

Spanish Course Descriptions: 2016/2017

ex: 101 = course NOT being offered (*plain text*)

ex: **101** = course being offered (*bold & underline*)

◇ = counts toward 'expertise' requirement for **MINOR** only

◆ = counts toward 'expertise' requirement for **MAJOR** and **MINOR**

<u>Fall 2016</u>	<u>Winter 2017</u>	<u>Spring 2017</u>	Min ◇ Maj ◆	<u>Summer '17</u>
<u>101</u> , 102, 103	101, <u>102</u> , 103	101, 102, <u>103</u>		<u>101, 102, 103</u>
<u>111</u> , 112	<u>111, 112</u>	111, <u>112</u>		111, 112
150, 151	150, 151	150, <u>151</u>		
<u>199</u>	<u>199</u>	<u>199</u>		
<u>201, 202</u> , 203	201, <u>202, 203</u>	<u>201</u> , 202, <u>203</u>		<u>201, 202, 203</u>
<u>218</u> , 228	<u>218, 228</u>	218, <u>228</u>		218, 228
238, 248	238, 248	238, <u>248</u>		
<u>301</u>	<u>301</u>	<u>301</u>		<u>301</u>
<u>303</u>	<u>303</u>	<u>303</u>		303
<u>305</u>	<u>305</u>	<u>305</u>		305
<u>307</u>	<u>307</u>	<u>307</u>		307
<u>308</u>	<u>308</u>	<u>308</u>		<u>308</u>
<u>311</u>	<u>311</u>	<u>311</u>		311
<u>312</u>	<u>312</u>	<u>312</u>		312
315	315	315		
<u>320</u>	<u>320</u>	<u>320</u>		<u>322</u>
<u>322</u>	<u>322</u>	<u>322</u>	◇	328
<u>324</u>	<u>324</u>	324		324
341	<u>341</u>	341	◇	341
<u>342</u>	342	342	◇	<u>342</u>

343	343	<u>343</u>	◇	343
<u>344</u>	<u>344</u>	<u>344</u>	◇	344
348	<u>348</u>	<u>348</u>	◆	348
<u>350</u>	<u>350</u>	<u>350</u>	◆	350
351	351	<u>351</u>	◆	351
<u>353</u>	<u>353</u>	<u>353</u>	◆	<u>353</u>
399	399	<u>399</u>		399
<u>407</u> , 407/507	<u>407</u> , 407/507	<u>407</u> , <u>407/507</u>	◆	
<u>410</u> , 410/510	<u>410</u> , 410/510	<u>410</u> , <u>410/510</u>	◆	
420, 420/520	420, 420/520	420, <u>420/520</u>	◆	
424, 424/524	<u>424/524</u>		◆	
425, <u>425/525</u>			◆	
428, 428/528		428, <u>428/528</u>	◆	428, 428/528
436			◆	
437, 437/537	<u>437</u> , 437/537		◆	
448, <u>448/548</u>	448, 448/548	<u>448</u>	◆	
450, 450/550	<u>450</u> , <u>450/550</u>	450, 450/550	◆	
451, <u>451/551</u>		<u>451</u> , 451/551	◆	
452, 452/552	452, <u>452/552</u>		◆	
460			◆	
466, 466/566	466, <u>466/566</u>		◆	
480, 480/580	480, 480/580	<u>480</u> , 480/580	◆	
490, 490/590	<u>490</u> , 490/590	<u>490</u> , 490/590	◆	
<u>607</u>				
680	680	<u>680</u>		
690				

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◆ = counts toward 'expertise' requirement for **MAJOR** and **MINOR**
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FALL 2016

SPAN 101, 102, 103: First-Year Spanish

Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish. ↑

SPAN 111, 112: Intensive Beginning Spanish

Intensive study for experienced language learners (ex: took Spanish in high school). Introduction to Hispanic culture. Prereq for 111: previous study of Spanish or competence in another language. ↑

SPAN 199: Basic Spanish Conversation- Various

In this course, students at 1st- and 2nd-year level Spanish will participate in a series of conversational activities in order to develop their spoken Spanish. Activities will focus on building vocabulary, improving pronunciation, and learning culturally appropriate pragmatic conversation skills (turn taking, conventional turns of phrase, formulaic greetings, etc.). The course meets once weekly for a two-hour session. Prerequisite: one year of Spanish, placement into second-year Spanish, or currently enrolled in 1st- or 2nd- year Spanish. 2.0 credits. ↑

SPAN 201, 202, 203: Second-Year Spanish

Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish. ↑

SPAN 218: Voces latinas I

Intermediate Spanish course designed specifically for Heritage learners of Spanish. This class allows students to explore important cultural production from the Spanish-speaking world, with a focus on Latino culture in the U.S., while building their communicative skills in Spanish. This course cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish. Course taught in Spanish and Spanglish. See [SHL page](#) for more details. ↑

SPAN 301: Cultura y lengua: identidades hispanas

Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. ↑

SPAN 303: Cultura y lengua: expresiones artísticas

Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. ↑

SPAN 305: Cultura y lengua: cambios sociales

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. ↑

SPAN 307: Oral Skills- Various

In this course, students who have completed at least two years of Spanish work on building vocabulary, practicing verbal forms in conversational context, perfecting grammatical structures and pronunciation, and developing complex ideas in discussion, debate, and presentation formats. Prerequisite: two years of Spanish (or placement into third-year Spanish). 2.0 credits. ↑

SPAN 308: Comunidades Bilingues

Develops advanced language skills through the analysis of social and linguistic dynamics of communities in Spain, Latin America, and the United States where Spanish encounters another language. Taught in Spanish. Sequence with SPAN 301, 303, 305. ↑

SPAN 311: Advanced Writing in Spanish

Provides additional language development for students, emphasizing academic writing skills in Spanish. Prereq: Any two of SPAN 301, 303, or 305. ↑

SPAN 312: Spanish in the Media

Designed for heritage learners. Examines the role of Spanish in various forms of media such as television, Internet, and literature. Students practice advanced writing skills necessary to participate in argumentative writing and close textual readings. Prereq: any two from SPAN 301, 303, 305 or 308; SPAN 308 is recommended. ↑

SPAN 320: Intensive Spanish Grammar Review

Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. ↑

SPAN 322: Introduction to Spanish Linguistics- Hernandez

The course content focuses on the analysis of the basic linguistic characteristics of the Spanish language. It introduces students to the study of the Spanish sound system (phonetics and phonology), formation of words (morphology), sentence structure (syntax), as well as the evolution of the different Spanish varieties (historic, regional, and social). This class will prepare students for higher-level courses in Hispanic linguistics and others in which Spanish is used in formal academic contexts. ↑

SPAN 324: Spanish Pronunciation and Phonetics- Hernandez

Study of Spanish sounds, rhythms, and intonation; supervised pronunciation practice. ↑

SPAN 342: Hispanic Cultures through Literature II- Garcia-Pabon

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 16th century to the Latin American independences. Sequence with SPAN 341, 343, 344. Prereq: two from SPAN 301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. ↑

SPAN 344: Hispanic Cultures through Literature IV- Taylor

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 20th century into the 21st. Sequence with SPAN 341, 342, 343. Prereq: two from SPAN 301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. [↑](#)

SPAN 350: Spanish Poetry- Powell

This course has three aims: (1) You learn appreciation – to identify and enjoy the nuances of poetic language – and analytical acumen, for Spanish and Latin American lyric poetry. We cover a historical span from the (so-called) “Middle” Ages, to the trans Atlantic/ Pacific Baroque, to Romanticism, to the modern Avant-Garde, to the present. Above all, we investigate how the life of poetry lives in us. 2) You improve your close reading in Spanish and skills for critical analysis of poetry. We read for form and for content, learning to pick relevant details out of a text. Note: this will help your reading of any kind of literature in any language. You will define and use basic vocabulary for literary analysis and criticism (names for major periods of literary style; terms for describing imagery and figurative language in literary works; and key words for cultural elements). 3) You practice “building-block” steps toward writing about literature and develop these analytically and creatively; including a library-research project; in Spanish; at an advanced undergraduate level. Creative writing practices include imitation of poetic structures and exploration of figurative language (In Spanish). [↑](#)

SPAN 353: Intro to Narrative- Herrmann

Explores important aspects of Spanish narrative; reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. [↑](#)

SPAN 407: Shopping to Death- Herrmann

This course explores the theme of the hazards of social climbing and “keeping up with the Joneses” in the 19th century realist novel. We will begin by reading Flaubert’s *Madame Bovary* in translation, a novel that influenced the great 19th century novelists in Spain. We will then move on to read and analyze two marvelous Spanish novels about women who drive their families to ruin because they are so concerned with fashion: Galdós’s *La de Bringas* and Rosalía de Castro’s *El caballero de las botas azules*. We will study fashion websites and shopping addiction programs to have a sense of how the theme of compulsive shopping and social climbing resonates today. . . [↑](#)

SPAN 407: War & Dictatorships in Spanish and Latin American Cinema- Henriquez

In this class we will discuss how contemporary cinema revisit the past, and redefine its historical legacy through the representation of violence. As a way of dealing with a collective trauma that trespasses the national frontiers of France, Spain, Brazil, Mexico, Colombia, Argentina and Chile, and as cultural forms that recuperate the political imagination of a history of state sponsored violence. We will explore how Latin American and Spanish cinema has changed our ways of remembering, of coming to terms with the multiple generational gaps, and the transitions to democracy. Some of the films we’ll discuss are “Raza,” “Tierra y Libertad,” “Vacas,” “Libertarias,” “El espíritu de la colmena,” “La faute à Fidel!,” “O ano em que meus pais saíram de férias,” , “Requiem por un campesino español,”

“La lengua de las mariposas,” “El espinazo del diablo,” “El laberinto del fauno,” “Infancia clandestina” and “Machuca”. [↑](#)

SPAN 407: Latin American detective fiction- Epple

This seminar will offer an introduction to contemporary Latin American detective fiction, from the traditional relato de enigma (“whodunit”), el relato duro (“hard boiled to Latin American “neopolicial”. Readings will include short stories by Jorge Luis Borges, Adolfo Bioy Casares (Argentina) Elvira Bermúdez (México) and novels by Ramón Díaz Eterovic (Chile), Leonardo Padura (Cuba) and Paco Ignacio Taibo II (México). In addition, we will discuss selected critical articles on the genre. [↑](#)

SPAN 410: Escritura creativa en lengua castellana / Creative Writing in Spanish- Sepulveda

Este curso busca potenciar las capacidades creativas de los estudiantes de castellano a través de variados ejercicios de escritura. Durante el trimestre el alumno desarrollará su sensibilidad literaria así como también su juicio crítico e interpretativo mediante sesiones de taller y de discusión grupal. Se espera que el alumno escriba poemas, cuentos y, posiblemente, capítulos de algún proyecto mayor de ficción literaria según sea su interés. También será pertinente escribir guiones y textos creativos híbridos en caso de que el alumno tenga interés en ello. Realizaremos ejercicios de escritura dirigida y leeremos textos ad hoc a los proyectos individuales de escritura. Al término del curso, el alumno deberá presentar como proyecto final un conjunto de escritos creativos que den cuenta de su trabajo en clase, incluyendo borradores y correcciones. La última sesión de clase será una presentación pública del proyecto final dirigida a la comunidad universitaria. [↑](#)

SPAN 425/525: Literary Translation- Gladhart

We begin with the premise that the practices and theories of literary translation are profoundly interconnected and can most productively be explored together. Practicing (and thinking about) translation gives us insight into the complexities of reading and of studying multiple languages. Translation also engages the promises of and obstacles to cross-cultural communication and understanding. This seminar-workshop gives practical experience in literary translation, through shared exercises and individual projects. The work for this course will include analysis of selected literary texts alongside their translations; critical readings of translators’ introductions and notes; and readings of texts in translation history and theory. We will examine various approaches to issues including linguistic similarity and dissimilarity; translation as close critical reading; questions of narrative and poetic translation; the translation of gender, social class, and political geography; and the creative uses writers and poets have made of translation. **M.A. Period 3 or 4 (depending on final project).** **May count toward Translation Studies Graduate Specialization!* [↑](#)

SPAN 448/548: Identidades nacionales y culturas fronterizas en las Américas- Taylor

En este curso analizaremos varios discursos que formulan ideas sobre las identidades nacionales en relación a las étnias, las culturas, y la geografía. Consideraremos cómo estas ideas influyen en las instituciones del estado (jurídicas, militares, educativas, culturales, etc) y las refuerzan. ¿Qué historias cuentan de los orígenes y el destino de la nación? ¿Cómo crean mecanismos de inclusión, de inclusión parcial, y de exclusión de sujetos heterogéneos que habitan el territorio nacional? ¿Cómo incorporan o rechazan los

pueblos que reclaman una memoria colectiva alternativa? ¿Cuáles son algunas de las fuentes de identidad colectiva transfronteriza México-EEUU que persisten y emergen desde comunidades marginadas de la nacionalidad normativa estadounidense? Para estudiantes de maestría este curso puede cubrir concentración 3 o 4 según el enfoque de su proyecto de fin de curso.. [M.A. Period 3 & 4.](#) ↑

SPAN 451/551: Sor Juana Inés de la Cruz and Her Contexts- Powell

Who is the 17th-century Mexican nun who boldly inserted herself and her writings in a masculinist literary tradition? Where did she come from? Was she alone as an intellectual, creative woman of her day? This course introduces her poems, prose, and dramatic texts in the context of colonial Spanish-American culture, looking at what supported and what hindered her astounding production. Critical, historical, and theoretical readings open up Sor Juana's biography, historical and cultural contexts, religious and intellectual framework, and the approaches critics have applied to her work. (In Spanish.) . . . [M.A. Period 2](#) ↑

SPAN 607: Épica y la conquista de América- García-Pabon

Este es un curso sobre los textos épicos que relatan la conquista de América, tanto escrito por europeos como por indígenas. Algunos de los temas a explorar son: la construcción del sujeto conquistador, la crítica moral a la conquista, la venganza simbólica de los conquistados, forma épica y novela. Textos a leer: La Araucana, Cartas de relación, Verdadera historia de la conquista de México, La tragedia del fin de Atahualpa, La conquista de la Nuevo México. . . [M.A. Period 1](#) ↑

WINTER 2017

SPAN 101, 102, 103: First-Year Spanish

Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish. ↑

SPAN 111, 112: Intensive Beginning Spanish

Intensive study for experienced language learners (ex: took Spanish in high school). Introduction to Hispanic culture. Prereq for 111: previous study of Spanish or competence in another language. ↑

SPAN 199: Basic Spanish Conversation- Various

In this course, students at 1st- and 2nd-year level Spanish will participate in a series of conversational activities in order to develop their spoken Spanish. Activities will focus on building vocabulary, improving pronunciation, and learning culturally appropriate pragmatic conversation skills (turn taking, conventional turns of phrase, formulaic greetings, etc.). The course meets once weekly for a two-hour session. Prerequisite: one year of Spanish, placement into second-year Spanish, or currently enrolled in 1st- or 2nd- year Spanish. 2.0 credits. ↑

SPAN 201, 202, 203: Second-Year Spanish

Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish. ↑

SPAN 218 Voces latinas I

Intermediate Spanish course designed specifically for Heritage learners of Spanish. This class allows students to explore important cultural production from the Spanish-speaking world, with a focus on Latino culture in the U.S., while building their communicative skills in Spanish. This course cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish. Course taught in Spanish and Spanglish. See [SHL page](#) for more details. ↑

SPAN 228 Voces latinas II

Intermediate-level oral skills and academic Spanish development for heritage language learners of Spanish. Helps students establish a personal connection between their Spanish language heritage and the wider Spanish-speaking world. Course taught in Spanish and Spanglish. See [SHL page](#) for more details. ↑

SPAN 301: Cultura y lengua: identidades hispanas

Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. ↑

SPAN 303: Cultura y lengua: expresiones artísticas

Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. ↑

SPAN 305: Cultura y lengua: cambios sociales

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. ↑

SPAN 307 Oral Skills- Various

In this course, students who have completed at least two years of Spanish work on building vocabulary, practicing verbal forms in conversational context, perfecting grammatical structures and pronunciation, and developing complex ideas in discussion, debate, and presentation formats. Prerequisite: two years of Spanish (or placement into third-year Spanish). 2.0 credits. ↑

SPAN 308: Comunidades Bilingues

The focus of this course is to explore the many linguistic communities where Spanish comes in contact with other languages and cultures. Students will study Spanish language beginning with its historic origins and its growth into the different regional and dialectal varieties that currently exist in the United States and in other countries throughout the world. ↑

SPAN 311: Advanced Writing in Spanish

Provides additional language development for students, emphasizing academic writing skills in Spanish. ↑

SPAN 312: Spanish in the Media

Designed for heritage learners. Examines the role of Spanish in various forms of media such as television, Internet, and literature. Students practice advanced writing skills

necessary to participate in argumentative writing and close textual readings. Prereq: any two from SPAN 301, 303, 305 or 308; SPAN 308 is recommended. ↑

SPAN 320: Intensive Spanish Grammar Review

Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. ↑

SPAN 322: Introduction to Hispanic Linguistics- Holguin

The course content focuses on the analysis of the basic linguistic characteristics of the Spanish language. It introduces students to the study of the Spanish sound system (phonetics and phonology), formation of words (morphology), sentence structure (syntax), as well as the evolution of the different Spanish varieties (historic, regional, and social). This class will prepare students for higher-level courses in Hispanic linguistics and others in which Spanish is used in formal academic contexts. ↑

SPAN 324: Spanish Pronunciation and Phonetics- Davis

Study of Spanish sounds, rhythms, and intonation; supervised pronunciation practice. ↑

SPAN 341 Hispanic Cultures through Literature I- Powell

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from 1100 to 1600. ↑

SPAN 344 Hispanic Cultures through Literature IV- Garcia-Caro

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 20th century into the 21st. ↑

SPAN 348: US Latino Literature and Culture- Garcia-Caro

This course is an introduction to literature by Hispanic writers in the United States. Students will read a range of literary genres by 19th and 20th century Hispanic authors and will address relevant literary, cultural and social themes in class discussion and writing assignments. Course material varies in theme. Topics studied include: borderlands, US-Latin American relations, the politics of language, Chicano/Latino identities, Chicana/Latina feminism, migration and exile, and popular culture. Students are expected to read, discuss, and write in Spanish, although course material varies in linguistic registers (Spanish, English, Spanglish, Caló, etc.). This course satisfies the “American Cultures” category for the UO Multicultural Requirement. ↑

SPAN 350: Introduction to Poetry- Sepulveda

Explores important aspects of Spanish poetry; reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. ↑

SPAN 353: Introducción a la Narrativa Hispánica- Bottaro

¿Qué es narrar? ¿Cuáles son los elementos de una narración? ¿Cuáles son las mediaciones que aparecen en la construcción de una historia narrativa? En este curso leeremos una amplia selección de diferentes tipos de textos narrativos de autores españoles y latinoamericanos. Prestaremos particular atención al análisis crítico formal,

considerando las conexiones con los contextos de producción de los textos. Introduciremos e incorporaremos en nuestras discusiones la terminología y los conceptos clave de crítica literaria y análisis de narrativa. Además, discutiremos la relación entre la narración y la historia, la narración y los medios audiovisuales, los conceptos de verosimilitud, mimesis y la relación entre la narración y la construcción de la memoria histórica. Finalmente, trabajaremos para desarrollar un ensayo crítico original para analizar un aspecto de un texto, incorporando diversas fuentes bibliográficas. Prerequisites: two from SPAN 301, 303, 305, 308. [↑](#)

SPAN 407: Borges y la reescritura- Bottaro

En 1954, uno de los más influyentes escritores latinoamericanos del siglo XX, Jorge Luis Borges expresó que todo lo que él había escrito, ya había sido escrito por otros: “Todo lo que he hecho está en Poe, Stevenson, Wells, Chesterton y algunos otros.” Esta afirmación representa la expresión casual de lo que se considera como el rasgo fundamental de su ficción poética: la escritura como reescritura. En este curso, exploraremos los diferentes modos en que las operaciones de reescritura y traducción se transforman en el centro de la poética borgeana. Prestaremos atención a su reescritura de la polémica civilización-barbarie de Sarmiento, de los géneros nacionales, del rosismo en el peronismo, y del cuento policial clásico y estudiaremos los elementos clave del proyecto estético del escritor: bibliotecas, laberintos, memoria, tigres, Palermo, las orillas, los espejos, el juego del truco, el doble, el otro. [↑](#)

SPAN 410: Escritura creativa en lengua castellana / Creative Writing in Spanish- Sepulveda

Este curso busca potenciar las capacidades creativas de los estudiantes de castellano a través de variados ejercicios de escritura. Durante el trimestre el alumno desarrollará su sensibilidad literaria así como también su juicio crítico e interpretativo mediante sesiones de taller y de discusión grupal. Se espera que el alumno escriba poemas, cuentos y, posiblemente, capítulos de algún proyecto mayor de ficción literaria según sea su interés. También será pertinente escribir guiones y textos creativos híbridos en caso de que el alumno tenga interés en ello. Realizaremos ejercicios de escritura dirigida y leeremos textos ad hoc a los proyectos individuales de escritura. Al término del curso, el alumno deberá presentar como proyecto final un conjunto de escritos creativos que den cuenta de su trabajo en clase, incluyendo borradores y correcciones. La última sesión de clase será una presentación pública del proyecto final dirigida a la comunidad universitaria. [↑](#)

SPAN 424/524 History of Spanish Language- Hernandez

This course examines the linguistic and historic development of the Spanish language. Students will study the linguistic factors and the historic periods that determined the formation of Spanish as a romance language and its dissemination into the Americas. The course will cover the diachronic development of phonological and morphological features from Latin to Spanish. The study of historic periods will review from pre-Roman times to fifteen hundreds in the Iberian Peninsula and the colonial period in Latin America. Prerequisites: any two of SPAN 320, 322, 324. For MA Students: This course may count for **M.A. Periods 1, 2, 3 or 4** depending on the topic of the final research project.

SPAN 450: Barroco Andino: el caso de Potosí- García-Pabon

Este curso explora el barroco en la sociedad, la religión, la literatura, el arte, y la música en

los siglos XVII y XVIII en la ciudad de Potosí, una de las ciudades más fastuosas del barroco colonial. Los objetivos del curso son familiarizarnos con el barroco como estilo y como modo de vida, entender las relaciones entre lo social y las manifestaciones literarias y artísticas de la época, así como la importancia del barroco en el desarrollo de la modernidad occidental, y, finalmente, ver la formación del sujeto criollo como origen de las identidades latinoamericanas. [↑](#)

SPAN 450/550: Mestizaje en la literatura latinoamericana- García-Pabon

En este curso estudiaremos la representación del mestizo/a en la literatura latinoamericana en los siglos XIX y XX, con referencias a sus orígenes en la época colonial. La palabra mestizaje se ha usado y se usa para designar la mezcla racial y cultural de europeos (esencialmente españoles) con indígenas americanos. Exploraremos representaciones positivas y negativas del mestizaje y analizaremos las relaciones de esas representaciones con sus respectivos momentos históricos y políticos, así como con perspectivas de género. También leeremos textos teóricos sobre el concepto de mestizaje. **MA Period: 1, 3, 4** [↑](#)

SPAN 452/552: Rios, Monumentos y Ruinas : los papeles de la poesía lírica en los siglos XVI – XVII- Middlebrook

Una aproximación a la poesía lírica en el mundo hispanohablante de los siglos XVI – XVII, con énfasis en los papeles sociales y culturales que se asignaba a la categoría de “poemi piccoli” (una frase italiana que se aplicaba a los poemas cortos de la época). Temas conversados: la poesía y el amor, el Petrarquismo, la poesía y la patria, la poesía y el imperio, la poesía y la filosofía, la poesía y la muerte. También hablamos de los estilos renacentista y barroco; las teorías renacentistas del lenguaje vernáculo; y las fuentes de la poética moderna en los discursos de los siglos XVI y XVII. **M.A. Period 1 & 2** [↑](#)

SPAN 490: Andean Indigenismo- Garcia-Pabon

En este curso estudiaremos la literatura boliviana y peruana que, desde el siglo XIX hasta fines del siglo XX, se ha centrado en la discusión del lugar del indígena en la modernización de estos estados. A esta literatura se la conoce con el nombre de indigenista. El curso enfatiza la relación entre el discurso literario y los discursos sociales, históricos e ideológicos. Además, se verá el cambio de una mirada exterior al indígena a una mirada desde la perspectiva indígena. Por último, se discutirán estos textos en relación a perspectivas de género. [↑](#)

SPAN 490: Testimonio en América Latina- Taylor

En este curso consideramos algunas de las características literarias, historiográficas, etnográficas, y filosóficas de varios testimonios latinoamericanos que se han publicado desde que la Casa de las Américas en Cuba designó un premio distinguido para este género narrativo en 1970. Como elemento central a nuestra investigación, examinamos las condiciones de posibilidad culturales y socio-históricas para el surgimiento de esta forma de escritura, específicamente las maneras en que el testimonio ejemplifica y a la vez desconstruye las redes de poder colonial y neocolonial que mantienen las estratificaciones de clase y casta en las Américas. ¿Qué pide cada testimonio a sus lectores en el momento en que se publica? ¿Qué nos pide a nosotros como lectores en nuestro momento actual? ¿Cuáles son algunas de las vulnerabilidades del testimonio ante un campo hegemónico del saber? ¿Cuáles son algunas de las maneras en que el testimonio abre o desafía este campo? [↑](#)

SPAN 607: Antifascist Resistances in Europe- Herrmann

This seminar will explore, in a comparative fashion, anti-Fascist resistance movements in three contexts: The French Resistance against occupation, the Italian Partisans, and the participation of Spaniards in the Resistance in France as well as in the anti-Franco guerrillas in Spain.

We will study memoirs, historical works, documentary and fiction film. Two foci will engage us: The role of gender identity in resistance work, and the ways in which resistance work determined the fates of people who needed aid in escaping persecution by the Nazis (including Jews and downed British and American airmen). Armed resistance, for some of the most important memoirists of the deportation to Nazi camps, was the key activity that led to arrest, torture and then the cattle cars to the Lager. For some of Europe's most distinguished writers—Charlotte Delbo, Primo Levi, and Jorge Semprún, Resistance was the gateway to the Holocaust. We will work with the canonical texts of these figures, and we will also study the oral histories and autobiographies of working-class and little known members of antifascist resistance, attending to the unique traits of resistance cultures in each country and context. All work will be assigned in English, but final papers will be written in the target language. **M.A. Period 4** ↑

SPRING 2017

SPAN 101, 102, 103: First-Year Spanish- Various

Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish. ↑

SPAN 111, 112: Intensive Beginning Spanish- Various

Intensive study for experienced language learners (ex: took Spanish in high school). Introduction to Hispanic culture. Prereq for 111: previous study of Spanish or competence in another language. ↑

SPAN 199: Basic Spanish Conversation- Various

In this course, students at 1st- and 2nd-year level Spanish will participate in a series of conversational activities in order to develop their spoken Spanish. Activities will focus on building vocabulary, improving pronunciation, and learning culturally appropriate pragmatic conversation skills (turn taking, conventional turns of phrase, formulaic greetings, etc.). The course meets once weekly for a two-hour session. Prerequisite: one year of Spanish, placement into second-year Spanish, or currently enrolled in 1st- or 2nd- year Spanish. 2.0 credits. ↑

SPAN 201, 202, 203: Second-Year Spanish

Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish. ↑

SPAN 228: Voces latinas II

Intermediate-level oral skills and academic Spanish development for heritage language learners of Spanish. Helps students establish a personal connection between their Spanish

language heritage and the wider Spanish-speaking world. Course taught in Spanish and Spanglish. See [SHL page](#) for more details. ↑

SPAN 301: Cultura y lengua: identidades hispanas

Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. ↑

SPAN 303: Cultura y lengua: expresiones artísticas

Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. ↑

SPAN 305: Cultura y lengua: cambios sociales

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. ↑

SPAN 307 Oral Skills- Various

In this course, students who have completed at least two years of Spanish work on building vocabulary, practicing verbal forms in conversational context, perfecting grammatical structures and pronunciation, and developing complex ideas in discussion, debate, and presentation formats. Prerequisite: two years of Spanish (or placement into third-year Spanish). 2.0 credits. ↑

SPAN 308: Culture and Language

Develops advanced language skills through the analysis of social and linguistic dynamics of communities in Spain, Latin America, and the United States where Spanish encounters another language. Taught in Spanish. Sequence with SPAN 301, 303, 305. ↑

SPAN 311: Advanced Writing in Spanish

Provides additional language development for students, emphasizing academic writing skills in Spanish. ↑

SPAN 312: Spanish in the Media

Designed for heritage learners. Examines the role of Spanish in various forms of media such as television, Internet, and literature. Students practice advanced writing skills necessary to participate in argumentative writing and close textual readings. Prereq: any two from SPAN 301, 303, 305 or 308; SPAN 308 is recommended. ↑

SPAN 320: Intensive Spanish Grammar Review

Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. ↑

SPAN 322: Introduction to Hispanic Linguistics- Davis

Linguistic description of the Spanish language, including phonetics and phonology, morphology, syntax, history, and social and geographical variation. ↑

SPAN 343: Hispanic Cultures through Literature III- Bottaro

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic,

and historical contexts, from the revolutionary wars to the Spanish Civil War. Sequence with SPAN 341, 342, 344. Prereq: two from SPAN 301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. ↑

SPAN 344: Hispanic Cultures through Literature IV- Millar

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 20th century into the 21st. Sequence with SPAN 341, 342, 343. Prereq: two from SPAN 301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. ↑

SPAN 348: United States Latino Literature and Culture- Taylor

Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors; emphasis on literary trends and themes. ↑

SPAN 350: Introduction to Poetry- Powell

Introduction to Poetry, has three aims: (1) You learn how to appreciate, enjoy, and analyze nuances of poetic language. We cover Spanish and Latin American lyric poetry from the (so-called) “Middle” Ages to the present. How does the life of poetry live in us? 2) You improve close reading skills in Spanish, learning to pick relevant details out of a text. This will strengthen reading of any kind, in any language. 3) You practice “building-block” steps toward writing about literature analytically and creatively: including a library-research project; in Spanish; at an advanced undergraduate level. Creative writing practices include imitation of poetic structures and exploration of figurative language. ↑

SPAN 351: Introduction to Theater- Rubado

Explores important aspects of Spanish theater; reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305, 308. ↑

SPAN 351: Introduction to Theater- Powell

Explores important aspects of Spanish theater; reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. ↑

SPAN 353: Introduction to Narrative- Herrmann

Explores important aspects of Spanish narrative; reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. ↑

SPAN 399: Spanish for Business- Lara

This course is designed to provide students with opportunities for successful communication in the Spanish-speaking business world by building on their existing knowledge of Spanish. It is intended for students wishing to practice real-life applications of typical business communications, in Spanish, in order to improve fluency in listening, speaking, reading, and writing. Students will participate in activities that develop critical thinking and highlight cross-

cultural sensitivity relevant to Hispanic business, finance, and marketing within the context of global markets. [↑](#)

SPAN 399: Los latinos y la educación- Latinos and Education- Costales

This course will provide a critical analysis of the social, political, economic and cultural factors surrounding the educational experience of Latinos in the United States, and their manifestation in cultural production (murals, poetry, music, film, memoir, etc). Develops advanced language skills as well as awareness of linguistic variation in the field. [↑](#)

SPAN 407: Latinoamerican Fantastic Fiction- Epple

In this seminar we will discuss relevant theories of the fantastic, as well as classical short fiction by writers from Argentina, México, Chile, Cuba, Colombia and Perú. [↑](#)

SPAN 407: Contemporary Poetry- Sepulveda

Description forthcoming . . . [↑](#)

SPAN 410: Escritura creativa en lengua castellana / Creative Writing in Spanish- Sepulveda

Este curso busca potenciar las capacidades creativas de los estudiantes de castellano a través de variados ejercicios de escritura. Durante el trimestre el alumno desarrollará su sensibilidad literaria así como también su juicio crítico e interpretativo mediante sesiones de taller y de discusión grupal. Se espera que el alumno escriba poemas, cuentos y, posiblemente, capítulos de algún proyecto mayor de ficción literaria según sea su interés. También será pertinente escribir guiones y textos creativos híbridos en caso de que el alumno tenga interés en ello. Realizaremos ejercicios de escritura dirigida y leeremos textos ad hoc a los proyectos individuales de escritura. Al término del curso, el alumno deberá presentar como proyecto final un conjunto de escritos creativos que den cuenta de su trabajo en clase, incluyendo borradores y correcciones. La última sesión de clase será una presentación pública del proyecto final dirigida a la comunidad universitaria. [↑](#)

SPAN 410/510: Idea of Latin America- Garcia-Caro

This advanced seminar considers different intellectual debates over the concept of Latin America. What defines the “Latin” in Latin America? How is Latin America configured in contrast with Anglo America, but also with other alternate mappings and concepts such as Meso-America, South America, or Abya Yala? The course of readings and discussions is clearly divided into three interrelated but discrete parts: a first section considers historical issues such as cartography, colonization and independence, competing cultural traditions, etymologies, neocolonialism, pan Americanism and nation among other concepts. We will read widely from early chronicles to contemporary cultural historians’ discussions about the epistemic crises provoked by conquest and colonization. In a second section we will look at different Latin American authors of the independent period for whom the definition of (Latin)Americanism was a central philosophical, political, or aesthetic quest, including Simón Bolívar, José Martí, José Enrique Rodó, Leopoldo Zea, Gabriela Mistral, Pablo Neruda, Carlos Fuentes, Octavio Paz, and Gloria Anzaldúa. In a final section we will consider contemporary debates about the discipline of Latin Americanism both as an area studies and also as a site for comparative cultural history readings will include Walter Mignolo, Bolívar Echevarría, Enrique Dussell, Paulo Freire, and others.

Spanish. **M.A. Period 1, 2, 3, or 4** [↑](#)

SPAN 420/520: Language, Discourse and Immigration- Hernandez

This course examines how language is used to name, present, describe, study, portray and/or stigmatize immigration from Latin America into the United States. Students will use discourse analysis theory as a method to analyze international migration, identities, social-political relations, and the construction of knowledge in society through spoken, written and visual language. We will review and critique current research in different fields –linguistics, migration studies, law, journalism, and anthropology– that addresses immigration in the United States. Students will be asked to apply techniques of discourse analysis as a method to approach a specific disciplinary field that studies immigration. Readings will be in Spanish and English but discussions will be in Spanish. This class will involve intensive reading and discussion. Pre-requisites: any two of SPAN 320, 322, 324. **M.A. Period 3 or 4.** ↑

SPAN 428/528: Spanish in the US- Holguin

This course provides the background knowledge and analytical tools to critically explore the use of the Spanish language, its linguistic characteristics, and narratives about its use within the United States. The goals of this course include the assessment of language stereotypes, common beliefs, and media discourses, as well as one's own positioning on the borderlands. **M.A. Period 3&4.** ↑

SPAN 448 National Identities and Border Cultures in the Americas- García-Pabon

This class examines representations of indigenous peoples, and the construction of their identities within the historical and ideological parameters of two Andean nations: Bolivia and Perú (19th to 21st centuries). We will read literary texts by criollo, mestizo and Indian authors (female and male), about the place of indigenous peoples and cultures in the social and political space of these nations. Attention will be given to the relationship of Spanish with native languages such as Quechua and Aymara as they appear in these texts. We will also study films that have addressed the topic of indigenous communities as nations within these nations. ↑

SPAN 480 Novela, telenovela, and democracy- Bottaro

After she becomes pregnant while being artificially inseminated by mistake, 23-year-old Latina Jane Gloriana Villanueva starts to have feelings for the baby's biological father. This is the premise of American satirical romantic comedy-drama television *Jane the Virgin*, a loose adaptation of the Venezuelan telenovela *Juana la Virgen*. Using this parody as our point of departure, we will study commonly used tropes and devices in Latin telenovelas to help us explore melodrama as an aesthetic mode of representation, and its cultural politics. We will also read and draw comparisons with serialized novels from the 19th century to expand our understanding of melodrama in relation with the category of the political through imaginations of individual freedom along with social equality, most often referred to under the term "democracy". We will explore "freedom and equality" as characters in the melodrama of modernity constantly under threat by the persistent instability of norms, with an end result in the political integration of the atomized individual into a well-defined community with idealized norms. We will watch Gina Rodríguez' *Jane the Virgin* (2014-present), Thalía's *Marimar* (1994), Eva Longoria's *Telenovela* (2015-2016); and we will read José Marmol's *Amalia* (1851) and Jorge Isaacs' *María* (1867). ↑

SPAN 680: Specters of the Hispanic Atlantic: capital, finance, crisis- Bottaro

This course proposes new ways of thinking about political economy through the contours of literature and art. During the 19th century, letrados and intellectuals not only occupied the highest echelons of government hierarchies while writing their versions of national literatures, but as they carried out a flurry of commercial activities, they were also the architects of liberal trade policies. As we unpack the intricate ideological relation between republicanism, liberalism and capitalism in the Hispanic Atlantic, we will also explore the emergence of Latin American nations' political independence in tandem with the condition of non-independence in the sphere of global market relations. Taking as our point of departure the notion that material economies rely on strategies of representation to make themselves intelligible, this course will explore multiple tropes, metaphors, and storytelling devices in the capitalist imaginaries of the 19th century. We will read a wide array of critical thinkers from the field of classical political economy, Marxism, and economic criticism, among others. Different but interconnected units will thread our course: money, speculation, crisis, consumerism and commodities, crowds, labor, debt, counterfeits and frauds, and credit. In English. **M.A. Period 3 & 4** ↑

SUMMER 2017

SPAN 101, 102, 103: 1st Year Spanish– *Multiple sections will be offered*

Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish. ↑

SPAN 201, 202, 203: 2nd Year Spanish– *Multiple sections will be offered*

Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish. ↑

SPAN 301 Cultura y lengua: identidades Hispánicas (4) June 26 – July 23

Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Taught in Spanish. Prereq: SPAN 203 or 228. ↑

SPAN 308 Cultura y lengua: comunidades bilingües (4) July 24 – August 20

Develops advanced language skills through the analysis of social and linguistic dynamics of communities in Spain, Latin America, and the United States where Spanish encounters another language. Taught in Spanish. Prereq: SPAN 203 or 228. ↑

SPAN 322 Introduction to Hispanic Linguistics (4) June 26 – July 23

Linguistic description of the Spanish language, including phonetics and phonology, morphology, syntax, history, and social and geographical variation. Taught in Spanish. Prereq: Prereq: SPAN 308; one course from SPAN 301, SPAN 303, SPAN 305, SPAN 311, SPAN 312. ↑

SPAN 342: Hispanic Cultures through Literature II

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 16th century to the Latin American independences. ↑

SPAN 348: United States Latino Literature and Culture

Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors; emphasis on literary trends and themes. [↑](#)

SPAN 353: Introduction to Narrative

Explores important aspects of Spanish narrative; reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. [↑](#)