The Department of Spanish aims to give students a thorough knowledge of the Spanish language and the ability to understand and interpret Spanish, Latin American and Latino texts and cultures.

**LEARNING GOALS**
- Students interact effectively with Spanish speakers in Spanish-speaking countries.
- Students critically analyze literary, media and/or language-related products and processes.
- Students reflect on the world and on themselves through the lens of the Spanish language and cultures.
- Students develop interpretive, critical thinking and research skills through their study of the Spanish language and cultures.

**CURRICULUM**
The department offers a broad range of courses:
- Elementary and Intermediate language courses (SPAN 001–002, 100, 101, and 102) introduce and develop the basics of the language and emphasize the active use of Spanish for communication and understanding of the cultures that use it.
  - Placement test results are mandatory; we expect all students to enroll in Spanish Department courses at the level of placement the department determines at the beginning of every academic year. On occasion, we will consider requests by individual students to move to a higher or lower placement level, after close and detailed consultation with the student’s adviser, the course instructor, and the department chair.
  - Language courses in the department require attendance to all classroom sessions and all tutorials, which provide crucial complementary activities and are part of the student’s final grade.
- Advanced courses at the 200 level in literature, film, culture and civilization, and linguistics introduce significant themes and authors, while further developing Spanish language skills in reading, writing, speaking, and oral comprehension.
- Advanced courses at the 300 level explore in greater depth a specific line of inquiry; a literary, cultural, or historical issue; or a theme in Spanish and Spanish American writing and thought.
- Courses in English, with readings in English or English translation, which aim to bring to a wider audience and across disciplinary boundaries important themes, issues, and accomplishments of the Spanish-speaking world. Examples include SPAN/COMPL 250 (Quixotic Narratives), and SPAN 266 (Iberian Orientalism and the Nation).

**MAJOR REQUIREMENTS**
- Six courses in Spanish and Spanish American literature or film, and
- Two semesters of SPAN 490 (Senior Seminar), in which students write a senior essay.
  - Of the six required courses, three should be at the 200 level and three at the 300 level.
  - Two of these 300-level courses must be taken at Haverford or Bryn Mawr.
  - Students who qualify by pre-college training or study abroad may substitute 300-level courses for the 200-level offerings.
  - The program must include at least two courses at the 200 or 300 level that focus substantially on literature prior to 1898.

Students may not count Bryn Mawr courses SPAN 110 (Introducción al análisis cultural) and SPAN 120 (Introducción al análisis literario) toward major requirements.

**MINOR REQUIREMENTS**
- Six courses at the 200 or 300 level, with a minimum of one course at the 300 level to be taken at Haverford or Bryn Mawr.
- One of the six courses should focus substantially on literature prior to 1898.

Students may not count Bryn Mawr courses SPAN 110 (Introducción al análisis cultural) and SPAN 120 (Introducción al análisis literario) toward minor requirements.
LATIN AMERICAN, IBERIAN AND LATINO STUDIES CONCENTRATION

The Latin American, Iberian and Latino Studies Concentration is an interdisciplinary program for students majoring in a related discipline who wish to undertake a comprehensive study of the cultures of Spanish America, Brazil or the Iberian Peninsula (Spain and Portugal).

The Spanish Department supervises the concentration, which is available to students majoring in history, history of art, religion, political science, anthropology, psychology, economics, comparative literature, linguistics or Spanish. Working with the concentration coordinator, the student selects an array of six courses (as explained in detail in the relevant section of the Catalog) from among a list of approved courses relating to some aspect of LAILS, but also intersecting with the major. Then in the senior year the student incorporates the perspectives gleaned from these courses and disciplines into their senior capstone project.

For more information about the Latin American, Iberian and Latino Studies concentration and its requirements, please see the LAILS website (haverford.edu/lails).

SENIOR PROJECT

The senior thesis research project in the Department of Spanish is a year-long process that serves as a capstone experience for our majors. To complete the project, all seniors enroll in the Spanish Senior Seminar (Spanish 490). In the fall, guided by a faculty member, students develop their thesis topic, compile critical bibliographies, and situate their writing in the context of scholarship in the appropriate field and subject, completing a prospectus. In the spring, students meet individually with a designated adviser on a weekly/bi-weekly basis, and submit sections of the work in accordance with a series of recommended due dates. The expectation is that the thesis will be about 25-30 pages in length.

Senior Project Learning Goals

- Ability to conceptualize a research question.
- Ability to use bibliographic resources and research tools appropriately.
- Ability to analyze literary and media products and/or certain language-related issues critically.
- Capacity to express, orally and in writing, complex ideas in correct Spanish, and to write in a compelling manner.
- Knowledge about the relevant scholarship.
- Ability to make an original contribution to the intellectual conversation with the text(s) and/or scholarship on the subject.

Senior Project Assessment

The grade for the thesis is assigned by consensus by the entire department, with special consideration of the input from the adviser. A rubric (based on the goals described above) is applied to assess the students’ work. Students also do an oral presentation of their work, but unless it is a strikingly strong or weak presentation, it does not affect the grade of the written portion.

To view the rubric, please see the departmental website.

AFFILIATED PROGRAMS

Accelerated Degree Program in Latin American Studies

Haverford joins other distinguished colleges and universities in an agreement with the Center for Latin American Studies at Georgetown University to participate in a five-year joint degree program. The cooperative agreement allows undergraduate concentrators in Latin American, Iberian and Latino Studies to pursue an accelerated course of study resulting in a graduate degree.

For detailed information about this opportunity, see the Latin American, Iberian and Latino Studies website (haverford.edu/lails).

REQUIREMENTS FOR HONORS

The department invites students it considers qualified to become candidates for honors during the second semester of their senior year. The department expects honors candidates to do superior work in upper-level literature and culture courses (with a 3.7 average). The department awards honors and high honors on the basis of the quality of the senior thesis. It is expected that an honors thesis will be about 35-40 pages in length.

STUDY ABROAD

The department encourages students to spend a semester or a year studying in a Spanish-speaking
context, in Argentina, Chile, Cuba, México, and Spain.

Credit for courses taken abroad will be determined on a case-by-case basis. Students will need to provide documentation about the content (e.g., syllabi, papers, and exams) of courses taken abroad.

The language requirement cannot be completed while studying abroad.

**FACULTY**

**Graciela Michelotti**  
Chair and Associate Professor

**Roberto Castillo Sandoval**  
Associate Professor of Spanish and Comparative Literature

**Israel Burshatin**  
Barbara Riley Levin Professor of Comparative Literature and Professor of Spanish

**Aurelia Gómez Unamuno**  
Assistant Professor

**Ana López Sánchez**  
Associate Professor

**Ariana Huberman**  
Visiting Associate Professor

**Lina Martínez Hernández**  
Visiting Assistant Professor

**Giselle Román Medina**  
Visiting Assistant Professor

**COURSES**

**SPANH001 ELEMENTARY SPANISH**  
*Staff*  
Development of basic phonetic and structural skills. Greatest emphasis is placed on spoken Spanish, with grammar and written exercises, to develop oral proficiency. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. This is a two-semester course. Both semesters are needed to receive credit. Students must register in the same section in the Spring semester even if the instructor changes. This section and 002 are reserved for those who have not had Spanish before. Humanities (HU)

**SPANH002 ELEMENTARY SPANISH**  
*Ariana Huberman*  
Development of basic phonetic and structural skills. Greatest emphasis is placed on spoken Spanish, with grammar and written exercises, to develop oral proficiency. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. This is a two-semester course. Both semesters are needed to receive credit. Prerequisite(s): Spanish 001; Humanities (HU)

**SPANH100 BASIC INTERMEDIATE SPANISH**  
*Staff*  
A course for students who have achieved a basic knowledge of Spanish but have limited experience and/or confidence communicating in the language. Students will improve their conversational and writing skills while learning about the ‘realities’ of Spanish-speaking countries. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. Humanities (HU)

**SPANH101 INTERMEDIATE SPANISH**  
*Ana López Sánchez*  
Review of conversational skills and grammar and development of writing abilities. Literature readings are combined with materials from magazines, newspapers, and films from Spain and Spanish America. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. Prerequisite(s): Spanish 002, placement, or consent; Humanities (HU)

**SPANH102 ADVANCED INTERMEDIATE SPANISH**  
*Graciela Michelotti*  
Refinement of writing and communicative skills. Readings are drawn from a variety of literary genres. Students are expected to involve themselves with Hispanic culture in order to improve and test their ability to use Spanish. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. Prerequisite(s): Spanish 101, placement, or consent; Humanities (HU)
SPANISH

SPANH201 EXPLORING CRITICAL ISSUES THROUGH WRITING
Ariana Huberman, Ana López Sánchez
The course aims to provide students with the skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. Students will be engaged in discussions of, and write about topics such as identity, borders and migrations, and manifestations of violence. Prerequisite(s): Spanish 102, placement, or consent; Humanities (HU)

SPANH203 WRITING THE JEWISH TRAJECTORIES IN LATIN AMERICA
Ariana Huberman
Jewish Gauchos, “Tropical Synagogues,” “Poncho and Talmud,” “Matza and Mate.” This course will examine the native and diasporic worlds described in the apparent dichotomies that come together in the Latin American Jewish Literature. The class will trace the different trajectories of time, space and gender of the Jewish experience in Latin America, where issues of migration, memory and hybridization come to life through poetry, narrative and drama. Prerequisite(s): Spanish 102, placement, or consent; Crosslisted: SPAN and COML; Humanities (HU)

SPANH205 STUDIES IN THE SPANISH AMERICAN NOVEL
Graciela Michelotti
Investigating the Past in Latin American Contemporary Narratives. This course examines issues of memory and identity in the context of personal and national stories/histories. The course will analyze recently published novels, and short stories (including some film adaptations) by representative writers from the region. Course is taught in Spanish. Crosslisted: SPAN and COML; Prerequisite(s): SPAN 102, placement, or consent of the instructor; Humanities (HU)

SPANH206 DIGITALLY NARRATING SECOND LANGUAGE IDENTITIES
Ana López Sánchez
An exploration of the students’ experience in bicultural/bilingual home, or abroad, and of the subjectivities they develop through their use of a second/foreign language. Reading of biographical texts by bilingual authors, and articles on the role of language in the construction of the self. Prerequisite(s): interning/studying/ knowing 2+ languages, or permission of the instructor; Humanities (HU)

SPANH210 SPANISH AND SPANISH AMERICAN FILM STUDIES
Graciela Michelotti
Exploration of films in Spanish from both sides of the Atlantic. The course will discuss approximately one movie per class, from a variety of classic and more recent directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Lucrecia Martel among others. The class will focus on the cinematic discourse as well as the cultural and historic background of each film. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. Prerequisite(s): Spanish 102, or placement, or consent of instructor; Humanities (HU)

SPANH214 WRITING THE NATION: 19TH-CENTURY LITERATURE IN LATIN AMERICA
Ariana Huberman
An examination of seminal literary texts written in Latin America in the nineteenth century. Novels, essays, travelogues, short stories, miscellaneous texts, and poetry will be analyzed and placed in the context of the process of nation-building that took place after Independence from Spain. A goal of the course will be to establish and define the nexus between the textual and ideological formations of 19th-century writings in Latin America and their counterparts in the 20th-century. Prerequisite(s): Spanish 102, placement, or consent of instructor; Humanities (HU)

SPANH221 NARRATING MODERN MEXICO
Aurelia Gómez Unamuno
This course approaches the reconstruction of the nation after the Mexican Revolution and its relevance in foundational narratives. Through literary texts and visual production including the Mexican Muralism, photography and films, this course analyses the Mexican Revolution and the post-revolutionary process stressing the tensions, contradictions, and debts of the Mexican Revolution to rural sectors including campesino and indigenous groups. Humanities (HU)

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SPANH250 QUIXOTIC NARRATIVES
Israel Burshatin
Study of Cervantes, Don Quixote and of some of the works of fiction, criticism, philosophy, music, art and film which have drawn from Cervantes’s novel or address its formal and thematic concerns, including self-reflexivity, nation and narration, and constructions of gender, class, and “race” in
narrative. Other authors read include Borges, Foucault, Laurence Sterne, Graham Greene, Vladimir Nabokov, and Kathy Acker. Course taught in English. This course fulfills the “pre-1898” requirement. Humanities (HU)

**SPANH266 IBERIAN ORIENTALISM AND THE NATION**
*Israel Burshatin*
This course examines cultural production in the frontier cultures of medieval Iberia and the patterns of collaboration and violence among Islamic, Christian, and Jewish communities. Other topics include Christian reconquest and the construction of Spanishness as race and nation; foreign depictions of Spain as Europe’s exotic other; internal colonialism and Morisco resistance; contemporary African migrations. This class is conducted in English. Students who wish to obtain Spanish credit are expected to read Spanish language texts in the original and write all assignments in the language. Humanities (HU)

**SPANH273 THE INVENTION OF PABLO NERUDA: POETICS AND POLITICS**
*Roberto Castillo Sandoval*
This course deals with the principal works of Pablo Neruda’s long career as a poet. Close readings of his major poems will be accompanied by an examination of the criticism and reception of Neruda’s poetry at different stages of his trajectory. Special attention will be paid to the creation and elaboration of Neruda’s image as a poet, cultural icon, and political figure in Chile and in the Spanish-speaking world. Prerequisite(s): Spanish 102, placement, or consent of the instructor; Humanities (HU)

**SPANH307 TALLER LITERARIO: WRITING SHORT FICTION IN SPANISH**
*Roberto Castillo Sandoval*
A fiction-writing workshop for students whose Spanish-writing skills are at an advanced level. The class will be conducted as a combination seminar/workshop, with time devoted to discussion of syllabus readings and student work. The course will focus on essential matters of craft and technique in creative writing (point of view, voice, dialogue, narrative structure, etc.). Principally, we will be concerned with how stories work rather than what they mean. This perspective can prove a useful lens for reconsidering works long accepted as “great,” and a practical method for developing individual styles and strategies of writing. Humanities (HU)

**SPANH322 POLITICS OF MEMORY IN LATIN AMERICA**
*Aurelia Gómez Unamuno*
This course explores the issue of memory, the narration of political violence and the tension between truth and fiction. A selection of documents, visual archives and documentary films are compared with literary genres including testimonies memories, diaries, poetry, and fiction writing. This course also compares the coup and dictatorship of Pinochet, with the repression of the student movement of ’68, and the guerrilla warfare in Mexico. Humanities (HU)

**SPANH334 GENDER DISSIDENCE IN HISPANIC WRITING**
*Israel Burshatin*
Study of the dissenting voices of gender and sexuality in Spain and Spanish America and US Latino/a writers. Interrogation of “masculine” and “feminine” cultural constructions and “compulsory heterosexuality,” as well as exemplary moments of dissent. Texts to be studied include Hispano-Arabic poetry, Fernando de Rojas’s *Celestina*; Tirso de Molina, Don Gil de las calzas verdes; Teresa of Avila, Gloria Anzaldúa, and Reinaldo Arenas. Prerequisite(s): a 200-level course or consent of the instructor; Humanities (HU)

**SPANH340 THE MOOR IN SPANISH LITERATURE**
*Israel Burshatin*
This course examines cultural production in the frontier cultures of medieval Iberia against a background of collaboration and violence among Islamic, Christian, and Jewish communities. Other topics include the myth of Christian “Reconquest”/Reconquista; the construction of Spanishness as race and nation in the context of the first global empire; idealization of Moors in narrative and material culture; Moors and Jews in the discourses of gender and sexuality; internal colonialism and Morisco resistance; perceptions of Spain as exotic or abject other in the Northern European or US imaginary; contemporary African migrations and the “return of the repressed” of imperial Spain. This class is conducted in Spanish. This course fulfills the “pre-1898” requirement. Humanities (HU)

**SPANH343 LATIN AMERICAN CITIES**
*Graciela Michelotti*

Haverford College Catalog 2016-2017
This course explores how literary and visual art texts have recently imagined the Latin American metropolitan space and reflects on the representation of these urban communities.

**SPANH365 THE POLITICS OF LANGUAGE IN THE SPANISH-SPEAKING WORLD**  
*Ana López Sánchez*  
The course will explore the relationship between (national) identity and language, and the specific outcomes of (language) policies and educational practices in societies where Spanish is spoken, generally alongside other mother tongues, often as the dominant language, but also in a minority situation. Crosslisted: SPAN and LING; Humanities (HU)

**SPANH385 POPULAR CULTURE, IDENTITY & THE ARTS IN LATIN AMERICA**  
*Roberto Castillo Sandoval*  
Humanities (HU)

**SPANH490 SENIOR DEPARTMENTAL STUDIES**  
*Graciela Michelotti*  
The course will consist of two one-semester parts. The first, taken in the Fall semester, will have the format of a seminar under the supervision of one Spanish Department faculty member. The purpose of this seminar will be to prepare students for the research and writing their senior theses by 1) enhancing and refining the reading tools and critical approaches to texts in Spanish acquired in previous courses; 2) elucidating and contextualizing relevant aspects of literary history, theory, and culture 3) determining the thesis topic, key secondary sources and approach to be deployed in writing the thesis, and 4) polishing the skills and methods for successful research and proper use of available resources. Problems in literary and cultural analysis—selected with a view to their pertinence in relation to the group’s interests—will be presented through close readings of works from various periods and genres and through selected works of criticism or theory. The second semester will involve the process of writing the thesis. Seminar meetings will continue—albeit in a more sporadic schedule—for progress reports while students work under the supervision of individual professors. Humanities (HU)