The Department of Spanish provides two programs designed to deepen students’ understanding of cultural difference and diversity: a language program that fulfills the all-College distribution requirement in foreign language and an academic major program.

In its commitment to the study of foreign languages, the Department of Spanish strives to prepare students for active engagement in the Spanish-speaking world, both within the United States and abroad. Our language courses facilitate oral and written communication by presenting grammar in a cultural context. The language classroom provides a space for students to appreciate cultural connections and differences and to grow into their role as global citizens.

The academic major program offers a course of study in Spanish, Latin American, and U.S. Latino literature and culture. Spanish majors attain depth and breadth of literary and cultural knowledge across historical periods and geographical areas.

The program is committed to promoting greater critical awareness of the differentials of power that perpetuate social injustice and inform cultural and cross-cultural assumptions. Students acquire the skills to become close readers and critical thinkers and to explore different modes of cultural production within specific social, political, and historical contexts. Our pedagogical goal is to prepare students to be productive critics of the world beyond the texts. To that end, students examine the ways in which different texts challenge or affirm aesthetic conventions and dominant social narratives, including race, class, gender, sexuality, nationality, and imperialism. In the process, our majors are encouraged to analyze the connections among systems of domination and to develop as scholars and promoters of social justice.

Achievement Test: If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board SAT Subject Test in the language or must take the placement test during orientation.

Requirements for the Major in Spanish

Spanish 135 and 231 and at least seven additional literature, culture, or film courses at or above the 200-level, including at least one course in each of the following areas: Spanish, Latin American, and U.S. Latino literatures/cultures. Majors must take two courses at the 200 level or above on literature written before 1800 and two on literature written after 1800. Senior majors must enroll in 300- or 400-level classes and must take at least one senior seminar. Independent-study work does not replace required courses. Majors are strongly advised to spend one academic year studying abroad at the junior level. A minimum of one semester’s study abroad at the junior level is required of majors. Majors must matriculate in a study abroad program that offers university-level courses (not in a language acquisition program); all course work abroad must be conducted in Spanish. A minimum grade point average of 2.70 is required for permission to study abroad. Students who do not meet this minimum requirement will not be able to retain their Spanish major. All study abroad plans for students majoring in Spanish must be approved in advance by the chair of the Department of Spanish. Eligibility prerequisites for Spanish majors to study abroad include the completion of Spanish 135 and Spanish 231 with a grade of C or better.

The following statements also apply:

1. The point scale for retention of the major is based on all Spanish Department courses numbered above 131.
2. No major requirements may be taken satisfactory/unsatisfactory.
3. Students must receive a grade of C or better for the course to count toward the major.
4. All majors must take and pass with a grade of C or better at least one course in Spanish approved by the major advisor each semester until graduation.
5. No more than the equivalent of two semester courses of foreign study credit may be counted toward the major per semester abroad, or four semester courses per year abroad.
6. No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major.

Honors in Spanish

Students majoring in Spanish with a 3.7 major average or better and an overall GPA of 3.5 or higher at the end of their sixth semester may apply for admission to the honors program by the Friday after fall break of their senior year. Permission is required; guidelines are established by the department. Successful completion of the work of the honors thesis and of the major will enable the student to graduate with “Honors in Spanish.”

Course Offerings

SP125f Elementary Spanish I The first semester of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an interactive approach to language learning, students gain communicative proficiency through fast-paced, task-
content-based exercises designed to integrate listening, speaking, reading, and writing skills. Videos, audio, and Web materials introduce students to cultural differences within the Spanish speaking world. \textit{Four credit hours.} ALLBRITTON, PORTILLO

\textbf{SP126fs} \textbf{Elementary Spanish II} The second of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through a continued interactive approach to teaching and learning, students begin to develop skills for more independent communicative proficiency. Task- and content-based assignments challenge students to integrate listening, speaking, reading, and writing skills in a functional use of the language. Videos, audio, and Web materials are incorporated. \textit{Prerequisite:} Spanish 125. \textit{Four credit hours.} FACULTY

\textbf{SP127fs} \textbf{Intermediate Spanish I} The third of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an intensive grammar review, students develop skills for independent and creative interactive communication. Designed to refine students' major skills in listening, speaking, reading, and writing, as well as to provide insight into the literature and culture of Spanish-speaking countries. Video screenings and short readings in Hispanic literature and culture deepen student understanding of linguistic and cultural nuances and serve as the basis for in-class discussions and writing assignments. \textit{Prerequisite:} Spanish 126. \textit{Four credit hours.} FACULTY

\textbf{SP128fs} \textbf{Intermediate Spanish II} Development of critical skills through analysis of fictional texts in Hispanic literature. Continuing work in vocabulary building and grammar review. Students will achieve a high intermediate level in the four basic language skills: reading, writing, speaking, and aural/oral comprehension. \textit{Prerequisite:} Spanish 127. \textit{Four credit hours.} BOLLO-PANADERO, SASAKI

\textbf{SP131fs} \textbf{Conversation and Composition} Development of critical communication skills through conversation, and analysis of nonfiction texts as well as comparative, narrative, and descriptive writings. Introduction to the principles of composing a research paper. Continued work in vocabulary building and grammar review. Students write and present summaries of Spanish-language newspaper articles in small groups. Preparation for oral exams stresses team building as a basis for successful individual presentations. Topics include immigration, euthanasia, gun control, abortion, presidential elections, and the role of the university in preparing students for an ever-changing world. \textit{Prerequisite:} Spanish 128. \textit{Four credit hours.} BOLLO-PANADERO, SAVO, WHITE

\textbf{SP135fs} \textbf{Introduction to Literary Analysis} Introduction to literary analysis through Spanish, Spanish-American, and U.S. Latino/a texts. Students are presented with works of fiction in prose, poetry, drama, and film and learn how to examine the texts through close reading, detailed analysis, and strategies of interpretation. Students develop skills in writing critical essays and learn the basics of scholarly research. \textit{Prerequisite:} Spanish 131. \textit{Four credit hours.} L, U. BOLLO-PANADERO, WHITE

\textbf{SP231fs} \textbf{Advanced Spanish} An in-depth analysis of Spanish grammar, focusing on the more complex and subtle linguistic and cultural dimensions of a variety of syntactical and lexical concepts. Students will achieve an advanced mastery of Spanish grammar and vocabulary. \textit{Prerequisite:} Spanish 131. \textit{Four credit hours.} OLIVARES

\textbf{SP264s} \textbf{Uncovering Tradition: Introduction to U.S. Latino/a Literature} Seeks to cultivate an inclusive and broad understanding of U.S. Latino/a literature and its evolution, from the 19th through the 21st century. Special attention will be paid to the inherent diversity within the U.S. Latino/a world, which raises questions about class, race, ethnicity, gender, and language, among other topics. Students will gain not only an overall grasp of what one would consider the tradition of U.S. Latino/a literature, but also an appreciation for its relationship to U.S. literature at large, as well as Latin American and Caribbean literature. Conducted in English but knowledge of Spanish is essential. \textit{Prerequisite:} Spanish 135. \textit{Four credit hours.} L, U, HEY-COLON

\textbf{[SP265]} \textbf{The Short Novel in Spanish America} Close readings of contemporary Spanish-American short novels by representative authors. Explores representations of gender, history, human rights, politics, race, and sexualities within the context of the social and political realities of Spanish America in the 20th and 21st centuries. Also considers critical literary concepts such as narrative perspective, parody, intertextuality, and self-consciousness. \textit{Prerequisite:} Spanish 135. \textit{Four credit hours.} L.

\textbf{SP266s} \textbf{Language of Spanish Cinema} An examination of selected works by major Spanish directors of the 20th and 21st centuries. Introduces students to the discipline of film studies and investigates cinematic representations of Spain during the dictatorship and the subsequent transition to democracy. Special attention to questions of identity, violence, and instances of resistance. \textit{Prerequisite:} Spanish 135. \textit{Four credit hours.} A, I. ALLBRITTON

\textbf{[SP269]} \textbf{Spanish Cultural Studies} The study of recent Peninsular Spanish expression across a variety of mass media (digital and print media, television, film). Introduces students to the discipline of cultural studies and considers how the concept of \textit{españolidad} (Spanishness) comes to be defined in an ever-changing present and across regions and identities that may not even consider themselves such. Topics may include sex and sexuality, regionalism and linguistic difference, race and immigration, and the state of contemporary politics. \textit{Prerequisite:} Spanish 135. \textit{Four credit hours.} A, I.
Prerequisite: Spanish 135.  
Four credit hours.  L.

SP276f  U.S. Latina/Chicana Women Writers  An examination of a selection of novels, short stories, poetry, theater, and nonfiction by U.S. Latina and Chicana women writers. Interdisciplinary in approach, focused on the relationship between the texts read and several important contemporary issues. Topics include feminism, the social and cultural construction of race and ethnicity, immigration, cultural nationalism, and identity formation. Readings and class are in English.  
Prerequisite: Spanish 135.  
Four credit hours.  L, U.  SASAKI

[SP278] Narratives, Artifacts, and Monuments of Pre-Columbian Civilization  Studies narratives of pre-Columbian civilizations as transmitted by oral tradition or by drawings, painted codices, pottery, architecture, textiles, etc., and how all these cultural products were read and refashioned under colonial rule. Students develop skills in analytical reading of cultural productions as diverse expressions of power, identity, religion, race, and hybridity. Promotes a sophisticated understanding of the types of primary sources and methodological approaches that scholars use to reconstruct the world of pre-Columbian societies.  
Prerequisite: Spanish 135.  
Four credit hours.  L.

SP297f  Transatlantic Identities in Early Modern Textual/Visual Culture  An overview of transatlantic Spanish literature of the Early Modern period. Explores representations of various encounters between disparate cultures that were brought together by a burgeoning globalization. Materials will include texts, maps, codices, painting, and architectural examples. Close readings will question how each culture negotiates the encounter with the other, examining hybridity, liminal identities, and cultural mediation, from peninsular Spain to Peru, through Mexico and the Philippines.  
Prerequisite: Spanish 135.  
Four credit hours.  L, I.  GARCIA-PINAR

[SP338] The Diasporic Imagination: Cubans Beyond Cuba  An examination of the cultural production of Cubans living in the diaspora after the 1959 revolution. Representative literary works of Reinaldo Arenas, Richard Blanco, Jennine Capó Crucet, Lourdes Casal, Ana Menéndez, Achy Obejas, Gustavo Pérez Firmat, Sonia Rivera Valdés, Guillermo Rosales, and Zoé Valdés. Also feature films, documentaries, TV shows, and songs. Topics will include the traumas of migration; the politics of exile; the workings of memory and nostalgia; the fantasies of return; the hybridization of culture; and the class, generational, gender, linguistic, political, racial, and sexual diversity of Cubans beyond Cuba.  
Prerequisite: A 200-level literature, culture, or film course.  
Four credit hours.  L.

SP341f  Cities, Bodies, and Nations in Caribbean Literature  Examines the close but contested relationships between bodies, cities, and nations in contemporary Caribbean literature. Special attention will be paid to key moments in the history of the three Spanish-speaking islands: the Trujillo regime in the Dominican Republic, the Cuban Revolution of 1959, and Operation Bootstrap in Puerto Rico. In each instance, the role of migration will be explored, within the Caribbean, to the United States, and beyond. This will facilitate a discussion on transnationalism, a development that is integral to the current understanding of the relationships between bodies, cities, and nations.  
Prerequisite: 200-level literature, culture, or film course.  
Four credit hours.  L.  HEY-COLON

SP351s  Ideology and Ethics in Spanish Golden Age Literature  An examination of specific literary works as responses to Spain's changing political climate during the 16th and 17th centuries. How the literary work reinforces or questions, creates or undermines, an official discourse that, in both Reformation and Counter-Reformation Spain, seeks to define national identity in ethical and ideological terms.  
Prerequisite: A 200-level literature, culture, or film course.  
Four credit hours.  L.  SASAKI

[SP354] Detectives and Spies: Popular Culture in Spanish-American Fiction  A consideration of how the classic detective story has permeated the realm of high or respectable art, and, in particular, how writers such as Bioy Casares, Borges, García Márquez, Leñero, Padura Fuentes, Puig, Sábató, Valenzuela, and Vargas Llosa have simultaneously appropriated and subverted the genre. While focused on the function of parody and intertextual relations, and on the distinction between the mimetic and the reflexive modes, the course will provide a framework to address questions of ideology, community, gender, sex, and sexuality.  
Prerequisite: A 200-level literature, culture, or film course.  
Four credit hours.  L.

SP362f  All about Almodóvar  The study of contemporary Spanish history and film through the works of noted filmmaker Pedro Almodóvar. Analyzes the films of Almodóvar as representative of the changes in Spanish culture from the 1980s to the present day. Topics may include sex and sexuality, film genres and film history, and modern Spanish political and cultural life.  
Prerequisite: A 200-level literature, culture, or film course.  
Four credit hours.  A, I.  ALLBRITTON

[SP371] The Colonial Experience: European and Amerindian Responses  Close readings of representative primary documents and iconography from throughout the Spanish and Portuguese empires that were produced to report, understand, legislate, and record various dimensions of the encounter between Europe and the New World during the 16th and 17th centuries. Emphasizes efforts by Europeans and Amerindians to control the memory of events and to position themselves in colonial societies. Students will explore texts and cultural productions used to exert dominance or resistance during a specific historical context, become critical readers of primary documents, and engage with key issues of colonial literature.  
Prerequisite: A 200-level literature, culture, or film course.  
Four credit hours.  L.
**SP483f, 484s  Senior Honors Thesis**  The senior honors thesis can replace the senior seminar requirement. The thesis, which will be written in Spanish, is to be a substantial study of a carefully defined literary topic supported by critical sources. **Prerequisite:** A 3.7 or higher major average and an overall GPA of 3.5 or higher at the end of the junior year and permission of the department.  **Two to four credit hours.**

**SP491f, 492s  Independent Study**  Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. Cannot substitute for formal course work toward the major. **Prerequisite:** Permission of the department chair.  **Two to four credit hours.**  **FACULTY**

**SP493s  Seminar: Sexual Dissidence in Revolutionary Cuba**  A study of the textual production of same-sex sexual subjectivities in post-1959 Cuba in the context of the government’s official attitude toward homosexuality, which has evolved from the oppressive policies of the 1960s and 1970s to the more complex views of the 1980s, 1990s, and beyond. While focused on same-sex sexualities, provides a framework for discussing literary, cultural, and political dimensions of sex, gender, sexuality, desire, identity, and community. Materials include texts by writers such as Alonso Yodú, Arenas, Bobes, de Jesús, Lima, Padura Fuentes, Portela, Pérez, Urías, and Paz; documentaries; and feature films. **Prerequisite:** Senior standing and a 300-level Spanish literature, culture, or film course.  **Four credit hours.**  **L. OLIVARES**