

## Spanish

Jennifer Bothun, Tomson 331  
507-786-3230  
bothun@stolaf.edu  
wp.stolaf.edu/spanish

### (Romance Languages)

Students who study Spanish become explorers in many dimensions. They discover, among other things, that Spanish provides not only an alternative means for expressing what we see and think, but also a cultural lens predisposing and empowering its speakers to observe and reflect in unique ways.

On looking through this lens, students diversify their perceptions of the world and multiply their opportunities for interacting with it. These opportunities may include experiencing the tragic ferocity of the Spanish Civil War in the pages of Sender's *Réquiem por un campesino español*, serving as an interpreter for a Latino family in Northfield, teaching art to the children of imprisoned women in Quito, Ecuador, speaking to indigenous people on the shores of Guatemala's beautiful Lake Atitlán about their struggle to preserve the land, probing the complexity of Latin American life within the mythic dimensions of García Márquez's Macondo, debating politics with impassioned university students in Seville, Spain, or talking into the night with a roommate from Costa Rica in the Spanish House. Whatever the channels opened — and they are countless — students who become proficient in Spanish discover that "*Quien sabe dos lenguas, vale por dos.*"

## Overview of the Majors

In courses for the Spanish major, students gain understanding of the diversity of the Spanish-speaking world (Spain, Latin America, and the Hispanic U.S.) through the study of literature, non-literary texts, culture, language, and linguistics. At the same time, they develop communication, critical thinking, and analytical skills.

Level II courses are divided into two levels. In SPAN 250, the gateway course for all majors, students develop academic reading and writing skills in Spanish through textual analysis of cultural documents and literature. 270-level courses introduce students to a variety of ways to explore the Spanish-speaking world further through literature, linguistics, culture, and contemporary issues.

Level III courses build upon the analytical skills and knowledge of the Spanish-speaking world acquired by students in 270-level courses. These courses examine particular topics, genres, or critical or theoretical issues through textual analysis or analysis of linguistic data. Some of these courses focus on comparative analysis across geographical areas of the Spanish-speaking world.

## Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/spanish-major-ilos>)

## Distinction

See Academic Honors (<http://catalog.stolaf.edu/archive/2015-2016/academic-regulations-procedures/academic-honors/#distinction>)

## Special Programs

To encourage students to speak Spanish outside the classroom, the department organizes a weekly Spanish conversation table and administers an Honor House (*Casa Hispánica*) which serves as a venue for cultural and social activities — facilitated by a resident native speaker of Spanish — with Hispanic themes. In addition, faculty teaching Spanish collaborate with colleagues in other disciplines in developing and teaching courses with a Foreign Language Across the Curriculum (<http://catalog.stolaf.edu/archive/2015-2016/academic-programs/foreign-languages-across-curriculum>) credit. These courses enable students who have completed the fourth semester of college Spanish to apply and develop their proficiency in Spanish across the curriculum.

St. Olaf also operates its own Interims in Costa Rica, Ecuador, and Spain and affiliates with long-established consortia — notably the ACM, CIEE, HECUA, and IES — which administer semester programs in Spain and Central and South America, as well as off-campus programs in the United States.

## Requirements

### Requirements for a Graduation Major

SPAN 250	Gateway to the Spanish-Speaking World	1.00
SPAN 275	Exploring Hispanic Literature	1.00
SPAN 276	Spanish as a First and Second Language	1.00
SPAN 313 or SPAN 314	Literature and Society in Spain Literature and Society in Latin America	1.00
One additional level III course		1.00
Three electives above the 250 level <sup>1</sup>		3.00
<b>Total Credits</b>		<b>8</b>

<sup>1</sup> Of these three courses, at least one must focus on Spain and one on Latin America

A maximum of two courses from abroad programs, other U.S. institutions, and any combination of the above may be counted toward the major. Transfer credit should be approved by the department in advance. Please contact the Spanish faculty member in charge of transfer credit. Independent study or research may not be counted in lieu of any of the courses referred to above.

### Requirements for a Spanish Major with K-12 Teaching Licensure

SPAN 250	Gateway to the Spanish-Speaking World	1.00
SPAN 275	Exploring Hispanic Literature	1.00
SPAN 276	Spanish as a First and Second Language	1.00
SPAN 313 or SPAN 314	Literature and Society in Spain Literature and Society in Latin America	1.00
One additional level III course		1.00
Four electives above the 250 level <sup>1</sup>		4.00

EN/LI 250	English Language and Linguistics	1.00
EDUC 353	Teaching of World Languages, K-12	1.00
All other requirements of the K-12 teaching licensure program in Spanish <sup>2</sup>		
<b>Total Credits</b>		<b>11</b>

<sup>1</sup> Of these four courses, at least one must focus on Spain and one on Latin America

<sup>2</sup> See Education (<http://catalog.stolaf.edu/archive/2015-2016/academic-programs/education>)

A maximum of three courses above the 250 level may be counted from off-campus study. Independent study or research may not be counted in lieu of any of the courses referred to above. (Consult World Language Licensure Advisor.)

Additionally, students must attain a level of Intermediate High, or above, on the OPIC (Oral Proficiency Interview Computerized).

## Courses

### **SPAN 111: Beginning Spanish I**

Students begin learning Spanish through listening, speaking, reading, and writing about topics familiar to them, including family, academic, and social life, in an intercultural context. They reinforce these skills through complementary exercises in the World Languages Center. Open only to students with no prior experience in Spanish or who have placed into Spanish 111. Offered during Interim.

### **SPAN 112: Beginning Spanish II**

Students expand their skills by continuing to listen, speak, read, and write on such topics as the concept of time, leisure activities, and culinary traditions in North American and Hispanic cultures. Additional work is completed in the World Languages Center. Offered each semester.

**Prerequisite:** SPAN 111 or placement.

### **SPAN 231: Intermediate Spanish I**

Through exploring the geographic and human diversity of the Spanish-speaking world, students develop increasingly complex skills for analyzing and communicating in Spanish. They study such essential dimensions of that world as: (1) geography and development; (2) environmental challenges and solutions; (3) population and demographic changes and challenges; and (4) ethnic diversity. Offered each semester and during Interim.

**Prerequisite:** SPAN 112 or placement.

### **SPAN 232: Intermediate Spanish II**

Students explore the diverse histories, circumstances, and contributions of Latinos in the U.S. by reading essays, news accounts, short fiction and autobiographies, and by viewing videos and TV broadcasts. They consolidate their language skills and continue to develop their ability to analyze and communicate in Spanish by writing compositions, making oral presentations, and engaging in interactive group activities. They also review Spanish structures difficult for speakers of English. Offered each semester.

**Prerequisite:** SPAN 231 or placement.

### **SPAN 233: Intermediate Spanish II in Ecuador (abroad)**

This course provides students with an intensive linguistic and cultural immersion experience in Ecuador. In-class activities focus on development of language skills and cross-cultural awareness. Outside of class, students improve their language proficiency and explore the cultural identity of Ecuador through a three-and-a-half-week home stay with a family in Quito; excursions and activities in and around the city of Quito; and field trips to the indigenous market of Otavalo, the Amazon region, and other areas in rural Ecuador. Completes foreign language requirement.

**Prerequisite:** SPAN 231 with a minimum grade of B- or equivalent preparation. Open to first-year students. Not open to students who have completed SPAN 232.

### **SPAN 234: Intermediate Spanish II in Costa Rica (abroad)**

Students explore geographic, economic, political, and ethnic dimensions of life in Costa Rica by combining intensive course work with such cross-cultural experiences as a homestay in San Jose, field work, visits to sites of cultural interest, and excursions to the Atlantic and Pacific coasts. They consolidate their language skills and continue to develop their skills for analyzing and communicating in Spanish through compositions, oral presentations, and interviews of Costa Ricans.

**Prerequisite:** SPAN 231 or placement. Not open to students who have completed SPAN 232.

### **SPAN 250: Gateway to the Spanish-Speaking World**

Students explore the topic of family and society in the Spanish-speaking world and develop critical reading skills by analyzing cultural documents (literary and non-literary texts, including at least one substantive literary work). This cultural analysis provides for extensive writing (e.g., description, narration, exposition, and argumentation). Taught in Spanish. Offered each semester. Counts toward women's and gender studies and Latin American studies majors and family studies, management studies, and women's and gender studies concentrations.

**Prerequisite:** SPAN 232 or placement into SPAN 250.

### **SPAN 270: Spain's Cultural and Linguistic Legacy (abroad)**

This topics course explores a Spanish peninsular cultural, literary, and/or linguistic theme from a base in Spain through analysis and discussion of texts, guest lectures, excursions to appropriate cultural sites, field research, and related experiential activities. Sample topics include: Christians, Jews and Muslims in Spain, and Spain's Autonomous Communities, Spain's Multilingual and Multicultural Landscape. Taught in Spanish. Counts toward Latin American studies major.

**Prerequisite:** SPAN 250.

### **SPAN 271: Cultural Heritage of Spain**

Students examine the diverse elements that have shaped Spanish culture through an exploration of political, social, economic, religious, and artistic topics. They develop critical analysis skills through reading, discussion, and written and/or oral projects. This course includes the study of selected literary and non-literary texts, including at least one substantive literary work. Taught in Spanish. Counts toward Latin American studies major.

**Prerequisite:** SPAN 250.

**SPAN 272: Cultural Heritage of Latin America**

Students examine the diverse elements that have shaped Latin American culture through an exploration of political, social, economic, religious, and artistic topics. They develop critical analysis skills through reading, discussion, and written and/or oral projects. The course features the study of selected literary and non-literary texts, including at least one substantive literary work. Taught in Spanish. Counts toward Latin American studies major.

**Prerequisite:** SPAN 250.

**SPAN 273: Cultural Heritage of the Hispanic U.S.**

Students examine the diverse elements that have shaped the cultures of U.S. Hispanics through an exploration of political, social, economic, religious, and artistic topics. They develop skills in critical analysis through reading, discussion, and written and/or oral projects. The course features the study of selected literary and non-literary texts, including at least one substantive literary work. Taught in Spanish. Counts toward race and ethnic studies major and concentration.

**Prerequisite:** SPAN 250.

**SPAN 274: Contemporary Issues in the Spanish-Speaking World**

Students analyze patterns of continuity and change in Spain, Latin America, and/or the Hispanic U.S. Using readings from the press, academic sources, and governmental as well as non-governmental documents, students read, discuss, and write about issues at an advanced level of linguistic and analytical sophistication. The course includes study of at least one substantive literary work. Possible themes include love, family and marriage, or crossing borders and the challenges of migration. Taught in Spanish. Counts toward Latin American studies major.

**Prerequisite:** SPAN 250.

**SPAN 275: Exploring Hispanic Literature**

In this introduction to literary terminology and to principles of literary analysis across genres, literary texts (including poetry, short stories, theater, and novel) are studied in their socio-historical context. In different semesters, the focus may be literature of the Mexican Revolution, urban and rural life, or another topic chosen by the instructor. Taught in Spanish. Offered each semester.

**Prerequisite:** SPAN 250.

**SPAN 276: Spanish as a First and Second Language**

Students explore the processes involved in the acquisition of Spanish as a first and second language and the variation present in the language of both native and non-native speakers of Spanish from Spain, Latin America, and the U.S. Hispanic linguistics are studied with special attention paid to the socio-cultural as well as structural aspects. The course includes the study of at least one substantive literary work. Includes pronunciation lab. Taught in Spanish. Offered each semester. Counts toward linguistic studies concentration.

**Prerequisite:** SPAN 250.

**SPAN 294: Academic Internship****SPAN 298: Independent Study****SPAN 311: Language in Society**

What is the role of language in our society? What is the impact of bilingualism in the U.S.? Students explore such questions from current Spanish socio-linguistics research. Through analysis of data, students examine issues of language contact, variation and change, language and gender, language and power, and/or language planning. May be repeated if topic is different. This course includes the study of at least one substantive literary work. Taught in Spanish. Counts toward linguistic studies concentration.

**Prerequisites:** SPAN 250 and SPAN 276.

**SPAN 312: Voices of the Spanish-Speaking World**

Students examine political, economic, religious and/or social issues through textual analysis of literary and/or non-literary works representing diverse voices of the Spanish-speaking world (e.g. indigenous people, women, non-Castilian nationalities in Spain, or Afro-Hispanic groups). The course includes study of at least one substantive literary work. Sample topics include: Women and Repression or The Afro-Hispanic Struggle for Identity. May be repeated if topic is different. Taught in Spanish.

**Prerequisites:** SPAN 250 and at least one 270-level course.

**SPAN 313: Literature and Society in Spain**

Students explore one or more periods, genres, or topics of Spanish literature from its beginnings to the 21st century. Selected literary works are analyzed within their socio-historical and cultural contexts and in reference to pertinent critical or theoretical issues. Sample topics include: Sin and the Church in Medieval Literature, The Stage as Political Propaganda in Imperial Spain, and Federico García Lorca: Voices of the Oppressed. May be repeated if topic is different. Taught in Spanish.

**Prerequisite:** SPAN 275.

**SPAN 314: Literature and Society in Latin America**

Students explore one or more periods, genres, or topics from Pre-Columbian times to the 21st century. Selected literary works are analyzed within their socio-historical and cultural contexts and in reference to pertinent critical or theoretical issues. Sample topics include: The Shaping of Latin America; Personalism and Politics; Love and Magical Realism; and Literary Representations of Kitchens, Cooking, and Eating in Latin America. May be repeated if topic is different. Taught in Spanish.

**Prerequisite:** SPAN 275.

**SPAN 315: Comparative "Hispanidades"**

Students explore a topic pertinent to more than one geographic area of the Spanish-speaking world (Spain, Latin America, and/or the Hispanic U.S.). Students focus on comparative analysis through reading, discussion and writing in Spanish. The course includes study of at least one substantive literary work. Sample topics include: Dictatorship and Literature, and Language and Identity. May be repeated if topic is different. Taught in Spanish.

**Prerequisite:** SPAN 250 and at least one 270-level course.

**SPAN 394: Academic Internship****SPAN 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

**Prerequisite:** determined by individual instructor.

**SPAN 398: Independent Research****SPAN 399: Seminar in Literature**

Seminars engage students in in-depth study of a specified topic through readings, research and oral and written student reports. Special attention is paid to theoretical and bibliographic issues. Topics vary according to the areas of expertise and professional interests of departmental faculty. May be repeated if topic is different. Taught in Spanish.

**Prerequisites:** SPAN 250 and at least two courses at the 270 or 300 level.

## Faculty

### **Chair, 2015-2016**

#### **Maggie A. Broner**

Associate Professor of Romance Languages - Spanish  
Hispanic linguistics; culture; second language acquisition

#### **Gwendolyn Barnes-Karol**

Professor of Romance Languages - Spanish  
Peninsular literature and culture; contemporary Spain; orality literacy;  
second language acquisition

#### **Sylvia G. Carullo**

Professor of Romance Languages - Spanish  
Spanish-American literature; colonial 20th century Spanish-American  
literature; Afro-Hispanic literature; Hispanic-American literature; art  
and literature-female portraits in Spanish-American literature

#### **Kris A. Cropsey**

Instructor in Romance Languages - Spanish  
Hispanic linguistics; sociolinguistics; second language acquisition;  
teacher education

#### **Claudia A. Giannini**

Instructor in Romance Languages

#### **Carla Manzoni**

Instructor in Romance Languages - Spanish  
Hispanic literatures cultures; film studies; gender studies; visual arts;  
memory studies

#### **Kristina Medina-Vilariño**

Assistant Professor of Romance Languages-Spanish  
Caribbean Studies; 20th and 21st century Latin American studies;  
contemporary Latino studies; race and ethnic studies

#### **Leon Narvaez**

Professor of Romance Languages - Spanish  
Hispanic culture, language and literature; migration and other  
interdisciplinary studies

#### **Jonathan P. O'Conner**

Assistant Professor of Romance Languages-Spanish  
Peninsular early modern/golden age literature and cultures; cultural  
and intellectual histories; humanism; colonial Latin America

#### **Mark Pleiss**

Instructor in Romance Languages - Spanish

#### **Ariel T. Strichartz** (on leave)

Associate Professor of Romance Languages - Spanish  
contemporary Latin American theatre and narrative; Argentine  
theatre; literary food studies; memory studies

#### **Molly Tun**

Instructor in Romance Languages - Spanish

#### **Alberto Villate-Isaza** (on leave)

Associate Professor of Romance Languages - Spanish  
Latin American colonial literature and historiography; social and  
political theory of the Baroque; discourses of Latin American national  
identity; 19th and early 20th-century Latin American literature