

The academic year 2024-25 is the second year of the new Spanish Prelim curriculum for Papers III and IV. As noted in last year's audit, this represents an important milestone in the Sub-Faculty's efforts to diversify the curriculum and to ensure that it remains as attractive and stimulating to undergraduates as possible.

The new first-year literature papers include a wider selection of authors with a greater geographical remit across historical periods (including works and authors from Spain, New Spain, Mexico, Peru, and Cuba); seven women writers; and authors who are either recognised as LGBTQ+ or whose works have been frequently studied through the lens of queer theory. The syllabus allows students to consider a wide range of subjects, including but not limited to questions of war, conquest, and religious conflict; histories of slavery; colonialism and post-coloniality; decolonial reading practices; connections between literature and empire; political violence and resistance; and gender-based violence.

At FHS, several changes have been made to papers in recent years following: (i) extensive work undertaken around the first EDI audit in 2020-21; and (ii) further revision associated with the updated and expanded audit coordinated by Alice Brooke and Alejandra Crosta in HT23. The Sub-Faculty continues to ensure that, in both central classes and language work in colleges, students encounter a range of voices and perspectives in preparation for Papers I-III. Paper V has been revised to enable students to explore the diversity of language variations across the Spanish-speaking world. Several changes have been made to period and authors papers, with the opening out of existing options and the introduction of new ones in the interests of increased diversity (e.g., the incorporation of further colonial authors and texts on Paper VII, enhanced provision of women authors on both sides of Paper VIII, and the successful addition of Sor Juana Inés de la Cruz to Paper X). Most recently, the Peninsular half of the modern period paper has been reformed; the newly configured Section A, which also now includes film, becoming available for the first time in MT24. Papers XII and XIV continue to offer students the opportunity to branch out beyond the already wide-ranging period and texts/authors papers. More generally, bibliographies and reading lists remain under rolling review to ensure that they are current, inclusive, and appropriately representative; entries in handbooks have also been updated to reflect the full range of opportunities available to students across (and within) Papers I-XIV.

In the second-year language classes, students become acquainted with the work of writers who explore questions of race and identity, and research women's and indigenous rights movements in Latin America and Spain. Final Year Prose includes the translation of texts by women writers and writers from different ethnic backgrounds.

As the Faculty embark on a major curricular review in 2025, we will continue to devise ways make our curriculum, examination practices, and teaching inclusive and diverse.

Beyond classrooms and tutorial rooms, we have continued to cultivate an intellectual environment that fosters exposure to some of the most interesting voices in contemporary writing. The writer Samanta Schweblin delivered the Taylor Lecture in February 2024; it was a fantastically well-attended event that reflected the growing interest in writing by Spanish American women. In February 2025, we were lucky to host an in-conversation event with the Mexican writer Cristina Rivera Garza, who also delivered the Richard Hilary Lecture in Trinity College. It is our plan to continue offering our students and the wider community in Oxford opportunities to engage with figures who speak so powerfully about gender, race, and class matters in contemporary Latin America.

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