

## Spanish Course Descriptions: 2011/2012

<u>FALL 2011</u>	<u>WINTER 2012</u>	<u>SPRING 2012</u>	<u>SUMMER 2012</u>
<u>SPAN 150</u>	SPAN 150	SPAN 150	<u>101, 102, 103</u>
SPAN 151	SPAN 151	<u>SPAN 151</u>	<u>201, 202, 203</u>
<u>SPAN 301</u>	<u>SPAN 301</u>	<u>SPAN 301</u>	<u>SPAN 301, 303, 305</u>
<u>SPAN 303</u>	<u>SPAN 303</u>	<u>SPAN 303</u>	<u>SPAN 308</u>
<u>SPAN 305</u>	<u>SPAN 305</u>	<u>SPAN 305</u>	<u>SPAN 316</u>
<u>SPAN 307</u>	<u>SPAN 307</u>	<u>SPAN 307</u>	<u>SPAN 317</u>
<u>SPAN 308</u>	<u>SPAN 308</u>	<u>SPAN 308</u>	<u>SPAN 318</u>
<u>SPAN 311</u>	<u>SPAN 311</u>	<u>SPAN 311</u>	<u>SPAN 319</u>
SPAN 315	SPAN 315	SPAN 315	
<u>SPAN 316</u>	SPAN 316	<u>SPAN 316</u>	<u>SPAN 320</u>
SPAN 317	<u>SPAN 317</u>	<u>SPAN 317</u>	<u>SPAN 328</u>
<u>SPAN 318</u>	<u>SPAN 318</u>	SPAN 318	<u>SPAN 333</u>
<u>SPAN 319</u>	<u>SPAN 319</u>	<u>SPAN 319</u>	<u>SPAN 399</u>
<u>SPAN 320</u>	<u>SPAN 320</u>	<u>SPAN 320</u>	<u>SPAN 407/507</u>
<u>SPAN 328</u>	<u>SPAN 328</u>	SPAN 328	<u>SPAN 410/510</u>
SPAN 330	<u>SPAN 330</u>	SPAN 330	<u>SPAN 480/580</u>
<u>SPAN 331</u>	SPAN 331	<u>SPAN 331</u>	<u>SPAN 490/590</u>
SPAN 333	<u>SPAN 333</u>	SPAN 333	
SPAN 361	SPAN 361	SPAN 361	
SPAN 363	SPAN 363	<u>SPAN 363</u>	
SPAN 399	<u>SPAN 399</u>	<u>SPAN 399</u>	
<u>SPAN 407/507*</u>	<u>SPAN 407/507*</u>	<u>SPAN 407/507*</u>	
SPAN 409	SPAN 409	SPAN 409	
SPAN 410/510	SPAN 410/510	SPAN 410/510	
SPAN 417/517	SPAN 417/517	SPAN 417/517	
SPAN 420/520	<u>SPAN 420/520</u>	<u>SPAN 420/520</u>	
SPAN 425/525	<u>SPAN 425/525</u>	SPAN 425/525	
SPAN 436/536	<u>SPAN 436/536</u>	SPAN 436/536	
SPAN 437/537	SPAN 437/537	SPAN 437/537	
SPAN 438	SPAN 438	SPAN 438	
SPAN 450/550	SPAN 450/550	SPAN 450/550	
<u>SPAN 451/551</u>	SPAN 451/551	SPAN 451/551	
SPAN 452/552	<u>SPAN 452/552</u>	SPAN 452/552	
<u>SPAN 460</u>	<u>SPAN 460</u>	SPAN 460	
SPAN 466/566	SPAN 466/566	SPAN 466/566	
SPAN 480/580	<u>SPAN 480/580</u>	<u>SPAN 480/580</u>	
SPAN 481/581	SPAN 481/581	SPAN 481/581	
<u>SPAN 490/590</u>	<u>SPAN 490/590</u>	<u>SPAN 490/590</u>	

SPAN 605	SPAN 605	SPAN 605	
SPAN 666	SPAN 666	SPAN 666	
SPAN 680	SPAN 680	SPAN 680	
<a href="#">SPAN 690</a>	<a href="#">SPAN 690</a>	SPAN 690	
RL 407/507	<a href="#">RL 407/507</a>	<a href="#">RL 407/507</a>	
<a href="#">RL 608</a>	<a href="#">RL 620</a>	RL 623	

## FALL 2011

### **SPAN 150: Cultures of the Spanish Speaking World- Davis**

Spanish is the official language of over twenty American countries and Spain, and it is the de facto second language of the United States. Even those with a superficial knowledge of Spanish know that there are vast geographical and social differences in the language. In this class we will explore variation in the Spanish language, focusing on the historical sources of modern-day dialects, the lexical and grammatical features that distinguish them, the social factors that determine current usage, and the future of the language in the different contexts where it is used. The course is taught in English; knowledge of Spanish is helpful but not required.

Objective. Students will be able to...

--identify places, peoples, historical, cultural and linguistic influences (geography-linguistics interface)

--identify the phonetic, lexical, and syntactic features that distinguish major dialects of Spanish

--identify the linguistic and cultural stereotypes associated with English and Spanish dialects

--recognize their own visceral reactions to specific language features . [return to course list](#)

### **SPAN 301: Cultura y lengua: identidades hispanas- Various**

Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. [return to course list](#)

### **SPAN 303: Cultura y lengua: expresiones artísticas- Various**

Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. [return to course list](#)

### **SPAN 305: Cultura y lengua: cambios sociales- Various**

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. [return to course list](#)

### **SPAN 307 Oral Skills (2 credits)- Murcia**

Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. [return to course list](#)

### **SPAN 308: Comunidades Bilingues- Various**

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- Various**

Provides additional language development for students, emphasizing academic writing skills in Spanish. Prereq: Any two of SPAN 301, 303, or 305. [return to course list](#)

**SPAN 316: Las tres culturas de la España medieval- Wacks**

This course provides a broad overview of the literature of the Iberian Peninsula, especially Castile, from the 11th to the 17th centuries. We will focus on the intersection of Christian, Muslim and Jewish cultures. [return to course list](#)

**SPAN 318: Survey of Spanish American Literature- Triana**

Introduction to main currents and literary works in the colonial Spanish American period from a historical perspective. Critical readings of selected texts from colonial times. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

**SPAN 319: Survey of Spanish American Literature-Enjuto-Rangel**

Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected poems, short fiction, and plays. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

**SPAN 320: Intensive Spanish Grammar Review – Murcia**

Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. [return to course list](#)

**SPAN 328: Hispanic Literature in the United States- Triana**

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. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

**331 Introduction to Spanish 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. [return to course list](#)

**SPAN 407: Literature & Environment in Latin America- Sepulveda**

The purpose of this course is to explore the issues related to the environment in Latin America in a global context such as pollution, natural devastation, resources, identity, alienation, etc. We will read a variety of literary texts by authors such as Horacio Quiroga, Gabriela Mistral, Eduardo Galeano, Luis Sepúlveda, Mario Vargas Llosa, Rigoberta Menchú, and Rodrigo Lira, among others. We will also approach to possible solutions contained in ecological manifestoes such as the perspective of the Salvajista collective, green anarchist/feral visions, and the green permacultural Cuban revolution as well as the more down-to-earth indigenous and community oriented worlds. [return to course list](#)

### **SPAN 407/507: The fantastic in Latin American short fiction- Epple**

This seminar will focus on the development of the fantastic in Latin American short story from Modernism to the postmodern trends. Close readings of literary works by the "masters" of the fantastic, including Rubén Darío, Manuela Gorriti, Eduardo Holmberg, Horacio Quiroga, Jorge Luis Borges, Julio Cortázar and Amparo Dávila. **Periods 3 & 4.** [return to course list](#)

### **SPAN 407/507 Contemporary Poetics: Spain and Latin America Through its Poets- Enjuto Rangel**

In this course we will discuss Spanish and Latin American Contemporary Poetry in dialogue with the poets themselves. This will be a unique poetic experience, because students will get a chance to encounter many of the poets they are reading, ask them questions and establish a real dialogue. We will study poetry through close readings of the texts and in connection to their respective historical, political and cultural contexts. From an interdisciplinary perspective, I also encourage students to think of the poetic texts through other artistic mediums as films, paintings, music, political and aesthetic manifestos. Spain and Latin America are multicultural, multilingual, and multiracial spaces, and we will explore contemporary poetics in Spanish, Mayan, Mapuche, Portuguese, Catalan, and Galician, through both original versions and translations.

**Period 4.** [return to course list](#)

### **SPAN 407/507: Identity, Nation and Border in the Western Hemisphere- Garcia Caro**

This advanced seminar explores the ways in which literary texts and visual cultures have regimented, discussed, invented, and challenged notions of social and cultural identities in the Americas since the period of independence. This is a combined undergraduate-graduate seminar and there will be discussions about terminology, identity theory as well as critical literary close readings of key texts that will allow us to review the currency of these debates. The schedule of the class is organized around five central topics which will allow us to probe into and discuss different historical and geographical configurations of national, regional, ethnic, gender identities in the hemisphere:

1. the period of independence in Mexico 1810s
2. the expansion of Argentina 1870s
3. neocolonialism in Peru 1920s
4. internal colonialism in Mexico and Puerto Rico 1960s-1970s
5. the US/Mexico border 1994 into the present day.

Some of the major questions the class will be addressing are: what is the role of the intellectual, writer or artist in the creation and morphing out of national or local identities? How have local identities evolved over time in the Americas? Have they? How have colonial and neocolonial relations inflected the definition and reworking of local identities? What is the relation between state-sponsored institutions such as schools, the army, etc and the coining and dispersal of heteronormative, hegemonic identities? Are there spaces of resistance left outside the market or beyond the textual and cultural production of identities?

**Periods 3 & 4.** [return to course list](#)

### **SPAN 451: Sor Juana Inés de la Cruz and Her Contexts- Powell**

This writer/intellectual, a 17th-century Mexican nun, boldly inserted herself and her writings in a heavily masculinist literary tradition. This course combines the development of skill in close

reading of poems, prose, and dramatic texts together with the study of colonial Spanish-American contexts crucial to her cultural production. We investigate literary contexts through conventional Renaissance and Baroque poetic and epistolary discourse and through the irony, satire, and parody by which Sor Juana, and other women writers, critiqued ideological and social paradigms that excluded women from intellectual life – and more broadly, from agency or equity in social relations with men. Related critical, historical, and theoretical readings shed light on Sor Juana's biography, historical and cultural contexts, and religious-intellectual framework, and on the variety of approaches applied to her work. (Taught In Spanish). [return to course list](#)

### **SPAN 460: DON QUIJOTE- Verano**

A careful reading of DON QUIJOTE in Spanish, along with discussion of major critical topics and of the book's place and importance in literary history. Attention is also given to the book's relation to the historical background of Imperial Spain.

[return to course list](#)

### **SPAN 490: Mesoamerica in Diaspora- Taylor**

Ancient cradle of milpa agriculture and present-day sorrow land of rural malnourishment, violence and exodus, Mesoamerica is portrayed as a civilization in ruins, already falling apart before European contact and now buckling under the pressures of the neoliberal socio-economic order. In Mexico and Central America, trade agreements such as NAFTA and CAFTA have privileged the importation of corn and other basic foodstuffs and the exportation of commercial crops and other raw materials, hindering small-scale farmers' ability to bring their corn and other staples to market without taking a loss in exchange for their efforts. In this seminar we will consider Mesoamerica as a transnational space of diaspora and resistance to European and Anglo-American imperialism. Central questions raised in each of the literary texts and other types of cultural production we will be studying include: How do Chicana/o and Mexican writers and cultural activists represent the connection between ancient Mesoamerican Civilizations and contemporary society? How is the migration of rural Central Americans and Mexicans to the US generating new transnational cultural identities and political subjectivities in the Americas? [return to course list](#)

### **SPAN 690: Testimonio in Latin American Literature and Society- Taylor**

A testimonio may be defined as an oral account of individual and collective lived experience of social struggle which is transcribed and published by a professional writer. These collaborative and hybrid texts vie for space in the Latin American literary canon, a canon established along lines of national territories, individual (mostly white male) writers and delineated literary genres (novel, poetry, autobiography, essay, etc.) In this course we will focus on how 20th century Latin American testimonio writer/storytellers conceptualize the relationship between writing in the dominant language and personal and collective liberation from dominant structures of thought and social control. We will analyze the emergence of testimonio as both a literary genre and a strategy of political mobilization in Latin America from the late 1960s to the present; at the same time, we will explore how its reception and theoretical framing within and outside Latin American literary studies has contributed to the formation of Latin American cultural studies in recent decades. Central questions include: What role has testimonio played in creating an interdisciplinary "Latin Americanist" field of study? Considered as a literary genre, how does testimonio disrupt traditional elements of literary analysis such as author, narrator, protagonist,

narrative reliability, literary canon? What does the emergence of testimonio indicate about the changing conditions of literary production and of the production of social identities in Latin America toward the end of the 20th century and into the 21st. **Period 4.** [return to course list](#)

### **RL 608: Workshop on Teaching Methodology -Davis**

This course is an introduction to the basic principles of second language acquisition and their application in classroom settings. Topics covered include instructional techniques for developing the three language modes (presentational, interpretive, interpersonal), standards for foreign language learning, proficiency assessment, content-based instruction (CBI), techniques for addressing learner variables, and the role of culture in the L2 classroom. In addition to the theoretical readings and discussions, students will develop a portfolio of teaching materials ready for classroom use. (All lectures and readings are in English; individual projects are prepared in your target language.) [return to course list](#)

---

## **WINTER 2012**

### **SPAN 301: Cultura y lengua: identidades hispanas- Various**

Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. [return to course list](#)

### **SPAN 303: Cultura y lengua: expresiones artísticas- Various**

Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. [return to course list](#)

### **SPAN 305: Cultura y lengua: cambios sociales- Various**

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. [return to course list](#)

### **SPAN 307: Oral Skills (2 credits)- Moore, B.**

Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. [return to course list](#)

### **SPAN 308: Comunidades Bilingues- Various**

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. [return to course list](#)

### **SPAN 311: Advanced Writing in Spanish- Various**

Provides additional language development for students, emphasizing academic writing skills in Spanish. [return to course list](#)

**SPAN 317: Survey of Peninsular Spanish Literature- Herrmann**

Introduction to major themes and ideas from 1800 to the present through the reading of representative texts. [return to course list](#)

**SPAN 318: Survey of Spanish American Literature- Powell**

Introduction to main currents and literary works in the colonial Spanish American period from a historical perspective. Critical readings of selected texts from colonial times. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

**SPAN 319: Survey of Spanish American Literature- Taylor**

Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected poems, short fiction, and plays. [return to course list](#)

**SPAN 320: Intensive Spanish Grammar Review- Various**

Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. [return to course list](#)

**SPAN 328: Chicana/o and Borderlands Literature and Cultural Identities- Taylor**

A lo largo de su corta historia, la frontera entre los Estados Unidos y México ha sido una grieta y un imán, interrumpiendo las relaciones de pueblos y familias que habitan esta región de las Américas. Las historias de estos pueblos y familias revelan la existencia de un “tercer país,” un “borderlands” tanto psíquico como geocultural, donde las experiencias personales y colectivas de opresión y liberación se entrecruzan. En este curso analizaremos la producción cultural chicana y transfronteriza, enfocándonos en algunos momentos claves de construcción y reformulación de la frontera desde la expansión capitalista estadounidense de mediados del siglo XIX hasta nuestros días. Dos de nuestros objetivos serán familiarizarnos con las perspectivas chicanas, mexicanas y centroamericanas sobre ciudadanía y pertenencia en los Estados Unidos y evaluar con ojo crítico la construcción de categorías como “hispano,” “latino,” “ciudadano,” e “ilegal” en el discurso dominante angloamericano. Analizaremos las maneras en que en el contexto de capitalismo tardío, las/los artistas, escritores, y activistas crean nuevas metáforas de identidad cultural y formas alternativas de pertenencia y permanencia frente al olvido histórico y la hostilidad cotidiana de la sociedad dominante angloamericana.. [return to course list](#)

**SPAN 330: Introduction to Spanish Poetry- Powell**

Explores important aspects of Spanish poetry. Reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. [return to course list](#)

**SPAN 333: Introduction to Spanish Narrative- Epple**

Explores important aspects of Spanish narrative. Reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. [return to course list](#)

**SPAN 399: Political Science- Urioste**

Esta materia introduce los estudiantes a las relaciones de poder en Latinoamérica desde la era de

las Independencias hasta la actualidad. Para tal propósito, enlaza el estudio de los eventos políticos preponderantes con el análisis de los conceptos empleados para discutir aquellos fenómenos.

En efecto, las consideraciones y los juicios emitidos sobre esos siglos y sobre ese espacio geográfico son a menudo tributarios de la reflexión teórica que acompaña la verificación empírica. El debate sobre la naturaleza y las consecuencias de las experiencias “populistas” de mediados del siglo 20 o de la elección de gobiernos de “izquierda” a comienzos del siglo 21 son notables ilustraciones de aquello. Por eso, más allá de observar fechas, actores o transformaciones sociales, un acercamiento a dimensión política en América Latina no puede prescindir de una relectura de algunas categorías analíticas utilizadas por las ciencias sociales. [return to course list](#)

### **SPAN 407: Roots of Latino NYC- Triana**

Today, Caribbean scholars and artists often envision New York City as another Antillean island, thereby extending the cultural geography of the tropics to the Northern cities where part of the Caribbean diaspora resides. In this course we will investigate the Spanish-language writings of Caribbean and Latin American immigrants to New York City in the 19th and early 20th centuries. We will try to understand the role New York City has played in the history of the Americas, as a center of publishing, as a refuge for Latin American exiles and a financial center for US imperialist expansion in Latin America, and as an immigrant city and concrete crucible of cultures. Authors and texts include: Felix Varela's *Jicoténcal* (1826); Bernardo Vega's *Memorias* (1940s); selected writings by José Martí, Eugenio María de Hostos, Lucas Guevara, Luisa Capetillo, Arturo Schomburg, and Jesús Colón; and contemporary scholarship by Juan Flores, Nancy R. Mirabal, and Enrique López Mesa. [return to course list](#)

### **SPAN 407/507: Border Cultures and National Identities in the Americas- Epple & Taylor**

This course will introduce students to current research on nation building and subaltern cultural politics, focusing specifically on several multiethnic regions in the Americas where dominant ideals of nationhood are contested by immigrants and historically marginalized groups within national borders. Our focus on national state formation and borderlands identities along the US-Mexico border as well as in Cuba, Central America and South America will contribute to an understanding of how the cultural construction of nationhood has been established through processes of exclusion, inclusion and appropriation. Students will engage independently with the issues raised by the course materials by carrying out individual and group research projects.

**Period 3 or 4.** [return to course list](#)

### **SPAN 420/520: History of the Spanish Language- Davis**

In this course we will outline of the linguistic changes and some of the accompanying social and historical influences on the development of the Spanish language: its roots in Popular Latin, its relationship to other Iberian Romance languages (Catalan, Portuguese), influences on the language during the periods of Visigothic and Arabic presence in the Iberian peninsula, and the expansion of Spanish after 1492. Finally, we will examine language contact phenomena (e.g. “Spanglish”) and survey the diversity of modern Spanish dialects of Spain and the Americas.

Pre-requisites: SPAN 320 required; SPAN 315 and LING 301 recommended. You must have a working familiarity with the International Phonetic Alphabet (IPA) and a solid understanding of modern Spanish grammar; there will be a placement test on the first day of class to determine whether you have the necessary background to take this class.

SPAN 420 satisfies the in-residence requirement of the Spanish major and minor. SPAN 520 can count for any period of the M.A. in Spanish, pending selection of an appropriate final project and approval of the student's advisor. **Period 1, 2, 3, or 4.** [return to course list](#)

### **SPAN 425: Translation- Gladhart**

An introduction to the theory and practice of literary translation. Issues to be discussed include contexts, how to read translations, and cultural translation-transculturation in practice. Course activities and assignments will include selected readings in translation theory, comparison of multiple translations, group translation exercises, and an individual translation project. [return to course list](#)

### **SPAN 436: Teatro Mexicano- Gladhart**

An introduction to contemporary Mexican theater. Analysis of plays will be complemented by performance exercises and filmed performances where available. Playwrights studied include Rodolfo Usigli, Sabina Berman, Emilio Carballido, Elena Garro, and Victor Hugo Rascón Banda.. [return to course list](#)

### **SPAN 452/552: Renaissance and Baroque Poetry- Middlebrook**

An introduction to poetry and poetics in Spain and in the Spanish Americas during the early modern period (approximately 1526-1691). We will discuss the poetry and the ideas about poetry of the Arcipreste de Hita, the Marqués de Santillana, Juan Boscán, Garcilaso de la Vega, Fernando de Herrera, Alonso de Ercilla, Francisco de Aldana, Luis de Góngora, Lope de Vega, Francisco de Quevedo, Lope de Vega, "Clarinda," sor Violante del Cielo, sor Juana Inés de la Cruz, among others. Please note that this is an advanced seminar designed to provide graduate students with the information and knowledge necessary for study toward their MA exams. This course can be used to satisfy **\*Period 1 or Period 2\*** (\*upon consultation with Prof. Middlebrook and the Director of Graduate Studies) [return to course list](#)

### **SPAN 460: DON QUIJOTE- Verano**

A careful reading of DON QUIJOTE in Spanish, along with discussion of major critical topics and of the book's place and importance in literary history. Attention is also given to the book's relation to the historical background of Imperial Spain. [return to course list](#)

### **SPAN 480: Latin American Autobiography- Epple**

Discussion of major autobiographical works by contemporary Latin American writers, including Jorge Luis Borges, Elena Garro, Pablo Neruda, Elena Poniatowska, and others. Special attention to the literary conventions of the genre. [return to course list](#)

### **SPAN 480/580: Ideologies of Development in the Lettered City in Mexico and Chile- Garcia Caro**

In this seminar we will look at the post-independent history of these two Latin American

countries in a comparatist fashion. We will explore the relation between exploitative economic models such as liberalism and transnational capitalism which came to full fruition at the time of Latin American independence, from an eco-critical viewpoint. We will consider the different place these two societies have occupied over the last two centuries in the global economy as suppliers of raw mineral material. We will look at earlier debates about post-independence economic models, and in particular debates over agricultural exploitation, colonization, and industrial modernity. We will read classical texts from the nineteenth and twentieth centuries looking for patterns of cultural resistance and intervention in these important debates about dependence theory, the economic sustainability of exploitative models, naturalist determinism, and postindustrial anarchism. We will read works by authors such as Gana, Lillo, Altamirano, and Subcomandante Marcos. **Periods 3 & 4.** [return to course list](#)

### **SPAN 490: C. Fuentes and Mexican Postnationalism- Garcia-Caro**

This seminar explores the literary oeuvre of Carlos Fuentes (1928-), whose creative works have been a central hallmark of Mexican letters over the past sixty years. Criticized by some as a “superstar” writer and by others as a “guerrilla dandy”, Fuentes’s works show a constant concern with the complex social realities of Mexico, its postcolonial legacies and contradictions, the new forms of colonialism experienced throughout its independent history, as well as its constantly changing cultural and social landscapes. Short-story writer, novelist, essayist, Fuentes has tackled many different literary forms and genres, including detective, Gothic, historical, and political fiction. This seminar will look at the particular relation between Fuentes’s work and his ideological standpoint as a critical post-Marxist thinker who challenges nationalist rhetoric and inquires about the alternative shapes of political, social and cultural relations. We will look comprehensively at his vast output to construct a sense of continuities and changes, and will read some of his best known earlier works “Chac Mool”, La región más transparente, and “Aura”, but also some of his more recent novels and essays. [return to course list](#)

### **SPAN 490/590: Literature and Utopia in Latin America- Epple**

In this seminar we will discuss the topics of utopia, dystopia and utopianism in selected writings from Latin America, including letters from the Conquest, reports on the City of Caesars in eighteenth century, as well as contemporary fiction works by Jorge Luis Borges, Alejo Carpentier, and Vicente Huidobro. A visit to an intentional community in Oregon is planned. **Periods 1, 3 & 4.** [return to course list](#)

### **RL 407/507: Holocaust Writers of the Romance World- Herrmann**

Select Holocaust testimonies written in French, Italian and Spanish by French, Italian, Spanish and Eastern European survivors now stand among the most influential and canonical texts of 20th century European letters. Of the countless approaches to the study of Holocaust literature, one that remains largely uncharted entails two interrelated themes: a) non-Jewish survivors’ memories of fellow Jewish campmates and b) the contemplation of Jewish national (French and Italian) identity before and after the Shoah. This course thus looks to apprehend how non-Jewish political prisoners (the French writer Charlotte Delbo and the Spanish writer Jorge Semprún) imagined their own fate and survival through the experiences and extermination of Jewish people. Simultaneously and in a comparative fashion the class will explore the destruction or survival of the Jews in the testimonies of the Jewish writers Elie Wiesel, originally from Transylvania but who wrote in French and Yiddish, and the Italian chemist Primo Levi. We will

moreover examine how the cultural and linguistic identity of writers from the European Romance Language world come to shape the testimonial explorations of pre- and post-Holocaust sense of self, language, and nation.

Students will gain knowledge about representations of the Holocaust in Italian, Spanish and French literatures, and be able to engage in debates of issues over form and the possibility and ethics of representation, the role of testimony, the construction of Jewish identity after the Holocaust. The course will enhance skills in literary and cultural analysis. **Period 4.** [return to course list](#)

### **RL 620: Graduate Study in Romance Languages- Middlebrook**

Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional development. [return to course list](#)

---

## **SPRING 2012**

### **SPAN 151: Spanish Cinema (2 credits)- DeGonzalez**

Spanish 151 is a two-credit, pass / no pass course that emphasizes oral communication and listening comprehension through the weekly viewing of films in Spanish. All discussions will be conducted in Spanish [return to course list](#)

### **SPAN 301: Cultura y lengua: identidades hispanas- Various**

Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. [return to course list](#)

### **SPAN 303: Cultura y lengua: expresiones artísticas- Various**

Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. [return to course list](#)

### **SPAN 305: Cultura y lengua: cambios sociales- Various**

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. [return to course list](#)

### **SPAN 307: Oral Skills (2 Credits)- Moore, B.**

Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. [return to course list](#)

### **SPAN 308: Culture and Language- Various**

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. [return to course list](#)

**SPAN 311: Advanced Writing in Spanish- Various**

Provides additional language development for students, emphasizing academic writing skills in Spanish. [return to course list](#)

**SPAN 316: Las tres culturas de la España medieval- Wacks**

This course provides a broad overview of the literature of the Iberian Peninsula, especially Castile, from the 11th to the 17th centuries. We will focus on the intersection of Christian, Muslim and Jewish cultures. [return to course list](#)

**SPAN 317: Survey of Peninsular Spanish Literature- Garcia-Caro**

Introduction to major themes and ideas from 1800 to the present through the reading of representative texts. [return to course list](#)

**SPAN 319: Survey of Spanish American Literature- Gladhart**

Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected poems, short fiction, and plays. [return to course list](#)

**SPAN 320: Intensive Spanish Grammar Review- Zabala**

Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. [return to course list](#)

**331 Introduction to Spanish Theater- Epple**

Explores important aspects of Spanish theater. Reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. [return to course list](#)

**SPAN 399: Political Science- Urioste**

Esta materia introduce los estudiantes a las relaciones de poder en Latinoamérica desde la era de las Independencias hasta la actualidad. Para tal propósito, enlaza el estudio de los eventos políticos preponderantes con el análisis de los conceptos empleados para discutir aquellos fenómenos. En efecto, las consideraciones y los juicios emitidos sobre esos siglos y sobre ese espacio geográfico son a menudo tributarios de la reflexión teórica que acompaña la verificación empírica. El debate sobre la naturaleza y las consecuencias de las experiencias “populistas” de mediados del siglo 20 o de la elección de gobiernos de “izquierda” a comienzos del siglo 21 son notables ilustraciones de aquello. Por eso, más allá de observar fechas, actores o transformaciones sociales, un acercamiento a dimensión política en América Latina no puede prescindir de una relectura de algunas categorías analíticas utilizadas por las ciencias sociales. [return to course list](#)

**SPAN 407: Literatura Argentina / Argentine Literature- Sepulveda**

The purpose of this course is to read and explore the world of many Argentine writers. Our course will include poets and narrators from the Avant-garde period in the 20's until current times. We will read authors such as Oliverio Girondo, Roberto Arlt, Jorge Luis Borges, Ernesto Sábato, Olga Orozco, Joaquín Gianuzzi, Alejandra Pizarnik, Néstor Perlongher, and Arturo Carrera as well as new voices of Argentine literature such as Romina Freschi, Karina Macció,

Horacio Fiebelkorn, Washington Cucurto, Fabián Casas, Juan Desiderio, Gastón Jabaz, and Luis del Mármol, among others. We will also watch Argentine films in order to better understand the context and the subjects of our study. [return to course list](#)

### **SPAN 407: Shopping to Death: Compulsive Consumption in the Spanish Realist Novel- Herrmann**

We will read two Spanish realist masterpieces about women who fetishize consumer products (primarily clothes) to the point of ruin: Galdós's *La de Bringas* and Rosalía de Castro's *Caballero de las botas azules*. [return to course list](#)

### **SPAN 407: Latin-American Post Avant-garde Movements- Sepulveda**

The purpose of this class is to read certain literature produced in Latin America from the 60's on, which can be characterized by its intention to challenge the status quo. The movements this course will cover include Nicaraguan Exteriorism, Cuban Conversationalism, Colombian Nadaísmo, Chilean Neo Avant-garde, Argentine and Uruguayan Neobarroso, Peruvian "Hora Zero", and Mexican Infrarrealism. We'll read samples of the most representative authors of these post Avant-garde movements and interpret them in their socio-political and cultural context. [return to course list](#)

### **SPAN 420: Sociolinguistics on the US Border- Holguin**

**INSTRUCTOR APPROVAL REQUIRED! Contact [Claudia Holguin](mailto:cholguin@uoregon.edu) (cholguin@uoregon.edu) if you are interested in registering for this class.** This course will provide 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. We will discuss different conceptualizations of borders, their relationship to the Spanish language, and the material experiences and perceptions of Spanish speakers. The goals of this course include the assessment of language stereotypes, common beliefs, media discourses, as well as one's own positioning on the U.S. borderlands.. [return to course list](#)

### **SPAN 480: Jose Marti- Triana**

En este curso leeremos una pequeña parte del prolífico corpus literario de José Martí (1853-1895). Estudiaremos la evolución del pensamiento martiano en relación al modernismo literario, el nacionalismo cubano, públicos lectores latinoamericanos, el capitalismo monopolístico, el imperialismo, el exilio, los estudios hemisféricos, género, sexualidad y raza. Las lecturas incluyen: El presidio político en Cuba; poesía de Ismaelillo, Versos libres y Versos sencillos; cuentos de La Edad de Oro; periodismo de Patria; los ensayos "Nuestra América," "La verdad sobre los Estados Unidos," "Mi raza," "Vindicación de Cuba," "Un drama terrible;" sus ensayos sobre Whitman y Emerson; sus diarios de guerra, y "Manifiesto de Montecristi." [return to course list](#)

### **SPAN 480/580: Ghosts of Spain in Literature and Film- Herrmann**

Taking as its point of departure *Blood Cinema*, Martha Kinder's classic study of cultures of violence in Spanish cinema, this course delves into the depictions and meanings of ritualized, sadistic violence in contemporary Peninsular film, fiction, and testimony. Themes include: children and violence, sexualized torture, and political violence. Note: this is not a course for the faint at heart. All film screenings will be required and include disturbing images and sequences.

Provisionally, films will include: Silencio roto, el labertino del fauno, Pascual Duarte, Tras el cristal, Matador, Tesis. Readings: La familia de Pacual Duarte, the comic strip Todo Paracuellos, testimonies of Soledad Real and Juana Doña, Si te dicen que caí, Maquis. **Period 4.** [return to course list](#)

**SPAN 490: Visiones de Estados Unidos en viajeros chilenos de los siglos XIX y XX -Epple**  
En este seminario analizaremos crónicas de viaje de escritores chilenos del siglo XIX y XX donde describen sus percepciones personales de los Estados Unidos. Compararemos las visiones de autores del siglo XIX como Alberto Blest Gana y Benjamín Vicuña Mackenna, centradas la valoración de la democracia y la modernidad, con escritores del siglo XX como Gabriela Mistral, Manuel Rojas, Amanda Labarca y otros, quienes destacan temas como las relaciones familiares, códigos sociales, el sistema universitario o el feminismo. Atención especial a la literatura de viajes como género y a concepciones sobre construcción de la nación. [return to course list](#)

**SPAN 490/590: Teatro latinoamericano: memoria, adaptación, traducción- Gladhart**  
Este curso ofrece una introducción al teatro latinoamericano con una selección de los textos que componen lo que podríamos ver como el "canon" contemporáneo. A través de un recorrido aproximadamente cronológico, encontraremos una variedad de los temas y las técnicas más importantes del teatro latinoamericano de los siglos 20 y 21. Temas estudiados incluyen la teatralidad de la vida cotidiana, la representación de la violencia en escena, el teatro histórico, la creación colectiva, el elemento del humor en el teatro y la relación entre el teatro latinoamericano y varias corrientes del teatro mundial. **Period 4.** [return to course list](#)

**SPAN 490/590: Cuba- Periodo Especial- Triana**

En este curso estudiaremos la producción cultural cubana contemporánea para entender el significado del Período Especial. A través de la literatura y el cine examinaremos como los cubanos narran la crisis económica y las transformaciones sociales en la época pos-soviética de la Revolución Cubana. Autores estudiados: Senel Paz, Nancy Alonso, Zoe Valdés, Leonardo Padura Fuentes, Sujatha Fernandes; películas: "Fresa y chocolate," "Guantanamera," "Lista de espera," "Suite Habana," "La vida es silbar," "Hijos de Baraguá." **Period 4.** [return to course list](#)

**RL 407/507: Medieval Literature and Music- Psaki**

Medieval love poetry and courtly narrative are typically studied in silence, in solitude, and in the library. Yet given a literacy rate in the low single digits, medieval texts were far more often sung and performed than read in books. Because the performance of medieval poetry and narrative is one of the most electrifying research areas in Medieval Studies today, we are offering the first joint RL-Music seminar, to be taught by Gina Psaki (RL) and [Anne Azéma](#) (soprano and artistic director of the Boston Camerata), in collaboration with Eric Mentzel (professor of voice, UO SOMD).

In this seminar, students will both study the form, content, and history of medieval lyric and narrative, and help create a musical-dramatic performance of it, blending research and writing with experiential learning and performance. We will explore the lyric poetry of the troubadours and trouvères of the twelfth and thirteenth centuries, and how it makes its way into medieval

narrative texts such as the *Tournoi de Chauvency* (preserved in only one manuscript, Oxford Bodleian Douce 308, c. 1310).

The *Tournoi de Chauvency* describes a week of courtly festivities—jousting, feasting, flirting, music-making and dancing—in 13th-century Lorraine, and it reflects the entire chivalric ethos, illuminating many aspects of the medieval social order. We'll explore the text (a narrative studded with lyric songs); the manuscript which preserves it; the celebratory event it describes, and its historical context; techniques of text and music editing; and the process of reconstructing the context for medieval music performance. We'll look at related literature from medieval France and Provence; its influence and afterlife in Italy and Italian; the scripts, compilation practices, purposes, and value of medieval manuscripts (as opposed to modern critical editions); and the musical landscape of medieval France and Italy.

No specialized background is necessary for this course, beyond the ability to read French or Italian; discussion in English. **Period 1.** [return to course list](#)

---

## SUMMER 2012

### **SPAN 101, 102, 103: 1st Year Spanish**

Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish. [return to course list](#)

### **SPAN 201, 202, 203: 2nd Year Spanish**

Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish. [return to course list](#)

### **SPAN 301: Identidades Hispanas- Moore, B.** (4) June 25-July 22.

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. [return to course list](#)

### **SPAN 303: Expresiones Artisticas- Devereaux** (4) June 25-July 22.

Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Taught in Spanish. Prereq: SPAN 203. [return to course list](#)

### **SPAN 305: Cambios Sociales- Lara** (4) July 23-August 15.

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counter-revolution. Taught in Spanish. Prereq: SPAN 203. [return to course list](#)

### **SPAN 308: Comunidades Bilingues- Holguin** (4) June 25-July 22

**SPAN 316: Survey Peninsula Spanish Literature- Wacks** (4) June 25-July 22.

Between the 12th and 18th centuries, the lands of the Iberian Peninsula known now as Spain and Portugal underwent a series of transformations. The cultural struggles between Christianity and Islam, the expulsion of the Jews and the Moriscos, the pressures of shifting gender roles, the rise of capitalism and of the early modern State, the social control exerted by the Inquisition, and the expansion of the Spanish Empire in the New World --all of these are reflected in the pre-modern literature of Spain. In this course we will study texts that track Spain's emerging identity first as territory, then as nation, and finally as the colonizing metropolis of the Hispanic world. Prereq: two from SPAN 301, 303, 305.

**SPAN 317: Survey Peninsula Spanish Literature- Ares** (4) July 23-August 15.

Through the late 18th, the 19th, and the 20th centuries, modern Spain underwent drastic political and social changes and reversals that include absolutist monarchical rule, foreign occupation, republican democracy, and fascist dictatorship. Until the mid-20th century, its population endured massive illiteracy, poverty, and emigration, accompanied by limited industrialization, widespread censorship, control by a powerful elite, and a traumatic civil war with a period of state-sponsored terror in its aftermath. By contrast, the last four decades have brought a complex "transition" to democratic rule under a parliamentary monarchy integrated into the "new Europe" [accurate terms?]. This rapidly changing society is confronting movements advocating for regional autonomy, gender equity, and the rights of a diverse and teeming immigrant population, among other issues. Across this time frame, Spanish writers participate in regional, national, and international literary and artistic movements that reflect intellectual, political, and social realities. This course examines texts from the modern period as artistic works in their own right and as expressions of cultural inquiry. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

**SPAN 318: Survey Spanish-American Literature- Portugal** (4) June 25- July 22

**SPAN 319: Survey Spanish-American Literature- Henriquez** (4) July 23 - August 15.

This lecture series addresses some of the key issues, texts, and authors of the independent period in Spanish America (1810-to the present). Students will also have a chance to meet once a week to closely discuss and analyze the texts studied. The emergence and constitution of national literatures throughout the Americas offers a fascinating introduction to countries and societies as diverse as Mexico, Cuba, Peru or Argentina. Here are just some of the questions and issues we will address: What makes all of these societies share a sense of cultural familiarity? What did a poem from the Romantic period in Uruguay sound like? What is the avant-garde movement in literature? How did Cubans or Argentineans deal with the racial diversity of their societies after independence? What was the role of intellectuals and writers in Latin America in the 19th and 20th centuries? How did Latin Americans meet the challenges of constituting their new nations in the face of renewed imperialism from the US, France or Great Britain? What does "magic realism" really mean? Prereq: two from SPAN 301, 303, 305. [return to course list](#)

**SPAN 320: Intensive Grammar Review- Zabala & Murcia** (4) June 25-July 12 & July 23-August 15.

Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. Prereq: SPAN 203.

**SPAN 328: Hispanic Literature in the United States- Triana** (4) June 25- July 22.

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. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

**SPAN 333: Introduction to Spanish Narrative- Wacks** (4) June 25- July 22.

Explores important aspects of Spanish narrative. Reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

**SPAN 399: Screenplay Studies- Fainzaig-Zylberberg** (4) July 23-August 15.

**SPAN 407: Shamanism- Sepulveda** (4) July 23-August 15.

Prereq: two from SPAN 316, 317, 318, 319. [return to course list](#)

**SPAN 410/510: Spanish for Reading Knowledge- deGonzalez** (4) June 25- July 22.

Spanish as a research language, with emphasis on reading, grammar, and translation. No credit given toward a Spanish major or minor. [return to course list](#)

**SPAN 480: Juana Gorriti- Garcia-Pabon** (4) June 25- July 22.

**SPAN 490/590 Narcoviolence and the US/Mexican Border- Garcia-Caro** (4) June 25- July 22.

Explores recent cultural discussions of violence associated with illegal trafficking of people and drugs in the Americas. Cultural production voices loss of individual rights and elimination of social and political certainties. Prereq: two from SPAN 316, 317, 318, 319. [return to course list](#)