), *Singular and Plural: Ideologies of Linguistic Authority in 21st Century Catalonia* (Woolard 2016), and *The Making of Catalan Linguistic Identity in Medieval and Early Modern Times* (Lledó-Guillem 2018), among others.

Additional references could include the collective volume *Ventura Pons: Una mirada excepcional desde el cine catalán* [Ventura Pons: An Exceptional Gaze from Catalan Cinema] (Domènech / Lema-Hincapié 2015), which originated at a conference dedicated to the Barcelona filmmaker's work (held at the University of Denver in 2012), or *Desfer les Amèriques* [Unmaking the Americas] (2006), a collection of essays about the differences between U.S. and Catalan culture by the late Josep Miquel Sobrer (1944–2015), a professor emeritus at Indiana University

at Bloomington who translated Montserrat Roig, Mercè Rodoreda, and Carme Riera, among others, into English.

Even though these publications speak to the vitality of Catalan Studies academic production in the U.S. and Canada, the majority of the researchers who work in this field combine their interest with Hispanic Studies, or with more interdisciplinary and comparative perspectives such as Iberian Studies, Comparative Literature, or Romance/Ibero-Romance Linguistics. The fact that the majority of specialists in the field are called professors of «Peninsular Studies» or «Hispanic Studies» is an ongoing symptom of the field's somewhat subsidiary position in North American academia, at least in terms of universities' institutional frameworks. Nevertheless, a few existing academic titles explicitly recognize the field of Catalan Studies, such as «Assistant Professor of Spanish and Catalan Studies,» «Associate Professor of Spanish and Catalan,» and «Professor in Catalan and Hispanic Studies.»

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Conclusions and Future Prospects

Over the last four decades, Catalan Studies has managed to establish itself as a field with its own voice in the United States, thanks in part to the efforts of the NACS, which was founded in 1978, and the regular celebration of its colloquia. Since its founding in 1986, the *Catalan Review* has also provided a specialized forum for the dissemination of research in the field.

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As the field has consolidated its international presence in countries such as Germany, England, Ireland, France, and Italy, interest in Catalan Studies has also been growing modestly in U.S. universities. In terms of teaching, there have been relative increases in enrollment numbers, only some of which have been supported by the IRL's financial aid. The data in the MLA database confirms this gradual growth from 35 enrollments in 2002 to 124 in 2016 (see Table 1). The current numbers are comparable, for example, to the numbers for enrollment in Danish courses (120 in 2016). In addition, the introduction of three minors in Catalan Studies is an unequivocal sign of the new interest in the field, which is particularly attractive to students of other Romance languages, and especially to those who study Spanish. It is no coincidence that the majority of Catalan Studies course offerings are found within departments of Spanish and Portuguese or departments of Romance Languages and Literatures, although a few classes are housed within

departments with new supranational denominations related, for instance, to Iberian Studies.³⁵

Alongside the establishment of IRL-funded lectureships and visiting chairs, two new phenomena have emerged in 21st-century Catalan Studies: on one hand, the ever-more visible presence of female researchers in the field, which was already gestating during the last two decades of the last century³⁶; and, on the other, the slow introduction of dual professional titles that make the discipline more visible (e.g. «Assistant Professor of Spanish and Catalan Studies,» «Associate Professor of Spanish and Catalan,» or «Professor in Catalan and Hispanic Studies»). To borrow August Bover's wordplay about the «room of one's own» that the creation of the *Catalan Review* carved out for the field in the 20th century, this would be a timely moment for 21st-century North American 'Catalanística' to claim this other «room of one's own»—the professional title—within institutional frameworks in order to ensure that the intellectual labor of its specialists will not be invisible.³⁷ In this way, dual titles like those mentioned above would not only help give Catalan Studies a new symbolic space; it would also bring greater recognition to the professional

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³⁵ For example, this is the case of the Department of Latin American, Latino, and Iberian Studies at Richmond, the Department of Latin American and Iberian Studies at Columbia, or the Department of Iberian and Latin American Cultures at Stanford.

³⁶ Some of the names that stand out in the current U.S. academic context can be found in the references. Some women have also made a mark in the sphere of literary translation into English, such as Kathleen McNerney, Mary Ann Newman, and Martha Tennent.

³⁷ This situation is not, nevertheless, unique to the United States; rather, it can be observed in other academic contexts where the departments, the labor market, and the professional titles are still strongly influenced by the tradition of nation states.

labor of U.S.-based researchers who are contributing to the development of the field. It is significant that, in spite of the field's relatively long history in this country, there has still never been a single permanent position dedicated exclusively to the discipline (in the United Kingdom, for example, the University of Cambridge has a titled post in Catalan Studies). In light of the relatively small number of Catalan students in the U.S. compared with other modern languages that are widely studied at U.S. universities, this prospect still seems far away today. In any case, if such a position were to be established, institutional and economic support would appear to be indispensable.

Without a doubt, the translation into English of important contemporary and classic works of Catalan literature has contributed to the increasing visibility of Catalan culture and literature in the U.S. In the last 15 years, in the context of the internationalization of Catalan culture, translations into English have been prioritized. Since its creation in 2002, the IRL has given financial support to publishing houses for translating works originally written in Catalan, and for initiatives that promote Catalan literature abroad, such as conferences, festivals, and special issues on the field. For example, one major milestone was the publication, in September 2009, of a special issue of the prestigious journal *World Literature Today* on Catalan literature, which was guest-edited by the translation

theorist and historian Lawrence Venuti (Temple University).³⁸ The issue highlighted work by important contemporary writers such as Josep Pla, Mercè Rodoreda, Quim Monzó, Albert Sánchez Piñol, Andreu Vidal, and Ernest Farrés, among others.

Books like Mercè Rodoreda's *Mirall trencat* (*Broken Mirror*, trans. Josep Miquel Sobrer, 2006), *Quanta, quanta guerra* (*War, So Much War*, trans. Martha Tennent and Maruxa Relaño, 2015), and a new translation of *La plaça del Diamant* (*In Diamont Square*, trans. Peter Bush, 2013), as well as Josep Maria de Sagarra's *Vida privada* (*Private Life*, trans. Mary Ann Newman, 2015), Josep Pla's *Quadern gris* (*The Gray Notebook*, trans. Peter Bush, 2014), Joan Sales's *Incerta glòria* (*Uncertain Glory*, trans. Peter Bush, 2017), and Prudenci Bertrana's *Josafat* (*Josafat*, trans. Peter Bush, 2017) are now accessible by Anglophone readers, which contributes to the efforts to internationalize Catalan literature.

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In similar fashion, events such as *Barcelona and Modernity: Gaudí to Dalí*—a large exhibition at The Metropolitan Museum of Art in New York (2007) that featured more than 300 pieces by artists, architects, and designers who worked in the Catalan capital between the 1888 World's Fair and the beginning of Franco's dictatorship in 1939—have helped give Catalan culture a certain level of visibility

³⁸ Venuti, who is also a literary translator from Italian, Spanish, and Catalan, received the Northwestern University's Global Humanities translation prize at the beginning of 2018 for his unpublished English translation of *Diari 1918. Primers fragments* [*Daybook 1918: Early Fragments*], by the poet J.V. Foix.

in the United States.³⁹ As Enric Bou has already suggested (2009: 85), other factors have also contributed to this increased recognition in the last two decades, such as the influx of a community of new immigrants from Catalonia who have decided to establish themselves in the U.S. temporarily or permanently to pursue studies, research, or jobs, and the growing availability of courses on Catalan language and culture at several of the most prestigious universities in the country.

In 2009 Bou claimed that this last phenomenon was relatively new, and that its effects were still not evident or predictable (*ibid.*), but almost ten years later it is apparent that Catalan Studies has earned a place and prestige at a limited number of U.S. universities, thanks in part to the support of the IRL. In spite of the disparities between different programs, both the number of universities that offer Catalan courses and the gradual increase in enrollment over the last fifteen years demonstrate the field's relatively established presence. The existence of three visiting positions and the Catalan Studies minors recently introduced at three universities are also evidence of this newfound momentum, which is reinforced by the labor of specialists, the majority of whom were educated in the U.S., who drive the discipline forward and work to maintain their programs. If the publication of books in the field shows its current vitality, the defense of several theses and

³⁹ In collaboration with the Museu Nacional d'Art de Catalunya, the *Barcelona and Modernity* exhibition had already been staged the previous year at the *Cleveland Museum of Art*.

dissertations at certain prestigious U.S. universities is the seed of a new generation of specialists who will determine the future of the discipline in the country.

Nevertheless, Catalan Studies remains (and will remain) a small field in the North American academic context. Because of the discipline's lack of resources and institutional support within U.S. universities, its maintenance is particularly linked to its specialists—to specific people who manage, thanks to their personal dedication, to teach Catalan courses and/or administrate Catalan Studies programs. In the medium or long term, this situation may endanger certain programs, as it has at various U.S. universities when tenured professors with an interest in Catalan language, culture, and literature have retired or moved to another institution.

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In addition to revealing observable differences in structure and size between Catalan Studies programs, the data gathered from the questionnaire has shed new light on the state of the field in 21st-century U.S. academia. The IRL is, without a doubt, a powerful catalyst for these programs, but some universities have managed to establish or expand their programs on their own through the work of individuals and with departmental and institutional support. Two-way exchange programs between U.S. and Catalan universities are also a driving force for the progress of Catalan Studies. Along the same lines, because of the profile of Catalan students, it would seem appropriate to design and teach more language courses specifically intended for students of Spanish and/or other Romance languages.

Another approach that may be worth exploring is the creation of an introductory online course that would be available to students from multiple universities. Although distance learning cannot replace face-to-face learning, the technology could be useful for reaching other universities that do not offer courses in Catalan because they lack the faculty or budget to do so.

As with any complex reality, the future of Catalan Studies in U.S. academia will obviously depend on the interaction of multiple variables, such as departmental support, dialogue with other disciplines (Peninsular Studies, Iberian Studies, Comparative Literature, Genre Studies, Political Science, Urbanism, etc.), the health of field-specific professional organizations and conferences, and support from Catalan universities and institutions. It will also depend on the continuation of the *Institut Ramon Llull*-supported teaching assistantships/lectureships and visiting chair positions, the creation of permanent positions, the appeal of studying Catalan for future generations of U.S. students, etc. all the while keeping in mind that these variables will be affected, in turn, by the development of Catalonia's political situation.

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