

ROMANCE LANGUAGES (Div I)

SPANISH

Chair: Professor Brian Martin

Professors: G. Bell-Villada, S. Fox. Assistant Professor: C. Macías Prieto. Visiting Assistant Professor: C. Melgarejo-Torres; Teaching Associates: Katia Cruz-Quintana, Celia Domingo García, Gabriel Gonzalo Fernández

On leave: J. French (Fall), L. Rouhi (Spring)

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 easy modern prose. It is taught by the intensive oral method.

Requirements/Evaluation: participation, regular homework exercises, quizzes, a midterm, and a final exam.

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

Enrollment Limit: 15

Enrollment Preferences: None. However students with two or more years of High School Spanish are normally not eligible.

Expected Class Size: 15

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

Materials/Lab Fee: Textbook.

Distributions: (D1)

Fall 2021

SEM Section: 01 M-F 10:00 am - 10:50 am Aroline Hanson

RLSP 102 (S) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern 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 homework assignments, and frequent tests

Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school

Enrollment Limit: 14

Enrollment Preferences: Students who have completed RLSP 101 in the Fall of 2021.

Expected Class Size: 14

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

Unit Notes: Students in RLSP 101-102 are normally required to attend and pass the sustaining program during the winter study period only if both semesters (RLSP 101 and 102) are taken. In 2021-22 WS activities are highly encouraged and announced via GLOW.

Distributions: (D1)

Spring 2022

LEC Section: 01 M-F 10:00 am - 10:50 am Carolina Melgarejo-Torres

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)

Fall 2021

SEM Section: 01 MWF 11:00 am - 11:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

SEM Section: 03 MWF 10:00 am - 10:50 am Carolina Melgarejo-Torres

CON Section: 04 TBA Carolina Melgarejo-Torres

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 1 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. *Pasajes Lengua* and its accompanying *Cuaderno de Práctica* will once again 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 104.

Class Format: 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, unit exams and a final exam.

Prerequisites: RLSP 103 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)

Spring 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Jennifer L. French

SEM Section: 02 MWF 11:00 am - 11:50 am Carlos Macías Prieto

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 relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports.

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

Requirements/Evaluation: regular grammar and composition assignments, a mid-term, a final exam, 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)

Fall 2021

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

RLSP 107 (F) Advanced Grammar and Conversation

How is Spanish language relevant to my academic field? What linguistic and cultural resources should I acquire to effectively communicate my academic interests in this language? How do I prepare for a professional presentation in Spanish? What are the limitations of the academic language at the moment of interacting with people in the community? The Advanced Grammar course 107 will provide cultural and linguistic resources to address the questions above and other common concerns that students have around their proficiency and skills to communicate effectively. This course focuses on helping students to advance their cultural and communicative skills in Spanish, as they share their professional interests with other students. The class will discuss four general topics -medicine, history and human rights, art, and environmental issues-, which will create the context for students to conduct oral presentations and activities around their own academic fields. Another important emphasis of the course will be to connect students' professional interests to current issues of social justice in USA, Latino America and other world countries. To expand their cultural and linguistic knowledge, participants will prepare two different types of oral activities for the class: formal-academic presentations and non-formal activities that use colloquial registers. The RLSP 107 course will require a constant and committed collaboration between participants.

Class Format: Students should expect to meet with the professor three times per week during the scheduled class hours. One hour of practice with the TA will be added at agreed-upon times once the enrollment is fully established.

Requirements/Evaluation: Regular grammar and composition assignments, a mid-term exam and a final project; intense reading, active participation and regular attendance required.

Prerequisites: RLSP 104, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and certificate students, current and potential.

Expected Class Size: 20

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

Distributions: (D1)

Fall 2021

LEC Section: 01 MWF 9:00 am - 9:50 am Carolina Melgarejo-Torres

LEC Section: 02 MWF 12:00 pm - 12:50 pm Carolina Melgarejo-Torres

RLSP 200 (S) Advanced Grammar and Composition through Literature

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 105, 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: In-person. Discussion.

Requirements/Evaluation: a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

Prerequisites: RLSP 105, any course 201+, placement exam or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Sophomore

Expected Class Size: 10-19

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

Distributions: (D1)

Spring 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 201 (F)(S) The Spanish Labyrinth

How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one "Spain", when the country 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 has the Covid-19 pandemic affected Spain's health system, demographics, and international 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 as it begins to recover from the effects of Covid. Secondary texts will also be provided for historical and socio-political background and reference. *Conducted in Spanish.*

Requirements/Evaluation: Conducted entirely in Spanish, Active regular participation in class discussions. Each student will give one presentation and, on a separate occasion, also be a discussion leader. Two short writing assignments (2-3 pp) and one final essay (10-12 pp). Remote office hours will be scheduled with individual students at different points in the semester to help each one with questions, approaches to homework and class participation, and to go provide additional feedback and practice for writing and oral expression.

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

Enrollment Limit: 15

Enrollment Preferences: Spanish majors and certificate candidates

Expected Class Size: 15

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

Distributions: (D1)

Fall 2021

SEM Section: 01 Cancelled

Spring 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Soledad Fox

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, or 200.

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, oral, writing, and reading comprehension skills. *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.

Requirements/Evaluation: Assignments will include four essays (from 4 to 6 pages each); a number of short writing assignments; a mid-term and a final exam; and 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: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write four essays 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.

Spring 2022

SEM Section: 01 MWF 12:00 pm - 12:50 pm Carlos Macías Prieto

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.*

Class Format: In-person.

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 Electives

Fall 2021

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

RLSP 204 (S) Hispanic/Bilingual Communities in USA: language and identity

"Hispanic/Bilingual Communities in USA: language and identity" is a course for Heritage Learners with two different profiles: those who have acquired Spanish at home and those who have been learning the language at school. Students' own sense of affective connection with the language through their families will guide our reflection on Spanish as a social component that unifies multiple Hispanic communities in the USA. We will also discuss the dialectal, sociolectal and generational differences between the members of those speaking communities, and the implications of considering these groups as homogenous. The course will address the role that media, institutions and cultural products play in preserving and (re)defining Spanish in the USA. We will review the language and its variation through TV programs, music, magazines, and literature. Heritage Learners already have an important foundation of linguistic knowledge that prepares them for interaction in Spanish. In this course they will be asked to further extend their resources through constant grammar and vocabulary practice. The course requires writing reports and larger texts, and the reading of an important amount of specialized texts in Spanish. Many of the daily activities will require teamwork. The course will meet 2 times per week: M, W, 1 hour 15

minutes per session. Students who have taken Spanish 209 can also register for this course.

Requirements/Evaluation: Evaluation will be based on class participation, daily assignments, essays, projects and one parcial exam.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: sophomores, juniors, majors, or concentrators.

Expected Class Size: 12

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

Distributions: (D1)

Not offered current academic year

RLSP 205 (F) The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205 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, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, 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: Spanish majors, Latina/o Studies concentrators

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:

RLSP 205 (D1) COMP 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 Electives

Not offered current academic year

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.*

Class Format: In-person

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 Electives

Not offered current academic year

RLSP 209 (F) Spanish for Heritage Speakers

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)

Fall 2021

SEM Section: 01 MWF 12:00 pm - 12:50 pm Carlos Macías Prieto

RLSP 211 (S) A Survey of Spanish Literature from the 11th to the 17th Centuries

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. *Conducted in Spanish.* This course fulfills the pre-1800 requirement for the Spanish major

Requirements/Evaluation: evaluation will be based on class participation, short paper assignments, and a final paper

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

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

Distributions: (D1)

Not offered current academic year

RLSP 214 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Cross-listings: RLSP 214 ENVI 218

Primary Cross-listing

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

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

Distributions: (D1) (DPE)

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

RLSP 214 (D1) ENVI 218 (D1)

Difference, Power, and Equity Notes: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

RLSP 216 (S) Latin American Environmental Literature and Cultural Production (DPE)

Cross-listings: RLSP 216 ENVI 233

Primary Cross-listing

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the *Popol vuh*), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings; there may be some additional asynchronous activities.

Requirements/Evaluation: Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: Preference given to students majoring in Spanish or Environmental Studies.

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

RLSP 216 (D1) ENVI 233 (D1)

Difference, Power, and Equity Notes: This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

RLSP 217 (S) Love in Early Modern Spain

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, San Juan de la Cruz, Santa Teresa, María de Zayas, and others will show us how the theme was treated from diverse perspectives, and how it related to the social and political context of the time. *Conducted in Spanish.*

Class Format: This class will be taught remotely but synchronously.

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

RLSP 220 (S) Women on the Verge

Cross-listings: WGSS 222 RLSP 220

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 and graphic materials, 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, and the transition to democracy.

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

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

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

Distributions: (D1)

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

WGSS 222 (D2) RLSP 220 (D1)

Spring 2022

SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

RLSP 228 (S) Velázquez, Goya, and Picasso

Cross-listings: ARTH 228 RLSP 228

Primary Cross-listing

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

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

Distributions: (D1)

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

ARTH 228 (D1) RLSP 228 (D1)

Not offered current academic year

RLSP 230 (F) Mexican Literature and Cultural Production (DPE) (WS)

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. *Conducted in Spanish.*

Requirements/Evaluation: Each student will write three 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. Excellent preparation, active and engaged participation in class discussions.

Prerequisites: RLSP 105, placement exam results, permission of instructor.

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 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 Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

Attributes: GBST Latin American Studies Electives

Not offered current academic year

RLSP 251 (F) Somos Sur: US-Mexico-Central American Borderlines (WS)

What are borderlands? How have they been created? How do they affect the life of those who cross or are being crossed by these borders? This course focuses on the cultural production that explores US-Mexico-Central American borderlands and the diverse policies and practices that (re)create and (re)image these borders. In consideration of some of the dictatorships in Central America, the NAFTA agreement and post 9/11 policies, as well as war zones and the drug war; we will explore the concepts of citizenship, migration, nationalism, and (in)visibility in its intersection with gender, racial positioning, and social class. Drawing upon cultural studies, feminist theory, history, and ethnography we will examine materials such as photography, installation art, journalism, literature, film, and music. This interdisciplinary approach aims to shed light on the causes and consequences of the political, cultural, and economic narratives involved in our current understanding of these fronteras. This class is conducted in Spanish; readings will be in both English and Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission of the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 18

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

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Not offered current academic year

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 to deal with those conflicts.

Attributes: GBST Latin American Studies Electives

Not offered current academic year

RLSP 264 (S) Outcasts of the Lettered City: Nation-Building and the Margins in 19th Century Latin America (DPE) (WS)

Bandits, vagabonds, runaway slaves, and unruly women. Defeated soldiers. Afro-Colombian rivermen. Indigenous Americans and their white captives. Latin American cultural production of the 19th century is conventionally studied in terms of the urban intellectuals' projects of nation-formation in the

aftermath of the long struggle for independence from Spain. This course examines that process from the outside, considering instead a series of literary and other writings that represent the marginalized others of the desired nation-state, the women and men, many of them Afro-descended, Indigenous and mixed race, who found themselves excluded from the new national community--or who preferred a life on the pampas, deep in the jungle, or somewhere else outside the confines of bourgeois society. Primary readings will be selected from among the following: Simón Rodríguez, *American Societies in 1828*, Juan Francisco Manzano, *Autobiography of a Slave*; Domingo F. Sarmiento, *Facundo. Civilization and Barbarism in the Argentine Republic*; José Hernández, *Martín Fierro*; Flora Tristán, *Peregrinations of a Pariah*; Juan Crisóstomo Centurión, *Viaje nocturno*, Federico Gamboa, *Santa*; Candelario Obeso, *Popular Songs of My Land*; Cirilo Villaverde, *Cecilia Valdés*, Lucio V. Mansilla, *Excursion to the Ranquel Indians*. We will also read a number of critical essays by leading scholars in the field of 19th century Latin American literature.

Requirements/Evaluation: Students will write and revise approximately 20 double-spaced pages, in Spanish, over the course of the semester. Students will also prepare 10-15 minutes responses to their classmates' work. We will read 100-150 pages of Spanish prose each week and well as critical essays, which will often be in English.

Prerequisites: Any 200-level course with an RLSP prefix or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Spanish majors and potential Spanish majors.

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course is conducted as a tutorial. The number of students in each unit (pairs or triplets) depends on how many students enroll, but whatever our structure turns out to be, each student can anticipate multiple opportunities to write and revise their individual essays in response to feedback from their classmate and professor, as well as to serve as the respondent offering feedback other students' work. Thus we emphasize editing and revision as essential parts of the writing process.

Difference, Power, and Equity Notes: This course examines structures of exclusion in 19th century Latin America -- the reproduction and perpetuation of socio-economic and institutional structures based on racial, gendered and class-based hierarchies established during the colonial era -- and the spaces that historical individuals have been able to occupy within and around them.

Spring 2022

TUT Section: T1 TBA Jennifer L. French

RLSP 274 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: RLSP 274 COMP 286 WGSS 275

Primary Cross-listing

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

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

Expected Class Size: 15

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

Distributions: (D1) (DPE)

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

RLSP 274 (D1) COMP 286 (D1) WGSS 275 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

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

Not offered current academic year

RLSP 280 (S) From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission from the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish major

Expected Class Size: 15

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

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Attributes: FMST Related Courses GBST Latin American Studies Electives

Not offered current academic year

RLSP 303 (S) Cervantes' "Don Quijote"

A close study, in Spanish, of one of the most influential and early European novels. Don Quijote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quijote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine unabridged edition, and set it in several relevant contexts to better understand its original intellectual horizon as well as the reasons for its continuing relevance.

Class Format: discussion conducted in Spanish

Requirements/Evaluation: active participation, two short papers, and a final project in close consultation with the instructor

Prerequisites: any RLSP 200-level literature class taken at Williams, or permission of the instructor

Enrollment Limit: none

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

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

Unit Notes: this course fulfills one of the requirements for the Spanish major

Distributions: (D1)

Not offered current academic year

RLSP 307 (F) The Short Stories of Miguel de Cervantes

We will conduct a close study of the collection of short stories known as *Las novelas ejemplares* written by Miguel de Cervantes (1547-1616 CE). The stories, though not as famous as *Don Quijote*, are as innovative and dynamic as the author's best-known novel. We will set them in the context of the political and artistic landscape of Spain in the early part of the 17th century to better understand their nature and function. In particular, we will pay attention to how social and individual identities are shaped in the stories, and the ways in which our own assumptions about identity work alongside those of these texts.

Class Format: Conducted in Spanish.

Requirements/Evaluation: Regular attendance and active participation; two short essays or four reaction papers; one final project of 8-10 pages or the equivalent in close consultation with the instructor.

Prerequisites: Any RLSP 200-level class taken at Williams, or results of the placement test, or permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: Preference given to Spanish and COMP majors.

Expected Class Size: 15

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

Distributions: (D1)

Fall 2021

SEM Section: 01 MWF 10:00 am - 10:50 am Leyla Rouhi

RLSP 308 (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century (DPE) (WS)

This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week and it is taught remotely. *Conducted in Spanish.*

Requirements/Evaluation: Each student will write three 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. Excellent preparation and class participation.

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

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 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. 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 and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

Attributes: GBST Latin American Studies Electives

Not offered current academic year

RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Class Format: In-person.

Requirements/Evaluation: three 8-page papers, response journals, an oral report, a final 3-page paper, 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: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Attributes: GBST Latin American Studies Electives

Spring 2022

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

RLSP 388 (S) La Regenta: Masculinity in Crisis in Nineteenth-Century Spain

This seminar is an in-depth study of arguably the most remarkable Spanish novel of the nineteenth century: *La Regenta* (1885) by Leopoldo Alas (alias Clarín, 1852-1901). We will spend the semester living with the most eccentric, repressed, confused, sometimes arrogant, and sometimes humble inhabitants of the fictional city of Vetusta (based on the real city of Oviedo) and immerse ourselves in Spanish history and culture through a story of adultery. In the grand tradition of nineteenth-century novels about fallen women, *La Regenta* in fact reveals the seamy underside of society, the profound anxieties of masculinity and identity formation, as well as where our biases and assumptions about both successful and failed relationships come from today.

Class Format: This class will be taught remotely but synchronously.

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

Prerequisites: Any Spanish 200-level class taken at Williams, or results of the Williams Placement Test, or permission of Instructor.

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature Majors

Expected Class Size: 15

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

Distributions: (D1)

Not offered current academic year

RLSP 401 (F) Climate Changes (Latin America): Aesthetics, Politics, Science

Cross-listings: RLSP 401 ENVI 301

Primary Cross-listing

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems,

leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Néon* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

Requirements/Evaluation: rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

Prerequisites: one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

Expected Class Size: 12

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

Unit Notes: this is the senior seminar required for all Spanish majors

Distributions: (D1)

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

RLSP 401 (D1) ENVI 301 (D1)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

RLSP 403 (F) Senior Seminar: Early Modern Love and Marriage

We might think that love is a natural human feeling and marriage its happiest consequence, but in fact these two conditions are among the most carefully constructed phenomena in any society, highly dependent on time period and place. In this senior seminar we will focus on pre-modern Iberia to study the many manifestations and constructions of love (and marriage), several of which continue to influence definitions of both to this day. We will look at sacred, profane, family, and married love through treatises, medical writings, plays, short stories, poems. Our theoretical underpinnings will come from reflections on love from the time period under consideration as well as contemporary critiques of love and marriage. Primary sources will include early lyrical traditions, the poetry of King Alfonso X, the works of Santa Teresa, Lope de Vega, Calderón de la Barca, Cervantes, among others. Conducted in Spanish.

Requirements/Evaluation: regular presentations, two to three short papers, one research paper preceded by class presentation, active participation and regular attendance required

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

Enrollment Limit: 15

Enrollment Preferences: senior Spanish majors and Comparative Literature seniors with Spanish focus

Expected Class Size: 15

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

Distributions: (D1)

Not offered current academic year

RLSP 404 (F) Spain's Tale of Two Cities: Madrid and Barcelona (DPE)

The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell's classic *Homage to Catalonia* (1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for

political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital, Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

Class Format: Remote Instruction.

Requirements/Evaluation: This course will be conducted entirely in Spanish. Students will be expected to participate actively in weekly online classes. There will be two short writing assignments of 3-5 pp. Each student will prepare a presentation for one of our class meetings, and be a discussion leader for part of another meeting. Students will be expected to schedule remote office hours with me individually, and to work on an independent research project towards the end of the semester which will culminate in a final paper of 10-15 pp.

Prerequisites: Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.

Enrollment Limit: 11

Enrollment Preferences: Senior Spanish Majors. This is the 20-21 Senior Seminar for the Spanish Major.

Expected Class Size: 10

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

Not offered current academic year

RLSP 405 (F) 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 Martin 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.

Fall 2021

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

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 2021

HON Section: 01 TBA Brian Martin

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 2022

HON Section: 01 TBA Brian Martin

RLSP 497 (F) Independent Study: Spanish

Spanish independent study.

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

Distributions: (D1)

Fall 2021

IND Section: 01 TBA Brian Martin

RLSP 498 (S) Independent Study: Spanish

Spanish independent study.

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

Distributions: (D1)

Spring 2022

IND Section: 01 TBA Brian Martin

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

Winter 2022

HON Section: 01 TBA Brian Martin

RLSP 31 (W) Senior Thesis: Spanish

To be taken by students registered for Spanish 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2022

HON Section: 01 TBA Brian Martin

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

Winter 2022

LAB Section: 01 TBA 9:00 am - 9:50 am Brian Martin

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

Winter 2022

IND Section: 01 TBA Brian Martin