

College of Arts and Sciences – Departments

Spanish (SPAN)

The Spanish program provides students the opportunity to develop a solid command of the Spanish language, and an understanding of the literature and culture of the Hispanic world. Diverse course offerings allow students, in consultation with their advisors, to tailor a program of studies consistent with various goals: to prepare for graduate school, to usefully complement a variety of majors (business, political science, psychology, *etc.*), to interact with Spanish-speaking people in the US and abroad, and to read great Spanish and Spanish American literature. We offer (and strongly recommend) study abroad as a fundamental component of the Spanish major.

Major in Spanish

In consultation with their major field adviser, students must complete twenty-eight (28) credits in courses numbered 300 and above with a minimum of six (6) credits in each of the following areas:

Oral and Written Spanish – 300 (required); 301, 305, 310, 315, 320, 330, 396, 440

Culture/Civilization – 331, 332, 397

Literature – 335, 340, 341, 380, 381, 385, 390, 398, 405, 410

Students in teacher licensure programs must include a course in linguistics.

Students majoring in Spanish must take a minimum of twelve (12) credits in Spanish at the 300-level or above at St. Thomas or in a St. Thomas approved study abroad program.

Minor in Spanish

In consultation with their minor field adviser, students must complete sixteen (16) credits in courses numbered 300 and above with a minimum of three (3) credits in each of the following areas:

Oral and Written Spanish – 300 (required); 301, 305, 310, 315, 320, 396, 440

Culture/Civilization – 330 (recommended); 331, 332, 397

Literature – 335 (recommended); 340, 341, 380, 381, 385, 390, 398, 405, 410

Students minoring in Spanish must take a minimum of eight (8) credits in Spanish at the 300-level or above at St. Thomas or in a St. Thomas approved study abroad program.

111 Elementary Spanish I

Pronunciation, essentials of grammatical structures, aural-oral practice, writing, reading of simple Spanish prose, introduction to the culture of the Spanish-speaking world.

112 Elementary Spanish II

Continuation of 111. Emphasis on grammatical structure, aural-oral practice, writing, reading. Continuation of Hispanic culture.

Prerequisite: 111 or its equivalent

211 Intermediate Spanish I

Designed to increase listening, speaking, reading, and writing skills in Spanish. Intensive review of grammatical structures of Elementary Spanish I and II. Continued exposure to Hispanic culture.

Prerequisite: 112 or its equivalent

212 Intermediate Spanish II

Continuation of 211. Emphasis on Hispanic culture, conversation, writing, and expansion of vocabulary based on thematic discussions and cultural readings.

Prerequisite: 211 or its equivalent

295, 296 Topics

2 credits

297, 298 Topics

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available at www.stthomas.edu/registrar/onlineschedule.html.

300 Oral and Written Spanish

Conversation and composition through the study of contemporary issues in Hispanic societies. Emphasis on review of basic structures and expansion of vocabulary. Writing of basic structures in expository prose.

Prerequisite: 212 or its equivalent

301 Advanced Oral and Written Spanish

Intensive practice in both oral and written Spanish using selected materials to acquire a high level of oral comprehension and communication as well as competence in writing Spanish.

Prerequisite: 300 or its equivalent

305 Spanish Oral Expression

The aim of this course is to develop aural and oral skills through the analysis and interpretation of representative cultural expressions of the Spanish-speaking world.

Prerequisite: 300 or its equivalent

310 Advanced Spanish Writing

This writing course aims to improve technique, expand syntactic depth and increase vocabulary. Students will write essays in a variety of forms. The goal of the course is to learn good writing through a process approach involving stages of idea development, re-evaluation of ideas and rewriting of the text.

Prerequisite: 300 or its equivalent

315 Hispanic Linguistics

An introduction to both contemporary and historical Hispanic linguistics. Descriptive Spanish phonetics and phonology. History of the Spanish language with emphasis on historical sound-change phenomena. Systematic study of dialectal variation in both Spain and Spanish America. Offered in fall semester.

Prerequisites: Eight credits numbered 300 or above

320 Business Spanish

Practice in the language skills and vocabulary needed to conduct business in the Hispanic world; an overview of political, economic, social and cultural factors which affect business in the Hispanic countries. Offered in fall semester.

Prerequisites: Eight credits numbered 300 or above

330 *Temas Hispánicos*

This course focuses on the integration of the various components that have forged the diverse Spanish and Spanish American cultures. Lectures and class discussions are based on major topics that relate to the foundations of the Hispanic world. This course meets the civilization distribution area for minors; it contributes to the language area for majors.

Prerequisite: 300 or equivalent

331 Survey of Spanish Culture and Civilization

A study of the evolution of the civilization of Spain from the time of early human settlements through the present. This course examines socio-economic developments, political movements and artistic creations within an historical context. Offered in fall semester.

Prerequisites: Eight credits numbered 300 or above

332 Survey of Latin American Culture and Civilization

Physical and human geography. History of Latin America from pre-Hispanic civilizations through independence. Political problems. Rural Latin America. Latin American society, cultural values. Religion. Economic problems. Offered in spring semester.

Prerequisites: Eight credits numbered 300 or above

335 Introduction to Spanish Literature

An introduction to Spanish and Spanish-American narrative, drama and poetry. Strongly recommended for students who minor in Spanish. The course is designed to teach students the skills of critical reading and literary analysis.

Prerequisites: Eight credits numbered 300 or above

340 Survey of Spanish Literature I

Readings in Spanish literature from the Poema de Mio Cid through the Golden Age.

Prerequisites: Eight credits numbered 300 or above

341 Survey of Spanish Literature II

Readings in Spanish literature from the 18th through the 20th centuries.

Prerequisites: Eight credits numbered 300 or above

380 Spanish-American Literature I

Readings in Spanish-American literature from the colonial period through the 19th century.

Prerequisites: Eight credits numbered 300 or above

381 Spanish-American Literature II

Readings in 20th century Spanish-American literature.

Prerequisites: Eight credits numbered 300 or above

385 Modern Spanish-American Short Story

Intensive readings in the modern Spanish-American short story from Horacio Quiroga to the contemporary period (Rulfo, Fuentes, Cortazar, Onetti, Borges, *etc.*).

Prerequisites: Eight credits numbered 300 or above

390 Contemporary Spanish-American Novel

Latin American society as reflected by a study of major contemporary Spanish-American novelists. Selected works from some of the following authors: Asturias, Cortazar, Carpentier, Fuentes, Garcia Marquez, Rulfo, Vargas-Llosa.

Prerequisites: Eight credits numbered 300 or above

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405 Spanish Genre Studies

An examination of particular genres of Spain and Spanish America during defined literary periods. Topics will vary with each offering and may include the 19th-century novel, non-fictional prose and contemporary poetry, theater and narrative of Spain and Spanish America. Credit may be earned more than once under this number for different emphases.

Prerequisites: Eight credits numbered 300 or above

410 Hispanic Women Writers

An exploration of the writings of selected Spanish/Spanish American women authors, highlighting both their literary significance as well as their importance as an expression of the cultural milieu of their countries and times. Content of the course will vary with each offering.

Prerequisites: Eight credits numbered 300 or above

440 Advanced Spanish Oral Expression

This course is intended to stimulate creative, critical thinking in Spanish through activities which require students to argue, persuade, analyze, and interpret other points of view. The course is geared toward the advanced level of the ACTFL guidelines for speaking.

Prerequisites: Eight credits numbered 300 or above

475, 476 **Experiential Learning** 2 credits

477, 478 **Experiential Learning**

See the description of these courses at the beginning of the “Curricula” section of this catalog.

483, 484 **Seminar** 2 credits

485, 486 **Seminar**

See the description of these courses at the beginning of the “Curricula” section of this catalog.

487, 488 **Topics** 2 credits

489, 490 **Topics**

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available at www.stthomas.edu/registrar/onlineschedule.html.

491, 492 **Research** 2 credits

493, 494 **Research**

See the description of these courses at the beginning of the “Curricula” section of this catalog.

495, 496 **Individual Study** 2 credits

497, 498 **Individual Study**

See the description of these courses at the beginning of the “Curricula” section of this catalog.

Music (MUSC)

George (chair), Broeker, Bryan, Callahan, Gleason, Gonzo, Johnson, Kachian, Orzolek, Schmalenberger, Trinka; Allaire, K. Banfield, W. Banfield, Britton, Brudnoy, Dumas, Duna, Faricy, Garvin, Gerth, Griffith, Haugen, Hauser, Heberlein, Jenkins, Jorstad, Kemperman, Keno, Kolarov, Kotulski, Lilienthal, Mensah, Merz, Morgan, Ohanessian, Reed, Rinear, Schrooten, Skaar, Strasser, Strusinski, Stuckey, Thygeson, Titus, Van Nostrand, Volpe, Zimmerman

The faculty, students and staff of the University of St. Thomas Department of Music honor the innovations of the present and the traditions of the past by providing a vital, cohesive and creative environment by educating, facilitating and leading all individuals to realize their full potential in the development of their musical, artistic and career goals. Through performance, composition, research and teaching, the department enhances the cultural, spiritual and intellectual life of the university and the community.

Students majoring in music take courses in four areas: music theory, music history, performance studies, and ensembles.

Through the study of music theory, students develop an aural comprehension of tonal and non-tonal music, an understanding of the harmonic language and voice-leading principles of the “common-practice” style, and an understanding of the musical vocabulary, analytical systems, and structural and formal principles that apply to classical music since 1600. Students develop the necessary skills to read orchestral scores and to write in standard musical notation for the instruments of the orchestra. Students develop the ability to understand a wide range of musical traditions and cultural practices, ranging from the western classical tradition to the music of selected non-western cultures. Students will be able to discuss music critically, and will be prepared to engage in meaningful research in musical fields. Student performers will develop an expressive interpretation of solo repertoire through an understanding of compositional process and historical style with the necessary technical proficiency. Students will demonstrate advanced ensemble skills and contextual understandings of repertoire by artistically performing music representing a variety of genres, stylistic periods and cultures.

Transfer students majoring in music must pass the UST music theory (IV) placement test, pass the performance-level audition, perform their final-level recital at UST, take at least one semester of music history (contingent upon diagnostic history test), take a minimum of four semesters of performance-level lessons, and a minimum of four semesters of an appropriate ensemble.