SPANISH (HISPANOPHONE STUDIES)

Overview and Contact Information
The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latina/o heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently crosslisting courses with film studies, gender studies, history, and Romance languages and cultures. Regular cocurricular activities organized by the department (film series, lectures, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

Spanish—the second most spoken language in the United States today and one of the three most spoken languages in the world—has become a crucial part of civic engagement and global citizenship. Facility with the language has been an important component of career success for many Mount Holyoke graduates in fields including government, law, business, international affairs, education, journalism, medicine, and the performing arts.

To this end, the major and minor in Spanish (Hispanophone Studies) include a variety of courses intended to facilitate proficiency in the language and contextualize and analyze issues relevant to Spanish speakers abroad and in the U.S., such as terrorism, migration, and imperialism.

Contact Information
Nieves Romero-Díaz, Chair
Justin Crumbaugh, Study Abroad Advisor for Spain and Latin America
Esther Castro, Language Program Director
Cara Lapenas, Academic Department Coordinator

105 Ciruti Language Center
413-538-2347
https://www.mtholyoke.edu/acad/spanish

Learning Goals
The three areas of the Spanish, Latina/o/x and Latin American Studies department share the following common learning goals:

• Recognize, examine, and interrogate the past, current state, and emerging realities and histories of the societies and cultures of Latin America, Spain, the Caribbean, and the US Latina/o/x population.
• Describe and interpret the character of their relations with each other and with the wider world.
• Distinguish among and employ multi/interdisciplinary, transnational, and cross-border perspectives.
• Analyze critically and articulate with logical arguments the diverse configurations and varying experiences of (classic, post, and neo) colonialism and diaspora in and among the regions, nations, and populations of our concern.
• Develop the ability to write, read, speak, and conduct research in the primary languages of our area(s) of coverage, particularly English and Spanish.
• Creatively contribute to the advancement and dissemination of knowledge through different modalities individually and collectively.
• Engage with and maintain a sustained contact with the local Latina/o/x communities.

Faculty
This area of study is administered by the Department of Spanish, Latina/o, and Latin American Studies:
Dorothy Mosby, Professor of Spanish; Interim Vice President for Academic Affairs and Dean of Faculty
Nieves Romero-Díaz, Professor of Spanish on the Alumnae Foundation
Justin Crumbaugh, Associate Professor of Spanish, Latina/o and Latin American Studies
David Hernández, Associate Professor of Spanish, Latina/o, Latin American Studies; Faculty Director of Community Engagement
Adriana Pitetta, Assistant Professor of Spanish
Vanessa Rosa, Class of 1929 Dr. Virginia Apgar Assistant Professor of Latina/o Studies
Esther Castro, Senior Lecturer in Spanish; Spanish Language Program Director, Teaching Fall Only
Dimaris Barrios-Beltrán, Visiting Language Instructor in Spanish
Flávia Cunha, Language Instructor in Spanish
Elena García Frazier, Language Instructor in Spanish
Antonio Illescas, Language Instructor in Spanish
Veronica Davila Ellis, Visiting Lecturer in Spanish, Latina/o, and Latin American Studies

Requirements for the Major
A minimum of 32 credits:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPAN-212</td>
<td>Preparation for Advanced Studies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A minimum of three 300-level courses: 1</td>
<td>12</td>
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</tbody>
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At least one must be taken in the senior year at Mount Holyoke in Spanish

Four other courses in Spanish at any level, within the following restrictions:

| Two 200-level introductory courses (above SPAN-212) must be taken prior to enrolling in any 300-level course | 16 |


At least one of the courses above SPAN-212 has to concentrate on Spain and/or Latin America before 1800.

Total Credits 32

1 Excluding SPAN-395 which may not be counted as one of these four courses.

Additional Specifications

• Courses in Latin American Studies count toward the Spanish major (see next bullet about courses in English).

• If a student spends a semester in a Spanish-speaking place or is a Spanish native speaker, two courses taught in English at Mount Holyoke by department faculty can be counted toward the major. If not, only one course taught in English (if cross-listed or approved by the department) will be allowed.

• For one semester abroad, a student can get up to 8 credits towards the major at the 200 or 300 level, and up to 20 credits for two semesters abroad. For the major in Spanish, the department will accept no more than 8 credits taken abroad at the 300 level.

• Decisions regarding credit transfers from study abroad will be based on academic criteria. Students should save course syllabi, written assignments, and any other relevant materials. Courses on a variety of subjects (literature, history, art, film, but also political science, economics, sociology) may count toward the major, but only if the study abroad advisor approves of the course contents and objectives.

Requirements for the Minor

A minimum of 20 credits:

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPAN-212</td>
<td>Preparation for Advanced Studies</td>
<td>4</td>
</tr>
<tr>
<td>At least one 300-level course ¹</td>
<td>4</td>
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<tr>
<td>Three other courses at the 200 or 300-level. One 100-level course could be substituted for one of these</td>
<td>12</td>
<td></td>
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</tbody>
</table>

Total Credits 20

¹ Note: two 200-level introductory courses (above SPAN-212) must be taken prior to enrolling in a 300-level course.

Additional Specifications

• The 300-level required course must be taken in the department.

• No course in English can be counted toward the minor.

• Independent Study (SPAN-395) may not be used as part of the minor.

• No more than 8 credits toward the minor can be completed abroad.

Spanish minors should take all their courses abroad in Spanish.

Teacher Licensure

Students interested in pursuing licensure in the field of Spanish can combine their course work in Spanish with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Spanish (Hispanophone Studies), please consult your advisor or the chair of the Department of Spanish, Latina/o, and Latin American Studies. Further information about the minor in education (http://catalog.mtholyoke.edu/areas-study/psychology-education/#minortext) and the Teacher Licensure program (http://catalog.mtholyoke.edu/areas-study/psychology-education/#teacherlicensuretext) is available in other sections of the catalog, or consult Ms. Frenette in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Spanish, Latina/o, and Latin American Studies and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (https://www.mtholyoke.edu/acad/teacherlicensure/).

Course Advice

Placement

Students with no prior knowledge of Spanish can enroll in SPAN-101.

Any student with prior course work in Spanish must do the following:

1. take an online placement test (https://www.mtholyoke.edu/acad/spanish/placement/) within two months of registration, and
2. complete a language questionnaire (located in the online First-Year Curriculum Guide).

Upon reviewing both the questionnaire and placement test results, the department may require a level change.

Notes

Students are strongly encouraged to take their language courses in close succession, without lapses between one level and the next.

Students who have previously taken Spanish courses at Mount Holyoke and who wish to continue their study of Spanish must have the prerequisites stipulated for specific courses.

All courses satisfy distribution requirements unless indicated otherwise.

All courses are conducted in Spanish unless indicated otherwise.

Students contemplating study abroad in Spain or Latin America are encouraged to elect a Spanish course in the first semester of their first year.
Course Offerings

SPAN-101 Elementary Spanish
Fall and Spring. Credits: 4
An interactive introduction to the Spanish language and Hispanic cultures. This course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Covers basic grammar structures to equip students to communicate about personal information (description of self and family, routine, preferences) and carry out basic tasks (asking for directions, ordering food, making simple purchases). Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

Applications to requirement(s): Humanities; Language
D. Barrios-Beltrán, F. Cunha, E. García Frazier, A. Illescas
Prereq: Placement test required even if no previous study of Spanish; score 0-200.
Advisory: SPAN-101 is designed for students with no previous training in Spanish or a maximum of one year of Spanish at the high school level. All students must take the online Spanish placement test to register for the class.

SPAN-199 Preparation for Intermediate Spanish
Fall and Spring. Credits: 4
A communication-based approach to using the Spanish language and learning about Spanish-speaking communities and cultures, this course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Deepens the students’ command of Spanish, builds on content learned in SPAN-101 and expands knowledge of the necessary grammar and vocabulary to equip students to communicate in new social situations beyond elementary Spanish. Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

Applications to requirement(s): Humanities; Language
D. Barrios-Beltrán, F. Cunha, E. García Frazier, A. Illescas
Prereq: SPAN-101 or by obtaining a qualifying score on placement exam.

SPAN-201 Intermediate Spanish
Fall and Spring. Credits: 4
A communication-based approach to using the Spanish language and learning about Spanish-speaking communities and cultures, this course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Strives for mastery of complex grammatical structures and continues working on writing, listening, and reading skills to provide the necessary linguistic and cultural tools to communicate about current social issues. Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

Applications to requirement(s): Humanities; Language
D. Barrios-Beltrán, F. Cunha, E. García Frazier, A. Illescas
Prereq: SPAN-201 or by obtaining a qualifying score on placement exam.
Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

SPAN-209 Composition and Culture
Fall and Spring. Credits: 4
Emphasis on written expression in Spanish through frequent assignments emphasizing difficult grammatical structures or idiomatic usages, sentence and paragraph structure, making smooth transitions, writing the short essay, writing descriptions, engaging in personal or business correspondence, analyzing texts, doing library research, and drafting and completing research papers. Students will comment on each other’s work in the classroom and/or via the use of email or Web sites and will practice techniques of self-editing and self-criticism.

Applications to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Barrios-Beltrán, E. García Frazier
Prereq: SPAN-201, AP Spanish Language, or a qualifying score on placement exam.
Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

SPAN-212 Preparation for Advanced Studies
Fall and Spring. Credits: 4
This course will equip students of Spanish with a variety of skills that prepare them for upper-division courses. Specific areas of study will include introduction to literary genres and movements; practice in critical reading and writing; study of figures of speech, rhetoric, and style; presentation of oral reports; use of library resources. In addition, students acquire basic knowledge of the geography, history, and culture of the Hispanic world.

Applications to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive
E. Castro, N. Romero-Díaz
Prereq: SPAN-201, SPAN-209, AP Spanish Language, or a qualifying score on placement exam.
Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

SPAN-230 Identities & Intersections
Fall and Spring. Credits: 4
A broad introduction to issues of identity (gender, sexual, ethnic, cultural, class, national, religious) in the Spanish-speaking world and their intersections with other dimensions of cultural agency and power differentials. The specific course contents and examples examined will vary each semester.

SPAN-230BW Identities & Intersections: An Introduction: 'De Brujas y Lesbianas and Other Bad Women of the Spanish Empire'
Not Scheduled for This Year. Credits: 4
During the Spanish Empire (16th-18th centuries), witches, prostitutes, transvestite warriors, lesbians, daring noblewomen and nuns violated the social order by failing to uphold the expected sexual morality of the “ideal woman.” They were silenced, criticized, punished, and even burned at the stake. Students will study contradictory discourses of good and evil and beauty and ugliness in relation to gender in the Spanish Empire. We will analyze historical and literary texts as well as film versions of so-called “bad” women -- such as the Celestina, Elena/o de Cacujee; spedes, Catalina de Erauso and Sor Juana Inés de la Cruz.
Crosslisted as: GNDST-204BW
Applications to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: Two courses in Spanish at the 200-level above SPAN-212.
Notes: Taught in Spanish
SPAN-230GV Identities & Intersections: An Introduction: ‘Gendered Violence from Medieval to Contemporary Spain’
Not Scheduled for This Year. Credits: 4
This survey course will review the complex interaction of gender and violence as a personal and institutional issue in Spain from Medieval times to the present. What are the ideological and sociocultural constructs that sustain and perpetuate violence against women? What are the forms of resistance women have put into play? Among the texts, we will study short stories by Lucanor (thirteenth century) and María de Zayas (seventeenth century), song by Bebé and movie by Boyain (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).
Crosslisted as: GNDST-204GV
Applies to requirement(s): Humanities; Language
Other Attribute(s): Writing-Intensive
N. Romero-Díaz
Prereq: SPAN-212.
Notes: Taught in Spanish

Not Scheduled for This Year. Credits: 4
With a historical and transnational approach, this course will explore bi/multicultural identities and communities in the Spanish-speaking world, primarily of the postcolonial period. Mestizos, Korean-Argentineans, Cuban-Americans, Afro-Peruvians, Moroccans and West Africans in Spanish cities, “gallegos” in Buenos Aires, Chinatowns, Spanglish...Is Catalonia Spain? Through literary, audiovisual, and theoretical texts, we will put situations of ethnic and linguistic hybridity in dialogue with one another and focus on how communities and identities reclaim rights and space, are represented, aspired to, separated, and often slip away when we try to define them.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Writing-Intensive
M. Saltzman
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-230MV Identities & Intersections: An Introduction: ‘Marginal Voices: Past and Present of Life Writing’
Not Scheduled for This Year. Credits: 4
This course will examine a variety of life writing texts (i.e. autobiography, confessions and hagiography) by marginal people who, due to their gender, sexuality, race or social and political status, have used their voices to survive, resist or change history. Students will gain theoretical background related to the basic issues in life writing: genre, truth and authenticity, the limits of memory, agency, the individual vs. the communal self. They will develop their skills in reading texts within the context of cultural and literary history and will be able to explore intersections between critical and creative writing in their own essays or in a creative writing project.
Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-230SP Identities & Intersections: An Introduction: ‘Black Spain’
Not Scheduled for This Year. Credits: 4
This course survey studies the complex histories and identities of blacks in Spain from the early medieval period to the present. The aim of this course is to learn a new historical perspective that brings into focus the role of black Africans (or those of African descent) as significant actors in the construction of Spain. An interdisciplinary approach will take us from the first visual representation of blacks in Alfonso X’s Cantigas in the thirteenth century, through the plays based on the Renaissance black scholar Juan Latino, to the contemporary musical contributions of Hijas del Sol and Buika. In Spanish.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-240 Visual Cultures, An Introduction
A broad introduction to the study of visual representation in Latin American, Spanish, and U.S. Latina/o cultures. Students will examine the articulation of a variety of topics in media such as film, television, fine arts, Internet, and/or video. The specific course contents and examples examined will vary each semester.

SPAN-240CN Visual Cultures, An Introduction: ‘Latin American Cinema’
Fall. Credits: 4
This course offers a broad introduction to the history, politics and aesthetics of Latin American cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies.
Crosslisted as: FMT-230CN
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
J. Crumbaugh
Prereq: SPAN-212 or native fluency in Spanish.
Notes: Taught in Spanish.

SPAN-240FA Visual Cultures, An Introduction: ‘Fascism in Plain Sight’
Not Scheduled for This Year. Credits: 4
This course examines fascism from a visual perspective. Students learn about the history of the phenomenon through the lenses of cinema, television, and performance. The course begins with an overview of fascism that spans from 1920s Europe to the present. What exactly is fascism? What is its relationship to newly emergent populisms (often called "fascist") and their own emphasis on spectacle? How does fascism visualize race, immigration, gender, sexuality, and violence? The course focuses mainly on fascism’s manifestations throughout the Spanish-speaking world. That is, what do Latin America and Spain teach us about its malleability and adaptability?
Crosslisted as: CST-249FA, FMT-230FA
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh
Prereq: SPAN-212 or fluency in Spanish with permission.
Notes: Taught in Spanish.
Not Scheduled for This Year. Credits: 4
How do labor relationships and the social construction of what work means affect Latin American societies? In which ways can our gender, sexual orientation, race, age, social class or migratory status define our possibilities of being part of a community through labor? How do the intersections between marginality, informal and postindustrial economies, and violence reshape the concepts and experiences of childhood, adolescence and youth? This course considers how film and literature address these questions, paying special attention to issues not usually highlighted when dealing with representations of violence like love, friendship, community, affection and elective families.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: SPAN-212.
Notes: Taught in Spanish.

SPAN-250 Concepts and Practices of Power
A historical approach to the analysis of political discourses and economic relations in Latin America, Spain and Latina/o cultures in the United States. Topics may include, but are not limited to, imperialism, (post/neo)colonialism, (trans)nationalism, migration, globalization, and neoliberalism. The specific course contents and examples examined will vary each semester.

SPAN-250CC Concepts and Practices of Power: 'Contemporary Latin American Cultures'
Not Scheduled for This Year. Credits: 4
With a historical approach, this course will introduce students to a collage of socio-historic phenomena of 20th and 21st century Latin America such as the military dictatorship in the Southern Cone, magical realism, Mexican Nuevo Cine, the Cuban Revolution, Afro-Caribbean religious syncretism, immigration, and the continuous struggle for indigenous territorial and ecological rights. We will analyze and seek dialogue between empirical texts and cultural manifestations (short stories, film, protest songs, photography), while also discerning structures traversing these phenomena such as those related to gender, inequality, postcolonialism, decolonization, resistance, technology, and the increasingly dominant global economy.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Saltzman
Prereq: SPAN-212.
Notes: Taught in Spanish

Spring. Credits: 4
This transdisciplinary course is an introduction to Latin America through its cultural production (literature, film, music, painting, dancing, comics, performance, among others). We are going to address some of the most important moments of the continents’ history: independence period, modernization, nationalism, Mexican Revolution, Latin America and the Cold War, Cuban Revolution, Literary Boom in Latin America, Southern Cone cultural production during dictatorships, politics of memory, popular media and mass culture. These cultural products and historical moments will also be interacting with some of the most relevant concepts of gender theory, cultural studies, critical race theory and human rights.
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-260 Studies in Language and Society
A broad introduction to the study of specific form/meaning relations in the linguistic system of Spanish and the function of language in society. Topics may include, but are not limited to, languages in contact, bilingualism, teaching methodology, translation and interpretation, sociolinguistics, phonetics and phonology, and pragmatics. The specific course contents and examples examined will vary each semester.

SPAN-260BL Studies in Language and Society: An Introduction: 'Being Bilingual'
Fall. Credits: 4
This course will introduce students to key issues and concepts in the study of bilingualism with a focus on communities in which Spanish interacts with other languages in Latin America, Spain, and the United States. One of the main goals of the course is to create awareness about the multidimensional nature of bilingualism as an individual, socio-political, cultural, and a psycholinguistic phenomenon. Topics will include degrees of bilingualism and the notion of "bilingual continua", language acquisition and language processing, relations between language and identity, the linguistic effects of other languages in different Spanish varieties, language maintenance and language loss, language policies and bilingual education.
Applies to requirement(s): Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-209 or SPAN-212.
Notes: Taught in Spanish
SPAN-260CN Studies in Language and Society: An Introduction: “Spanish Across the Continents”
Not Scheduled for This Year. Credits: 4
This course will introduce students to the various varieties of Spanish throughout the world including North and South America, Spain, North Africa and regions where Judeo-Spanish is spoken. Topics will include the historical reasons for the presence and development of Spanish in different regions and the main causes of language variation, such as contact with other languages and social factors. The analysis of oral texts (audio and video recordings) will be a main component of the coursework.

Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-209 or higher.
Notes: Taught in Spanish

Spring. Credits: 4
The main objectives of this course are to consolidate the knowledge of the language, as well as to help both non-native and native speakers understand and explain how Spanish works as a linguistic system for communication. Topics covered in this course will range from a review of general goals and methods in Linguistics, to phonetics and phonology, morphology and syntax, semantics, and language variation within the Spanish-speaking world. The coursework will highlight those grammatical aspects that are typically problematic for learners of Spanish as a second language.

Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Illescas
Prereq: SPAN-209 or SPAN-212.

Not Scheduled for This Year. Credits: 4
This course aims to help students develop their understanding of public speaking and improve their delivery skills in Spanish in a variety contexts. A special emphasis will be placed on the concept and practice of ethical communication. Coursework will include planning, presenting, and analyzing oral and written speeches, as well as critical evaluations of famous figures’ speeches in Spanish and their particular audience in socio-historical contexts. Assignments will substantially focus on different aspects of the planning process—such as content research, organization, writing, and the use of visual aids, among others— to create a well-informed, flexible, audience-oriented speech.

Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive
E. Castro
Prereq: SPAN-212.
Notes: Taught in Spanish

SPAN-295 Independent Study
Fall and Spring. Credits: 1 - 4
The department
Instructor permission required.

SPAN-330 Advanced Studies in Identities and Intersections

SPAN-330EF Advanced Studies in Identities and Intersections: ‘Women Writers: First Person Genres and Biopolitics in Latin America’
Not Scheduled for This Year. Credits: 4
This course examines a variety of “literary” expressions of women in Early Modern Spain and Colonial Latin America (e.g. Teresa de Avila, Catalina de Erauso, María de Zayas and Sor Juana Inés de la Cruz). Attention will be paid to the formal means by which women writers emulated, appropriated, or subverted male-authored models, and how with her words and actions, they challenged modes of thinking and threatened patriarchal ideologies. A significant part of the class will deal with the ways in which contemporary feminist theorists can be used to complement, interpret, and flesh out ideas expressed by these women in the past.

Crosslisted as: GNDST-333EF
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish

SPAN-330FA Advanced Studies in Identities and Intersections: ‘Writing Myself: First Person Genres and Biopolitics in Latin America’
Not Scheduled for This Year. Credits: 4
Who speaks in a text? What relationship exists between literature/text, language, identity, knowledge, power and subjectivities? How have authors portrayed themselves in contexts of slavery, political, gender and sexual violence, incarceration, disease and stigmatization? This class poses and tries to answer these and other questions by studying a Latin American corpus of autobiographies, diaries, memoirs, testimonies and self-figurative poetry produced between the seventeenth century and the present, by Kahlo, Kincaid, Manzano, Lemebel, Pizarnik, Sor Juana, among others, alongside current critical theories about biopolitics and self-representation.

Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
A. Pitetta
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish.

SPAN-330SL Advanced Studies in Identities and Intersections: ‘Spain and Islam’
Not Scheduled for This Year. Credits: 4
This course will explore questions and concerns regarding the “Islamic constant” of Spanish history. We will focus on four major political and cultural contexts: the coexistence and conflicts among Jews, Muslims, and Christians in Medieval Iberia; the “moriscos” (converted Muslims) of Imperial Spain (sixteenth-seventeenth centuries); Spanish orientalism and colonial enterprises in Africa between the end of the nineteenth and the first half of the twentieth centuries; and the question of the Muslim emigrants in contemporary Spain. Readings will include literary texts, political and legal documents, historical accounts, and other cultural material such as architecture, film, and documentaries.

Crosslisted as: RELIG-331SL
Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
N. Romero-Díaz
Prereq: Two 200-level Spanish courses above SPAN-212.
Notes: Taught in Spanish
SPAN-330WE Advanced Studies in Identities and Intersections: 'Weird Feelings: Unsettling Latin American Short Fiction'  
Not Scheduled for This Year. Credits: 4  
In this course we will read and discuss a group of short stories written by contemporary female, queer and trans Latin American authors. These stories deal with (among other weird feelings and states) the uncanny, the unsettling and the horror of daily life as well as processes of becoming, embodiment and disidentification. This course considers the intersections of identity and imagination, race, gender, and class. Special attention is given to the way in which these writings depict oppression and resilience and how they reinvent the Latin American short story writing tradition. Authors may include Ivan Monalisia, Guadalupe Nettel, Mariana Enríquez, Camila Sosa, and Claudia Salazar.  
Crosslisted as: GNDST-333WE  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
A. Pitetta  
Prereq: Two 200-level Spanish courses above SPAN-212.  
Notes: Taught in Spanish.

SPAN-340 Advanced Studies in Visual Cultures  
SPAN-340AR Advanced Studies in Visual Cultures: 'Occupying the Arts: Activism, Crisis and Arts in Latin America'  
Not Scheduled for This Year. Credits: 4  
In this course we will situate contemporary Latin American arts in a historical and political context – a moment of rupture that is informed by ongoing histories of racism, colonialism, sexism, authoritarianism, state terrorism, coloniality of power and debt. We will look at non canonical artists and movements between the sixties and now. What is artistic activism? What is social art? What is the role of creative industries in contexts of political oppression? What happens when art does not simply "talk about politics", but engages in a dialectical practice-moving between action and aesthetics? We will look at visual arts, performance and literature, also paying attention to the consumers.  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
A. Pitetta  
Prereq: Two courses in Spanish at the 200-level above SPAN-212.  
Notes: Taught in Spanish.

SPAN-340PA Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'  
Spring. Credits: 4  
This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates related to gender, sexuality, consumer culture, authenticity, and authorship.  
Crosslisted as: GNDST-333PA, CST-349PA, FMT-330PA  
Applies to requirement(s): Humanities  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
J. Crumbaugh  
Prereq: Two courses in Spanish at the 200-level above SPAN-212.  
Advisory: For Spanish credit: Two courses in Spanish at the 200 level above SPAN-212.  
Notes: Taught in Spanish.

Not Scheduled for This Year. Credits: 4  
How do labor relationships and the social construction of what work means affect our lives as well as our communities? How do they contribute to shape our identities? In which ways can our gender, sexual orientation, race, social class or migratory status define our working possibilities? How do the concepts of marginality and informality emerge to identify the precarious Latin American labor conditions? Through Latin American films, students will problematize the idea of service, worker, industry, classic and non-classic work, sexual and affective work, and child labor, among others.  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
A. Pitetta  
Prereq: Two courses in Spanish at the 200-level above SPAN-212.  
Notes: Taught in Spanish

SPAN-340TW Advanced Studies in Visual Cultures: 'Translating Words into Images: The Interaction of Film and Literary Texts Contemporary Latin America'  
Not Scheduled for This Year. Credits: 4  
In this course, we will examine the interaction of film and literary texts in the context of contemporary Latin American cultural production. We will analyze what happens when a variety of short stories, novels, or plays are made into a film and how the reception changes; what are the techniques to create a dialogue between film and literary texts in their own contexts; how we view and read these texts and how the difference in the register affects our perceptions of a character, an event or a location; how words are translated into images and how adaptations re-create the stories. Zama by Lucrecia Martel, XXY by Lucia Puenzo, Cidade de Deus by Fernando Meirelles are part of the corpus.  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
A. Pitetta  
Prereq: Two courses in Spanish at the 200-level above SPAN-212.  
Notes: Taught in Spanish

SPAN-350 Advanced Studies in Concepts and Practices of Power  
Not Scheduled for This Year. Credits: 4  
When and how did the notion of "development" emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term "under-development" imply? Throughout Latin America, such language proves problematic not only as a material reality but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about "underdevelopment" through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century. The course addresses works by Gabriel García Márquez, Subcomandante Marcos, José Martí, Tomás Gutiérrez Alea, and others.  
Crosslisted as: CST-349DE  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
J. Crumbaugh  
Prereq: Two 200-level Spanish courses above SPAN-212.  
Notes: Taught in Spanish.
Fall. Credits: 4  
This course examines migration and transnational movements in relation to Spain. Students will explore the implications of migration and the significance of self and public imaging in the definition of a Spanish national identity. After studying the participation of Spanish emigrants during the '50s and the '60s in the reconstruction of Europe, the class will organize its discussion around the main immigrant groups present in contemporary Spain: from Africa (Moroccan and Sub-Saharan), from Asia (Pakistani and Chinese), and from Latin America (Dominican and Equatorial). We will analyze different types of discourses, from literature and film to music and social media.  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
N. Romero-Díaz  
Prereq: Two 200-level Spanish courses above SPAN-212.  
Notes: Taught in Spanish.

Fall. Credits: 4  
The bloody dictatorships that took place in the Southern Cone and the armed conflicts in Colombia, Guatemala and Peru during the 20th century left behind a legacy of political violence and collective trauma. These states themselves became sadistic death machines, where bodies became territories of punishment and discipline as well as of struggle, resistance, and difference. We will analyze how recent cultural production (film, novel, short stories, and theater) along with theoretical texts imagine and represent those "body struggles" through queer and female bodies, and how they replace the masculine icons of the left-wing militants and the state military terrorists.  
Crosslisted as: GNDST-333QH  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
Other Attribute(s): Speaking-Intensive, Writing-Intensive  
A. Pitetta  
Prereq: Two 200-level Spanish courses above SPAN-212.  
Notes: Taught in Spanish.

Not Scheduled for This Year. Credits: 4  
This course will examine everyday urban life and public space in Spain from the post-Civil War period (1939) to 2021. We'll approach cities as dynamic global networks shaped by cultures, politics, economies, ideologies, memories, and imaginations. Through literary, visual, and theoretical texts, we'll explore the in/exclusivity of large-scale urban phenomena such as street design, gentrification, city ordinances, globalization, and mass tourism. From a lesser-known ethnographic angle, we'll also bring into dialogue the power within everyday practices (walking, sitting, remembering, shopping, placemaking) as well as subjects and objects (street vendors, immigrants, urban furniture, historic buildings).  
Crosslisted as: ARCH-305UE  
Applies to requirement(s): Humanities; Language  
Other Attribute(s): Writing-Intensive  
M. Saltzman  
Prereq: Two 200-level Spanish courses above SPAN-212.  
Notes: Taught in Spanish.

SPAN-360 Advanced Studies in Language and Society  
SPAN-360AQ Advanced Studies in Language and Society: 'Acquisition of Spanish as a Second Language'  
Not Scheduled for This Year. Credits: 4  
This course aims to provide an overview of the main theoretical approaches to second language acquisition with a focus on Spanish. Students will become familiar with the key concepts to understand accounts based on different processes — innatism, cognitivism, and sociocultural — and their implications for pedagogical practices. One of the objectives of this seminar is that students gain knowledge in research methodology. Thus, coursework will include the use of data from Spanish learner language corpora for the critical review of empirical studies as well as the design of experimental tests for language data elicitation on a topic in Spanish as a second language.  
Applies to requirement(s): Humanities; Language  
E. Castro  
Prereq: Two courses in Spanish at the 200-level above 212.

SPAN-360AV Advanced Studies in Language and Society: 'About Vanguards and Revolutionary Ideas'  
Spring. Credits: 4  
This course addresses cultural relations between Latin America and Romance languages and cultures through the concept of vanguard: the Latin American poetic vanguards of the early twentieth century and controversies with the Italian and Spanish vanguards; the influence of the Négritude anti-colonial movement in Latin American decolonial thinking and the political avant-garde movements and guerrillas of the '60s and '70s; the intersections between French surrealism and Latin American magic realism; and the emergence of the Cinema Novo and New/Third Cinema (the vanguard of political cinema in Latin America) in the context of Italian neo-realism and the French nouvelle vague.  
Crosslisted as: ROMLG-375AV, FREN-321AV, ITAL-361AV  
Applies to requirement(s): Humanities; Language; Multicultural Perspectives  
A. Pitetta  
Prereq: 8 credits at the 200 level in language or literature.  
Advisory: Two courses in Spanish at the 200-level above 212.  
Notes: Taught in English. Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

SPAN-360LT Advanced Studies in Language and Society: 'Romances Language Translate'  
Not Scheduled for This Year. Credits: 4  
This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.  
Crosslisted as: ROMLG-375LT, ITAL-361LT, FREN-321LT  
Applies to requirement(s): Humanities; Language  
C. Shread  
Advisory: Two courses in Spanish at the 200-level above 212.  
Notes: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.
SPAN-360MT Advanced Studies in Language and Society: 'The Mind of the Traveler: Journeys, Expeditions, Tours'
Not Scheduled for This Year. Credits: 4
Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.
Crosslisted as: ROMLG-375MT, ITAL-361MT, FREN-321MT
Applies to requirement(s): Humanities; Language
O. Frau
Advisory: for language majors; two courses in culture and literature at the 200-level
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

SPAN-360RL Advanced Studies in Language and Society: 'History of Romance Languages'
Not Scheduled for This Year. Credits: 4
This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.
Crosslisted as: ROMLG-375HS, ITAL-361HS, FREN-321RL
Applies to requirement(s): Humanities
E. Castro
Advisory: Two courses in Spanish at the 200-level above 212. Also open to non-language majors with no prerequisite.
Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.

SPAN-395 Independent Study
Fall and Spring. Credits: 1 - 8
The department
Instructor permission required.