

Spanish (Hispanophone Studies)

The major and minor in Spanish (Hispanophone Studies) are administered by the Department of Spanish, Latina/o, and Latin American Studies: Professors Gudmundson, Márquez, Miñana, Romero-Díaz; Associate Professors Crumbaugh, Gundermann (on leave fall 2011), Mosby (on leave 2011–2012); Assistant Professor Díaz-Sánchez; Visiting Assistant Professor Daly; Senior Lecturer Castro; Visiting Lecturers Cuhna, Garcia-Frazier, Illescas, Rona.

Contact Persons

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

Justin Crumbaugh, *study abroad (Spain)*

Rogelio Miñana, *study abroad (Latin America)*

Esther Castro, *language program director*

The Department of Spanish, Latina/o, and Latin American Studies engages in the multi-disciplinary 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 cross-listing 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.

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 (395 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 210 do count toward the major.
- At least one of the courses above 212 has to concentrate on Spain and/or Latin America before 1800.
- Independent Study (Spanish 395) may not count as one of the minimum major requirements.
- If a student spends a semester in a Spanish-speaking place or is a Spanish native speaker, 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. 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**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.

- The 300-level required course must be taken in the department.
- No course in English can be counted toward the minor.
- Independent Study (Spanish 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. 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 Department of Spanish, Latina/o, and Latin American Studies 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 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. 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

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

E. Garcia-Frazier, F. Cunha, E. Castro
Students must complete Spanish 101 and Spanish 102 to satisfy College language requirement.; 4 credits

102s Elementary Spanish

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

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, E. Castro-Cuenca

Prereq. No previous study of Spanish; 8 credits

105s First-Year Seminar: The Other in the Media: (New) Media and Otherness in the Americas

A seminar in Reading Writing and Reasoning, taught in English

(First-year seminar; writing-intensive course; taught in English) New technologies (Internet, wireless devices, digital storytelling) are changing the media landscape as well as social, political, and economic relationships. The “other” media is reshaping the notion of otherness itself, as new forms of representation (self-produced, instantly available, some times unfiltered) continue to emerge and consolidate worldwide. This class examines how traditionally marginalized groups, including the Zapatistas in Mexico, at-risk youth in Brazil, and Latino communities in the U.S., utilize new media to gain visibility and tell their stories in their own voice (in English).

Meets Humanities I-A requirement
R. Miñana

Prereq. fy; 4 credits

199f Preparation for Intermediate Spanish

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 also complete Spanish 201.

Does not meet a distribution requirement

A. Rona, A. Illescas

Prereq. Spanish 102 or 103; 4 credits

201fs Intermediate Spanish

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 199 to satisfy the language requirement.

Meets language requirement; does not meet a distribution requirement

A. Rona, A. Illescas

Prereq. Spanish 199; 4 credits

202f Spanish for Heritage Speakers

(Community-Based Learning course; 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 focusing 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, so, 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

T. Daly

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

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

(Community-Based Learning course; 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 socioeconomic issues in the Hispanic world.

Meets language requirement; does not meet a distribution requirement

N. Romero-Díaz, J. Crumbaugh

Prereq. Spanish 201, or permission of instructor; 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
N. Romero-Díaz, R. Miñana
Prereq. Spanish 202 or 209 or 210, or permission of instructor; 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 2011

230f(1) Afro-Latina/o Diasporic Performance (Speaking- and writing-intensive course; taught in English; Same as Latin American Studies 287f(02)) This course focuses on performance practices rooted in the African diaspora of the Americas, with particular attention to how race, ethnicity, sexuality, class, and gender are articulated in multiple aesthetic approaches. We will interrogate how these performances have functioned and continue to inspire political transformation as well as the recovery of shared histories of the Afro-Latina/o diaspora.

Meets multicultural requirement; meets Humanities I-A requirement
M. Díaz-Sánchez
4 credits

Spring 2012

230s(1) Black Spain (Speaking- and writing-intensive course) 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 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.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement
N. Romero-Díaz
Prereq. Spanish 212 or permission by instructor; 4 credits

230s(4) Nomadic Imaginaries: The Cosmopolitan Andes

(Speaking- and writing-intensive course) One of the most important sociocultural phenomena in the twentieth-century Andes was the migration from rural towns to cities. However, in the twenty-first century, the central Andes is largely "elsewhere": New York City, Madrid, Buenos Aires, and Quebec. We will work with the theme of cosmopolitanism across three scales. First, how did the indigenous populations of the rural Andes transform the urban "lettered cities" of Quito, Lima, and La Paz? Second, how do Andean novelists and poets living in the U.S., such as Edmundo Paz-Soldán and Eduardo Mitre, reflect "lo andino" from afar? And third, how have a series of ancient texts on journeys been recently recapitulated within the region?

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement
T. Daly
Prereq. Spanish 212 or permission of instructor; 4 credits

240fs 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.

Fall 2011

240f(1) Avant-Garde Image/Text: Locating the New

(Speaking- and writing-intensive course) The "new" that defines an avant-garde aesthetic is characterized by the collision between visual images and written words. W.J.T. Mitchell has opined, "the 'differences' between images and language are in practice, linked to things like the difference between the (speaking) self

and the (seen) others; between ‘hearsay’ and ‘eyewitness’ testimony.” Considering the 1920s, the 1960s, and today, we will look at manifestos, magazines, and poetry - print and electronic - that combine the written word with pictographic images to think through the “new” in literary culture as movement across semiotic registers and geographic planes: Peru, Bolivia, Argentina, Brazil, and Spain.

Meets either language requirement or Humanities I-A requirement

T. Daly

Prereq. Spanish 212 or permission of instructor; 4 credits

240f(2) Spanish and Latin American Cinema (Speaking- and writing-intensive course; Same as Film Studies 203 (01)) 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 either language requirement or Humanities I-A requirement

J. Crumbaugh

Prereq. Spanish 212 or permission of instructor; Weekly evening screenings.; 4 credits

Spring 2012

240s(1) Performance in the Americas (Speaking- and writing-intensive course; taught in English; Same as Latin American Studies 287s(01), Theatre Arts 234s(01)) This course offers Latina/o and Latin American transnational approaches to the theory and political practice of performance in the Americas with a focus on issues of race, sexuality, class, gender, indigenous and diasporic identities. Employing multiple modes of performance from theater, dance, performance art, ritual, visual art, and folkloric music, we will explore how these practices have functioned and continue to allow for politically subversive or resistant transformation.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez

4 credits

250f Concepts and Practices of Power: An Introduction: Introduction to Latina/o Studies

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.

(Speaking- and writing-intensive course; taught in English; Same as Latin American Studies 287f(01)) This course offers an introduction to the study of Latina/o communities in the United States. We will explore major concepts and debates in the growing field of Latina/o studies, through the study of texts across disciplines including history, sociology, performance theory, personal narrative, and ethnography. This interdisciplinary approach will provide us with rich frameworks to interrogate how Latinas/os negotiate complex identities across communities and specific geographic and political contexts.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez

4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

1-4 credits

330fs Advanced Studies in Identities and Intersections

Fall 2011

330f(1) Spain and Islam

(Speaking- and writing-intensive course) 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.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

N. Romero-Díaz

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

Spring 2012

330s(1) Latina Feminisms

(Speaking- and writing-intensive course; taught in English; Same as Latin American Studies 387s(01), Gender Studies 333s(05)) This course offers an interdisciplinary approach to the study of feminist ideologies among Latinas throughout the United States. Employing a range of sources from archival texts to artistic images and ethnographies, we will study the histories and representations of Latina feminist theories across academic and aesthetic approaches. Focusing on the multiplicity of lived experiences among Puerto-riqueñas, Chicanas, Mexicanas, Centroamericanas, Dominicanas, Suramericanas and many other communities in the United States, we will interrogate how gender and sexuality have informed the development of Latina feminist movements and political histories.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez

4 credits

340s Advanced Studies in Visual Cultures

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.

Spring 2012

340s(1) Natural's Not in It: Pedro Almodóvar

(Speaking- and writing-intensive course; taught in English; Same as Film Studies 380-01) 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. For instance, what can a weeping transvestite teach us about desire? What happens when plastic surgery and organ transplants become metaphors? Under what circumstances, if any, can spectators find child prostitution cute?

Meets either language requirement or Humanities I-A requirement

J. Crumbaugh

Prereq. Film Studies 201, or Film Studies 202 or Spanish 240; or permission of instructor; Weekly evening screenings; 4 credits

340s(2) The Other (in the) Media: New Media and Otherness in the Americas

(Community-Based Learning course; speaking- and writing-intensive course) New technologies (Internet, wireless devices, digital storytelling) are changing the media landscape as well as social, political, and economic relationships. The "other" media is reshaping the notion of otherness itself, as new forms of representation—self-produced, instantly available, sometimes unfiltered—continue to emerge and consolidate worldwide. This class examines how traditionally marginalized groups, including the Zapatistas in Mexico, at-risk youth in Brazil, and Latino communities in the U.S., utilize new media to gain visibility and tell their stories in their own voice.

Meets either language requirement or Humanities I-A requirement

R. Miñana

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

350fs Advanced Studies in Concepts and Practices of Power*Fall 2011*

350f(1) Community Narratives: Digital Storytelling in Springfield, Massachusetts (Community-Based Learning course; speaking- and writing-intensive course) This CBL course examines how digital storytelling enables communities to express themselves and gain social visibility through literary and media discourses. How do traditionally marginalized communities tell their own stories? Together with the Springfield-based Latino Youth Media Institute, students will research and produce digital stories on issues that affect the North End community in Springfield. Throughout the semester students will alternate classroom instruction and off-campus work (transportation arranged by the College).

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

R. Miñana

Prereq. two courses at the 200-level above 212 or permission of instructor; 4 credits

Spring 2012

350s(1) Vital Possibilities: Inscribed Bodies and Living Texts in Latin America (Speaking- and writing-intensive course) Artistic encounters between audiences, texts, and artists draw to the fore the tensions between individual human agency and the confines of our social conditioning. Drawing upon the philosophical work of J.C. Mariátegui, C. Vallejo, J. Butler, H. Bergson, and G. Deleuze, we will think about the paradoxical confines of human agency in contemporary Latin America. We will constantly interrogate the term “vital” as connected to aesthetics. We will explore a range of performance works as well as novels and short stories by Jorge Luis Borges, Diamela Eltit, and Alison Spedding, in order to conceive of the physical body as a textual palimpsest and the written text as a breathing organ.

Meets either language requirement or Humanities I-A requirement

T. Daly

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

360s Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice. (Taught in English; Same as Romance Languages & Cultures 375, Italian 361, French 321) 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.

Meets either language requirement or Humanities I-A requirement

O. Frau

Prereq. for language majors: two courses in culture and literature at the 200-level; 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.; 4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

1-8 credits