

Spanish

(Hispanophone Studies)

The major and minor in Spanish (Hispanophone Studies) are administered by the Department of Spanish: Associate Professors Crumbaugh, Gundermann, Miñana (on leave fall 2009), Mosby, Romero-Díaz (*chair*); Lecturer Castro; Visiting Lecturers Garcia-Frazier, Monet-Viera, Monsein, Pariente, Rona.

Contact Persons

Susan LaBarre, *senior administrative assistant*
Nieves Romero-Díaz, *chair*

Justin Crumbaugh, *study abroad (Spain)*

Christian Gundermann, *study abroad (Latin America)*

Esther Castro, *language program coordinator*

The Department of Spanish offers a variety of courses intended not only to facilitate proficiency in the language but also to contextualize and analyze issues relevant to Spanish-speakers abroad and in the U.S., such as terrorism, migration, and imperialism. In our courses we examine the past, current state, and emerging realities of Latin America, Spain, and the Caribbean; their relations with each other and with the wider world; and their no less diverse heritage populations within the United States. To that end, intermediate and advanced-level courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish also collaborates closely with a number of other departments and programs on campus, frequently cross-listing courses with Latin American studies, film studies, gender studies, and Romance languages and literatures. Regular cocurricular activities organized by the department (film series, lectures, the *mesa de español*, 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.

Requirements for the Major

Courses

Students must earn a minimum of 36 credits, including the following courses:

- 212, Preparation for Advanced Studies
- A minimum of four 300-level courses are required for the major (390 may not be counted as one of these four courses). At least two of them must be taken within the department. At least one of the 300-level Spanish courses must be taken in the senior year at Mount Holyoke.
- Two 200-level introductory courses (above 212) must be taken prior to enrolling in a 300-level course.

Other

- Spanish 201 and lower cannot be counted toward the major. 202, 209 and/or 210 do count toward the major.
- At least one of the courses above 212 has to concentrate on Spain and/or Latin American before 1800.
- Independent Study (Spanish 395) may not count as one of the minimum major requirements.
- A student spending a semester or a year in a Spanish-speaking place with a program approved by the department and the College will normally meet some of the requirements of her major off campus. Spanish majors should take all their courses abroad in Spanish.
- If a student spends a semester in a Spanish-speaking place, two courses taught in English can be counted toward the major.

If not, only one course 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 her major at the 200 or 300 level, and up to 20 credits for two semesters abroad. The Department of Spanish 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 towards the major, but only should the study abroad advisor approve of the course contents and objectives.

Requirements for the Minor

Courses

Minors must earn a minimum of 20 credits, including the following courses:

- 212, Preparation for Advanced Studies
- At least one 300-level course
- Two 200-level introductory courses (above 212) must be taken prior to enrolling in a 300-level course.

Other

- Spanish 201 and lower cannot be counted toward the minor. 202, 209 and/or 210 do count toward the minor.
- Independent Study (Spanish 395) may not be used as part of the minor.
- No course in English can be counted toward 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 Spanish department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Prof. Lawrence in the Department of Psychology and Education. 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 Spanish department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Guidelines for New Students

Placement

Students with no prior knowledge of Spanish can enroll in 101 or 103 (intensive). Any student with prior course work in Spanish must do the following: 1) take an online placement test within two months of registration, and 2) complete a language questionnaire (located in the online First-Year Curriculum Guide). The Web address for the placement exam is <http://webcape.byu.edu/mtholyoke-entry/menu.mtholyoke>. Upon reviewing both the questionnaire and placement test results, the Spanish department may require a level change.

Current Mount Holyoke students with prior knowledge of Spanish who wish to take their first Spanish course at Mount Holyoke must take the placement test within two months of registering for the course. The Web address for the placement exam is <http://webcape.byu.edu/mtholyoke-entry/menu.mtholyoke>.

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

101f Elementary Spanish I

A dynamic and interactive introduction to Spanish and Spanish American cultures. Covers the basic grammar structures of the Spanish language through extensive use of video, classroom practice, and weekly conversation sessions with a native language assistant. Assumes no previous study of Spanish.

Meets language requirement; does not meet a distribution requirement

B. Pariente, D. Monsein

Prereq. No previous study of Spanish. Students must complete Spanish 101 and Spanish 102 to satisfy College language requirement.; 4 credits

102s Elementary Spanish II

A dynamic and interactive introduction to Spanish and Spanish American cultures. Covers the basic grammar structures of the Spanish language through extensive use of video, classroom practice, and weekly conversation sessions with a native language assistant. Assumes no previous study of Spanish.

Does not meet a distribution requirement

B. Pariente, D. Monsein

Prereq. Spanish 101; Students must complete Spanish 101 and 102 to satisfy College language requirement.; 4 credits

103fs Intensive Elementary Spanish

This course completes the work of Spanish 101 and 102 in one semester through intensive practice in speaking, reading, and writing

in Spanish, and is ideal for students who already know another Romance language.

Short readings, films, and Web activities are an important part of the course, and informal conversational sessions with native language assistants and creative group projects supplement class work.

Meets language requirement; does not meet a distribution requirement

E. Castro

Prereq. No previous study of Spanish; 8 credits

200f Intermediate Spanish I

A fast-paced review of basic Spanish grammar. Stresses Spanish and Spanish American culture through readings, films, and weekly conversation sessions with a native language assistant. To satisfy the language requirement, students entering at this level must complete Spanish 201.

Does not meet a distribution requirement

A. Rona, M. Monet-Viera, E. Garcia-Frazier

Prereq. Spanish 102 or 103; 3 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

201fs Intermediate Spanish II

Strives for mastery of complex grammatical structures and continues work on writing and reading skills. Frequent compositions, selected literary readings, class discussions, and debates on films and current events. Weekly conversation sessions with a native language assistant. May be taken without Spanish 200 to satisfy the language requirement.

Meets language requirement; does not meet a distribution requirement

B. Pariente, A. Rona, M. Monet-Viera

Prereq. Spanish 200; 3 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

202s Spanish for Heritage Speakers

(Writing-intensive course) Any “heritage” speaker regardless of her level of oral proficiency in Spanish may enroll. Course components build on students’ existing linguistic skills, encourage interactions with various texts and media (i.e., written essays, newspapers, films, and other media), and examine issues of importance to Spanish speakers of the Americas. Specific activities include formal and informal writing; class discussions; oral presentations such as interviews, dialogues, and role-plays; grammar review fo-

cusing on verb tenses and syllabification; vocabulary expansion and development; peer editing of written assignments; analysis of literary works from Spain and Latin America; and a semester project.

Meets either language requirement or Humanities I-A requirement

E. Garcia-Frazier

Prereq. fy, soph, jr, or sr with permission of instructor; This course is designed for students who have acquired oral fluency in Spanish through their home environments but have had little formal training in reading and writing.; 4 credits

209fs Composition and Culture

(Writing-intensive course) 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. *Meets language requirement; does not meet a distribution requirement*

N. Romero-Díaz, M. Monet-Viera, N. Romero-Díaz, A. Rona

Prereq. Spanish 201; 2 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

210fs Conversation and Culture: Speaking Spanish in the Real World

(Speaking-intensive course) The course offers students the possibility of learning and putting into practice the advanced oral skills necessary to be able to handle oral exposition and discussion in a well-organized and rhetorically correct Spanish. The class will focus on such skills as debating, interviewing, and role-playing, among others. Topics will cover current cultural, political, and socio-economic issues in the Hispanic world.

Meets language requirement; does not meet a distribution requirement

E. Garcia-Frazier

Prereq. Spanish 201, 209, or permission of instructor; 2 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

212fs Preparation for Advanced Studies

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.

Meets either language requirement or Humanities I-A requirement

J. Crumbaugh, C. Gundermann

Prereq. Spanish 209 or 210, or permission of instructor; 4 credits

***213 Advanced Spanish Grammar**

A study of Spanish phonology, morphology, and syntax. Major emphasis will be on the structure of the Spanish language and stylistics. Exercises in writing, translation, and close textual study are basic to this course.

Meets either language requirement or Humanities I-A requirement

The department

Prereq. Spanish 201, 209, or permission of instructor. For new students, a placement score above 451; 4 credits

230fs Identities and Intersections: An Introduction

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.

Fall 2009

230f(01) Introduction to Gender Studies in the Spanish-Speaking World

(Speaking- and writing-intensive course; Same as Gender Studies 101) This course, taught in Spanish, is an introduction to the interdisciplinary field of gender studies. It also focuses on the specific implications of this new, predominantly U.S.-based discipline for and in the Spanish speaking world. The intersections among gender, race, class, and sexuality in various contexts, past and

present, will be central to our inquiry. Topics will include the politics of appearance, women's economic status, sexual violence, racism, legacies of colonialism, the challenges of transnational feminist and queer activism, and strategies for change. We will examine the development of feminist and queer theory and its practices in various local and transnational contexts, but especially in the Spanish-speaking world.

Meets multicultural requirement; meets Humanities I-A requirement

C. Gundermann

Prereq. Spanish 212 or permission by instructor; 4 credits

230f(02) U.S. Latino/a Literature: Identities, Borders, and Exiles

(Speaking- and writing-intensive course; taught in English) This course will center on how U.S. Latino/a literature bears witness to identity formation, self-representation, and celebration of Latino culture and its people. It will explore a series of critical issues that define "latinidad" in the U.S., including language (bilingualism, Spanglish, code-switching, and "dialect"), race/ethnicity/color, gender, migration, racism, and difference. The texts in the course are representative of a body of oral and written literature that is of great depth and breadth that articulates the experience of being Latino/a in the U.S. Although the course is taught in English, familiarity with Spanish is useful.

Meets multicultural requirement; meets Humanities I-A requirement

D. Mosby

Prereq. Spanish 212 or permission of instructor; 4 credits

Spring 2010

230s(01) Black Spain

This survey course 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 thir-

teenth century, through the plays based on the Renaissance black scholar Juan Latino, to the contemporary musical contributions of *Hijas del Sol* and *Buika*.

Meets multicultural requirement; meets Humanities I-A requirement

N. Romero-Diaz

Prereq. Spanish 212 or permission by instructor; 4 credits

240f 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.

240f Introduction to Spanish and Latin American Cinema

(Speaking- and writing-intensive course; Same as Film Studies 203) This semester's course offers a broad introduction to the history, politics and aesthetics of Latin American and Spanish cinema. The course also introduces students to the basic terminology and methodologies of film studies.

Meets Humanities I-A requirement

J. Crumbaugh

Prereq. Spanish 212 or permission of instructor; 4 credits

250s Concepts and Practices of Power: An Introduction

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.

250s Fighting Words: Imperial Discourses and Resistance in the Americas

(Speaking- and writing-intensive course) In 1492, the Spanish conquest forever changed indigenous America and created a new world. European imperial discourses collided with resistance movements and the emerging voices of oppressed peoples, including in-

indigenous peoples, women, and mestizos. This course traces the tensions between imperialist and resistance discourses during both the colonial period and today. We will analyze the literary “fighting words” that consolidated the Spanish empire and later opened the path to Latin American independence. Tracing the impact of these struggles on the Americas today, we will examine how subaltern communities currently fight to make their voices heard in a globalized world.

Meets multicultural requirement; meets Humanities I-A requirement

R. Miñana

Prereq. Spanish 212 or permission of instructor; 4 credits

260s Studies in Language and Society: An Introduction

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, morpho-syntax, semantics and pragmatics. The specific course contents and examples examined will vary each semester.

260s Introduction to Hispanic Linguistics

(Speaking- and writing-intensive course) 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.

Meets Humanities I-A requirement

E. Castro

Prereq. Spanish 212 or permission of instructor; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

1-4 credits

330fs Advanced Studies in Identities and Intersections

Fall 2009

330f(01) *The Spanish Others*

(Speaking- and writing-intensive course)

This course will study the way Spain defines itself as a nation by exploring the political, religious, and cultural relations between different racial and ethnic groups, which have coexisted in Spain throughout history. We will focus on three historical moments: the thirteenth century (the “so-called” tolerance between Arabs, Christians, and Jews); the sixteenth century (the Inquisition and its effects on *conversos* and *moriscos*); and the twentieth century (the arrival of immigrants from Africa and their relevance in the formation of a new Spain). Our approach will be interdisciplinary, e.g., literature, history, media, music, and films.

Meets multicultural requirement; meets Humanities I-A requirement

N. Romero-Diaz

Prereq. Two 200-level courses above 212 or permission of instructor; 4 credits

330f(02) *Flowers from the Volcano: Myth, Memory, and Revolution in Central American Texts*

(Speaking- and writing-intensive course)

“Flowers from the Volcano,” an iconic poem by Salvadoran-Nicaraguan writer Claribel Alegria, serves as a point of departure in this course as we examine indigenous myths, memory, and revolutionary movements and civil conflict in Central American texts from Costa Rica, El Salvador, Guatemala, Nicaragua, and U.S.-Central American Latinos. The writings of Alegria, Dalton, Belli, Rigby, Ramirez, Cardenal, Duncan, Asturias, and Payeras question history and express ethnic, cultural, and national identities. We will focus on movements such as the Sandinista Revolution; civil wars in El Salvador and Guatemala; migration; and indigenous, black, and feminist movements in the region.

Meets multicultural requirement; meets Humanities I-A requirement

D. Mosby

Prereq. Two 200-level courses above 212 or permission of instructor; 4 credits

Spring 2010

330s(01) Topic: Sweet Cruelty: Anti-Humanism and Gay Writing

(Speaking- and writing-intensive course; taught in English; Same as Spanish 330, Italian 361, French 321, Gender Studies 333)

Much of twentieth-century gay writing in Latin America is characterized by an aesthetic celebration of anti-humanism, which has often clashed with left-wing progressive politics in these countries. But how does a “gay style” come about? What is its genealogy? How does it identify itself, and what does such an identity mean politically and historically? In this seminar, we will study a number of writers from Argentina, Chile, Cuba, Perú, and Uruguay, and examine their roots in French and Italian anti-humanist authors from Baudelaire, Lautréamont, and Rimbaud to Genet and Pasolini. We will also read a few key texts in queer theory.

Meets multicultural requirement; meets Humanities I-A requirement

C. Gundermann

Prereq. Two courses in Spanish at the 200-level above 212.; Papers will be written in English or the Romance language of the student's choice. 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 advanced credit.; 4 credits

340s Advanced Studies in Visual Cultures

340s Memory (of) War

(Speaking- and writing-intensive course; Same as Film Studies 370) The Spanish Civil War (1936-1939) and the repressive, right-wing military regime of Francisco Franco (1939-1975) have shaped contemporary thought and cultural production in Spain. Cinema in particular shows a persistent concern with war and memory. The films studied in this course raise a number of philosophical and political questions to this effect. How does the devastation of war register through the medium of film? How do censorship and propaganda condition memory, and how does the past return in a postdictatorship? What and why do people choose to remember or to forget? Films to be studied include both mainstream commercial features and

experimental works, and range in genre.

Meets Humanities I-A requirement

J. Crumbaugh

Prereq. Spanish 221 or Spanish 240; or permission of instructor; 4 credits

350s Advanced Studies in Concepts and Practices of Power

350s Community Narratives: (In)Visibility and Representation in Literature and Media

(Community-Based Learning course; speaking- and writing-intensive course) This community-based learning course examines how storytelling can enable communities to gain social visibility through literary and media discourses. How are marginalized communities (such as Latin American immigrants in the U.S. and Spain, street kids in Brazil, and the Zapatistas in Mexico) represented in dominant public discourse? And how do these groups tell their own stories in order to gain social recognition and create alternative identity/ies? Using these guiding questions, students will collaborate with local community organizations working with Latino youth to empower them to gain greater visibility in U.S. society through media.

Meets Humanities I-A requirement

R. Miñana

Prereq. Spanish 212 or permission of instructor; 4 credits

***360 Advanced Studies in Language and Society**

395fs Independent Study

*Does not meet a distribution requirement
1-8 credits*