



OPEN ACCESS

**Editor's Column:**  
**Celebrating 100 Years of *Hispania***

**Sheri Spaine Long**  
*Editor, Hispania*

*Hispania* 100.5 (2017): 1–3

*Hispania* Open Access files are licensed under a  
**Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.**



## Editor's Column

### Celebrating 100 Years of *Hispania*



The AATSP Board of Directors and the *Hispania* Editorial Board celebrate the journal's 100th year of publication with this commissioned Centenary Issue. At the same time, we honor the founding of our professional association. The jubilee allows us to consider the journal's seldom-used official title: *Hispania—A journal devoted to the teaching of Spanish and Portuguese published by the American Association of Teachers of Spanish and Portuguese*. While the title is lengthy, it emphasizes our history and mission. *Hispania* solicits and publishes original research articles that are scholarly and pedagogically relevant. Our broad scope emphasizes the diverse interests of the AATSP's members. The journal

invites the submission of original, unpublished manuscripts on applied linguistics, cultural studies, culture, film, language, linguistics, literary criticism, literature, and pedagogy having to do with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

Clearly, *Hispania*'s identity and that of the AATSP are inextricably linked and have evolved together. For example, in 1944, teachers of Portuguese joined the association to form the AATSP. Thus, the presence of Luso-Brazilian Studies enhanced the journal's mission. Even today, our readership continues to broaden with increased sub-specializations within and beyond the boundaries of the historical discipline known as languages and literatures in the United States.

*Hispania*'s broad goals complement the growing trend in the educational arena toward interdisciplinarity, a movement whose roots can be traced to the latter half of the twentieth century with the cultural shift from structuralism to postmodernism. In addition to changing cultural currents, the digitization of scholarly journals has ever-altered journal circulation, operations, and editorial reach, as well as content. During the last century, *Hispania* had long been considered the most widely circulated language journal worldwide in print. Today, the journal enjoys robust digital dissemination as well as continuing to be available in print. For example, the digital library of academic journals, JSTOR, reports nearly 4.1 million views of *Hispania* between 2002 and 2016. *Hispania* is also available through Project MUSE and library subscriptions (print and digital), and there are a growing number of articles at [www.aatsp.org](http://www.aatsp.org) that are available at no cost. To mark *Hispania*'s 100th birthday, the entire centenary issue is posted online on the association's website and is free for scholars, teachers, and the public from around the globe to download.

Besides considering *Hispania*'s virtual and physical presence, what does it mean to publish a scholarly journal for a century? *Hispania*'s publications begin with the nurturing of thought. The creation of knowledge is slow and incremental. Ideas are hatched, questions are asked, and experimentation occurs. Subsequently, concepts are nurtured, developed, honed, and debated. Eventually, manuscripts are written and reviewed. Peers offer feedback and manuscripts are revised. The eventual product is an article that shares new knowledge. A discourse community reads and interacts with the published ideas. Ideally, teaching and learning are improved through the publication of research. The borders of knowledge are slowly pushed back, and the

incandescence of the journal emerges over time. The quality of *Hispania* rests on the shoulders of its many authors, peer reviewers, editorial board members, twelve editors-in-chief and the unflagging support of the AATSP during the last 100 years.

Beyond the voluminous amount of subject matter published in the journal from 1917 to 2017, the number of scholars and teachers that have published in *Hispania* is remarkable. The journal provided (and continues to provide) a respected venue and key resource that has helped establish scholars, researchers, and teachers in positions in the educational sector domestically and abroad. From the early days of our careers, many of us can recall consulting *Hispania* (in the library stacks or online) for the first time to write a term paper. Flagship journals such as *Hispania* support us in a variety of ways at different stages in our professional lives. For others, it is a career goal to publish in *Hispania*. The journal gets many more submissions than can be published. Those who submit a manuscript receive expert feedback from anonymous peer reviewers who generously develop the next generation of scholar-teachers. This improves the quality of the journal. *Hispania* strives to publish the most original and innovative content. In this way, *Hispania* leads the profession and moves us collectively forward.

To that end, this centenary issue is intended to provide readers of the journal with overview essays that contain both a historical perspective and a forward-thinking vision about various aspects of our field. This issue addresses diverse matters that will be of importance as *Hispania* enters its second century of publication for instructors and researchers who teach at *all* levels. Topics in this issue include curricular evolution, a manifesto to the discipline, approaches to teaching literature and culture, Spanish and Portuguese as world and local languages, online language learning and instruction, faculty development and identity issues, student demands and enrollment, high school proficiency and practice, immersion programs at the elementary school level, community college language programs, translation as language teaching, languages for specific purposes, and much more. The ninety authors and co-authors of essays and rejoinders in this volume represent a cacophony of voices from the field of Spanish and Portuguese. Many are established scholars and teachers. However, we also included work by graduate students, early-term educators, and university administrators to deliver multiple perspectives on the past, present, and future. Throughout the essays and rejoinders, you will see that some authors sought to problematize an issue while others clarified a singular concept. Some essays take a traditional approach to research and exposition while others offer reflections and observations from a more personal or experiential vantage.

You will learn more about the content, mechanics, and the developmental process of this unique issue of *Hispania* in the next essay by our Guest Editor Frank Nuessel. Dr. Nuessel holds the rank of University Scholar at University of Louisville. He has been an incomparable co-editor throughout this multiyear project. Dr. Nuessel is a long-standing Associate Editor of *Hispania* and decorated AATSP member. Dr. Nuessel's expertise, time, wit, and wisdom have been present throughout our collaboration. I have learned much from him over the last several years due to his keen editorial insight and experience. Following his contribution, there are two columns that are not to be missed. There is an important message from the AATSP's Executive Director, Dr. Emily Spinelli, who frames our compendium of essays by clearly articulating the state of our professional association in the present and a vision for the future. Dr. William Rivers, Executive Director of Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS), penned the fourth essay that sets the stage for Spanish and Portuguese to be placed in the context of "America's Languages." I want to express my sincere gratitude to Guest Editor Nuessel, Executive Director Spinelli, and Executive Director Rivers for writing the introductory remarks for the centenary issue. Additionally, I thank *Hispania's* Managing Editor Dr. Jennifer Brady (University of Minnesota Duluth) for her careful editing, proofreading, and overall coordination of this special project. *Hispania* has benefitted enormously from her expertise.

The essays and responses comprise the body of the volume. Guest Editor Nuessel and I organized the essays in alphabetical order by author last name. We did this to avoid privileging one topic over another. The length of the essays and responses was inspired by the popularity of *microrrelatos*. With an eye toward accessible essays, by publishing condensed mini-articles (shorter than our typical full-length articles), we were able to include many more voices. We also wanted to encourage our colleagues to distill their ideas into short essays (of 3,500 words) and limit their responses to the essays to 750 words. The irrefutable value of Spanish and Portuguese undergirds the visionary essays as the authors offer their unique perspectives that suggest where we might be headed as a whole.

In the collection, you need look no further than the essay by Robert Bayliss and Amy Rossomondo, titled “Apologia No More: On Strong Foundations in the Future of Hispanism,” which points out the responsibility and purpose that we have to defend our discipline and support each other. Silvia Betti explores Spanish and Spanglish in her essay “Lenguas, culturas y sensibilidades en los Estados Unidos: Español y Spanglish en un mundo inglés.” In another essay, titled “A Cross Generational Conversation about the Future of Teaching Spanish,” Angélica Lozano-Alonso emphasizes the multigenerational enterprise of the field that carries forward efforts for future students. In “The Place of the Forge: The African Diaspora, History, and Comparative Literature” by John Maddox, the author suggests an international approach to understanding Latin America that includes French, Portuguese, and Spanish. Ethel Jorge concludes in “Where’s the Community? Redux” that cultural studies and language pedagogy will continue to play a significant role in cultivating understanding and respect across the globe during the next fifty years. I invite you to read the entire Centenary Issue. By doing so, you will see that so many essays are interrelated in unexpected ways. Enjoy the pages of the short yet provocative essays to experience firsthand the AATSP’s motto *Todos a una*.

**Sheri Spaine Long**  
Editor  
*Hispania*