



Disciplinary Barriers between the Social Sciences and Humanities

National Report on Spain

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Introduction

Spain has 68 universities, of which 48 are public (state) and 20 private (six of them Catholic). A small number of these are the traditional universities founded several centuries ago, and adapted to the modern conception of universities in the second half of the 20th century, when the higher education system was transformed and most of the present universities were created. The system is traditionally very centralized, uniform, and state-dependent and, while efforts have been made to soften this uniformity and government control, the political and 'civil servant' culture of the country and of its education system is still strong. As in any historical account of the country, 1975 is a key year, as it brought the end of Franco's dictatorship, which, though having suffered fissures, still controlled institutions very tightly and imposed its centralized, univocal perspective. The first major changes took place, therefore, after his death, after the reorganization of the country into a democratic regime, and after the first socialist government gained power in 1981 and attempted a major reform of the obsolete higher education structures through the *Ley de Reforma Universitaria* (LRU, University Reform Law), passed in 1983, which has been in force until the recent *Ley Orgánica de Universidades* (LOU, Organic University Law¹) was approved, under the conservative majority, and with great resistance from the educational community, in 2001 (see section 1).

Spanish universities have a strong regional (and therefore local and political) aspect, and many were created to serve the needs of regional or provincial populations, reinforced by the lack of a grant system which might allow student mobility within the country. The tendency was, therefore, to wide-ranging universities in each region or province, low fees (although with scarce and inadequate grants, therefore falsely egalitarian) and little or no competition among universities for students, as the problem was often one of excessive numbers. The major growth of universities took place in the 1970s and 80s, when higher education became more generalized. An important number of new universities were created, and the great political discussion which accompanied democracy became crucial in education. In contrast with the private (Catholic Church) dominated secondary education, no private universities were recognised in Spain, and therefore higher education was closely dependent on State politics. This continued to be the case until the 1990s, when private universities were recognised by law and the first few were created or adapted, although their prestige and influence is as yet very limited except in very selective cases and areas (often business or law). Recently created universities, many of which are private, are far more conscious of demand on the part of the students and of employers, and have moved away from knowledge-based teaching towards professional areas.

The map of universities today is therefore one which spreads across Spain, but unevenly. Each region tends to have one public university (often one per province), offering a wide range of degrees, while the more central, larger and wealthier areas and cities accumulate a number of varied institutions (Madrid 10, Barcelona 8, Valencia 4). The change in population size (Spain has had, for years, one of the lowest birth rates in Europe) the introduction of quality assessment, evaluation and European convergence have started to affect this system in a number of ways, although more in plans for the future than in actual practice for the moment.

¹ Three types of laws will be alluded in this report: *Ley orgánica*, approved by Parliament, *Real decreto*, approved by the Cabinet, and *Orden*, signed by a Minister.

1. The relationship between state and education.

The relationship between state and education is very close at all levels in Spain. Since the end of the Franco regime, which controlled curricula very tightly and imposed a common structure and fixed subjects for all educational institutions, governments have passed wide-ranging laws that affect the general structure of education and regulate its contents. Spanish universities have experienced deep changes since the 1970s. The Constitution, approved in 1978, granted universities a degree of independence from the government and recognised their freedom to teach and do research, a welcome principle after a period when university lecturers had been persecuted and expelled for their political ideas. However, the habit of uniformity and State intervention in curricula and other academic matters is still very strong in Spain and is not generally questioned by academics, although the influential SOCRATES-ERASMUS exchanges have opened some areas to new ways of teaching and organising studies. And while there have been political calls for autonomy (especially from strongly nationalist regions) there is also a marked resistance, especially from the older, still predominant generation, to changes which genuinely grant universities autonomy over the structure of studies, the types of degrees, the entrance requirements or curriculum contents. As academic staff are civil servants and (in universities only) retire at the age of 70, the system is quite self-perpetuating and change tends to come slowly.

The *Ley de Reforma Universitaria* (LRU) passed in 1983 was a decisive step in organising universities into research units (Departments) besides the already existing teaching units (*Facultades, Escuelas*) and in bringing the aims of higher education institutions into line with their European counterparts. It emphasized research at a moment when it was much needed, and set the structure of today's universities in terms of research, disciplines, staff and democratic decision-making, including election of rectors (vice-chancellors), deans and heads of department, as well as representation for students and administrative staff, formerly absent from decision-making bodies. As a consequence of the law, larger research and teaching units were created (slightly multidisciplinary although also at times arbitrary, as the creation of a department required a minimum number of staff), and there was a certain degree of decentralization. Curricula became partly diversified, within still rather strict common structures (40% nationally compulsory courses/subjects), and soon the credit system was adopted (1987). Categories of permanent lecturers were reduced to two (professor and lecturer, *catedrático/a* and *titular*) and staff came to be selected by individual universities, although still within a national competitive exam system, with external examiners appointed (by draw between peers) by the Ministry of Education (the previous method consisting of a general exam in Madrid, rather than in the university involved, with no staff appointed by the universities offering posts). The expectation continued to be that all staff would eventually become civil servants through these public exams (*oposiciones*) and all other contracts were temporary or professionals who collaborated part-time. In 1996, the transfer of educational funds to regional governments was completed, and all Spanish lecturers, although still civil servants, became employees of their own university and regional government, rather than of the Ministry of Education.

The recent *Ley Orgánica de Universidades* (LOU), passed in 2001, transferred to regional governments a number of responsibilities, among them the establishment of degrees (see section 3) and the design of their own contracts for certain teaching posts (*contratados*), opening the way to non-civil servant staff. This is a much contested point, as it establishes two types of staff, one who pass more difficult public exams, another who, ironically, may have better and equally secure contracts without this requirement, although the change allows universities some freedom to cover their staff needs more flexibly. This new law once again aspired to effecting a major transformation of in the whole university system, although it was perceived by most academics as changing superficial matters (the composition of governing bodies, the election system for rectors), favouring private universities (which were exempted from some its norms) and not being effective in important matters such as funding, structural and academic matters or staff recruitment. In this latter point, it established a return to a centralized national staff selection system, with a national *prueba de habilitación*, followed by yet another selection test in the university in question, which, in its initial stages is proving cumbersome, expensive and ineffective, and is now to be reformed by the new Socialist government (which gained power in March 2004).

The education system is very strongly linked to the state and the decisions of the successive governments, whose laws are often quite visibly marked by ideology. The Catholic Church, whose following has dropped drastically since the 1970s, resists the loss of privilege, and one of the loudest recent polemics was the decision by Aznar's conservative government to make the subject 'Religion' (Catholic religion) compulsory in basic education, as it was in the Franco age. This has not been put into effect after the change of government. Such evident battles (another affected the teaching of 'national' versus 'regional' histories, in Catalonia and the Basque country mainly) are usually focussed on primary and secondary education, but are indicative of the immediate intervention of political parties.

All major decisions on education are made by the **Ministry of Education**, which is responsible for policies at national level: decisions on curricula, funding, recruitment of staff, research, at all levels, are centred here, in various committees which include representatives of regional governments, academic institutions and the national government. Within the Ministry, the General Secretariat for Education is in charge of coordinating and managing elementary and secondary education (national curricula, certificates, student grants, awards etc), while university affairs are dealt with by the Secretariat of State for Universities and Research.

The Secretariat of State for Universities and Research manages decisions on university matters at a national level, in coordination (through a number of committees) with regional governments, universities and public institutes of research. It has two subdivisions, one for education, one for research:

- The *Dirección General de Universidades* (DGU, General Directorate of Universities) is the higher education section, and is in charge of policies for innovation in higher education, and of quality assessment and improvement. It regulates access to university studies, approves degrees, regulates and evaluates doctoral studies and postdoctoral research, and assesses teaching quality. It also promotes mobility for lecturers and

researchers and is involved in the development of the European space of higher education.

- The *Secretaría de Política Científica y Tecnológica*, (Secretariat for Scientific and Technological Policy) is in charge of the promotion of research, controls research funding (predoctoral and postdoctoral grants, funding of projects), coordinates National Plans for Research and Technological Innovation (I+D+i, R&D&I) and promotes private funding and international relations in this area.

Linked to the Ministry of Education is the *Consejo de Coordinación Universitaria* (CCU, University Coordination Council), created after the 1983 *LRU*, and whose role is essential for universities. It is presided over by the Minister of Education and its members are higher education authorities from every Spanish region, rectors (Vice-chancellors) from all public universities and fifteen prestigious specialists from different fields of knowledge, designated by Parliament and by the central government. Most relevant decisions on university policy are submitted, by individual universities, or collectively by decision makers, to the approval of this body, although government can formally overrule it, as it is merely consultative in relation to the Cabinet. It informs decisions on academic degrees, and on university teaching and research. Among its many tasks are the criteria for the creation, modification and supervision of university departments; the approval of new universities and new disciplines (*áreas de conocimiento*) and the establishment of general –therefore compulsory– criteria for national curricula.

The Council works at three levels: plenary sessions, commissions and sub-commissions.

Commissions:

- Coordination Commission: integrated by authorities from all regions, in charge of education policies.
- Academic Commission: integrated by rectors from all public universities and some members of the scientific community.
- Joint Commission: integrated by the president and six rectors of public universities, six authorities in charge of education policies from different regions and six members of the scientific community.

Subcommissions:

- University centres.
- University students.
- General regulations.
- Permanent subcommission.
- Humanities.
- Social sciences and law.
- Technology
- Experimental sciences
- Health sciences.

In more specific areas, a series of committees created by the Ministry have crucial roles in academic life: the *Comisión Nacional Evaluadora de la Actividad Investigadora, CNEAI* (National Committee for the Evaluation of Research Activities), which evaluates individual lecturers' research for the crucial six-yearly recognition of research activities, the equally crucial *Agencia Nacional de Evaluación y Prospectiva ANEP* (National Agency for Evaluation) which evaluates R&D&I projects and research teams, the *Agencia Nacional de Evaluación de Calidad y Acreditación, ANECA* (Spanish Agency for Quality Assurance and Accreditation), which evaluates the quality of degrees, universities, and the merits of non-permanent lecturers for the accreditation now required for contracts.

This structure means that universities depend on ministerial decisions for the establishment of degrees, the approval of individual and national curricula, the approval of recognized disciplines, the accreditation of individuals as non-permanent lecturers and their "habilitation" as permanent staff (civil servants), promotion through research and professorships, national research policies, funding for both education and research, closely related to all previous issues (see sections 2, 3, 5, 8).

2. Infrastructural definitions of Social Sciences and Humanities:

2. (a) Education

2. (a) 1. Pre-university education

Preschool education is not compulsory in Spain, although the state has made efforts recently to provide enough places in schools to allow generalization of this service. Compulsory and free schooling, therefore, includes elementary/primary education (6 years) and secondary education (4 years). These two phases are known as "basic education" and take place between 6 and 16 years of age. At sixteen, having completed basic education, students may continue for two years (higher secondary education, *Bachillerato*), and then take the university entrance exam at 18.

The national curricula are fairly uniform, and students are not free to choose subjects until the final years of secondary schooling. It is in the *Bachillerato*, leading to University, that the most marked choice between areas occurs. The compulsory subjects at this stage are mainly humanities based (philosophy, history, Spanish language and literature, the co-official language in the relevant regions, one foreign language, physical education), while students must choose a specialisation between the four 'scientific areas' determined by the Ministry of Education: Arts, Natural Sciences and Medical Sciences, Humanities and Social Sciences, Technology. This choice generally conditions their university studies.

Table 1 shows all available choices in the Humanities and Social Sciences at this stage.

Table1

HUMANITIES AND SOCIAL SCIENCES subjects		
	First year	Second year
Compulsory	Spanish Language and Literature Foreign Language Philosophy. Religion/Society, Culture and Religion*	Spanish Language and Literature Foreign Language History. Physical Education.
Humanities	Latin Classical Greek Contemporary World History.	Latin History of Philosophy, History of Art.
Social Sciences	Contemporary World History Mathematics for Social Sciences Economy	a. Social Sciences for Geography and History. Geography. History of Art. History of Philosophy. b. Social Sciences for Business Management and Administration. Mathematics for Social Sciences 2. Geography. Economics and Business Management and Administration.
Optional	Second Foreign Language. Science, Technology and Society, Literature (Spanish/ World Literature). Environmental Sciences.	

Source: <http://www.mec.es>

The entrance exam to university (*Prueba de Acceso a la Universidad*) is based on the subjects studied in the *bachillerato*. Marks obtained in these exams are added to those obtained in the *bachillerato* and their average determines admittance into studies with a high demand (which offer restricted numbers through the system known as *numerus clausus*). The demand, of course, varies in different historical periods, but the general tendency has been for humanities and social sciences subjects to have lower requirements or no minimum mark at all, while degrees such as physiotherapy offer a small number of places, therefore selecting among the top students; only very recent and not widely spread humanities subjects (audiovisual studies, translation) came close to such restrictions anywhere in Spain. In the last five years, due to the drop in student numbers, universities have suppressed the *numerus clausus* in many subjects (which means all applicants are accepted provided they have passed the entrance exam in the appropriate area).

The 'scientific areas' chosen in *bachillerato* do determine which degrees students have access to, although not in all cases. As in the application of the *numerus clausus*, the listings of subjects which can be accessed from any area is revealing: Fine Arts, Law, Physical Activity and Sport Sciences, Politics, Public Management Sciences, Communication, Philosophy, Geography, Humanities, Pedagogy, Journalism, Psychology, Philology, Advertising, Public Relations, Sociology, Translation and

Interpreting, Bibliography and Documentation, Social Education, Public Managing and Administration, Logopaedics, Education, Work Relations, Social Work, Tourism; in other words, mostly humanities and social sciences studies. While this may have been enriching for the degrees which received students with a mixed background, the reality is it moved many students towards the 'required' options, 'just in case' they decided to study degrees which otherwise excluded them. Also, due to the prestige attached to difficulty of entrance, it has worked negatively in the social perception of humanities and social sciences studies. The new map of subjects and the fall of the *numerus clausus* may work favourably in this respect.

The secondary education structure just described has been operative since 1990. In June 2003, the conservative government passed the *Ley Orgánica de la Calidad de la Enseñanza*, LOCE (Law for the Quality of Education), which caused great controversy (not least because it made Catholic religion compulsory again). The application of the law, however, was just being planned when the general elections took place in March 2004; the new Socialist government, which had opposed the law fiercely, postponed its enforcement and is at present negotiating reform. As in the case of the *Ley Orgánica de Universidades* (LOU), the lengthy process of passing a new law and the cost of its cancellation recommends partial changes rather than suppression. It is too early to describe or even predict outcomes, but plans seem to include granting students more freedom to choose subjects and to design personal itineraries in *bachillerato* and fewer restrictions in their subsequent choice of degrees.

2. (a) 2. University education

The teaching units in Spanish universities are called Faculties (*Facultades*) if they teach *Licenciaturas* or higher degrees (4 or 5 years), University Schools if they teach the shorter *Diplomaturas* (3-year degrees) and Technical or Polytechnical Schools, which teach engineering, also at two levels (3-year, 5-6 year degrees).

The *Ley Orgánica de Universidades*, LOU, of 2001, currently being developed and adapted, still states that Spanish universities must be organised into Faculties (*Facultades*), University Schools (*Escuelas Universitarias*), Technical Schools (*Escuelas Técnicas*), Politechnical Schools (*Escuelas Politécnicas*) and Polytechnical University Schools (*Escuelas Universitarias Politécnicas*), as well as into Departments (*Departamentos*) University Institutes of Research (*Institutos Universitarios de Investigación*), and centres for distance learning.

Faculties and Schools (referred to collectively as "centres") are organized according to degrees granted, and are in charge of the coordination of teaching and of the academic and administrative management of education. They also organize the curricula of first degrees, within the national directives, and are therefore crucial in moments of change, such as the present moment of adaptation to European directives. **Departments** are organised according to *áreas de conocimiento* (areas of knowledge, disciplines) and are, initially, knowledge or research-oriented units, responsible for organising and supporting research. However, it is also departments (not Faculties or Schools) that recruit and select staff in their respective knowledge areas and that assign lecturers to subjects in the different centres and degrees, so departments and centres need to work in close coordination. Departments assign the teaching of their disciplines

(*áreas de conocimiento*) in one or more centres: staff may teach in several centres, but will belong only to one department and one discipline. Departments are at present responsible for doctorate programmes, both at teaching level (courses) and PhD supervision, submission of theses and granting of degrees.

Tables 2, 3 and 4 show the departments and centres in the 6 universities chosen as case studies. The differences, related to degrees offered, size of the university, and a tendency to group or divide staff, are evident on close comparison, but there is a general disciplinary similarity.

Recent years have seen a growth in **University Institutes of Research**, which were not a very substantial part of the structure of universities in the past. They are devoted to scientific and technological research or to artistic creation, but can also at present offer PhD programmes and postgraduate studies.

University subjects leading to official (nationally recognised) degrees are currently divided into three cycles:

1. The First Cycle (2/3 years) is the most general higher education level, taught at Faculties, Technical Schools and University Schools. Three-year studies lead to a Diploma (*Diplomatura*), or a qualification as Technical Architect or Technical Engineer, giving the holder the right to practise the relevant profession and also to continue second-cycle studies. While some studies are completed at this level, others cannot be discontinued after a first cycle, and must be complemented by a second cycle to obtain any qualification.
2. The Second Cycle (2 years) implies further specialization and preparation for the practice of professional activities. Only Faculties and Higher Technical Schools can offer these, which lead to a Degree (*Licenciatura*), or professional status as an Engineer.
3. The Third Cycle refers to postgraduate studies, and only Faculties or Higher Technical Schools can offer these programmes. Strictly speaking, only doctoral programmes are official and nationally regulated; other postgraduate courses are in a slightly different category, usually *títulos propios*, specific to each university. PhD programmes have two stages: the first comprises two training years (one year of courses, one year of tutored research leading to a dissertation) followed by an exam which grants a diploma, *Diploma de Estudios Avanzados*; the second period is the time for the tutored research and writing of a PhD thesis, which is submitted through a university Department (generally 2-3 years, although there is no limit for submission).

At undergraduate level (first and second cycle) only degrees approved by the Ministry of Education are recognised nationally. Basic common subjects are fixed for each degree (40% at present, and a planned 60% in post-Bologna degrees), and universities may add their own compulsory subjects within the limits established, that is, leaving at least 10% of the credits totally free for student choice. Spanish universities are restricted, with very few exceptions, to these recognised degrees at undergraduate levels, and traditional public universities tend to include most of them, for the reasons

stated in the introduction. Table 5 shows current official degrees defined as Humanities or Social Sciences.

Table 5

Humanities	Social Sciences
Diplomatura (3 years)	
	Business Studies (+ Law / English) Social Education. Public Administration and Management. Logopaedics and Education. Labour Relations. Social Work. Tourism.

Licenciatura (4/5 years)	
Languages and Literature (Philology): Arabic; Basque; Catalan; Classics; French; Galician; German; Hebrew; English; Italian; Portuguese; Slavonic; Spanish; Romance Languages. Translation and Interpreting. Philosophy. Geography. History. History of Art. Humanities. Fine Arts. Spanish + Visual Communication. English + Communication and Marketing (etc). Second cycle only: East Asian Studies. History and Sciences of Music. Linguistics Anthropology. Theory of Literature and Comparative Literature.	Advertising and Public Relations. Audiovisual Communication. Journalism. Business Administration and Management Labour Sciences. Economics. Market Research. Criminology. Law Librarianship and Archival Studies. Documentation [archival and computerized]. Politics (+ Sociology / Admin) Statistics. Psychology. Psychopedagogy. Pedagogy. Teaching (Primary School) Sciences of Physical Ed. and Sports. (+ Tourism) Sociology Law +Business / Admin / Social Work / Politics / Finance etc). Business Admin. + English / Law, etc.

+ indicates joint degrees

As can be seen in Table 5, humanities degrees are all four/five-year degrees (*Licenciatura*), although a few exist only as second cycles, that is, a two-year specialisation after a three-year first cycle/degree in other subjects. Social sciences offer both three-year degrees, *Diplomatura*, and *Licenciatura*; some, especially in the areas of business and law, offer joint degrees, which are a recent development in Spain, and a first departure from the rigid, discipline-bound structure of studies.

The structure of PhD programmes (Third Cycle) is very open as regards content, particularly if contrasted with that of first degrees. They offer a much wider variety of courses and are generally more innovative and flexible, as well as more interdisciplinary. On the other hand, they are not stable structures and vary from year to year, as they are approved on a one-off basis. Many PhD programmes, however, are still very close to the original disciplines of degrees, since they are closely linked to the Departments, which are discipline based in composition. Until recently, they were also conceived from a very academic perspective, as training for future university lecturers who, inevitably, were required to have the same specialisation in the disciplines as the department. Recent actions by the Ministry of Education have tried to encourage some multidisciplinary, a departure from the structure of knowledge found in undergraduate programmes and a certain professional outlook. Universities and groups of academics have begun to take advantage of the relative freedom offered by these regulations to open new paths and to offer specialised but innovative and multidisciplinary PhD programmes, particularly in the humanities and social sciences. Gender studies is paradigmatic of this, and one of the most widespread innovations (see section 4).

Masters degrees and other postgraduate courses have no important tradition in Spanish academia, and it is mostly business and law that have had any demand in this area, for clearly employment-related reasons. Postgraduate studies in this category,

academically marginal, were not strictly regulated, and have only recently become relevant, as universities begin to compete for students and begin to prepare for European convergence. Like doctorates, they enjoy freedom from national regulations as regards content, but are more dependent than doctorates on student numbers or external funds, as they need to be self-financing. They tend to be very professionally-oriented, and are scarce in the humanities, not so in the social sciences. There is a multitude of legal and business courses, outside which examples of the offer in 2003-04 can be found in area studies, absent at first degree level (European Studies, Brazilian Studies, Basque Studies) or in practical and professional areas related to the humanities: Dance, Design, Publishing, Film, Heritage and Restoration, Criminology, Detection, Protocol.

The new directives related to the European harmonisation process will of course affect the general structure of MAs and Doctorates, and the government is expected to approve their new law for postgraduate studies, regulating this area, in January 2005. A first draft has been made public.

Case studies

Covering the spectrum of Spanish universities and their offer has become a complex matter in recent years. Despite the relatively uniform past of public universities, recent developments in the private sector are not quite consolidated enough to generalise or judge, and universities are going through a period of questioning and transformation, prompted by European directives, changes in demography, and internal political swerving (changes in law) that makes all statements provisional. However, we have chosen six universities as case studies for our description of the infrastructures of the social sciences and humanities, taking into account a number of factors:

1. Date of establishment (traditional versus new universities).
2. Size (number of students, degrees and programmes offered).
3. Geographical location.
4. Type of university (general/restricted, public/private).
5. The offer of some social science and humanities degrees (this meant excluding polytechnic universities).
6. Other defining characteristics (distance learning, treatment of humanities and social sciences, etc).

Taking these criteria into account, we selected the universities of Alicante, Autónoma de Barcelona, Carlos III, Oviedo, Europea de Madrid, UNED (national distance-learning university). Table 6 shows the basic characteristics of these six universities and Table 7 the first degrees offered by each in the humanities and social sciences.

A. University of Oviedo.

The University of Oviedo was created in 1608 and belongs to the group of the older, traditional universities in the country. It is a public university, originally based in Oviedo, but which added the engineering schools in the nearby industrial city of Gijón, and is currently a “city based” university with campuses in Oviedo, Gijón and Mieres, the latter responding to recent political pressure rather than academic practicality. The strength of this pressure is especially high in regions with only one university, as is the case in Asturias, and grows in times of economic difficulty, where

the institution is expected to respond to economic demands in various ways (budgetary restrictions, revitalizing the economy, supplying only “useful” professionals, etc). The University of Oviedo is part of an alliance known as the G-9, bringing together 9 universities which are single in their regions and have greater difficulties regarding financial and academic collaboration. The G-9 offer mutual recognition of courses, some internet-based subjects for students of all nine institutions, and plan to offer common postgraduate courses via the internet. Like all traditional universities in Spain, Oviedo was transformed in the 1970s by massive growth, and is a good example of the difficulties of adapting consolidated structures and habits, as well as the difficulties of surviving on the periphery in times of competition. It has been slower to react to new developments, and after its renovation in the 1980s, has received a new impetus since 2000, when the current rector was elected, and shortly afterwards became president of the *Conferencia de Rectores de Universidades Españolas (CRUE)*.

Oviedo has over 33,000 students. In 2002-2003, there were 2,472 humanities students and 14,305 social sciences students (348 students finished humanities degrees and 2,261 social sciences degrees)². As seen in Table 7, it offers 10 humanities and 16 social sciences degrees, which are disciplined based and follow the line traditionally offered by most public universities. The most recent addition, and one of the professionally oriented, is Tourism, which only became part of official university subjects in Spain in 1996.

At doctorate level, in the year 2003-04 Oviedo offered 7 humanities and 10 social science degrees, of which three were interdepartmental/interdisciplinary (Women’s Studies, Medieval Cities, Transformations in Law). The rest are strongly linked to Departments. It also offered “Innovation in Secondary School Education”, a special international programme for students of the Universidad Técnica Estatal de Quevedo (Ecuador) and the Escuela Normal Superior de Michoacán (Mexico).

Some of the innovation occurs through postgraduate courses on topics like public protocol (a very successful international course), digital journalism, cultural management, investigation of traffic accidents, and Asturian language (as this was not admitted by the Ministry as an official degree on the grounds that it was not an official language). The university offers Masters (in 5 social sciences areas) Specialist (2 in the humanities, 4 in the social sciences) and Expert Courses (14 in between both areas, mostly social sciences).

B. Universitat Autònoma de Barcelona.

The Universitat Autònoma de Barcelona (UAB) was founded in 1968, and, as in the case of its counterpart, the Universidad Autónoma de Madrid, its name proclaimed a new, autonomous way of conceiving the university (obviously limited in being founded by the dictatorship government). It is a public university, offering degrees in all knowledge areas, described on its web page as “strongly research oriented, ... known as an innovative and progressive institution which has made quality the core policy concern in all areas of the academic and cultural life of a multidisciplinary university

² Figures are taken from Statistics on Universities by the Ministry of Education (<http://www.mec.es>). Similar information about other universities studied in this report has the same source.

with a well established international profile” (<http://www.uab.es>). This description shows awareness of current trends and is perhaps related to its need to compete with the larger, city-based Universidad Central de Barcelona.

The UAB has almost 40,000 undergraduate students and 11,000 doctoral and post-graduate students, of which, in 2002-03, 5,285 were in humanities and 14,304 in the social sciences (1,572 students finished humanities degrees and 5,463 finished social sciences degrees). It has clearly made strategic decisions and, apart from official academic degrees, it offers its own studies (*Títulos propios*) with the participation of outside institutions and companies. This is explained in its web presentation: “In line with our objective of adapting and complementing the university's educational programmes in order to meet society's demands and the need for new emerging professional profiles, the UAB has launched new courses and qualifications with the participation of outside institutions and companies. This is leading to new fields of education opening up in areas such as biotechnology, design and hotel management, amongst others.” It also readily embraces new official degrees, such as “East Asian Studies”, taught only in four universities, the recently and controversially approved discipline which we have chosen for our case study (see section 4).

Another strategy seems to lie in the abundance of postgraduate programmes and their use of diplomas and qualifications. After completing the first period of the PhD programme (courses and tutored one-year research) UAB students receive a Masters in the Initiation of Research. Doctorate courses and tutors are thus used to serve the requirements of Doctorate programmes (continuing to PhD research), and to grant the qualification of Masters in the Initiation of Research, aside from the official Diploma in Advanced Studies (DEA), granted by all universities but seen only as a step towards further research. The prestige of a Masters qualification is used here to attract students and to serve those who decide not to continue on to a PhD after this first period, which are a high percentage of “Third Cycle”/ PhD students in Spain. The catalogue of Masters courses is thus enlarged considerably with minimum costs, producing a long list of postgraduate qualifications (table 8). The university offers more than 80 PhD programmes (17 humanities, 29 social sciences), a high figure compared to Oviedo or Alicante. This is the result of its policy, and also of the tendency of postgraduate students to choose Madrid and Barcelona as sites.

Table 8

Masters in the Initiation of Research / Diplomas in Advanced Studies	
Humanities	Social Sciences
Prehistoric Archaeology	Economic Analysis
Art	Cyber-journalism and Language
Performing Arts	Political Science
Cognitive Science and Language	Communication
English	Contents of the Digital Age (Masters)
Spanish	Company Creation and Management
Philosophy	Demographics
Comparative Social, Political and Cultural History	Teaching (Language + Literature/ Science + Mathematics/ Science/ Social Sciences)
Humanities	Law (Commercial + Contract/ Public/ Advanced European Legal Studies)
Information and Documentation in the Digital Age	Applied Economics
Romance Languages and Cultures	
Musicology	

Translation and Intercultural Studies Literary Theory and Comparative Literature	Company Economics Economics, Organisation and Management Environmental Education Education and Society Geography History and Economic Institutions Research in Anthropology Perception, Communication and Time Journalism and Communication Psychology (Human Learning/ Education/ Social/ Labour) International Relations and European Integration Research into Audiovisual Communication. Safety and Prevention Sociology (Labour/ Education/ Gender/ Immigration/ Social Policy/ Theory and Methodology) Communication Policies (Diploma) Publicity and Public Relations: Brand and Target Strategies (Diploma)
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Other postgraduate courses (Master programmes, Postgraduate diplomas and Specialization courses) are included within the “Lifelong Training” programme of the UAB and the “Special programmes”, such as “Masters on-line” for professionals, mostly related to Finance, Marketing, Business, Tourism, Digital Journalism, Publishing, and New Technologies and Education.

C. University of Alicante

The University of Alicante is a public university, created in October 1979, and is therefore a good example of the expansion of regional universities in the 1970s, following democracy, demographic growth and the spread of higher education. Like many provincial universities, it was established on the basis of a subsidiary university centre (CEU) which had come into existence in 1968. The province of Alicante felt it thus recuperated the university studies which had disappeared in 1834 when its predecessor, the University of Orihuela, closed after two centuries of education (1610-1808). Its web page states that it is proportionally the fastest growing university in Spain, having moved from 230 students (in the CEU) in 1968 to a near 30,000 in 2003. It is a young but active university, campus-based like the UAB (as opposed to generally city-based older universities), and it has made a great effort to adapt to the contemporary demands and technologies. Its former rector is currently the national Secretary of State for Universities, a designated post, politically conditioned, but also a recognition of his work in this institution.

In the academic year 2003-2004, there were 3,221 humanities students and 14,304 in the social sciences. The number of students that finished their degrees in the same period was of 1,798 in the Social Sciences and 3,221 in the case of the Humanities. Alicante offers a slightly smaller number of humanities and social sciences degrees than Oviedo, but has incorporated job-oriented Translation and Interpreting and Advertising and Public Relations. The number of PhD programmes, however, is significantly higher, although the catalogue for those in the humanities and social

sciences is relatively similar in number and nature, that is, mostly discipline-based, with a few exceptions such as Women's Studies, or Latin American Studies. It also offers Masters (14 in the social sciences and humanities), Specialist (13) and Expert Courses (8). Most of them are classified as social sciences courses and deal with law, business studies, translation, tourism and education. There is also a specialist course in "Intervention from Gender Perspectives" (Especialista Universitario en intervención desde la perspectiva de género).

D. Carlos III University.

The Carlos III University of Madrid is a public institution founded in 1989 by the government, taking the university to the depressed peripheries of Madrid, but with an innovative conception which has given it the aura of an elite institution (a similar political aim created and sustains the *Universitat Pompeu Fabra* in Barcelona). It has been presided over by the socialist ex-minister and intellectual Gregorio Peces-Barba (as *Rector*) since its creation, and is an example of an infrequent (and contested) attempt to create a university with a distinct, disciplinary character and new guidelines, rather than a general all-encompassing institution.

The Carlos III is a small university with 13414 students (1870 humanities; 8,074 social sciences in 2002-2003; 339 students finished humanities and 2539 social sciences degrees in that period).

This university aims at offering multidisciplinary curricula by means of the following strategies:

- All courses include a degree of optionality which enables the students to receive specialised, multipurpose training.
- The humanities are present in the training of all students: all are obliged to complete six humanities credits from a wide range of subjects (art, cinema, history, geography, language, literature, music, technology and humanities).
- Familiarity with a foreign language, generally English but also German, French or Italian, is included in all curricula. In the Business Administration and Management courses, students can do most of the compulsory subjects in English.

However, disciplines and scientific areas are separated in The Carlos III University of Madrid even in spatial terms. The university is divided into three Faculties, each on a different campus: The Faculty of Social Sciences and Law in the campuses of Getafe and Colmenarejo, the Faculty of Humanities, Documentation and Communication at the Getafe campus, and the Higher Technical School at the Leganés campus. And despite its "integrated humanities" policy, it offers no humanities studies except the very general Humanities degree, rare in Spain and perceived at its creation (which is fairly recent) as an attempt to suppress the varied, widespread, more specific humanities degrees.

There is a remarkable contrast between the few PhD programmes (15 in total, 2 in the humanities, 4 in the social sciences) and the numerous Masters, Specialisation and Expert Courses. This is not common to other public universities and is an indicator of the clear professional orientation in the studies at Carlos III. Table 9 shows the type of courses offered.

Table 9

Carlos III Postgraduate courses
<p>Humanities</p> <ul style="list-style-type: none"> ▪ Information and Documentation ▪ Management of Audio-visual Companies (specialist/expert) ▪ Master in Audio-visual Documentation <p>Social Sciences</p> <ul style="list-style-type: none"> ▪ International Solidarity Action in Europe <ul style="list-style-type: none"> Expert in Humanitarian Action Expert in Development Cooperation Expert in Alienation, Asylum and Refuge ▪ Business Administration ▪ Financial Analysis ▪ Archivist ▪ Specialist in Total Quality ▪ Contemporary European Political Culture ▪ Foreign Trade ▪ Science and Technology Analysis and Management ▪ European Union Law ▪ Information Technologies and Telecommunications Law <p>Fundamental Rights</p> <ul style="list-style-type: none"> Expert in International and Fundamental Rights Law Specialist in Spanish Fundamental Rights System Specialist in International Law and Comparison of Basic Rights ▪ Management of Companies Structured as Networks ▪ Expert in Safety Management ▪ Industrial Economics ▪ The Practice of Law ▪ Territorial and Urban Policy Studies ▪ Environmental Policy and Management ▪ Specialist in Prevention of Injuries in the Workplace ▪ European-American Transatlantic Relations ▪ Specialist in Social Security Law ▪ Expert in Virtual Contexts Design for Learning ▪ Expert in Environmental Law ▪ Copyright Expert

E. Universidad Europea de Madrid.

The Universidad Europea de Madrid is a small private university, created in 1995. It is professionally and profit-oriented, as private universities in Spain are and all studies have immediate practical interest. Lectures take place in Spanish and in English. All students are supposed to become practically bilingual regardless of the disciplines they study. The UEM offers only two humanities degrees, while the list of social sciences courses is fairly long. The latter, however, present a very different structure from traditional universities, as most are joint degrees and a number of them go well beyond the usual combination of law with business and languages: several combine engineering and business, and most are professions in demand: advertising and public relations, audiovisual communication etc.

PhD programmes are scarce (Law, Communication, Technology and Social and Cultural Innovation, Economy and Business Management), but postgraduate courses are offered in Law, Business and Tourism, Art, Design, Journalism and Audiovisual Communication.

F. Universidad Nacional de Educación a Distancia, UNED.

The Universidad Nacional de Educación a Distancia (UNED) was created in 1972 to provide distance education throughout the country for those unable to attend on-campus classes for working, financial, residential or other reasons (originally this had to be documented, as it was not considered an option). Its structure is similar to the more general universities in Spain, and it has become one of the largest in the country, although it has formally lost its monopoly over distance learning (the UOC in Barcelona is a competitor, and all universities are now free to offer distance learning). It is unique in being clearly nationwide in scope and has a wide social influence. The UNED has a complex national network of local tutors and study centres, where students enrol, attend tutorials and take exams. Currently there are 60 Study Centres in Spain and 15 abroad (Bata, Bern, Bonn, Brussels, Buenos Aires, Caracas, Lisbon, London, Malabo, México D.F., Miami, Paris, Rosario, Sao Paulo and Tangiers), and one Technical Office for International Development in Washington, D.C. Students may also sit exams at certain premises in Munich, New York, Rome and Tokio.

In 2003-2003, the UNED had over 133000 students, of whom 14815 were humanities students (1,081 graduated that year) and 91440 social sciences students (7028 graduated that year). It offers a small number of first degrees in humanities, and a wider catalogue in the social sciences, with an emphasis on education, and has clearly become an important PhD-awarding institution, with 130 doctoral programmes. A few of these are interdisciplinary in the Social Sciences, involving Politics, Sociology and Law Faculties. It also has inter-university PhD programmes (Behavioural Sciences (Methodology), Education, Latin-American Studies, Law, Politics, Sociology, Philosophy).

This general overview and Tables 6 and 7 suggest that there is a relative uniformity in the classification of social sciences and humanities (with some subjects like Geography moving between the two) and a number of discipline-based and education-oriented degrees taught in public universities, but avoided by new or private

(professional oriented) universities. In the latter, there is a strong tendency towards joint degrees. On the other hand, all are looking into postgraduate courses for distinctiveness, survival or profit. The Bologna process will no doubt be crucial in defining these areas.

2. (b) Research Funding.

Spanish universities had established research groups by the 1970s, but it was in the 1980s, after the *Ley de Reforma Universitaria* (see Introduction) and the *Ley de Fomento y Coordinación General de la Investigación Científica y Técnica* (Law for the Promotion and Coordination of Scientific and Technical Research), passed in 1983 and 1986 respectively, that the present system for science and technology was established and research generally encouraged and recognised in public institutions. This same law reinforced the function of the *Consejo Superior de Investigaciones Científicas* (CSIC, Higher Council for Scientific Research), a public research body which had been created in 1939 and which today includes high numbers of personnel devoted exclusively to research in priority areas and projects, with a diversity of sites across the country.

Although action has been taken to interest the private sector, research is promoted mainly by the state and the regional governments, and public universities and their associated institutes are the main actors. With few exceptions (such as Navarra, in the area of medicine, or Deusto in social sciences), private universities are not involved in research. General funding for public universities comes mainly from the state, together with student fees, European funds, local institutions and a slowly emerging contribution from the private sector. However, research in certain areas does attract funding from industry and private business. According to the latest data by the National Institute of Statistics, INE: “R&D activities [in Spain, not only in universities] are financed mostly by the private sector (48%) and by public administration (40%). Funding from abroad (5.7%) and from higher education (5.4%) adds up to 11% of the rest of the expenditure.” Despite ministerial cries to the contrary, the percentage of private investment, though much lower than in countries such as Germany, is near the European average (51.8%). However, Spain is amongst the European countries with the lowest expenditure in R&D. According to a report by the EMBO, public investment is only 0.49 of the GNP, against a European average of 0.81, and the European target of reaching 1% by 2010 seems quite difficult to fulfil (*El País*, 26-2-03).

Table 10 shows funding of research in Spain, and the percentage received by the social sciences and the humanities (here included in the same category):

Table 10

	Total (thousand euros)	Positive and Natural Sciences: %	Engineering and Technology: %	Medical Sciences: %	Agricultural Sciences: %	Social Sciences and Humanities %
1981	437,615	11.2	56.9	12.4	9.9	9.6
1985	933,618	11.6	61.0	9.9	9.9	7.6
1990	2,559,284	10.6	61.6	12.1	7.9	7.8
1995	3,550,106	19.8	51.2	13.8	6.8	8.5
2000	5,718,988	17.8	54.4	13.2	6.8	7.8
2002	7,193,538	19.1	53.1	14.2	5.9	7.7

Source: INE

The key to public funding of research in Spain are the periodic framework plans known as *Plan Nacional de I+D+i* (National R&D&I Plan), coordinated by the Ministry of Education, which are complemented by similar programmes from the regional governments. Both tend to take into account European Union directives and Framework Programmes, and are sometimes linked to them or reinforce their priorities. The recipients of national public funds are defined by the recent regulating *Orden ECI/4073/2004*, and are: 1) public R&D centres: universities, OPIs (public research centres officially recognised by Law 13/1986³), R&D centres associated with regional administration 2) private universities and non-profit research centres with proven research capacity 3) officially recognised technological centres (Royal Decree 2609/1996).

The latest *Plan Nacional de I+D+i* was approved by the government on 7 November 2003, for the period 2004-2007. Like its predecessors, it is structured into “National Programmes” and “Strategic Actions” which establish the thematic priorities, outside of which it is virtually impossible to obtain funding. Of the 29 priority themes listed in this latest plan, two fall within the area of social sciences and humanities; they are, in fact, entitled “Humanities” and “Social, Economic and Legal Sciences”. The rest of the priorities are science and technology related, and generally more specific, as can be seen in the list below. Although the preamble of the plan, and of its various sections, refers to interdisciplinarity, projects must apply under one of the thematic areas mentioned, which correspond to a specific “National Programme” for R&D (2004), and which do not clearly call for interdisciplinary research.

³ They are the following: Consejo Superior de Investigaciones Científicas (CSIC); Centro de Investigaciones Energéticas, Medioambientales y Tecnológicas (CIEMAT); Instituto Nacional de Investigación y Tecnología Agraria y Agroalimentaria (INIA); Instituto de Astrofísica de Canarias (IAC); Instituto de Salud Carlos III; Instituto Nacional de Técnica Aeroespacial (INTA); Canal de Experiencias Hidrodinámicas de El Pardo; Centro de Estudios y Experimentación de Obras Públicas (CEDES); Centro Español de Metrología (CEM); Instituto Geológico y Minero de España

Plan N. I+D+i 2004-2007⁴

Plan N. I+D+i 2000-2004

National Plan—Thematic Areas	National Plan—Thematic Areas
<ul style="list-style-type: none"> • Biomedicine • Biotechnology • Fundamental Biology • Agricultural Technologies • Environmental Sciences and Technologies • Biodiversity, Natural Sciences and Global Change • Space • Astronomy and Astrophysics • Particle Physics • Physics • Mathematics • Energy • Chemical Sciences and Technology • Materials • Industrial Design and Production • Security • Defence • Electronic and Communications Technology • Computing Technologies • Technology of Information Society Services • Transport • Construction • Humanities • Social Sciences, Law and Economics 	<ul style="list-style-type: none"> • Biomedicine • Biotechnology • Agricultural Technologies • Space • Astronomy and Astrophysics • Particle Physics • Natural Resources • Information and Communication Technologies • Materials • Industrial Design and Production • Chemical Processes and Products • Thermonuclear Fusion • Socioeconomy
Strategic actions	Strategic actions
<ul style="list-style-type: none"> • Tourism technologies • Nanoscience and nanotechnology • E-science • Security and confidence in information systems, communication and services of I.S. 	<ul style="list-style-type: none"> • Contagious Spongiform Encephalopathy
	Promotion of General Knowledge
	<ul style="list-style-type: none"> • Molecular and Cell Biology • Natural Sciences • Law • Social Sciences • Economy • Philology and Philosophy • History and Art • Civil Engineering • Physics and Mathematics • Chemistry • Physiology • Bodies and Systems

Source: Plan I+D+I, 2004-2007; 2000-2003.

The 2000-2003 National Plan for R&D was more specific (thus also more restrictive) in the listing of disciplines considered, and it included all humanities and

⁴ The source for this listing is the full text of the *Plan Nacional I*D*I 2004-2007*. Later developments such as the most recent Order/law of 30 November 2004, which regulates the funding, maintain these with slight variations: the addition of areas/lines ‘Accidental Spillage in the Sea’, ‘Functional Food’, ‘Genomics and Proteomics’, ‘Complex systems’, and the disappearance of ‘Defense’, ‘Tourism technology’, and ‘Security and confidence in information systems, communication and services of IS’.

social sciences areas except “Socioeconomy” under the category “Promotion of general knowledge”, which received different treatment. The text of the 2004-2007 Plan refers to this change, and justifies it in terms of a “recognition of the importance [of the humanities]” and a contribution to their “greater visibility” and promotion in “an international context, particularly European”. Its humanities programme (*Programa nacional de humanidades*) lists its defining disciplines as: “history, art, architecture and urbanism, music, literature, languages, linguistics, communication, philosophy and logic”, and mentions disciplines that are in proximity and are “interdisciplinary by their nature” and may be allocated to other programmes: librarianship, documentation, archival studies, geography and anthropology. The priority themes within the national humanities programme for 2004-2007 are: 1) Study, recovery, conservation, restoration and dissemination of historic and artistic heritage; 2) Cultural identities, multiculturalism and effects of globalisation in culture; 3) The international and European dimension of cultures and peoples of Spain; 4) Ethics in research; 5) Language, thought and society; 6) Interpersonal, mass and institutional communication; 7) Applications of linguistics and language industries; 8) Development and applications of new technologies in the humanities.

The equivalent programme for the social sciences (*Programa nacional de ciencias sociales, económicas y jurídicas*) also lists the disciplines: economy, law, politics, sociology, geography, social anthropology, education sciences, psychology, librarianship, communication. Its thematic priorities are: 1) Institutions, development and sustainability; 2) Social, economic and territorial cohesion; personal and collective identity; 3) Public and private decisions, contracts and organizations and governance; 4) Internationalization of societies, economies and political and legal systems; 5) Cognition, brain, behaviour and education; 6) Competitiveness and sustainability in business sectors and efficiency in public services.

There is an evident weight in these thematic priorities towards the applied and profit-rendering side of the social sciences and humanities, as well as towards the political context. However, some areas are broad enough to allow diversity of research and interdisciplinarity to be funded within their spectrum. As the programme has only begun, it is early to assess whether the realities of evaluation and academic habit may limit this openness.

The process of evaluation of projects for funding is conducted by the ANEP, *Agencia Nacional de Evaluación y Prospectiva* (National Agency for Evaluation and Forward-Planning), dependent on the Ministry of Education, under the State Secretariat for Scientific and Technological Policy, whose task is to assess the actions included in the National R+D Plan as well as its outcomes. The usual evaluation process (now firmly established in the regulations included in the *Orden ECI/4073* of 30 Nov. 2004) takes place in two phases. In the first, the ANEP makes a “scientific-technical assessment” of every application, asking at least “two experts of accredited scientific-technical level” to evaluate

- 1) the capacity of the coordinator and the research team and its results and experience in the theme of the project;
- 2) Scientific-technical contributions expected of the project: innovation, relevance to the general Programme;
- 3) Viability of the proposal: methodology, design of project, work plan. In the second phase, a selection committee (one for each national programme) establishes the order of

priority of the projects evaluated. This committee has a minimum of six members, is presided over by the Subdirector General of Research Projects (Ministry of Education) and experts from the ANEP, and administration and technical experts, appointed by the General Director of Research of the Ministry of Education. These committees, taking into account the previous evaluation by the ANEP, produce a prioritized list of projects for funding, according to the following criteria:

- 1) appropriateness of project to the programme, relevance and opportunity in comparison with other proposals;
- 2) size, composition and dedication of the research team;
- 3) previous results of the teams;
- 4) internationalization of activities; participation in EU R&D framework;
- 5) appropriateness of budget proposed;
- 6) dissemination plan.

This is the general procedure, which is discipline-oriented in the initial evaluation by the ANEP, since their “experts”, whose assessments are very influential, are chosen according to *áreas de conocimiento* (disciplines). Later decisions, however, are made for closeness to the objectives of the National Plans, hence the relevance of the inclusion of themes in the programmes.

One of the worries in this process of assessment is the difficulty of “objective” measurement of merit, particularly in the humanities, given the lack of generally accepted journal indexes. The 2004-2007 R&D Plan, in the Programme for the Humanities, lists among its “horizontal actions” a wider dissemination of results in society by means of general publications and the promotion and improvement of academic journals (454). It makes particular reference to the fragmentation of journals of reference, a fragmentation which may lead to “disciplinary imperialism” or the equally “dangerous” “disciplinary autism”. It expresses support for the establishment of citation indexes that avoid the American bias (European Citation Index for the Humanities, promoted by the ESF) and the obstacle of being outside the English language (LATINDEX, promoted by Latin American countries).

The social sciences programme seems to have no such worries, although it does consider the “alarming problem of the dissemination of research”, which is made through “Spanish journals characterized, generally speaking, by localism, lack of filters and quality control, and the lack of theoretical ambition in a substantial part of the work published” (468). Again, one of its “horizontal actions” has as its objective the improvement and internationalization of journals and results of research. So far, however, the initiatives have been concentrated on establishing a discipline-based list (for each *área de conocimiento*), following enquiries among peers. The questionnaires listed only discipline-specific journals to be assessed, and allowed little space for suggestions of interdisciplinary journals (Román). In other evaluation processes, such as the assessment of individual research leading to the recognition of excellence every six years, the references are the Social Sciences Citation Index plus European and national lists of relevant journals accepted by the National Commission for Evaluation of Research Quality (CNEAI, see section 1) and for the Humanities, a series of international bibliographies (Philosopher’s Index, Bowling Green State University; Repertoire Bibliographique, Leuven University) plus national catalogues such as the DURSI (created by Catalan universities for their own evaluations), subject to approval by the CNEAI.

Generally, researchers tend to publish nationally in the social sciences and humanities, partly because the object of study is often of national interest. However, evaluation pressure which determines funding and career development (permanent posts, professorships) has been transforming this for some time. Many journals have also made an effort to adapt and enter the international scene, complying with international rules for indexing and evaluation of excellence. A recent example is *Atlantis*, the journal of the academic association for university lecturers in English, which, although widely distributed internationally and unquestionably recognised at national level, in December 2004 abolished its participative and firmly established internal editorial and peer-review system to comply with these requirements and enter top international indexes.

The National Plan for R&D allows specific actions to be added, with the approval of the CICYT, *Comisión Interministerial de Ciencia y Tecnología* (Inter-ministerial Commission for Science and Technology), provided they are related to the general objectives and are financed. Since 1996, the *Instituto de la Mujer* (Institute for Women's Affairs, see section 4), which is part of the Ministry of Labour and Social Affairs, promotes and finances research projects on gender, partially aided by European Social Funds. In 2004, these projects were included as a "Strategic action for the promotion of equal opportunities." The programme defines eight priority areas: public policies, equality in economic life, participation in decision-making, women's quality of life, civil equality, transmission of egalitarian values and attitudes, conciliation of family and working life, cooperation. Most of these themes escape disciplinary boundaries, and the strategic action is one of the few with truly interdisciplinary potential, and one of the few to include specific points for interdisciplinary in the evaluation criteria. It is significant, however, that its distance from disciplinary definitions seems to exclude gender from being the subject of one of the National Programmes.

A key point in making research possible are grants, which allow young researchers to prepare their PhD while contributing to projects. The prestigious *Becas de Formación del Profesorado Universitario* (FPU) are awarded by the Ministry of Education. Candidates must choose between one of the following areas:⁵

Table 12

1. Physics and Sciences of Space.	1B Maths.	Civil Engineering and Architecture.
2. Chemistry.	3B Physiology and Pharmacology.	Electric, Electronic and Automatic Engineering.
3. Vegetable and Animal Biology, Ecology.	3B Psychology and Education Sciences.	Mechanic, Naval and Aeronautic Engineering.
4. Molecular and Cell Biology, Genetics.	7B Law.	Technology Transfer.
5. Earth Sciences.	8B History and Art.	Computer Science and Technology.
6. Social Sciences.	Agriculture.	Medicine.
7. Economy.	Electronic and Communication Technology.	Food Science and Technology.
8. Philology and		Materials Science and

⁵ Although the 2004-2006 official announcement of postdoctoral scholarships does not specify scientific areas, similar guidelines apply in the selection of candidates.

Philosophy.	Farming and Fishing.	Technology. Chemical Technology. Sea Pollution.
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Source: Becas FPU. Impresos.

Regional governments announce similar programmes and make their own categories. As an example, doctoral grants from the Asturian government research body (FICYT) use the following broad areas:

- a. **Humanities.**
- b. **Economics, Law and Social Sciences.**
- c. Biomedical Sciences.
- d. Technology and Computing.
- e. Experimental Sciences and Mathematics.

The inclusion in these categories does not mean that a similar number of grants is awarded in all areas. The criteria do not favour social sciences and humanities, as the existence of a research project, the standardized cv of the director and political priorities support the scientific and technological areas, which, in any case, benefit from a much wider variety of specific research grants, some privately funded, and from a higher number of priority areas in research centres, including the CSIC, whose projects are able to give contracts and grants to PhD students and young doctors for research purposes only.

3. Disciplinization: process and problematics.

The strongest definition of a discipline in the Spanish academic system is the *áreas de conocimiento* (“knowledge areas”) established by the *Consejo de Coordinación Universitaria* (CCU. Ministry of Education, see section 1). In the 1980s, following directives given by the crucial LRU (*Ley de Reforma Universitaria*), and after the RD 1888/1984 gave it competence, this body (until 2001 called *Consejo de Universidades*) established a list of disciplines in the 1980s which, with minor variations, is still valid. Later changes respond mostly to subdivisions and some regroupings. Today, there are 178 *áreas de conocimiento* recognised by the CCU, which are the organizers of academic life. All staff must be ascribed to one of these areas, recruitment is made within their limits, evaluation of research, and practically all crucial education and career matters are circumscribed by them, although broader disciplinary categories are used for some purposes.

The recently approved LOU (*Ley Orgánica de Universidades*, 2001) defines *áreas de conocimiento* in Article 71:

1. The denominations of the posts in the structure of teaching staff will correspond to the existing *áreas de conocimiento* (knowledge areas). For these purposes, the term will be understood to refer to fields of knowledge characterized by the homogeneity of their object of knowledge, a common historical tradition and the existence of communities of lecturers and researchers, national or international.

2. The Government will establish, and, when appropriate, revise, the catalogue of knowledge areas, previously informed by the *Consejo de Coordinación Universitaria*.

This text is identical to that of the RD which first regulated them in 1984, which indicates the stability of the concept. The system of areas is not a particularly contested one, as disciplinary habits are well established. Discussions often happen around areas considered too broad (this affects public exams for tenure, for instance, as supposedly you are to be an expert in the full area, and it also inhibits precise selection of staff, as posts must, again, be announced for the whole area) or where a particular subsection feels professionally discriminated against within the area (in assignation of teaching, for instance, which follows these). The creation of new areas is a way to secure lectureships and chairs, more specific assessment of research and general recognition. New areas are created basically through lobbying on the part of the academic field interested, but may encounter opposition from other interest groups (established areas that would lose power or significance) or simply in the representatives present in the CCU at the time of the proposal. However, there are cases in which political lobbying can be extremely effective, as our first case study in section 4 demonstrates.

Disciplinization is closely related to the awarding of degrees. Once again, this is a very centralized process in Spain, and changes tend to happen at moments of major transformations, following a top-down approach, although in consultation with the academic world through the various ministerial bodies in which it is represented. After the very rigidly central and uniform catalogue of degrees awarded until the 1970s, there have been a number of moments in which the catalogue of degrees was expanded and changed. The end of 1970s saw growth in a number of degrees, coinciding with the expansion and further specialization of university studies, and a decade later, in 1987, changes were introduced in order to adapt the structure of the curricula to the credit system. Thus, most of the present curricula were approved in or around 1990. The exceptions are recently introduced subjects: East Asian Studies (2003) in the humanities, Tourism (1996) and Criminology (2003/4) in the social sciences. The process of European harmonization, presently taking place and described in section 8, will no doubt produce a new catalogue in a similarly general and relatively traumatic manner.

It must be remembered, however, that while changes effected periodically can be quite disruptively enforced, the system continues to be very rigid regarding individual change in universities. A description of the process involved in offering a new degree gives an indication of this: A new degree must first be approved by the Government (at a Cabinet Meeting, after the previous process, which culminates in the report by the *Consejo de Coordinación Universitaria*, CCU, for the Cabinet). The approval is accompanied by general directives (structure and compulsory subjects to be included, a skeleton curriculum). If a university decides to offer the degree, it must seek the formal (parliamentary) approval of the proposal by its regional government; then the university may proceed to elaborate the syllabus, following the directives for that degree approved by the central government; this is approved in its own *Consejo de Gobierno* (highest university government body). The syllabus is then sent to the CCU, where it goes first to the Secretariat, to be checked for compliance with general directives, then to the specific disciplinary subcommission, then to the Academic Commission, which decides on its recognition; if approved, it is sent to the *Dirección General de Universidades* of

the Ministry of Education and finally to be approved by the Government in a Cabinet Meeting. The decision is published in the BOE (*Boletín Oficial del Estado*, where all official documents are made public), and the university must then, in turn, publish the entire syllabus in the BOE, at which point it is finally officially valid. Any delay or issue in this process adds several months to the approval of a degree. Given that the syllabus must be very explicitly described, and changes are not encouraged by this lengthy process, it is easy to see the difficulties of introducing innovation at first degree level.

It is not surprising, therefore, that variations at undergraduate level are scarce, and that a very established “discipline” like women’s studies has not resulted in a first degree, although it offers a variety of postgraduate courses, Masters, and PhD programmes across the country, and has long-established research (see section 4). Generally, the catalogue has not departed much from traditional disciplinary and professionally-oriented degrees, additions being the results of further specialization in the 1980s, and a few of recognizing professional urgencies (Tourism, Interpreting).

Recent years have not particularly encouraged the widening of the catalogue of studies, given the fall in student numbers and the lack of flexibility for lecturers to move between areas and degrees. As the division in *áreas de conocimiento* make it difficult for lecturers to change without risk (teaching is ascribed to an area, and lecturers belong to one only), new optional subjects are introduced in existing studies, but no new degrees or disciplines are proposed; for instance, there are no area studies, no cultural studies, cinema, media or performing arts studies in the humanities, despite the interest of students and established research in these fields. The Bologna process has also been interpreted (from the top) as a reductive list of degrees, rather than an opportunity for change and flexibilization, so rigidity and limitation are reinforced. However, as explained in sections 2 and 4, postgraduate and doctoral studies have, until now, offered great autonomy, and innovation and interdisciplinarity happen at this level. It is still to be seen whether harmonization will in fact curtail rather than reinforce this autonomy.

The two opposed case studies described in the following section give an idea of the obstacles and the extra-academic pressures involved in establishing disciplines and degrees.

4. Change in disciplinization: Two case studies

4.1. First case study: East Asian Studies

We have chosen East Asian Studies as a case study of successful disciplinization by means of a top-down approach and political intervention. Although it cannot be described as representative of the (usually lengthy) process through which disciplines are established in Spain, it demonstrates how this process is closely related to the state, and the diverse interests that underlie the success or failure of disciplinization. It thus makes a revealing comparison with the second case study, Women’s Studies.

East Asian Studies is a recent development in Spanish Universities and has gained a high level of disciplinization and institutionalization in a very short period of time. In February 2003 (Royal Decree 172/2003, of 14 February), the *área de*

conocimiento (discipline) “East Asian Studies” was created, substituting the former “Language and Culture of the Far East”, and in March the same year, the official degree in East Asian Studies, as well as the main guidelines for its curriculum, were established (Royal decree 360/2003, of 28 March). It is a second cycle degree and it is taught in four Spanish universities: UOC (Open University of Catalonia), Autonomous University of Madrid and, as a joint degree, in the Autonomous University of Barcelona and the Pompeu Fabra University (also in Barcelona).

The explanation for this rapid development is that this degree was promoted by the Spanish Government (through the Ministry of External Affairs) in cooperation with the *Generalitat de Catalunya* (Regional Government of Catalonia) and the *Ayuntamiento de Barcelona* (local council of Barcelona). The creation of the official degree in East Asian Studies was one of the objectives of the *Plan Marco Asia Pacífico* (Asia Pacific Framework Plan), developed by the Spanish Government after the Meeting of Spanish Ambassadors in Manila, on 30th of June 2000. This Framework Plan, presented by the former minister of economy Rodrigo Rato, was structured in two biennial periods (2000-2002 and 2003-2004), and it identified East Asia as a strategic region for the 21st century, in terms of economic and political interests. According to the Framework Plan, the main reason for the scant Spanish presence in the area is the lack of mutual knowledge; Spain must therefore invest in the promotion of knowledge about the political, economic, social and cultural context of East Asia.

The main objective of this Plan was, therefore, to increase Spanish presence in the East Asian area because, as stated in the introduction, “at the moment, two contradictory realities coexist that, if not corrected, run the risk of becoming incompatible with our interests: while this region concentrates more than 50% of human population and produces around 25% of the world GNP, the Spanish presence in it is very low. Let us point out, for example, that only 3% of our foreign trade comes from Pacific Asia; that only 6,3 % of Spanish civil servants working in foreign countries are working in this area; or that no Spanish newspaper has a permanent reporter in those countries. Spain is thus, fundamentally absent from Pacific Asia”.

One of the first actions developed in the framework of this plan was the creation of *Casa Asia* (Asia House) in Barcelona, by a cooperation agreement signed by the Ministry of Foreign Affairs, the *Generalitat de Catalunya* and the *Ayuntamiento de Barcelona*, on November 9th 2001. *Casa Asia* is defined as a tool for the foreign policies of the Spanish Government regarding Asia, and its main goal is to coordinate and cooperate with all institutions, companies and academic and cultural bodies to meet the challenges that come from the relationship with that geographical area. *Casa Asia* acts according to the objectives and principles of the Framework Plan and the European New Asia Strategy, and its work is built on three pillars: economic, academic and socio-cultural. In academic terms, the aim is to train a high number of experts in East Asia, to develop the relationships with this area and to build a group of Spanish experts with the competence to train others. *Casa Asia* has the objective of promoting the second cycle degree and a Masters in East Asian Studies in Spanish universities. This was complemented through the establishment of agreements with AECI (*Agencia Española de Cooperación Internacional*, Spanish Agency for International Cooperation), ICO and other institutions, to establish a programme of academic grants for the accomplishment of the objectives of the Framework Plan in training and research.

Madrid and Barcelona, the economic poles of the country, were the priority areas, and it is in the universities of those two cities that East Asian Studies has developed. The economic explanation for the rapid institutionalization and development of this new discipline was reinforced by the prominent role of Catalan institutions in the development of this Framework Plan, given its economic relations with East Asia: it is responsible for 28% of Spanish exports to the area and 37% of the imports while 55% (128) of the 222 Japanese companies established in Spain are in Catalonia.

Spain has no tradition of area studies. “Asian Studies” existed only in related, unstable courses in the Spanish academic world. This low level of presence is acknowledged in the *Dossier Académico* of *Casa Asia*, which aims at establishing the subjects on a regular basis. For this purpose, it offers support for the existing courses, coordination of further development to avoid overlapping and active participation in setting up new courses. The *Libro Blanco sobre la oferta y la demanda de los Estudios Asiáticos en España* (*White Book on the Offer and Demand of Asian Studies in Spain*) states in its introduction that

a first reading of the data on the demand [of East Asian Studies] brings us to an optimistic conclusion: there is a true interest in Asia, ratified by the high number of students that take the language courses or others offered, especially about East Asia and, in a lower percentage, about South Asia. A closer analysis of the data indicates that in most centres, the courses are offered outside the curricula, that is, they are not part of the syllabus of official degrees. Of course, this fact limits the demand since Spanish university students are very centred on the official courses they take, and they dedicate a very short time to any other type of activities outside their curricular lessons.

While traditionally Asian Studies had a strong philological component and a marked focus on the Ancient World, *Casa Asia* states the need for new interdisciplinary content that will respond to the demand for mutual knowledge in the contemporary world.

This overview shows the force of a top-down approach, strategic interests, and the power of regional and national governments, whose function in deciding the establishment of university courses was reinforced by the LOU (*Ley Orgánica de Universidades*, 2001. See sections 1 and 4). Although the process of developing area studies for strategic reasons may sound familiar in other countries (see Spivak), its lack of precedents in Spain makes the case more remarkable. While it may seem unlikely that East Asian Studies will spread and generate many teaching positions, the comparison with our second case study is revealing, since, despite Women’s Studies’ consolidated position in Spanish universities, the high degree of interest among students and the positive outcomes in the labour market, its level of disciplinization is very different.

4.2. Second case study: Women’s Studies

For our second case study, we will focus on Women’s Studies, giving first an overview of the national situation and then looking more closely at the development of Women’s Studies in the University of Oviedo. We take this case as an example of a (relatively) failed disciplinization in the sense that neither an *área de conocimiento* nor a first degree has been recognised.

The development of Women's Studies in Spain began in the late 1970s, the year of Franco's death, 1975, constituting the reference for most major changes in the country. The impulse for the early development of Women's Studies came from the grassroots of the feminist movement, which moved into the academy through women who were involved. The efforts and commitment of individual lectures provided for the creation, in 1979, of the first Seminar on Women's Studies in the Autonomous University of Barcelona (*Seminari d'Estudis de la Dona*). Soon other seminars were established: at the Autonomous University of Madrid (which in 1993 would become the first research institute in Women's Studies) the University of the Basque Country and the University of Barcelona. Many others followed in the second half of the the 1980s, partly enabled by the impetus of the creation of the *Instituto de la Mujer* (National Institute for Women's Issues) and the LRU, *Ley de Reforma Universitaria*, both in 1983.

The LRU made the Spanish University system more democratic and modern and promoted a closer relationship with the social context. The Plans for Equal Opportunities for Women (PIOM) coordinated by the *Instituto de la Mujer*, gave political backing by including specific objectives regarding the need for Women's Studies (the 2nd PIOM, 1993-1995, stated the need for "promoting the equal participation of women in the processes of elaboration and transmission of knowledge, insisting on the incorporation of a critical analysis of the androcentric character of science, of the very structure of disciplines and of the forms of legitimisation, transmission and dissemination of knowledge"). A major landmark was reached in 1996, when the National Plan for R&D included, thanks to an agreement between the *Instituto de la Mujer* and the National Commission for Technology and Science for the implementation of the 2nd PIOM, the "Sector Programme for Gender and Women's Studies", which provided an important source of funding and a step towards normalizing the scientific status of Women's Studies. Thus, although teaching of Women's Studies remained at the optional and relatively marginal level, research was being more firmly established in academia.

At the regional level, given that governments have progressively gained more relevance in educational matters, the establishment of regional equal opportunities bodies towards the end of the 1980s reinforced and supported the development of Women's Studies in some universities. Internationally, Spain's entrance into the European Union in 1986 constituted a real breakthrough, with the participation of researchers and lecturers in European networks and projects.

At the turn of the century, then, Women's Studies had reached a successful degree of institutionalization and visibility in certain areas: most universities have a seminar, research group or centre dedicated to Women's Studies, funding for research has been maintained (the latest National Plan for R&D continues to include a "strategic action" in gender, financed by the *Instituto de la Mujer*, called in September 2004) and a number of the experts have reached tenure and even professorships (albeit through other disciplines). However, as explained in various reports (Carrera Suárez and Viñuela Suárez, Casado Aparicio), the success is ambiguous: at a personal level, it constitutes a double labour which involves being successful in a traditional discipline besides gender; at an institutional level, Women's Studies are unrecognised as *área de conocimiento* and as undergraduate degree, the most influential versions of disciplinization. Thus, the field of study is still located in the margins of academic

curricula and its development depends on the personal interest of individual lecturers and students; its findings, knowledge and methodologies are rarely assumed by traditional disciplines.

Women's Studies has not been very successful in influencing mainstream disciplines or eradicating discriminatory features in Spanish universities. Gender hierarchies are still apparent (only 14,85 % of professors and 35,1 % of lecturers are women, and percentages of female students, who are a majority at undergraduate level fall at PhD levels). This is a further obstacle for institutionalization, as decision-levels are not occupied by women, even less by gender experts. Furthermore, the close relationship between the government and university in Spain means that institutionalization of an area perceived as "political" is more clearly subordinated to changes in political will. After eight years of conservative government, state support for Women's Studies has decreased. The political change in 2004 might have offered some hope for the creation of an area of knowledge and a degree, but the way in which the Bologna process is being conducted in Spain makes it impossible to discipline Women's Studies in a short period of time. Discussion on this topic has taken place at meetings of the national university association of Women's Studies (AUDEM), but the moment did not seem to make an undergraduate proposal possible, given the highly institutionalized procedures (see section 8) established by the ANECA. An initiative to submit a proposal for a postgraduate degree through the recent call made by this same body received a wide response by universities, but the general process has been slowed down by the government, awaiting regulations for postgraduate studies to be more clearly defined following the imminent approval of the Royal Decree.

We have chosen the University of Oviedo as a more particularized case study for two main reasons: our first-hand knowledge, given that the researchers in this project were and are involved in Women's Studies at this university; second, the well-established history and active groups of Women's Studies at the University of Oviedo, the only higher education institution of a region considered to be progressive in thought, almost permanently ruled by the socialist party.

In the *Libro Blanco. Los Estudios de las Mujeres en las Universidades Españolas. 1975-1991* (White Book. Women's Studies in Spanish Universities. 1975-1991), the University of Oviedo has the highest number of contributions per lecturer in the field of Women's Studies, which is a measure of the early development and high productivity of the field. There are two important seminars: the *Seminario de Estudios de la Mujer de la Universidad de Oviedo* (SEMUIO) (Seminar on Women's Studies) and *Seminario Permanente Mujer y Literatura* (Permanent Seminar on Women and Literature), which was the first to be established. Members of these two seminars promoted the creation of the *Programa de Doctorado de Estudios de la Mujer* (Doctoral Programme in Women's Studies), one of the first in the country, proposed in 1994 and approved (after two attempts) by the *Comisión de Doctorado* and subsequently the *Junta de Gobierno* of the University of Oviedo in 1995. At the time, it was one of the two interdepartmental programmes proposed in Oviedo, and the only one to continue after its first cycle. Since then, maintaining its interdepartmental and interdisciplinary character, it has run uninterruptedly, and has trained over 150 students, attracting a number of applicants from other Spanish and foreign universities despite the disadvantage of Oviedo's geographical periphery, crucial in Spain, where grants are scarce.

The initiative in Oviedo came from staff in the humanities, soon joined by the social sciences, and the group members lead a very active academic life, participating and coordinating research projects on regional, national and international levels, taking part in international networks (ATHENA) and being on the governing board of national associations such as AUDEM (Women's Studies University Association), AEIHM (Spanish Association of Historical Research on Women), both created in 1991. They have formed two official research groups: *Alternativas*, which coordinates research in Women's Studies, and *Intersecciones*, which combines Women's Studies with postcolonial studies, diasporas and multiculturalism.

Women's Studies at the University of Oviedo also has a projection outside the academy, by means of its cooperation with the IAM (Asturian Institute for Women's Issues). One of its most successful activities is the programme *Tiempo Propio*, aimed at women over 50 in the rural areas in Asturias, in which lecturers and PhD students give workshops on film, literature and creative writing all over the regional territory. Young researchers are thus offered the chance to access employment related to gender studies, at times leading to full-time work.

The Women's Studies group of the University of Oviedo develops an important amount of work at all levels (local, regional, national and international), inside and outside the academy, establishing contacts with other universities and participating in networks, always on an interdisciplinary basis. The interest of students in this field is high and the employment outcomes of those trained in this programme are good and varied, with students working as lecturers in other universities, as trainers in gender and equal opportunities on various courses, as gender counsellors to companies, foundations, associations or public administrations, as *Agentes de igualdad de oportunidades* (Equal Opportunities Agents) or as coordinators of diverse projects (research, didactic, social) with a gender perspective. This is now partly acknowledged within the University of Oviedo (the doctoral programme, which initially required two attempts at approval has acquired recognition and is undisputed in the yearly approval by the relevant boards) and regionally (research projects granted, collaboration sought). However, at a national level, the Doctoral Programme has unsuccessfully applied for the prestigious "Mención de Calidad" (Quality Mention) given by the ANECA (National Agency for the Evaluation of Quality and Accreditation), obtaining 69 points out of the 70 needed, despite its record of results in research, number of students, PhD theses completed and other quantifiable criteria being above those of other approved programmes. The lower scores and objections were concentrated in the more subjective areas of the type "coherence of syllabus," "appropriateness of the title", and the impression on reading the evaluation was that it was highly affected by having been assessed by "Humanities" experts with no expertise in gender and with traditional perspectives. The programme proposed actually spanned two commissions, humanities and social sciences, but there is no evidence of consultation. These obstacles brought to mind objections put by more traditional lecturers and bodies to the Women's Studies programme in the first stages of its development, objections related to its "non-disciplinary" nature, amounting to lack of recognition by certain departments and even universities of the courses completed by students prior to registration of PhDs. While this is not the case today in the departments involved, the need for students to have the doctoral courses recognised by a Department (a discipline-based body, as explained in section 1), shows the fine line being tread even by doctoral programmes.

Oviedo is therefore a case which can be seen as representative: a strong development in research, but through staff who gained their positions through other disciplines, who now make gender research and education possible through personal effort, have managed to institutionalize a PhD programme and to train young academics and professionals, to participate in international networks and programmes, and may in future influence the creation of a discipline or a degree, but are not sufficiently part of the major national decisions to stage an operation comparable to the East Asia Studies lobby. Thus, despite the much wider influence of Women's Studies, the far more obvious general demand and need for specialization, academic habits of disciplinarity and questions of power make it less obviously established as a discipline.

5. The establishment and legitimation of professional identities in academe.

Disciplinization is very strong in the academic world from its early stages. The habit is still that of thinking of one subjects (history, language, economy) which students choose and on which they concentrate during their university studies. Although, as we have seen in section 2 (a), there is a move towards joint degrees, most present degrees are very specialized. Although 10% of credits in all degrees are free choice for students, the lack of a real inter- or even multi-disciplinary culture means that most choose modules in their own subject or closely related themes. At the doctoral level, although programmes can be, as we have seen (2.a and 4) interdisciplinary, the PhD thesis must be registered and submitted in a Department, with its disciplinary bias.

In the academic career, positions must be nominated by universities according to recognised *áreas de conocimiento* which, as described in section 3, are very fixed. Of the 188 knowledge areas (*áreas de conocimiento*) recognised by CCU, 74 fall within the humanities and social sciences. Each lecturer must choose one to compete for positions, and generally will stay within it all her academic life. Changing is a complex process, which needs approval by the Ministry of Education, justification, and an appropriate cv in the new area. Posts are ascribed to one of these areas, and entrance exams or *habilitaciones* (public competitive exams to become full lecturers and professors –civil servants–) are categorised by them. Since the LOU came into effect, young lecturers need accreditation in one of these areas to apply even for a temporary post. Public exams for tenure or professorships must also be announced and obtained under these categories. These *áreas de conocimiento*, established by the *Consejo de Coordinación Universitaria* (see 3) are therefore the key to granting posts, organizing the teaching of subjects and the curricula, and evaluating research. Their rigidity makes multidisciplinary individuals officially impossible, and is one of the main obstacles to interdisciplinarity in general.

Professional recognition in Spain comes mainly through professorships in public universities or the CSIC, which are closely discipline-bound, and are obtained through competitive public exams (formerly known, like all civil servant exams, as “concurso-oposición” or *oposiciones*), since the 2001 LOU known as *habilitaciones*. These are judged by an examining board of seven professors chosen nationally among those who have in their turn obtained their professorship in that same *área de conocimiento*. The criteria on which merit is judged includes teaching, research, coordination and supervision of academic activities, administration, but research weighs heavily in the

final decision. Interdisciplinarity is usually a clear disadvantage in these exams, as all non-disciplinary work is excluded or seen only as minor.

The system of incentives for research known as “sexenios de investigación”, started in the 1980s, has become a marker of prestige and gained relevance with the passing of time. It evaluates individuals’ research in six-year periods (‘sexenios’), up to a maximum of five. It has effects on the salary, but not significant ones, its impact mostly being on prestige and recognition for certain tasks (committees, supervising, research projects) or promotion. It is granted by committees appointed by the CNEAI (*Consejo Nacional de Evaluación de la Actividad Investigadora*), a body which is part of the Ministry of Education, following these broader scientific-technological areas:

- Mathematics and Physics.
- Chemistry.
- Cell and Molecular Biology.
- Biomedical Sciences.
- Natural Sciences.
- Engineering and Architecture.
- **Social Sciences, Politics, Behavioural Sciences and Education.**
- **Economics and Business Management and Administration.**
- **Law and Legal Studies.**
- **History and Art.**
- **Philosophy, Philology and Linguistics.**

Regional Governments have now set up their own evaluation bodies which, in a variety of forms, evaluate research and teaching of university lecturers and grant pay increases on similar grounds.

At a different level, and as recognition of a long trajectory in research, the National Research Awards are given yearly to one person of international prestige in each of the following categories: Medicine; Biology; Engineering; Law; Social Sciences and Economics; Humanities. These are very prestigious, although they do not really affect academic life. There are other lesser awards, but in general, awards are not a crucial part of the Spanish academic culture. Academies in Spain are also more a question of honorary privileges than of producing research or intervening in the academic world, as they are often quite separate from it. They have no power to grant degrees of any kind, or positions, nor do they intervene in the structure of universities. The most famous and prestigious is the *Real Academia de la Lengua*, an extremely conservative institution which has lately tried to modify its outlook and has offered some important work, mainly in its traditional mission of producing dictionaries. Membership is granted under very conservative criteria and depends on networking with the already existing life-members. An indication of this conservatism is the number of women: three out of 70 at the moment (an all-time record) in a field where women predominate. There are other similar national academies of History, Law, Social Sciences (aside from Medicine, Natural Sciences, etc.), some with regional subsections.

Professions in Spain are very closely determined by degrees obtained, and although this has recently been seen as an obstacle to employment and to innovation and development, the tradition still holds; it is perpetuated by professional bodies and,

in some areas, by categories applied to recruitment of civil servants. Employers have not until now considered a degree a value in itself regardless of discipline, although some international companies have started to do so recently.

The main professional bodies and associations are the *Colegios Profesionales* or *Colegios Oficiales*. For admission, aspiring members must present documental proof of having obtained a degree in the field of the association and pay a membership fee. Most are significantly denominated “*colegio de licenciados en...*”. Others refer to professions which can only be entered through public exams (‘*oposiciones*’), and therefore only admit those who have passed them; an example is the very elitist legal profession of *notario/a*, notary or solicitor. These *colegios* are very powerful lobbies in areas such as Medicine, Engineering, Architecture, less in the social sciences (except certain areas such as Law and Psychology) and very weak in the humanities, where they barely survive, since membership is not required for practising profession and they lack the lobbying power of engineers or architects. The most numerous *colegios* are related to the Social Sciences, especially to Business/Economics, Law, Social Work, and Psychology.

6. Current debate about the construction of knowledge in the Social Sciences and Humanities and the impact of these on disciplinization.

There is no marked debate in Spanish academe on the nature of the social sciences and humanities, other than those related to their position within the general structure of education and research, and the supposed “crisis” of the humanities in terms of social esteem and in the demand on the part of students. Most of these matters have been taken up within the process of adaptation to the European Higher Education Area, and particularly the transformation of degrees. Since the tendency in the creation of the official catalogue of degrees is towards reducing the number of degrees (see section 8), and the new “European” orientation is based on employability, the humanities have been obvious targets for suppression or reduction. The provisions have moved, however, from early threats to merge all existing degrees into a general “Humanities” degree, to a more open (or undefined) attitude. It is obvious, however, that while Spanish society and academe pays lip service to the importance of subjects such as modern languages (even deemed to be the key to employment), social and academic prestige lies with technology and science. A telling example is the fact that while degrees like mathematics, physics and even geology often have fewer students than languages and other humanities degrees, and are equally knowledge based, rather than professionally oriented, the continuity of these degrees is guaranteed and unquestioned, and employers accept graduates in sciences while they are suspicious of those who come from the humanities.

The need for reconsidering the academic position and outlook of the social sciences and humanities has been discussed at the management (still academic) level of universities, in some instances informed by international contacts and documents (such as the proceedings of the OECD meeting in 1998, *The Future of the Social Sciences*). The consensus on some aspects has been reflected in crucial documents like the National Plan for R&D (see sections 2.b and 7). The preliminary sections of the National Programme for the Humanities and the National Programme for Social, Legal and Economic Sciences state the relevance of research in this area (445-7; 457-8) and

the contribution to social analysis and resolution of contemporary problems. In the case of the humanities, the very inclusion of the programme in the 2004-2007 National Plan constitutes a recognition, since they had been excluded in earlier plans (see 2.b). These preambles also state the need to make use of contemporary theory, research media and dissemination, thus recognizing a certain stagnation in methods.

Earlier discussions on the meaning and importance of the humanities in today's world and the best approach to their inclusion in the curricula were centred on secondary education, where the polemics was closely related to political matters. In 1997-1998 a reform was proposed by the government, based on the role of the humanities (and the social sciences) as tools to develop analytical skills applicable in any other field. Nationalist intervention led the debate into a political battle over the appropriate perspective on history subjects taught in secondary schools, and the right of "historical communities" to study only that part of history related to their region rather than "Spanish" history.

In the year 2000, the influential *Bricall Report*, written to evaluate the results of the development of the 1983 LRU (*Ley de Reforma Universitaria*) with a view to possible reform, suggested incorporating some transversal contents from the humanities into all kinds of university studies (118). According to Bricall, this action would lead to the elimination of traditional barriers between the so-called humanistic and scientific disciplines. Bricall also suggests that all universities should create specialised centres for the study of the relation between the humanities and the positive sciences, following the UNESCO Philosophy Division (1995) in considering the humanities an essential tool for the development of intellectual skills useful in other disciplines (Bricall 2000: 119). Research in the humanities is seen as basic research, which is then defended as necessary:

By this means, a new vision of the relation between basic research and innovation processes is established and, in consequence, a new role for the State in the funding and protection of basic research.

Basic research can rarely be associated with immediate economic results. However, it shall be considered an extraordinarily important starting point for other kinds of projects. (Bricall 2000: 234-5)

According to Bricall, this multidisciplinary perspective could bring research closer to everyday life problems (119). The report suggests creating international networks on basic research (236).

The closest any university has come to putting these ideas into practice is the Carlos III University, which makes some humanities credits compulsory for all students (see section 2.a). In the area of research, the *Consejo Superior de Investigaciones Científicas* does have centres and a macroprogramme of interdisciplinary research, which include the humanities and social sciences, but research themes are very much applied and targeted, although the CSIC itself defines research in the humanities and social sciences as fundamentally basic research.

7. Interdisciplinarity.

The 1980s, which were crucial in the development of the present university structure in Spain, emphasized disciplinarity, in the establishment and application of the separate *áreas de conocimiento* for most relevant academic purposes, the importance given to departments and (disciplinary) research groups formed within them and the specialization of degrees allowed by the then rising number of students. It was not until a decade later that interdisciplinarity became desirable, sometimes for academic reasons, sometimes for reasons of economy, when groupings of staff or resources made collaboration convenient.

The discussion of interdisciplinarity gained prominence in the *Bricall Report* (see 6), which discusses interdisciplinarity in the terms contained in the UNESCO *World Declaration on Higher Education for the Twenty-First Century*, Paris, October 1998, and also with reference to research. On education, Bricall quotes the Paris declaration:

The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations (147).

This line, which has informed the discussions on the Bologna process, also followed on from the *The Joint declaration on harmonisation of the architecture of the European higher education system by the four Ministers in charge for France, Germany, Italy and the United Kingdom*, Paris, The Sorbonne, May 25, 1998, which stated that “undergraduates should have access to a diversity of programmes, including opportunities for multidisciplinary studies, development of a proficiency in languages and the ability to use new information technologies” (CRUE website). A major source for discussion of interdisciplinary studies is the transformation needed for harmonization with Europe, which interprets the adaptation of degrees in a restrictive, narrowing manner, demanding a regrouping of present degrees, sometimes under the excuse of interdisciplinarity (really, multidisciplinary or general knowledge) especially in less valued areas such as the humanities (see section 8). Interestingly enough, on the other hand, the recent Law for University (LOU, 1981) only mentions interdisciplinarity briefly and in the context of research.

Following *The Bricall Report*, the 2000-2003 National Plan for R&D (*Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica*, the most important framework structure for research and funding, see section 2.b) insists on the importance of interdisciplinarity. The rigid borders of traditional disciplines are openly criticized and interdisciplinarity begins to appear as a descriptor of quality, as stated in the subsequent 2004-2007 National Plan for R&D. This current edition of the National Plan insists on the need for interdisciplinarity in both the National Programme for the Humanities and the National Programme for Social Sciences, Law and Economics. The first discusses the need in its preamble, under section 2, “Justification for the prioritization of the programme.” It points out the advantages of approaching social phenomena from “as many perspectives as possible” (446) and links interdisciplinarity to priority 7 of the 6th EU Framework, as well as to internationalization, comparative studies, and networking (447). In the Social Sciences Programme, objective c) is defined as “Promoting the interdisciplinary approach to research”, and is specified in two actions: 1) Encouraging interdisciplinary projects and promoting enrichment of

theory and analysis with the contributions of diverse social, legal and economic sciences, and 2) “Creating centres or reference groups of clearly interdisciplinary structure to encourage, induce and promote collaboration between researchers of different specializations” (462).

However, neither the regulating norms made public in December 2004 (*Orden ECI/4073/2004*, published in the BOE 11-12-2004) nor the 2004 call for projects under the National Plan (*Resolución 14-12-2004*), include specific points for interdisciplinarity in the evaluation criteria, despite the fact that both refer to the promotion of interdisciplinary research among their general objectives. “Internationalization” is, in contrast, taken into account very specifically, with an allusion to participation in EU projects as one of the criteria. It is once again the specific gender programme, promoted and funded within the National Plan by the *Instituto de la Mujer* (see sections 2.b and 4), that leads the way in this respect, and allocates specific points to interdisciplinarity in one of the ten criteria for evaluation, although it amounts only to 8 points out of the total 100.

This lack of reinforcement through evaluation for funding, together with the insistence on classifying projects under specific fields in the application and evaluation procedures (see 2.b and 3), however qualified by references to the possibility of approach from other fields and the interrelatedness of national programmes (*Programa Nacional I+D+I 2004-2007*, pages 455-56, 469-70) turns pronouncements on interdisciplinarity into lip service rather than effective policy, with the exception of the programme for gender research, which is a relative “outsider” as it is not generated in the Ministry of Education, but from the Ministry of Social Affairs, by the *Instituto de la Mujer*.

Some action towards interdisciplinarity has been taken elsewhere. The CSIC (*Consejo Superior de Investigaciones Científicas*), a privileged institution for research in comparison with universities (see 2.b), in its 2000-2004 Plan, after the guidelines of the former Ministry of Science and Technology (now incorporated again into the Ministry of Education) created permanent Interdisciplinary Thematic Networks, composed of “nodes” which bring together large groups of researchers and resources under specific objectives and themes. These are very application-oriented and at times, under “social sciences and humanities” themes, such as heritage, are composed mainly of scientists and technicians who are experts, for instance, on conservation of buildings. The CSIC represents some of the characteristics of the *Institutos de Investigación*, which also exist in universities and whose requirement for creation is that they should be, at least, multidisciplinary. These have grown in recent years, many being mixed university-private, or university-CSIC, and are gaining prominence in research. Not all, however, have a clearly interdisciplinary agenda as developed as the CSIC.

The other area in which a timid application of the concept of interdisciplinarity has been taking place is that of PhD programmes. As explained in section 2.a, the postgraduate level has suffered much less regulation in content, and has allowed some interdisciplinarity to emerge. Women’s Studies is one of the clearly inter-(or multi)disciplinary programmes which is offered in a number of universities. Often it appears as Social Sciences but is promoted by a Humanities department (Philology or History). The category “interdepartmental PhD programmes”, in existence since the 1990s, has stimulated collaboration, partly through a need to attract sufficient students

to offer doctorates, but also through multidisciplinary approaches. In 2002, the Ministry of Education established a new category by a call for the awarding of a “Quality Mention” to elite PhD programmes, which entitles them to higher funding. Interdepartmental and interuniversity collaboration are valued among the relevant criteria. However, the assessing system under broad but disciplinary categories, and the academic habits of judgement still produce their effects. The list of doctorates which has received a “Quality Mention” in 2004 is revealing, as it still concentrates on science subjects, and only one Women’s Studies program (of the very large University of Madrid) has been awarded the “Mention”.

8. The impact of the Bologna process on disciplinization

For the process of adaptation to the European System for Higher Education, the Ministry has worked mostly on the level of legal regulations. The LOU, Law for Universities passed in 2001, foresees the mechanisms to promote the necessary changes in the structure of degrees. These are stated in its Title XIII, “European Area for Higher Education”, Articles 87, 88 and 89. Article 87 states that the three institutions responsible for the development of this process are the Government, the Autonomous Communities (regional governments) and the universities.

After the Bologna declaration, the then Ministry of Education, Culture and Sports, through the *Consejo de Universidades* (the equivalent to the present CCU, *Consejo de Coordinación Universitaria*) created a workgroup to coordinate the adaptation process and produce reports with guidelines. Two of these have been completed, the first on the Diploma Supplement and the second on the European Credit. As a consequence, two Royal Decrees have been passed, to introduce the European Diploma Supplement (R.D. 1044/2003 of August 1st) and to establish the European Credit System (ECTS) and regulate the marking system of official degrees (R.D. 1125/2003, of September 5th). The Spanish credit system was based on teaching hours (1 credit = 10 hours), while the ECTS is based on the calculation of student work hours, a difference which hopefully will also result in a change in the focus of higher education, from teaching to learning.

At the moment, the main target is to establish the new structure of official degrees following the Bologna guidelines, at undergraduate and postgraduate level. To this end, and as consultation with the academic world, the ANECA (National Agency for the Evaluation of Quality and Accreditation) financed pilot projects for proposals of curricula at undergraduate level. Deans and other academic authorities responsible for the many existing degrees formed differently structured groups, creating networks between universities offering the qualification, to apply for the funding and make proposals, some of which contemplated merging degrees, given the pressure from the Ministry, which announced a reduction of the catalogue to a maximum of 60 degrees (at the moment there are over 150). In the first two calls, priority was given to the adaptation of existing degrees, but the third and last opened the possibility of proposing new degrees; perhaps because of this late inclusion, either no proposals for new degrees were put forward or none were accepted.

As seen in section 2.a, Spanish first degrees are relatively long (five years in most cases), so the adaptation requires some adjustment. The general discussion has

centred on the choice between 3 and 4 years, the way in which present 3-year *diplomaturas* and 4/5 year *licenciaturas* will be adapted (by unifying or maintaining the distinction), and the relationship of this first degree to postgraduate studies. Engineers, whose degrees are up to 6 years long, have been particularly critical and lobbied through their professional bodies (*colegios*).

In February 2003 the Ministry of Education, Culture and Sports produced the framework document *La integración del sistema universitario español en el espacio europeo de enseñanza superior (The Integration of the Spanish University System in the European System for Higher Education)*, which provides general guidelines on the adaptation process. Point 5.2 states that the undergraduate level should lead to a degree with a professional qualification in the European labour market. The postgraduate level, to be accessed after finishing the undergraduate level, will lead to a Masters qualification and/or Doctorate. However, the practice is being carried out with difficulties: the new structure does not seem to differ essentially from the one established in Spain after the LRU (1983) and disciplines are likely to decrease in number and still be very closely controlled by the government. The postgraduate degree is expected to be organized on two hierarchical levels, the first being the Masters degree (second cycle) and the second the Doctorate (third cycle). This scheme is suspiciously similar to the present one, and does not seem to fulfil the objective of establishing a first degree for access to employment (although this is a relatively complex task in itself). The tendency might be for all involved –students, lecturers, parents, employers- to understand the Masters as corresponding to the actual *licenciatura* and the undergraduate degree to the *diplomatura*.

Indeed, the CRUE (Conference of Rectors of Spanish Universities) has pointed out that the process as it is being carried out will not involve a major change in the ideas of the academic community. The structure, as proposed in the drafts of two Royal Decrees (one for undergraduate studies and one for postgraduate studies), continues to be divided into three cycles: undergraduate degree (equivalent to the actual “Diplomatura”), Masters degree (equivalent to the “Licenciatura” or “Ingeniería”) and doctorate degree (equivalent to the existing “Doctor”). Thus, and although the ANECA mentions explicitly that “the undergraduate level degrees must be clearly labour-market oriented, in a way that these degrees cannot be interpreted, exclusively, as an intermediate step on the way to a postgraduate degree” (*III Convocatoria de ayudas para el diseño de planes de estudio y títulos de grado*, p. 14), the document *On the length of undergraduate studies*, produced by the working group of the CRUE on the European System for Higher Education, states that “the undergraduate level is being designed in many European countries as a transit to a postgraduate degree, and not as a degree relevant for the European labour market. ... The structure 3+2 is the most accepted across Europe. ... At present two versions coexist: 3-year degrees with academic objectives and 4-year degrees (3+1) with a professional orientation” (1-3), which means that real access to the labour market is achieved after a minimum of 4 years of study. This document it also states that “We disregard, as out of the question, that a 3-year degree could be considered from now on in Spain as a professionalizing degree par excellence, substituting the *licenciado* or *ingeniero* degree. It is simply not possible” (p. 4).

The government continues to have the final word on the structure and content of degrees, as is evident in Article 88 of the LOU:

The Government, with the support of the *Consejo de Coordinación Universitaria*, will establish, reform or adapt the cyclical structure of each discipline as well as its correspondent official degrees. When these degrees substitute those indicated in article 37 [Catalogue of Official Degrees], the Government, with the support of the *Consejo de Coordinación Universitaria*, will determine the conditions for their recognition, equivalences or adaptation.

This is also acknowledged by the ANECA (*III Convocatoria de ayudas para el diseño de planes de estudio y títulos de grado*, p.13) and the draft of the Royal decree regarding undergraduate level degrees, in its Preface, insists: “The Constitution gives the State the competence to regulate the conditions to obtain an academic degree (article 149.1.30). According to article 34 of the LOU it is the duty of the Government to establish the official university degrees”. Article 2 specifies concepts regarding structure and content of official degrees:

- 2.3. General common guidelines: established by the government and applicable to all official curricula.
- 2.4. General specific guidelines: established by the government for each official university degree. Universities must adjust to them when developing the syllabus.
- 2.5. Syllabus: the concrete curricular design of a specific degree. It is designed by each university and it is subject to the general common guidelines and the general specific guidelines.
- 2.6. Common training contents: contents, aptitudes and skills necessary to meet the training objectives of a degree. They are established in the general specific guidelines and must be included in all syllabi.

Chapter II of this Royal Decree sets the objectives of the three university cycles:
Article 7: The first cycle of university studies will be composed of basic knowledge and general training as well as of training leading to the development of professional activities

Article 8.1. The second cycle of university studies will be dedicated to advanced training, with a specialized and multidisciplinary character, directed to academic or professional specialization or to the introduction to research tasks. It will lead to a masters degree.

Article 8.2. The third cycle of university studies will have as its final objective the advanced training of the student in research techniques ... and includes the presentation of a doctoral thesis. ... It leads to the title of Doctor, which represents the highest level of higher education.

On the other hand, the draft of the Royal Decree for Postgraduate Studies states in its Preface that these will be “more flexible than undergraduate studies” and that universities will have more autonomy to define and develop their strategies and organization of specialized and research training. It is thus the responsibility of universities to organize postgraduate programmes, determining the composition and functioning of the Postgraduate Studies Commission that coordinates them (article 4.2.) and of the university centres that must develop them. The new regulation favours cooperation between departments within universities and between universities, Spanish and foreign. Only exceptionally will the government establish general specific guidelines in postgraduate programmes. However, the implementation of official

postgraduate programmes will require the previous approval of the Autonomous Community and the *Consejo de Coordinación Universitaria* (article 5.1.). Regarding the Masters, to which Chapter II of this Draft is dedicated, the Government will be able to establish general specific guidelines and special requirements for accessing those studies when, according to existing norms, such a degree enables to access regulated professional activities (article 8.3). The major change within the Spanish system lies, precisely, in that postgraduate courses other than doctorates become part of the regular system. This implies a major change in their conception and in funding (it must be remembered that at present fees are very low, the exception being precisely masters courses because they stood outside the normalized structure).

So far, changes do not seem to predict better chances either for interdisciplinary work or for the establishment of new disciplines. Although the government has changed, and certain guidelines may differ, it seems that the interpretation of the Bologna process will continue to be restrictive, leading to fewer degrees and at the same time a greater uniformity in the content at first degree level (a higher percentage of compulsory subjects, 60%, against the present 40%) which makes joint degrees difficult (adds length) and prevents distinctiveness between universities in a country where institutions are very uniform in offer. The rigid, cumbersome structures for decisions seem to stay in place, making fluidity of reaction virtually impossible. Only the postgraduate area seems to offer possibilities for innovation and initiative, although its development is dependent upon the final structure of first degrees and the significance that the masters will acquire within the total design.

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Table 2 DEPARTMENTS

	Alicante (1979)	UA Barcelona (1968)	Oviedo (1608)	Carlos III (1989)	UNED (1972)
H U M A N I T I E S	<p>Catalan. Spanish, Linguistics and Literature Theory. English. Philology (<i>Filologías Integradas</i>)</p> <p>Human Geography. Geography (Regional Analysis) Medieval and Modern History. Prehistory, Archeology, Classical - Greek and Latin. Humanities.</p>	<p>Catalan. English and German. French and Romance Languages. Spanish. Translation and Interpreting.</p> <p>Philosophy. Antiquity and Middle Ages Studies. Art. Prehistory. Modern and Contemporary History. Social and Cultural Anthropology.</p>	<p>Classics and Romance Languages. English, German and French. Spanish</p> <p>Geography Art History and Musicology. History. Philosophy. .</p>	<p>Humanities.</p>	<p>Classics. Foreign Languages. Spanish and Linguistics. Spanish Literature and Theory of Literature.</p> <p>Philosophy Logic, History and Philosophy of Science Geography. History Art History.</p>
S O C I A	<p>Applied Economic Analysis. Applied Economics and Pol. Economy Finances, Accounts and</p>	<p>Applied Economics. Business Economics. Economics and Economic History. Geography.</p>	<p>Applied Economics. Economics. Economics and Economic History. Business Administration</p>	<p>Bibliographical Studies and Documentation. Politics and Sociology</p> <p>Public Law.</p>	<p>Law (12 Depts) Economics (5 Depts) Economic Analysis. Business</p>

L S C I E N C E S	<p>Marketing. Economic Analysis. Economic and Financial Disciplines. Business Organisation. Statistics. Social Work and Social Services. Sociology I and Theory of Education. Sociology II and Psychology, Communication and Didactics. Didactics (Innovation and Training). Didactics (General and Special Needs)</p> <p>Law (Philosophy and International). Civil Law. Law (International Public Law and Criminal). Law (Commercial and Procedural). Law (Labour and Social Security). Law (Studies of State Laws).</p>	<p>Political Sciences and Public Law. Private Law. Public Law and Law History.</p> <p>Sociology. Applied Pedagogy. Systematic and Social Pedagogy. Didactics (Language, Literature and Social Sciences).</p> <p>Didactics (Mathematics and Experimental Sciences). Didactics (Musical, Artistic and Corporal Expression)</p> <p>Audio-Visual Communication and Advertising. Journalism and Communication.</p>	<p>and Accounting.</p> <p>Basic Legal Sciences. Private and Business Law. Public Law. Quantitative Economy.</p> <p>Psychology. Education Sciences.</p>	<p>International Law, Ecclesiastic Law and Philosophy of Law. Private Law. Social Law and International Private Law. Criminal Law, Procedural Law and Law History.</p> <p>Economics. Business Economics Statistics Economic History.Journalism and Audio-Visual Communication</p>	<p>Administration</p> <p>Social and Cultural Anthropology. Political Sciences. Sociology.</p> <p>Didactics. Theory of Education and Pedagogy History of Education and Comparative Education.</p> <p>Behavioural Sciences. Psychobiology. Psychology (4 Depts)</p>
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Law (Historical-Juridical Law). Cartography and Graphics				
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Table 3 FACULTIES AND SCHOOLS (HUMANITIES AND SOCIAL SCIENCES)

	Alicante (1979)	UA Barcelona (1968)	Oviedo (1608)	Carlos III (1989)	UEM (1995)	UNED (1972)
F A C U L T I E S	Arts Economics and Business Education Law	Communication Studies Economics and Business Education Law Philosophy and Arts Political Science and Sociology Psychology Translation and Interpreting	Economics and Business Education Geography and History Law Philology Philosophy Psychology	Humanities, Documentation and Communication Social Sciences and Law	Communication and Humanities. Economy, Law and Business Studies Physical Sciences and Sports	Economics and Business Admin. Education Geography and History Law Philology Philosophy Political and Social Science Psychology
S C H O O L S	Business Studies School "Germán Bernácer" Social Work Labour Relations Tourism	EINA, School of Art and Design* Graduate School of Archival and Records Management* Manresa School of Business Studies* Massana School of Art * Sabadell School of Business Studies, School of Tourism and Hotel Management*	Business Studies Teacher Training Work Relations Tourism * Work Relations* Teacher Training* Social Work*		Art and Architecture	

* Indicates associated centres

Table 4 INSTITUTES AND OTHER CENTRES OF HUMANITIES AND SOCIAL SCIENCES

Alicante (1979)	Oviedo (1608)	Carlos III (1989)
Interuniversity Institute of International Economy Interuniversity Institute of Valencian Philology Institute of Geography Centre of Latin-American Studies "Mario Benedetti" Centre for Women Studies Education Sciences Centre of Peace and Development Studies Institute of Criminology Valencian Institute of Economic Research	"Feijoo" Institute of 18th Century Studies University Institute of Business Studies University Institute of Education Centre of European Documentation Centre of Financial Studies	"Agustín Millares" of Documentation and Information Management "Alonso Martínez" of Law and Litigation "Antonio de Nebrija" of Studies on Universities I. of Comparative Public Law "Manuel García Pelayo" I. of Human Rights "Bartolomé de las Casas" I. of Classical Studies on Society and Politics "Lucio Anneo Séneca" I. of International and European Studies "Francisco de Vitoria" I. of Historiography "Julio Caro Baroja" "Flores de Lemus" of Advanced Economic Studies Interuniversity I. for Cultural Communication "Laureano Figuerola" of Economic History and Institution "Pascual Madoz" of Territory, Urbanistic and Environmental Studies

	"Juan Luis Vives" of Social Security Institute of Law and Economy (IUDEC)
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Table 6

	Alicante		UA Barcelona		Oviedo		Carlos III		UE Madrid¹¹		UNED	
Date	1979		1968		1608		1989		1995		1972	
Location	Alicante		Barcelona		Oviedo		Madrid		Madrid		Madrid + country-wide	
Type	Public		Public		Public		Public		Private		Public	
Total number of Students¹²	26862		37279		33419		16359		8000		133591	
Social Sciences Students	14,304		16,413		14,305		8,074		976		91440	
Humanities Students	3221		5285		2472		1870		1099		14815	
Total Number of Departments	54		50		35		25		13		71	
No. of H & SS Departments	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci.
	8	20	11	16	8	10	1	12	1	6	10	31
Total Number of Degrees	53		78		57		41 ¹³		38		26	
No. of Degrees in Hum. & SS.	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci ¹⁴	Humanities	Social Sci
	11	16	15	22	10	20	7	23	2	19	5	11
Total No. of Ph.D Programmes¹⁵	53		82		38		15		5		131	
No. of Ph.D programmes	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci	Humanities	Social Sci
	10	20	17	29	7	7	2	4	0	3	19	89

¹¹ Department figures for the UEM are based on what is described as “areas”.

¹² According to the report of the National Institute of Statistics (I.N.E.) for 2002-2003.

¹³ Six of these are joint degrees.

¹⁴ Nine are joint degrees.

¹⁵ 2004-2005.

Table 7 FIRST DEGREES

	Alicante (1979)	UA Barcelona (1968)		Oviedo (1608)		Carlos III (1989)	UEM (1995)	UNED (1972)
HUMANITIES	<p>Arabic Catalan Spanish English French Translation and Interpreting Geography History Humanities</p>	<p>Catalan Spanish English French Classics Lit. Theory and Comparative Lit. Translation and Interpreting</p>	<p>History History and Musical Sciences Art History Philosophy Geography Social and Cultural Anthropology. East Asian Studies Humanities</p>	<p>Spanish English French Classics Romance Languages</p>	<p>History History and Musical Sciences Art History Geography Philosophy</p>	Humanities	<p>Fine Arts Translation and Interpreting</p>	<p>Spanish English History History and Geography Philosophy Social and Cultural Anthropology</p>
SOCIAL SCIENCES	<p>Business Management and Administration Business Studies Economics Labour Relations Labour Sciences Public Administration and Management Social Work Law</p>	<p>Business Management and Administration (+ Law) Business Studies Economics Market Research and Techniques Labour Relations Labour Sciences Law Politics Pedagogy Psychology Psychopedagogy Social Education</p>	<p>Business Administration Economics Labour Law Labour Relations Law Management and Business Administration Public Administration and Management Occupational Therapy Pedagogy Psychology</p>	<p>Actuarial and Financial Sciences Business Management and Administration Economics Labour Studies Law Law+Business* Law+Economics* Law+Journalism* Law+Labour Sciences* Law+Politics+Admin. * Management + Public Administration* Politics and Administration Statistical Sciences and</p>	<p>Business Management and Administration Business Sciences Economics Economics + Business Management and Admin.* Labour Sciences Law Law + Business M. & Admin.* Sports Sciences Sports Sciences and Physiotherapy* Architecture + Fine Arts* Advertising and Public Relations + Business * Advertising and Public Relations+Fine Arts*</p>	<p>Business Administration Business Management and Administration Business Studies Economics Law Behavioural Sciences Pedagogy Politics Psychobiology</p>		

	<p>Law + Business* Psychopedagogy</p> <p>Advertising and Public Relations</p> <p>Tourism</p>	<p>Sociology Teaching</p> <p>Advertising and Public Relations</p> <p>Audiovisual Communication</p> <p>Criminology</p> <p>Documentation</p> <p>Journalism</p> <p>Tourism</p>	<p>Social Education.</p> <p>Speech Theraphy Teaching</p> <p>Tourism</p>	<p>Techniques</p> <p>Sociology</p> <p>Journalism</p> <p>Documentation</p> <p>Tourism</p>	<p>Industrial Engineering + Business*</p> <p>Telecommunications Engineering + Business *</p> <p>Computing Engineering + Business*</p> <p>Advertising and Public Relations</p> <p>Audiovisual Communication</p> <p>Journalism</p> <p>Tourism</p>	<p>Psychology</p> <p>Psychopedagogy</p> <p>Social Education</p> <p>Social Work</p> <p>Sociology</p> <p>Theory of Education and Pedagogy</p> <p>Tourism</p>
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* Joint Degree