THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student's final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the
content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department’s recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH
The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT
Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, ¡Bienvenida! ¡Bienvenido! We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as “true beginners,” those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar’s Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

STUDY ABROAD
Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes. Four maximum.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

Are there specific major requirements that cannot be fulfilled while on study away?
Yes. Our Senior Seminars are required for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study
away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

This hardly ever happens but could happen if a student doesn't seek out pre-approval from a faculty member.

RLSP 101  (F)  Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of short, easy prose. It is taught by the intensive oral method.

Requirements/Evaluation: Engaged daily participation, regular homework exercises, quizzes, a midterm, and a final exam. All students must take the Winter Study Sustaining program to continue to RLSP 102.

Prerequisites: This course is for students who have no previous background in Spanish.

Enrollment Limit:  18

Enrollment Preferences: This course is introductory. Students who have a background in Spanish should seek an alternate course. Preference will be given to those with potential interest in pursuing the certificate, major, and/or studying away in a Spanish speaking country.

Expected Class Size:  15

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

Fall 2024
SEM Section: 01  M-F 10:00 am - 10:50 am  Soledad Fox

RLSP 102  (S)  Elementary Spanish
This course is a continuation of RLSP 101 and must be completed after also taking the Winter Study Sustaining Program to be eligible for credit. It focuses on grammar, elementary composition, practice in conversation, and reading of easy texts. It is taught by the intensive oral method.

Class Format: The class meets five hours a week; students will complete workbook and lab exercises weekly.

Requirements/Evaluation: Daily preparation and participation, regular assignments, frequent tests, a midterm and a final. At least two cultural activities per semester must be attended.

Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school. Students must complete RLSP 101 as well as the Winter Study sustaining program to be eligible to enroll.

Enrollment Limit:  20

Enrollment Preferences: Students enrolled in RLSP 101.

Expected Class Size:  20

Grading:  no pass/fail option,  no fifth course option

Unit Notes: Students in RLSP 101-102 are required to attend and pass the sustaining program during the winter study period.

Distributions:  (D1)

Spring 2025
SEM Section: 01  M-F 10:00 am - 10:50 am  Leyla Rouhi

RLSP 103  (F)  Intensive Intermediate Spanish
RLSP 103 (F) Intensive Intermediate Spanish. This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a
Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. **Conducted in Spanish.**

**Class Format:** Class meets four hours a week: three times with the professor (either in the morning or at noon) and one time in the afternoon with the TA.

**Requirements/Evaluation:** Regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

**Prerequisites:** RLSP 101-102 or by Spanish placement exam

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

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**RLSP 104 (S) Intensive Intermediate Spanish, Upper Level**

This course is a continuation of Spanish 103. During the spring semester we resume our work to expand your proficiency in each of the major skill-groups (listening, speaking, reading and writing) while increasing familiarity with the vibrant cultures of the Spanish-speaking world. Students in both sections of RLSP 104 can once again expect to sample a variety of written and audiovisual media--poems and short fiction, essays, journalism, blogs and film--to deepen their understanding of Hispanic cultures. However, Section 2 will have a more distinct focus on cinema: we will watch a series of classic and contemporary films and develop the specialized vocabulary and skills needed to analyze them in class discussions and student writing. Regardless of which section you are in, students in Spanish 104 can expect to write regularly and to meet with their professor, teaching associate and classmates in varying combinations for four hours each week. This course is designed to prepare students for further literary and cultural studies in Spanish--including the challenges of study abroad--and to hone communication skills that are increasingly essential in professional fields such as medicine, law, and education. Conducted in Spanish. Más and its accompanying *Cuaderno de Práctica* will serve as our primary texts. Conducted in Spanish. For students who have not taken Spanish 103 at Williams, the departmental placement exam is required for enrollment in this course.

**Class Format:** Seminar. Students will spend 4 hours per week in class in engagement with their Professor, Teaching Associate (TA), and classmates. In addition to the regular MWF classes with their Professor, students will meet for one additional hour per week with the TA. As will be explained in the course syllabus and at the first class meeting, this additional hour with the TA will take place at a time (to be decided during the first weeks of class) that is mutually beneficial for the TA and students.

**Requirements/Evaluation:** Weekly 1- to 2-page compositions, daily homework and class participation, oral reports, midterm exams and a final exam.

**Prerequisites:** RLSP 103 or by Spanish placement exam or permission of instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)
RLSP 105 (F) Advanced Grammar, Composition, Conversation

In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with grammar exercises as well as relevant cultural materials. The section that meets at 9 a.m. will have a focus on Latin American poetry, and the section that meets at noon will focus on the politics and culture of contemporary Spain. Students will produce regular grammar and composition exercises as well as oral reports. They will also meet with the Teaching Associate, in smaller groups, weekly.

**Class Format:** students must participate in TA sessions once a week.

**Requirements/Evaluation:** regular grammar and composition assignments, a mid-term, occasional quizzes, oral reports; active participation and regular attendance required.

**Prerequisites:** RLSP 104, or results of the Williams College Placement Test, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** first-year students, potential majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

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RLSP 106 (S) Advanced Grammar and Composition through Literature (WS)

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 104, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. Conducted in Spanish.

**Class Format:** Grammatical practice. Study of idioms. Discussion of literary texts.

**Requirements/Evaluation:** A weekly essay based on the stories read in class. Written lab exercises. Participation in the grammatical and literary discussions. Oral presentations, quizzes, a mid-term exam, and a final exam

**Prerequisites:** RLSP 104, any course 201+, placement exam or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** In the event of over-enrollment, preference will be given to sophomores.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly essays, corrected for both language and content. Constant feedback from instructor. Students will be required to revise and rewrite their graded essays.

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Spring 2025

SEM Section: 01  MWF 11:00 am - 11:50 am  Carlos Macías Prieto

SEM Section: 02  MWF 10:00 am - 10:50 am  Jennifer L. French

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Fall 2024

SEM Section: 01  MWF 12:00 pm - 12:50 pm  Leyla Rouhi

SEM Section: 02  MWF 9:00 am - 9:50 am  Alejandro Castro

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Spring 2025

SEM Section: 01  MWF 10:00 am - 10:50 am  Gene H. Bell-Villada

CON Section: 02  W 2:10 pm - 3:00 pm  Gene H. Bell-Villada
**RLSP 201 (F) The Spanish Labyrinth**

How can you learn to separate the stereotypical images of Spain from its current reality? How can we talk about one “Spain” when the country is a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants, and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? How have recent events and political tensions affected Spain’s health system, demographics, and economy? This course aims to offer students a strong foundation in Spanish issues, whether they have already spent time abroad, or hope to do so in the future. In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship, repression, and crisis. Some topics of focus will be the Inquisition, the Civil War, contemporary Spain’s obsession with its own recent past, and its uncertain future. Secondary texts will also be provided for historical and socio-political background and reference. Conducted in Spanish. We will also use films and music.

**Requirements/Evaluation:** Conducted entirely in Spanish. Evaluation will be based on active daily participation and attendance, oral presentations, 2 short papers and a final research project.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors, certificate candidates, and anyone who has studied away in Spain or plans to.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

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**RLSP 202 (S) Introduction to the Analysis of Literature in Spanish** (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, 200, 201 or 209. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry, and drama from Latin America and Spain. In addition to studying the principles and techniques of literary analysis, this course will continue to develop your speaking, writing, and reading comprehension skills with a particular emphasis on composition. Conducted in Spanish.

**Class Format:** Students are expected to be active participants at all scheduled class meetings, which will be used for discussion and collaborative analysis of literary texts as well as workshopping student writing.

**Requirements/Evaluation:** Graded assignments will include three essays of five pages each as well as consistent preparation and class participation.

**Prerequisites:** RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

**Enrollment Limit:** 20

**Enrollment Preferences:** first- and second-year students who are considering the major in Spanish

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Each student will write and revise three essays of roughly give pages each. Feedback will be provided regarding grammar, style, and argument. On Fridays we will workshop student papers.

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**RLSP 203 (F) From Modernismo to El Boom de la Novela**

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. Conducted in Spanish.

**Requirements/Evaluation:** Response journals, three 6- to 8-page papers, a mid-term and final exam, and class participation.
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Seniors, juniors, and then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 205 (S) Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation (DPE)

Cross-listings: COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century and after, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lpector, the Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Latina/o Studies concentrators, Comp Lit majors

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 205(D1) RLSP 205(D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the canon of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 206 (S) Latin-American Civilizations

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. Conducted in Spanish.

Requirements/Evaluation: two essays on assigned topics, response journals, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 12
Enrollment Preferences: Juniors, sophomores, first-years.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies

Not offered current academic year

RLSP 209 (F) Spanish for Heritage Speakers

Cross-listings: LATS 209

Primary Cross-listing

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students’ existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. Conducted in Spanish.

Requirements/Evaluation: homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Potential Spanish majors/certificate students and LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 209(D1) LATS 209(D2)

Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Alejandro Castro

RLSP 210 (S) Graphic Novels, Spain, and Economic Crisis

The massive economic crisis that began in 2007 affected all areas of life in Spain, among other things, led to the rise of several social movements and critiques of neoliberalism. In this class we will study graphic novels -- a booming medium in contemporary Spain -- along with other mediums such as literature and film to see how they reflect this key moment in Spanish society. We will consider the ways in which these novels represent new social movements as well as effects of the crisis that continue to this day. In the process, we will not only gain a better understanding of contemporary Spain, but also unpack the characteristics of visual storytelling. Readings may include Miguel Brieva’s Lo que me está pasando, Manel Fontdevila’s ¡No os indignéis tanto!, and Isaac Rosa’s & Cristina Bueno’s Aquí viví: Historia de un desahucio.

Requirements/Evaluation: Conducted entirely in Spanish. Evaluation will be based on active participation and attendance, one group presentation, four take-home essay quizzes, and one final project (12-15 pages).

Prerequisites: Spanish 105 or 106, or results of the College Placement Exam, or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and certificate students.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 217 (S) Love and marriage in Medieval and Early Modern Spain
We are often told that love is a natural human feeling and marriage its happiest consequence. But these two conditions are constructed and depend on society's dominant values. In this class we focus on pre-modern Spain to study the principles and fears that create definitions of love and marriage, also with a view to how some of these have survived to this day in our own communities. Our theoretical frames will come from the medieval and early modern periods, but also from contemporary definitions and critiques. Primary sources will include lyrical traditions, the writings of King Alfonso X, the works of Santa Teresa de Ávila, San Juan de la Cruz, Lope de Vega, Tirso de Molina, Pedro Calderón de la Barca, Miguel de Cervantes, among others.

**Requirements/Evaluation:** Active and meaningful participation, short assignments, one final project.

**Prerequisites:** RLSP 105 or 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 22

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Not offered current academic year**

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**RLSP 219 (F) Latin American Diasporic Cultures: The Venezuelan Case**

The history of Latin America cannot be fully understood without the study of the mass migrations that have taken place to and from the region throughout the 20th and 21st centuries. These displacements differ in nature, do not share a single origin, route, or destination. They primarily stem from complex political conflicts (racial, gender, sexual, economic, climatic) and have left a definitive mark on the hemispheric cultural imagination. This course aims to study the narratives surrounding migration and migrants in Latin America. What are the geographies of displacement? Is the Chihuahuan Desert or the Darien Gap a wall? Is the Caribbean Sea a border? What happens to the narrative when it emerges under the sign of exile? How does the figure of the migrant destabilize notions of law, nation, and personhood? How is the migrant body constituted, and how do literature, cinema, visual arts, or performance portray it? We will conduct a panoramic analysis of cultural materials and critical interventions produced throughout the continent regarding the figure of the migrant, arriving at the current Venezuelan diaspora--comprising more than seven million people--and its aesthetic, ethical, and political resonances. Primary materials include texts by Reinaldo Arenas, Virgilio Piñera, Manuel Ramos Otero, Valeria Luiselli, Sonia Nazario, Juan Pablo Villalobos, Balam Rodrigo, Adalber Salas Hernández, and Gina Saraceni, as well as works by visual artists José Rafael Perozo and Gerardo Rosales, films by Mariana Rondón and Diego Quemada-Diez, among others. Conducted in Spanish, the course will also have a public orientation, with some activities open to the wider university community.

**Requirements/Evaluation:** Evaluation is based on active participation, several short compositions, a conference paper, and a final project.

**Prerequisites:** RLSP 105 or higher; or results of the College Placement Test; or permission of instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors and certificate candidates; comp lit majors with a focus on Spanish.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

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**RLSP 220 (S) Women on the Verge**

**Cross-listings:** WGSS 222

**Primary Cross-listing**

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films, newspapers and other media, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, the transition to democracy, and the present day.
RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)
This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El “Inca” Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a “Spanish lettered city” (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an “alter-native” lettered city, one in which Indigenous writing flourishes during times of crisis. Conducted in Spanish.

Requirements/Evaluation: Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

Prerequisites: RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1), (DPE), (WS)

Writing Skills Notes: Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

Attributes: GBST Latin American Studies  LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 232 (S) Islam in medieval and Early Modern Spain
The presence of Islam--in all its diverse manifestations--is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods to study the ways in which which Muslims and Islam have inhabited and been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives as well as cultural material. While the bulk of the course is focused on the period prior to 1700 CE, towards the end of the course we will relate our findings to contemporary Spain through social and legal debates, among them topics related to immigration. Conducted in Spanish

Requirements/Evaluation: Several short reaction papers, active and regular class participation, presentations, and one final project.
Enrollment Limit: 22

Enrollment Preferences: Spanish majors and certificate candidates, Comp Lit majors with a focus in Spanish

Expected Class Size: 22

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2025

SEM Section: 01    MWF 12:00 pm - 12:50 pm    Leyla Rouhi

RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America (DPE) (WS)

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. First, of course, came the carnage of the Independence Wars, which was followed by decades of civil war (Mexico, Argentina, Peru, Uruguay, Colombia, Venezuela) and two bitter international wars--the Paraguayan War (1864-1870) and the Pacific War (1879-1883)--each of which would have a lasting impact on the countries involved. The restoration of peace brought economic development and new opportunities for dominant groups, but also the return of some of the most violent practices of the colonial period: indigenous peoples were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) met with new forms of exclusion, exploitation, and physical violence. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of State-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the notion of 'civilization.' We will read one or two key precursors and a variety of 19th century texts that may include works by Juan Francisco Manzano, Esteban Echeverría, Ricardo Palma, Rosa Guerra, Dorotea Duprat de Lassere and Juan Crisóstomo Centurión, and Lucio V. Mansilla. In addition, we will read a few contemporary texts, written in the aftermath of the late-20th century dictatorships in the Southern Cone, that actively reflect on the long history of State-sponsored violence in Latin America (Ricardo Piglia, Diamela Eltit, Augusto Roa Bastos). Students will work in trios throughout the semester, each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and one will be designated the official respondent, whose job is to lead a discussion of the paper. The third member of the group will turn in a revision of the previous week's paper. Prerequisites: one 200-level RLSP course or permission of instructor. Heritage learners, international students and second-language learners are all heartily welcome. Conducted in Spanish.

Class Format: Conducted in Spanish.

Requirements/Evaluation: Each student will write and revise a minimum of three five-page papers during the course of the semester. Students will be evaluated on the basis of their preparation for each tutorial meeting as evidenced by the quality and frequency of their engagement with the material, including their classmates' written work. Essays will be graded after they have been revised and submitted to the professor.

Prerequisites: Any 200-level Spanish course.

Enrollment Limit: 12

Enrollment Preferences: Priority given to Spanish majors.

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will practice writing throughout the semester, and will receive abundant feedback on their written work from their tutorial partners and the instructor. We are altering the tutorial format from the standard duos to trios of students, so that students will have ample opportunity to revise their written work.

Difference, Power, and Equity Notes: This course focuses on issues of diversity, power and privilege within the internal and regional constitution of Latin American countries. We will read with an awareness of some of the ways that differences of race, class, nationality and gender may be mobilized in times of conflict, and consider how the collective narratives that are constructed and imposed in the aftermath tend deal with those conflicts.

Attributes: GBST Latin American Studies

Not offered current academic year

RLSP 301 (S) Cervantes' "Don Quijote"
We will devote the semester to the study of one novel: Miguel de Cervantes' *Don Quijote*, published in the early part of the 17th century. We will try to understand the reasons for the novel's immense and ongoing influence. We will study Cervantes' handling of issues that continue to have relevance to our lives today: relationships, the role of fiction in life, the shapes of mental illness, how we show people who we think we are, how our governments, families and friends decide who we are, the fun and annoyance of going on a road trip with someone, the meaning of justice, and the meaning of storytelling, to name a few. In the process, we will set things in context to understand what was going on in Cervantes' world. Finally, we will find that even an entire semester was not enough to engage fully with this extraordinary work. *Conducted in English using a contemporary translation.*

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active class participation; two to three short projects and one final research project

**Prerequisites:** any 200-level RLSP or Comp lit or English course at Williams

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors and Comp Lit majors and Engl majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)
followers and would-be converts, represent love as a (revolutionary) political force, contest the legitimacy of patriarchal heteronormativity, and sometimes all three. We will consider writings by 20th and 21st century political leaders whose speeches and other writings convey the melodrama of radionovelas (Eva Perón) as well as the sacrificial love of the guerrillero (José Martí, Che Guevara) and the anarchist (Rafael Barrett). We may also consider the love professed by historical figures including Catholic missionaries (Antonio Ruiz de Rivera) and 19th century abolitionists (Mármol, Sarmiento). We may examine tensions around the domestication of love in writings in translation by Brazil's Clarice Lispector and the torment of eros in Elena Garro's political novel Memories of the Future. We will likely read poems of grief and love for those murdered in the secret detention centers of the Southern Cone dictators (Raúl Zurita, Juan Gelman). We will delve into the politics of queer love, solidarity and mourning with authors such as Mario Puig, Reinaldo Arenas, and Cristina Peri Rossi, and in Sebastián Leilo's 2017 film, A Fantastic Woman. We will conclude by considering the politics of love as articulated by Black Lives Matter, particularly as the movement has taken shape in Latin American countries, and its impact in Colombia and elsewhere. Conducted in Spanish.

Requirements/Evaluation:  
Regular preparation for class is required, as is thoughtful participation in class discussions. Students will be evaluated for both. Students will also be evaluated for discussion-leading and making presentations on their original research in progress. There will be two graded essays, one of 5-7 pages and the other 15-20.

Prerequisites: One RLSP course at the 200 level.

Enrollment Limit: 19

Enrollment Preferences:  
Students majoring or completing a certificate in Spanish.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing and rewriting roughly twenty pages. Longer assignments will be broken down into stages (proposal, bibliography, research, analysis, draft, revision) with feedback from the instructor at every stage.

Difference, Power, and Equity Notes: Using literary texts, we will delve into the ways a wide variety of political actors -- from the mainstream to the radical fringe -- talk about love in Latin American contexts. Some of them will seem comparatively cynical, but in other cases we will be looking at how people contest the hegemony of patriarchal, capitalistic and heteronormative definitions of what "counts" as true love.

Not offered current academic year
This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana’s writings will focus on the different genres in which she wrote—prose, poetry, and drama—and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana’s work has influenced contemporary Latin American and U.S. Latina authors. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana’s texts.

Attributes: GBST Latin American Studies LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 344  (S) Contemporary Latin American Queer Aesthetics  (DPE)

Conducted in Spanish, this advanced seminar examines a panoramic corpus of contemporary cinema, literature, and music in Latin America to trace possible shared political and cultural characteristics of a queer aesthetic. We will explore the works of renowned figures such as Reinaldo Arenas, Chavela Vargas, Pedro Lemebel, and Mariana Rondón, among others, to delve into the intricate layers of queer expression within the region. Is it possible to discern a common transnational queer identity among Latin American countries? What would it look like, sound like? Would it have a shared political mission? What would be its symbols? Primarily focusing on Venezuela, Cuba, Puerto Rico, Dominican Republic, Mexico, Chile, and Argentina, we will analyze a wide range of cultural artifacts—including the work of writers, filmmakers, and musicians—to discuss contemporary debates on identity and representation surrounding sexuality, but also in its intersection with race, gender, and social class. Through an interdisciplinary and intersectional lens, this course will offer a feminist analysis of Latin American counterculture, interrogating the process whereby queer aesthetics enter and sabotage the mainstream. By the end of the seminar, students will have a strong knowledge of contemporary queer artistic practices in Latin America and will be able to identify the most prominent theoretical contributions on sexual and gender dissidence from the region.

Requirements/Evaluation: Evaluation is based on active participation, class presentations, a weekly forum debate, and either a final paper or project.

Prerequisites: Any 200-level course in Spanish taken at Williams or permission of the instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, Spanish certificate candidates.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course explores the politics and aesthetics of Latin American cultural material from the framework of resistance and queer activism, giving students the opportunity to understand the construction of alternative Latin American identities that go against the mainstream.
RLSP 405 (S) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel (DPE) (WS)

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Matin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"—literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

Requirements/Evaluation: Four essays, class presentations, active participation, and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Spanish Majors.

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

RLSP 407 (F) Gender, Race and Nature: Ecocritical Examinations of Latin American Culture (DPE)

This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter Mignolo, and more.

Requirements/Evaluation: Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

Prerequisites: Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Senior Spanish majors, then other interested students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.
RLSP 493 (F) Senior Thesis: Spanish
Spanish senior thesis; this is part of a full-year thesis (493-494).
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2024
HON Section: 01 TBA Leyla Rouhi

RLSP 494 (S) Senior Thesis: Spanish
Spanish senior thesis; this is part of a full-year thesis (493-494).
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2025
HON Section: 01 TBA Leyla Rouhi

RLSP 497 (F) Independent Study: Spanish
Spanish independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2024
IND Section: 01 TBA Leyla Rouhi

RLSP 498 (S) Independent Study: Spanish
Spanish independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2025
IND Section: 01 TBA Leyla Rouhi

Winter Study -----------------------------------------------

RLSP 30 (W) Honors Essay: Spanish
To be taken by candidates for honors other than by thesis route.
Class Format: honors essay
Grading: pass/fail only
Not offered current academic year

RLSP 31 (W) Senior Thesis: Spanish
To be taken by students registered for Spanish 493-494.
Class Format: thesis
Grading:    pass/fail only
Not offered current academic year

RLSP 88  (W)  Spanish Sustaining Program
Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program—check your class schedule to confirm enrollment.

Grading:    pass/fail option only
Not offered current academic year

RLSP 99  (W)  Independent Study: Spanish
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading:    pass/fail only
Not offered current academic year