SPANISH

Chair, Professor Luis Millones
Professors Jorge Olivares and Luis Millones; Associate Professors Dean Allbritton and Betty Sasaki; Assistant Professors María Bollo-Panadero, Leticia Mercado, Anita Savo, and Bretton White; Visiting Assistant Professors Sandra Bernal Heredia, Michael Martínez-Raguso, and Dámaris Mayans; Language Assistant Raúl Castel

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/a 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 narrations, 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: Students seeking entrance credit in Spanish and wishing to pursue Spanish at Colby must have taken the College Board SAT Subject Test in Spanish or must take the online Spanish placement exam during summer prior to making their course selections for the fall semester.

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/a 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 courses 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 expected 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 2.7 is required to retain the Spanish major and for permission to study abroad. 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. Majors who are unable to study abroad due to special circumstances may petition for an alternative way of completing the Spanish major.

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 may apply for admission to the honors program by the end of their junior year. Permission is required; interested juniors should contact their potential thesis advisors and go over guidelines 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

Generated October 27, 2018, on colby.edu 1 Colby College 2018-2019 Catalogue
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- and 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. Four credit hours. ALLBRITTON, BERNAL HEREDIA, MERCADO

SP126fs 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. Prerequisite: Spanish 125. Four credit hours. FACULTY

SP127fs 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. Prerequisite: Spanish 126. Four credit hours. FACULTY

SP128fs 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. Prerequisite: Spanish 127. Four credit hours. WHITE

SP131fs 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. Prerequisite: Spanish 128. Four credit hours. MERCADO, MILLONES

SP132j Conversation and Composition in Salamanca In Salamanca, whose Old Town was declared a UNESCO World Heritage Site in 1988 students immerse themselves in day-to-day Spanish life by living with local families, taking part in activities outside the city, and exploring other historic sites in Spain. This course will develop critical communicative and argumentative writing skills in Spanish through conversations with peers and locals and by analyzing a variety of texts and events. Students may not receive credit for this course and Spanish 131. Estimated cost for Jan Plan 2019: $3,200. Prerequisite: Spanish 128. Three credit hours. I. ALLBRITTON

SP135fs 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. Prerequisite: Spanish 131. Four credit hours. L. BOLLO-PANADERO, MILLONES, SAVO

SP231fs 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. Prerequisite: Spanish 131 or 135. Four credit hours. BOLLO-PANADERO, OLIVARES

SP234s Diversity and Racism in Contemporary Spain Focuses on the cultures and communities that make up contemporary Spain, with particular emphasis on the modern waves of immigration that have radically changed the country. Covering the latter years of the dictatorship and into the democracy (from 1970 forward), we examine how regionalism, multiculturalism, and diversity have been represented across a range of media and literature in Spain. Topics may include Latin American, African and Asian migration and diasporas, sex and sexuality, racial politics, and linguistic and cultural difference in Spain. Prerequisite: Spanish 135. Four credit hours. I. ALLBRITTON

SP253f Medieval Iberian Cultures Offers an introduction to the literatures and cultures of medieval Iberia. In addition to written and visual texts, we will consider the ways in which these texts functioned in society and the ways in which they can be read as a reflection of social and historical concerns. Students will read canonical literary texts alongside other types of writing (i.e., historical documents), and will have the opportunity to consider other artistic evidence alongside the textual record. Texts in languages other than Spanish will be read in Spanish translation. Prerequisite: Spanish 135. Four credit hours. L, I. BOLLO-PANADERO

SP264 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.  
Prerequisite: Spanish 135. Four credit hours.  L, U.

[SP265] **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. Prerequisite: Spanish 135. Four credit hours.  L.

[SP266] **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. Prerequisite: Spanish 135. Four credit hours.  A, I.

[SP269] **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 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. Prerequisite: Spanish 135. Four credit hours.  A, I.

[SP273] **Contemporary Spanish-American Short Story** Close readings of contemporary Spanish-American short stories. Prerequisite: Spanish 135. Four credit hours.  L.

[SP276] **U.S. Latina/Chicana Women Writers (in English)** 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.

[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.

[SP298] **Latin American Theatre** Introduces a range of 20th-century Latin American theatrical texts to consider thematic and aesthetic components related to issues such as nation-building, violence, language, identity, gender, sexuality, immigration, and memory. Discussions will engage these questions: How is theater related to social and political change? What is the role of the spectator in the transformations presented in these works? And how is Latin American theater changing in the 21st century? Central to our discussions will be the influence of theorists such as Brecht, Artaud, and Beckett on Latin American playwrights. Prerequisite: Spanish 135. Four credit hours.  A, I.

[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, Louise 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.

[SP351] **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.

[SP352] **Don Quijote** Using an interdisciplinary approach, we will explore the complexities of the narrative construction of Don Quijote as a mirror of Cervantes' society, as well as how the novel undermines the accepted discourses and mores of its time. Topics will include, among others, empire ideology, cultural identity, and social inequality—all in the context of a literary revolution. Prerequisite: A 200-level
Spanish literature, culture, or film course.  

**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 Spanish literature, culture, or film course.  

**Four credit hours.**  

**A, I.**  

**ALLBRITTON**

**[SP364]  Gender, Sex, and the Spanish Body**  Focus on contemporary film, media, and literature in Spain in order to explore how sex and gender are covered up, censored, and potentially recovered. Considers the importance of censorship to the development of Spanish attitudes towards sex and gender, and how these are not merely byproducts of a dictatorial regime but a persistent element of culture itself. Special attention paid to issues of national identity, sexual pleasure and violence, masculinities, and political rupture. Previously listed as SP398 (Spring 2014).  

**Prerequisite:** A 200-level Spanish literature, culture, or film course.  

**Four credit hours.**  

**I.**

**[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 Spanish literature, culture, or film course.  

**Four credit hours.**  

**L.**

**SP398As  Imaginary Lines: Immigration, Borders, Movement**  Approaches the field of border studies through the concept of movement: of bodies, but also of goods and capital. Considers the before, during, and after of border crossing by studying immigration from Mexico and Central America, testimonies of passage, and the politics of immigration. Combines history, cultural studies, literature, film, and visual art in considering the varied ways in which borders are both crossed and continually inhabited. Readings include work by Jason de León, Joseph Nevis, Ana Castillo, Yuri Herrera, Heriberto Yépez, Luis Alberto Urrea, Sayak Valencia, and Guillermo Gómez-Peña.  

**Prerequisite:** A 200-level Spanish literature, culture, or film course.  

**Four credit hours.**  

**L, U.**  

**MARTINEZ-RAGUSO**

**SP398Bs  In the Shadow of Medieval Spain**  Examines some well-known medieval literary depictions of Iberian society by Christian, Jewish, and Muslim authors, considering the ways in which each literary text portrays, critiques, and/or fabricates a social landscape. These readings are juxtaposed with an exploration of how nostalgia for an absent medieval past is used as a literary topos in modern narrative and poetry. Students will interrogate dichotomies of tolerance and persecution, exile and belonging, original and translation, all while exploring how our modern interpretive frameworks shape the construction of knowledge about the past.  

**The Presence of the Past humanities theme course.**  

**Prerequisite:** A 200-level Spanish literature, culture, or film course.  

**Four credit hours.**  

**L, I.**  

**SAVO**

**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.**  

**FACULTY**

**[SP483J]  Senior Honors Thesis**  

**Noncredit.**

**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**

**[SP493]  Seminar: Queer Spain**  The representation of queer lives and identities in recent Spanish history. We will engage with Spanish film, literature, and culture to consider and question the origins of LGBTQ identity in Spain. Have we always imagined queerness as a coupling of people or movements to signify alterity and difference? Who gets to tell the story of queer lives in Spain, and whether such histories form a string of texts that resist silence and fear? Is Spanish queerness related to a transnational sense of queer identity? Thinking of queerness as a spectrum allows us to challenge the borders of sex and gender both within Spain and within our own cultures. Humanities lab.  

**Prerequisite:** Senior standing and a 300-level Spanish literature, culture, or film course.  

**Four credit hours.**

**SP497f  Seminar: Inca Garcilaso de la Vega**  The Inca Garcilaso de la Vega (Cuzco, Peru, 1539 - Córdoba, Spain, 1616) was one of the great authors of the Spanish Renaissance. He grew up in Cuzco and immigrated to Spain in his twenties, serving in the King's armies and reaching the rank of captain. Later in life, he embraced priesthood as a way of life. We will focus on Garcilaso's best-known work, the *Comentarios reales de los Incas* (Parts I and II), a history of the Inca rulers, religion, and customs, and the civil wars in 16th-century Peru. We will use an interdisciplinary approach and close reading to understand what makes this a classic of colonial Latin American letters.
Prerequisite: Senior standing and a 300-level Spanish course. Four credit hours. L. MILLONES