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: 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: 20

Enrollment Preferences: Students with two or more years of High School Spanish are normally not eligible. Preference given to those with potential interest in certificate or major.

Expected Class Size: 15

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

Distributions: (D1)

Fall 2023
SEM Section: 01 M-F 10:00 am - 10:50 am Isaac C. Veysey-White

RLSP 102 (S) Elementary Spanish
This course is a continuation of RLSP 101. 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 2024
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. 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. For students who have not taken Spanish 103 at Williams, the departmental placement exam is required for enrollment in 104.

**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, unit 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)

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**Fall 2023**

SEM Section: 01  MWF 10:00 am - 10:50 am  Jennifer L. French
CON Section: 02  TBA  Jennifer L. French
SEM Section: 03  MWF 11:00 am - 11:50 am  Gene H. Bell-Villada
CON Section: 04  W 2:10 pm - 3:00 pm  Gene H. Bell-Villada

**Spring 2024**

SEM Section: 01  MWF 11:00 am - 11:50 am  Isaac C. Veysey-White
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 drawn from Latin America and the Caribbean for the section that meets at 9 a.m., and from Spain in the section that meets at noon. 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)

Fall 2023

SEM Section: 01 MWF 12:00 pm - 12:50 pm Leyla Rouhi
SEM Section: 02 MWF 9:00 am - 9:50 am Sahai Couso Diaz

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.


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.

Spring 2024

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 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 RLS 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:** RLS 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)

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**RLSP 201 (F) The Spanish Labyrinth**

The goal of this course is to explore the history and cultural production of Spain and the Iberian Peninsula throughout history, from the time of Al-Andalus up to contemporary Spain. Over the course of 12 weeks, we will study a variety of mediums, including the novel, the short story, comics, and film. Such readings may include Miguel de Cervantes’ *La gitanilla*, José Zorrilla's *Don Juan Tenorio*, and Benito Zambrano's film *La voz dormida*, among others. This class serves as a panorama of Spanish peninsular literature and culture and seeks to expand students' mastery of the Spanish language.

**Requirements/Evaluation:** Conducted entirely in Spanish. Evaluation will be based on active participation and attendance, one group presentation, three short reaction papers (2-3 pages), and one final project (10-12 pages)

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

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors and certificate candidates

**Expected Class Size:** 20

**Grading:** yes 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 RLS 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. 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 five pages each. Feedback will be provided regarding grammar, style, and argument. On Fridays we will workshop student papers.

Spring 2024

SEM Section: 01 Cancelled

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

Not offered current academic year

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 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 Electives

Spring 2024
LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

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:
LATS 209(D2) RLSP 209(D1)

Attributes: LATS Core Electives

Fall 2023
SEM Section: 01 MWF 11:00 am - 11:50 am Sahai Couso Diaz

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 vivió: 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)

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Isaac C. Veysey-White

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

Cross-listings: 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.

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 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.
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.

Requirements/Evaluation: This course is conducted entirely in Spanish.

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:

RLSP 220(D1) WGSS 222(D2)

Not offered current academic year

RLSP 228 (S) Velázquez, Goya, and Picasso

Cross-listings: ARTH 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. **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 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 Electives  LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

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**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 Echeverria, Ricardo Palma, Rosa Guerra, Dorotea Duprat de Lassere and Juan Cristóstomo 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, Diamelia 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 Electives

*Not offered current academic year*

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**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.

*Not offered current academic year*

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**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
What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature of film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

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

COMP 311(D1) RLSP 304(D1) ENVI 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024

SEM Section: 01 Cancelled
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

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. Conduced 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 311 (F) The Politics of Love in Latin American Literature (DPE) (WS)
Cynical, sincere, confused and confusing, love and politics have a lot of complicated history together in Latin America. This course considers works of literature and other cultural texts in which love and politics are explicitly intertwined: the authors, artists and activists we consider profess love for their 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 (Juan Francisco Manzano, Gertrudis Gómez de Avellaneda) and/or nation-builders (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 dictatorships (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.

Fall 2023

SEM Section: 01    TF 1:10 pm - 2:25 pm     Jennifer L. French

RLSP 319  (F) 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 Martinez 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

Fall 2023

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

RLSP 342  (S) Reading Sor Juana: "única poetisa americana, musa décima,"  (DPE) (WS)

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
**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 Vettusa (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.

**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) (DPE) (WS)

**Not offered current academic year**

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**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.

**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 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  (S)  Racialized Bodies on Display

Across the Americas, the bodies of contemporary Indigenous people were displayed next to bones, fossils, and ruins to separate them from their lands and natural resources; while the bodies and bones of enslaved people were collected, dissected, and displayed to support racist theories of stratification and discourses of difference. This course examines the persistent role that collections have played in the construction of pseudo-scientific racial knowledge in the Americas. It traces the display of Black and Indigenous bodies as objects in museums, literature, paintings, engravings, photographic albums, and other media, as well as contemporary interventions and critiques of the deceiving nature of scientific racism. We will study visual and material culture alongside fiction and non-fiction texts to explore how collections become a narrative device for a racialized representation of reality. One of the main questions of this course is how do images, literature, and objects shape our understanding of scientific ideas and culture? We will also engage in critique from an intersectional perspective to consider how media are shaped by logics of race, gender, and ability. This course gives students the tools to discuss the ethics of material and visual display as well as the general notion of archives as sources of historical preservation. We will explore chronicles, the work of eighteenth-century authors such as Lorenzo Boturini and Francisco Javier Clavigero, as well as casta paintings, Julio Popper's photographic album and Israel Castellanos’ La delincuencia femenina, museum collections, and contemporary interventions and critiques such as Ana Mendieta's Glass on Body Imprints or the performance The Couple in the Cage by Coco Fusco and Guillermo Gomez Pena. We will also read a number of critical essays by leading scholars in the fields of decolonial theory and museum studies such as Silvia Rivera Cusicanqui, J. Kehaulani Kauanui, Walter Mignolo, and Silvia Spitta, among others.

Requirements/Evaluation: In addition to active and informed class participation, requirements include one presentation, two short papers, and a final project.

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)

Spring 2024

SEM Section: 01    TF 2:35 pm - 3:50 pm     Sahai  Couso Diaz

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.

*Not offered current academic year*

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**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 2023**

HON Section: 01 TBA Leyla Rouhi

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**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 2024**

HON Section: 01 TBA Leyla Rouhi

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**RLSP 497 (F) Independent Study: Spanish**

Spanish independent study.

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

**Distributions:** (D1)

**Fall 2023**

IND Section: 01 TBA Leyla Rouhi

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**RLSP 498 (S) Independent Study: Spanish**

Spanish independent study.

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

**Distributions:** (D1)

**Spring 2024**

IND Section: 01 TBA Leyla Rouhi

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**Winter Study**

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**RLSP 26 (W) Sustainability Studies in Uruguay**

As Nick Gallagher recently reported in the New York Times (*"What Does Sustainable Living Look Like? Maybe Like Uruguay,"* October 5, 2022), the
Oriental Republic of Uruguay is at the forefront in terms of forging sustainable futures for its citizens. This travel course offers an in-depth look and hands-on experience with cultural, economic and ecological sustainability in three regions of the South American nation: the coast, the capital, and the interior. We will engage with practitioners of sustainable artisan fishing, get our hands dirty at an experimental farm, and dialogue with artists, activists and eccentrics in the capital city of Montevideo. Students will do a lot of reading, particularly reading Uruguayan literature in the forms of essays, novels, and poetry that engage with Latin America's history of colonial and neocolonial extractivism and propose more ecological ways of relating to the planet and its many species. We will deeply consider the writings of Eduardo Gudynas, once of Uruguay’s most prominent contemporary intellectuals and a leading voice in the struggle between extractivism and sustainable self-determination. We will also watch a number of documentary films.

Requirements/Evaluation: Short paper and final project or presentation.
Prerequisites: 1-2 courses in Environmental Studies and evidence of competence in Spanish, especially RLSP 209 or 103-104 and above.
Enrollment Limit: 8
Enrollment Preferences: If the course is overenrolled I will prioritize students majoring in Spanish and/or Environmental Studies. Students will be asked to describe their interests in the course in writing and have an interview with me in Spanish.
Expected Class Size: 8
Grading: pass/fail only
Materials/Lab Fee: $3,310
Attributes: TRVL Winter Study Travel Course

Winter 2024
TVL Section: 01  TBA  Jennifer L. French

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 2024
HON Section: 01  TBA  Leyla Rouhi

RLSP 31 (W) Senior Thesis: Spanish
To be taken by students registered for Spanish 493-494.
Class Format: thesis
Grading: pass/fail only

Winter 2024
HON Section: 01  TBA  Leyla Rouhi

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 2024
LAB Section: 01  M-F 9:00 am - 9:50 am  Emma Gonzalez Martinez, Victoria Britos, Katerina Ramos Burgos
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 2024  
IND Section: 01  TBA  Leyla Rouhi