

SPANISH COURSE DESCRIPTIONS 2012-2013

FALL 2012	WINTER 2013	SPRING 2013	SUMMER 2013*
SPAN 150	SPAN 150	SPAN 150	101, 102, 103
SPAN 151	SPAN 151	SPAN 151	201, 202, 203
SPAN 301	SPAN 301	SPAN 301	SPAN 301, 303, 305
SPAN 303	SPAN 303	SPAN 303	SPAN 308
SPAN 305	SPAN 305	SPAN 305	SPAN 316
SPAN 307	SPAN 307	SPAN 307	SPAN 317
SPAN 308	SPAN 308	SPAN 308	SPAN 318
SPAN 311	SPAN 311	SPAN 311	SPAN 319
SPAN 315	SPAN 315	SPAN 315	
SPAN 316	SPAN 316	SPAN 316	SPAN 320
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SPAN 318	SPAN 318	SPAN 318	SPAN 333
SPAN 319	SPAN 319	SPAN 319	SPAN 399
SPAN 320	SPAN 320	SPAN 320	SPAN 407/507
SPAN 328	SPAN 328	SPAN 328	SPAN 410/510
SPAN 330	SPAN 330	SPAN 330	SPAN 460
SPAN 331	SPAN 331	SPAN 331	SPAN 490/590
SPAN 333	SPAN 333	SPAN 333	
SPAN 361	SPAN 361	SPAN 361	
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SPAN 407/507*	SPAN 407/507*	SPAN 407/507*	
SPAN 409	SPAN 409	SPAN 409	
SPAN 410/510	SPAN 410/510	SPAN 410/510	
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SPAN 420/520	SPAN 420/520	SPAN 420/520	
SPAN 428	SPAN 428	SPAN 428	
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SPAN 460	SPAN 460	SPAN 460	
SPAN 466/566	SPAN 466/566	SPAN 466/566	
SPAN 480/580	SPAN 480/580	SPAN 480/580	

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SPAN 490/590	SPAN 490/590	SPAN 490/590	
SPAN 607	SPAN 607	SPAN 607	
SPAN 666	SPAN 666	SPAN 666	
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RL 407/507	RL 407/507	RL 407/507	
RL 607			
RL 608	RL 620	RL 623	

FALL 2012

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 308: Comunidades Bilingües- 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. [[draft of syllabus](#)] [return to course list](#)

SPAN 318: [Survey](#) of Spanish American Literature- García-Pabón

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- Millar

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 – Various

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

SPAN 330: Introduction to Spanish Poetry- García-Pabón

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](#)

331 Introduction to Spanish Theater- Gladhart

En este curso, estudiaremos una serie de obras teatrales argentinas y mexicanas, con un énfasis en las posibilidades escénicas de ellas. Veremos una variedad de estilos teatrales, con una atención especial a las particularidades del teatro en comparación con otros géneros literarios o artísticos. Abarcaremos temas como la inmigración, el exilio, la identidad, la violencia, la memoria y la teatralidad de la vida cotidiana. Veremos la creatividad, el humor, y la consciencia social de los dramaturgos y directores argentinos y mexicanos dentro de su contexto cultural e histórico, incluyendo su relación a corrientes importantes del teatro latinoamericano y mundial. [return to course list](#)

333 Introduction to Spanish Narrative- Wilhite

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: Política y gobierno en América Latina- Urioste

Esta materia introduce los estudiantes a la historia de Latinoamérica durante el siglo XX, enlazando 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 ese siglo 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 de siglo es una notable ilustración de aquello. Por eso, más allá de observar fechas, actores o transformaciones sociales, un acercamiento a la historia de la 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: Poetas en el borde- Sepulveda

El propósito de este curso es explorar las “poéticas del borde” presentes en el imaginario poético sudamericano contemporáneo. Revisaremos las prácticas de descentramiento del sujeto poético producidas por una subjetividad vanguardista radicalizada así como el experimentalismo metapoético, transtextual y neobarroco de la posvanguardia. En este seminario nos centraremos en las obras de Vicente Huidobro, César Vallejo, Oliverio Girondo, Gonzalo Arango, Enrique Lihn, Marosa Di Giorgio, Alejandra Pizarnik, Juan Luis Martínez, Néstor Perlongher y Carmen Berenguer. Se espera que el alumno participe activamente durante el trimestre e investigue en forma independiente los temas del curso que más le interesen. [return to course list](#)

SPAN 407: Ars Amatoria: The Explicit and Implicit Theories of Love in the Middle Ages- Wilhite

The study of love and sex in the Middle Ages happens in literature students may already know (the *kharjas*, the *Cantigas de Amigo/Amor*, *El Libro de Buen Amor*, *La Celestina*). While these songs and stories give the audience, whether from the period or today, a sense of what love is about and some ideas about sex and sexuality, there are treatises which provide explicit theories of love, sex, gender, and other phenomena. In this course we will hug the coast of the Iberian Peninsula as we tease out the theory from song and story of literary traditions that move from Al-Andalus to Occitania. As these concepts come to light we will have to hand the contemporary theories that are presented in scientific, philosophical, and theological texts. It will be up to each person in the course to determine how the texts situate themselves with each other, previous traditions, concepts from other areas of the Mediterranean and Europe, and finally with contemporary practices. Along with reading and reflecting on textual evidence, we will also need to think about how we can know what people did over six centuries ago. Our readings will remain faithful to the multilingualism of the Iberian Peninsula by including poetry, narrative verse, and prose originally produced in Arabic, Latin, Hebrew, Occitan, Castilian, and Catalan. Though we will play with the original languages translations into Spanish or English will be provided in the course packet. Literary traditions and authors include. Students will be offered the opportunity to put to paper their analysis of 15-20 lines of a medieval text in 3 brief explication-de-textes. They will also write book reviews, abstracts for papers, and one research paper. [return to course list](#)

SPAN 407/507: Sephardic Studies- Wacks

Students will read a variety of narrative and poetic texts written by Sephardic (Spanish) Jews during the middle ages and the sixteenth century alongside more canonical works by Christian Iberian authors working in the same time period. We will read these works through the interpretative framework of diaspora studies, with a focus on explaining the effects of diaspora on cultural production. By reading the Sephardic works alongside their Christian counterparts and focusing on the literary strategies used by Sephardic authors we will gain insight into how these authors were in dialogue with the literature of the dominant Christian majority. [[draft of syllabus](#)] **M.A. Period 1** [return to course list](#)

SPAN 407/507: Border Cultures and National Identities- Epple & Taylor

The concept of the nation is a recent phenomenon, taking form in most cases in Latin America in the nineteenth century, where Eurodescendent elites adapted European and US recipes for nation-state formation. The construction of national identity based on common territory, common language and a series of myths, public rituals and symbols has imposed a system of inclusion and exclusion. Exclusions are made based on race, ethnicity, language and conformity to heterosexual and patriarchal norms. However, in border regions or “frontier zones” throughout the Americas, local cultural formations bely official notions of national identity, revealing the fictions, contradictions, and fissures within the hegemonic project of nation building. This historical phenomenon takes on new relevance in the contemporary world, where immigration and globalization give rise to both neo-nationalisms and affirmations of global citizenship. This seminar will focus specifically on contested national identities and border cultures in the Americas. We will introduce 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 aims to understand not only how the cultural construction of nationhood has been established through processes of exclusion, inclusion and appropriation, but also how a national or transnational communities rendered subaltern through nation building assert alternative forms of collectivity. **M.A. Period 3 & 4** [return to course list](#)

SPAN 410/510: Transatlantic Women- Enjuto-Rangel

En este curso analizaremos la representación de la mujer y los retos que enfrentan las mujeres en el siglo diecinueve en la narrativa y la poesía de España y América Latina. ¿Hay una voz femenina y/o feminista que se rebela contra los estereotipos sociales de lo que debe ser la mujer? ¿Cómo es que los escritores y las escritoras representan, idealizan, o parodian las construcciones femeninas y el cuerpo de la mujer? ¿Cómo es que las tensiones raciales y de clases sociales determinan los roles femeninos y masculinos en estos textos? ¿Podemos leer el siglo diecinueve a través de la teoría feminista del siglo veinte? ¿Las feministas francesas y americanas le hablan a las mujeres hispánicas? ¿Existe o puede existir una poética feminista Transatlántica? En este curso discutiremos estas preguntas, entre otras, para analizar textos que surgen de diversas corrientes literarias en España y América Latina. Entre múltiples escritores discutiremos a Rosalía de Castro, Emilia Pardo Bazán, Gertrudis Gómez de Avellaneda, Benito Pérez Galdos,

Clarín, Juana Manuela Gorriti, Rubén Darío y Delmira Agustini. **MA Period 3** [return to course list](#)

SPAN 428: Spanish in the United States- 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. [return to course list](#)

SPAN 466/566: Intro to the Spanish Golden Age- Middlebrook

An introduction to some of the principal conventions, discourses and preoccupations of early modern Spanish and Spanish American literature, with focus on the representation of women, femininity and femaleness in (primarily secular) poetry, drama and prose. What makes a woman a woman? Pre- and early modern thinkers brought specific tropes and ideologies to bear on this perennially complex question. And what is a woman's voice? How and to what end did various early modern writers attempt to craft it and bring it onto the page? ...onto the stage? Writers studied include Gonzalo de Berceo, the Spanish Petrarchans, Lope de Vega, "Amarilis," Cervantes, María de Zayas, sor Juana Inés de la Cruz. In addition to consistent, prepared attendance, course requirements include the written preparation of weekly discussion questions, one oral presentation and a final paper (~8 pages, undergraduate; ~12 pages, graduate). Graduate students are expected to prepare and engage with the relevant required secondary readings collected in the course reader. This course can be used to satisfy **M.A. periods 1 and 2.** [return to course list](#)

SPAN 490: Afro-Latin American Literature and Culture- Millar

In this course, we will examine narrative and poetic works by Afro-Latin American authors and about people of African descent in Latin America. Our framework will address major theoretical developments in constructions of race and blackness in Latin America, focusing on the Caribbean and Central and South America, including Brazil (Brazilian texts will be available in Spanish or English). Our analysis will consider such phenomena as slavery and abolition, independence and black citizenship, whitening and "racial democracy," the negrista movement and literature of protest, and postcolonial framings of African-descended identities. We will concentrate on works from the nineteenth and twentieth centuries, tracing how notions of race have been constructed through social and historical phenomena, and how these constructions intersect with both national and regional social and intellectual movements in Latin America. [return to course list](#)

RL 407/507: Travel Literature in the Age of Curiosity- Hester

For centuries travel and travel writing have been parallel endeavors. In the early modern period, prescriptions concerning the art of travel also addressed how to properly chronicle a journey. However, as curiosity became an acceptable motive for travel, European travelers took greater individual liberties not only in choosing an itinerary but also in narrating their travels. In this course we will read from English, French, Italian, and Spanish travel accounts in order to consider a broad range of issues and questions, including: taxonomies of travel writing, travel narrative as theoretical discourse, and the construction of local and global identities through the

representation of travel. Readings will include the travel writing of humanists, navigators, conquistadores, Grand Tourists, adventurers, and fugitives.

This course is taught in English. Romance languages students will read the primary texts and complete written work in their target language to receive credit in French, Italian, or Spanish.

M.A. periods: Spanish 1,2; French 1, 2; Italian 2,3. [return to course list](#)

RL 607: Doctoral Workshop- Taylor

This seminar is designed for students in the PhD program in Romance Languages who seek to share their writing and engage in constructive and generous peer critique. Participants will have the opportunity to hone research and writing abilities in English and, to the best of our collective abilities, in the romance language(s) in which we work. We will cover topics of professionalization specific to doctoral candidates charting unique research trajectories and preparing for the job market in higher education such as: identifying sources of internal and external funding; writing grant proposals; identifying and participating in relevant scholarly organizations, events and publications; assembling a dossier (cover letter, cv, dissertation abstract, writing sample, statement of teaching philosophy, etc.); interviewing; and most importantly, staying the course when the going gets rough (and it will, 99.5% guaranteed). [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 2013

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 Bilingües- Various

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. [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 315: Spanish Phonetics- Davis

In this class, the students will learn basic linguistic tools to analyze the phonetic and phonological systems of Spanish. Topics include the phonetic alphabet, syllabification, and thorough review of Spanish spelling system and accent marks. Students will use these linguistic tools to diagnose and improve the student's pronunciation of Spanish. We will also study the range of regional and social dialects of Spanish. This contextualization of phonetics within the geographical and social realities of the Spanish-speaking world make this class a perfect complement to the study of the cultures and literatures that are the core of the humanities-oriented curriculum. [return to course list](#)

SPAN 317: Survey of Peninsular Spanish Literature- García-Caro

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- Bottaro

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- Zabala

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- Enjuto-Rangel

En este curso estudiaremos la poesía en múltiples épocas y países, desde poemas náhuas y jarchas medievales hasta poemas barrocos, románticos y vanguardistas en España y América Latina. Estudiaremos cómo los textos literarios dialogan con sus contextos históricos y culturales. Nuestras discusiones también se concentrarán en el análisis formal de los poemas. En el transcurso del trimestre trabajaremos para lograr escribir ensayos bien estructurados y con lecturas críticas originales. [return to course list](#)

SPAN 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.

SPAN 333: Introduction to Spanish 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. [return to course list](#)

SPAN 399: Course Política y gobierno en América Latina- Urioste

Esta materia introduce los estudiantes a la historia de Latinoamérica durante el siglo XX, enlazando 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 ese siglo 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 de siglo es una notable ilustración de aquello. Por eso, más allá de observar fechas, actores o transformaciones sociales, un acercamiento a la historia de la 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: Ars Amandi: The Explicit and Implicit Theories of Loving- Wilhite

Medieval authors describe, analyze, and theorize love and sex in the literature covered in other courses that students may already have read (the kharjas, las Cantigas de Amigo/Amor, El Libro de Buen Amor, La Celestina). While these songs and stories give the audience, whether from the period or today, a sense of what love is about and some ideas about sex and sexuality, there are treatises which provide explicit theories of love, sex, gender, and more. In this course we will hug the coast of the Iberian Peninsula as we tease out the theory from song in the literary traditions that move from Al-Andalus to Occitania. As the beliefs, schema, and concepts come to light we will have to hand the contemporary theories that are presented in scientific, philosophical, and theological texts. It will be up to each person in the course to determine how the texts situate themselves with each other, previous traditions, concepts from other areas of the Mediterranean and Europe, and finally with contemporary practices. Along with reading and reflecting on textual evidence, we will also need to think about how we can know what people did over six centuries ago. Our readings will remain faithful to the multilingualism of the Iberian Peninsula by including poetry, narrative verse, and prose originally produced in Arabic, Latin, Hebrew, Occitan, Castilian, and Catalan. Though we will play with the original languages, translations into Spanish and/or English are available. [return to course list](#)

SPAN 407: La mirada infantil en el cine y la literatura latinoamericana y española- Enjuto-Rangel

Este curso examina cómo recordamos y reconstruimos la Guerra civil española y las dictaduras en España y América Latina a través de la mirada infantil en el cine y la literatura. ¿Porqué hay una tendencia de tener niños protagonistas en el cine contemporáneo que recuerda el pasado de violencia institucional? Discutiremos una película semanalmente, junto con textos literarios e históricos que contribuyan a nuestra reflexión sobre la recuperación de la memoria histórica. Leeremos testimonios históricos, poemas, una obra de teatro, cuentos y una novela. Entre los múltiples textos que discutiremos serán poemas de Vicente Aleixandre, Carmen Conde, César Vallejo, cuentos de Manuel Rivas, la obra teatral Las bicicletas son para el verano de Fernando Fernán Gómez, y la novela de Ana María Matute, Primera memoria. Entre las películas que discutiremos que representan la guerra civil y las dictaduras: Las bicicletas son para el verano, La lengua de las mariposas, El espíritu de la colmena, El espinazo del diablo, El laberinto del fauno, La faute à Fidel!, O ano em que meus pais saíram de férias, Machuca, Kamchatka, Voces inocentes y Cautiva. [return to course list](#)

SPAN 407: Intoxicated Texts- Sepulveda

El propósito de este curso es explorar la noción de intoxicación a través del trabajo de varios autores latinoamericanos y españoles. Nos referiremos a los efectos que tienen las plantas psicotrópicas y las sustancias químicas en la conciencia y la subjetividad poética. También nos referiremos a la sociedad de masas y al industrialismo como máquinas de producción de paraísos artificiales. En nuestro curso leeremos e interpretaremos obras de José Vicente Anaya, Roberto Bolaño, Rosario Castellanos, Roque Dalton, Reinaldo García Ramos, Rodrigo Lira, Leopoldo María Panero, Néstor Perlongher, María Sabina, Jaime Saenz, Jorge Teillier y Ramón del Valle-Inclán. Leeremos además textos críticos y veremos documentales y filmes que nos permitan tener una mayor comprensión de la materia de nuestro estudio. [return to course list](#)

SPAN 425: Translation- tba

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 428: Spanish in the United States- 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. [return to course list](#)

SPAN 451/551: 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. (In Spanish.) **M.A. Period 2** [return to course list](#)

SPAN 452/552: Quevedo, Lope, Gongora- Middlebrook

An introduction to early modern Spanish poetry through a detailed consideration of the lyrics of Francisco de Quevedo, Lope de Vega and Luis de Góngora. In this course we will discuss the meaning and the stakes of the terms poesía, ficción, petrarquismo and conceptismo as they were used in the sixteenth and the seventeenth centuries. We will also consider the impact of Renaissance humanism, Italian mannerism and the constellation of political, social and aesthetic forces that make up the phenomenon of the Spanish baroque on the poems of these three key writers. This course can be used to satisfy **M.A. periods 1 and 2.** [return to course list](#)

SPAN 490: Afro-Latin American Literature and Culture- Millar

In this course, we will examine narrative and poetic works by Afro-Latin American authors and about people of African descent in Latin America. Our framework will address major theoretical developments in constructions of race and blackness in Latin America, focusing on the Caribbean and Central and South America, including Brazil (Brazilian texts will be available in Spanish or English). Our analysis will consider such phenomena as slavery and abolition, independence and black citizenship, whitening and “racial democracy,” the negrista movement and literature of protest, and postcolonial framings of African-descended identities. We will concentrate on works from the nineteenth and twentieth centuries, tracing how notions of race have been constructed through social and historical phenomena, and how these constructions intersect with both national and regional social and intellectual movements in Latin America. [return to course list](#)

SPAN 490: Mestizaje- García-Pabón

Este curso discute la representación del mestizo/a en la literatura latinoamericana desde la colonia hasta el siglo XX. Leeremos textos claves para entender la formación de un sujeto mestizo tal como se construye textualmente. Autores a leerse: Inca Garcilaso, Juana M. Gorriti, S. Medinaceli, J. M. Arguedas, F. Tamayo, C. Fuentes, O. Paz, J. Vasconcelos. [return to course list](#)

SPAN 490/590: Carlos Fuentes and Mexican Postnationalism / Carlos Fuentes y el Postnacionalismo en México - García-Caro

This seminar explores the literary oeuvre of Carlos Fuentes (1928-2012), 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 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 challenged nationalist rhetoric and inquired 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 stories and essays.

Some of the major questions the class will be addressing are: What is the role of the intellectual and writer in the creation and morphing out of national or local identities? What forms of cultural and social critique can literature articulate in the face of constant cooptation by the market and the state? What are Fuentes’ contributions to our understanding of Mexican identities? **M.A.**

Period: 4 [return to course list](#)

SPAN 490/590: Runaways, Rebellions and Revolutions in the Black Atlantic- Millar

The goal of this course is to examine disruptions to the socio-historical fabric of the Spanish and Portuguese-speaking Black Atlantic spaces, focusing on cultural texts from the twentieth century. Readings and discussion will be in Spanish (with a few in English). We will examine literature and film, as well as critical and theoretical materials addressing the history of slavery

and its aftermaths, the Haitian, Cuban and Luso-African revolutions, subalternity, concepts of diaspora, and post-national configurations in the Caribbean, Brazil and Africa. We analyze approaches that consider each of these as a unique space as well as one that represents the historical trajectories of the Black Atlantic. We will address questions such as: what is the importance of rebellion and revolution in narrating the history of the Global South? What are the social conditions that provoke upheaval—collective and personal; political and artistic? How are the Haitian and Cuban Revolutions reflected in literature and culture? What function do race and gender play in the articulations of “rebellion”? We will consider “revolution” both in its politico-historical sense and its artistic expressions; students will gain knowledge of the critical histories of Atlantic spaces and be able to place the texts in relation to “canonical” national and continental literary histories. **M.A. Period: 4** [return to course list](#)

SPAN 607: Barroco Colonial: El Caso de Potosí- García-Pabón

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. **M.A. Period: 2** [return to course list](#)

RL 407/507: Music Wandering the Medieval Romance-Speaking Mediterranean- Wilhite

This course on lyrics composed in Arabic, Hebrew, proto-Spanish, Occitan, Catalan, French, and Italian will be conducted in English. Our objective as regards understanding the geography of the region will be twofold: First we will examine the unique abundance of cultural activity that benefits the region due to its situation along the Mediterranean coast. The historical documents will lead our journey so that we may attempt to recreate the itineraries of medieval musicians. By the end of the course we should be capable of mapping the movements of musical traditions crisscrossing the coasts of the Mediterranean as well as the Sea itself. Second, in so doing we will carefully watch how our study of historical relationships transforms our understanding of a particular region so that we are able to break free from anachronistically viewing the region as divided according to its current national boundaries.

We will focus on the lyrical traditions that move from Baghdad to the Califate of Cordoba which then push upwards towards the Pyrenees where the lyrics of fin' amors composed by troubadours dominate on both sides of the mountain range until the Albigensian Crusade sends its songs into the safety of Catalonia and the Apennine Peninsula. Current scholarship will ground us in the relatively new discipline of Mediterranean Studies. The primary texts will be largely lyrical with examples coming from the Arabic and Hebraic traditions of Al-Andalus, the fin' amors cansos and political sirventès of the troubadours, and the Sicilian school to the dolce stil nuovo. However, the course must also address the travels that take place after the joglars and trobadors fell still in silence; the very characteristics of uniquely Mediterranean cultural confrontations and exchanges is what explains the strange transmission of these lyrical cultural legacies. **M.A. Period: 1** [return to course list](#)

RL 407/507: Auteurs and Authorship in French and Italian Cinema: Rigoletto

Internationally famous thanks to canonical directors such as Visconti, Fellini, and Renoir, Italian and French cinema are often defined against Hollywood's system of mass production, distribution and exhibition. This understanding largely relies on the significance that film auteurism as a critical and cultural practice has had in these two countries. Emerging in France in the 1950s, the *politique des auteurs* propounded a romantic vision of the film director as supreme creative force. It established the idea that cinema could achieve the status of art only when a film was the expression of a single artist successfully struggling against an industrial system to assert his/her creative autonomy. In Italy, this notion was especially influential in the 1960s thanks to the work of directors such as Michelangelo Antonioni, who reached international fame for his distinctive stylistic approach and his ability to resist mainstream modes of film narration.

In this course, we will learn to recognize distinctive authorial markers (e.g. stylistic signature, idiosyncratic modes of narration etc.) in a number of films including *A bout de souffle* (dir. Godard, 1960), *Les quatre cents coups* (dir. Truffaut, 1959), *L'avventura* (dir. Antonioni, 1960), *Il conformista* (dir. Bertolucci, 1970) and *Caché* (dir. Haneke, 2005). We will also consider some of the problems that film auteurism raises. For example, we will test the usefulness of this critical approach in light of the largely collaborative nature of film production (the role of scriptwriters, actors, cinematographers etc.) and of the hierarchies and exclusions that this approach tends to produce. **M.A. Period: 4** [return to course list](#)

RL 620: Graduate Study in Romance Languages- Herrmann

Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional development. **M.A. Period: 4** [return to course list](#)

SPRING 2013

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- Vairous

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: Survey Peninsular Spanish Literature- Powell

SPAN 316 is a course with three aims: 1) It introduces peninsular Spanish literature of the twelfth through seventeenth centuries, and the critical analysis of literature. Students develop skills for close reading in Spanish (reading for form and for content, learning to pick relevant details out of a text) and become familiar with basic vocabulary for literary analysis and criticism (major genres; imagery and figurative language used in literary works; and other terms helpful in examining texts). 2) It introduces key features of the “Middle Ages” and the “early modern” (also known as “Renaissance” and “Baroque”) periods, by relating literary texts to their historical, cultural, and social contexts, uncovering selected features of political and intellectual history, multicultural realities, and social conflicts. We do this by examining texts that (a) illuminate the interrelatedness of orality and literariness; (b) reflect the “convivencia” and shifting hierarchies of cultures / ethnic groups and political power over the period; (c) reveal matters of gender in literary expression, including power and disempowerment. We examine the

theme of love, in multiple forms and occasions. 3) This course gives practice in effective “building-block” steps toward writing about literature, in Spanish, at an advanced undergraduate level. [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 319: Survey of Spanish American Literature- García-Caro

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- Murcia

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

328 Hispanic Literature in the United States- García-Caro

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. [return to course list](#)

330 Introduction to Spanish Theater- Various

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](#)

333 Introduction to Spanish Narrative- Bottaro

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: Política y gobierno en América Latina- Urioste

Esta materia introduce los estudiantes a la historia de Latinoamérica durante el siglo XX, enlazando 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 ese siglo 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 de siglo es una notable ilustración de aquello. Por eso, más allá de observar fechas, actores o transformaciones sociales, un acercamiento a la historia de la 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: Minificcion- Epple

This course focuses on the origins and evolution of “minificcion” as a modern literary genre in

the Spanish and Latin America. Special attention to the distinctive characteristics of the genre as well as the most relevant Spanish and Latin American essays on the subject. [return to course list](#)

SPAN 407/507: Pedro Almodovar- Herrmann

Pedro Almodovar is the enfant terrible of Spanish cinema and one of the most original and daring European film-makers working today. Almodovar's cinema mixes the traditional and the transgressive, depicting gender and sexuality as fluid, and giving protagonism to those characters (women, homosexuals, transvestites, transsexuals, drug users) usually placed at the margins of society and sexuality. Using irony and parody, he recontextualizes cinematographic classical genres (comedy, melodrama, film noir) as well as popular culture. His films express a hybrid and eclectic visual style, and break down orthodox frontiers between mass and high culture, in a way that embodies the spirit of postmodern Spain.

Since his directorial debut in 1980, Almodovar has made 15 films, including his American breakthrough films: *Women on the Verge of a Nervous Breakdown*; *Tie Me up! Tie Me down!*; and the Academy Award winning films *All about My Mother* and *Talk to Her*. A self-taught film-maker, he declares to have learned his craft by watching the films of Luis Bunuel, Italian neorealists such as De Sica and Visconti, Jean Luc Godard, and Douglas Sirk, among others. Almodovar can lay claim to auteur status because, besides directing, he controls the production and distribution of his work. He runs, with his brother Agustin, the production company, El Deseo. He began his cinematic career in a Spain that had recently been liberated from decades of dictatorship. As a chronicler of the free Spain, he captured with his films the excitement of the transition to democracy and reconstructed Spanish national identity.

This course studies Pedro Almodovar's development from his directorial debut to the present, from the precarious conditions of production of the early films to the award-winning mastery of the later ones. It explores the cultural context and the content and social structures of the films, and pays special attention to Almodovar's technical and visual artistry.

We will study most of his films and will read cultural, theoretical and critical texts. All films will have English subtitles and all texts will be read in English. Students will view all assigned films and read all required texts prior to the first meeting of class. Films may be viewed online (access restricted to registered students) and are also available in VHS or DVD format at the UO library, Netflix, or interlibrary loan.

Class sessions will be entirely devoted to discussing texts and analyzing film segments. Students will be responsible for class participation, two short written reports (3-4 pages) due prior to class presentations, an oral presentation with formal analysis of a film, and a final paper (8-10 pages). **M.A. Period 4** [return to course list](#)

SPAN 410: Escritura creativa en lengua castellana / Creative Writing in Spanish-Sepulveda (*two sections offered)

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 en el ámbito publicitario. En este curso realizaremos además ejercicios de traducción y 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. [return to course list](#)

SPAN 452: Early Modern Hispanic Lyric Poetry- Powell

This class investigates the power and significance of lyric poetry in the early modern Hispanic world (“Renaissance” and “Baroque”, Spain and Spanish America). In the context of traditions like petrarchism, courtly love, the querelle des femmes (or debate on women), mystical poetry, the elegy, the self-portrait poem, and the poem of philosophical meditation, is lyric a male-dominated discourse? If so, how? If not, what? We read cross-gender and cross-genre to emphasize ways that now re-discovered women poets “spoke” (or sang) out, while also reading canonical men poets, through poetic forms and themes that circulated widely in the period. (In Spanish.) **M.A. periods 1 or 2** [return to course list](#)

SPAN 466/566: Teatro colonial- García-Pabón

En este curso estudiaremos el teatro colonial en sus diferentes modalidades: teatro de la conquista de origen indígena, comedias de origen español, teatro religioso como el auto sacramental, y comedias. Obras a leerse: Quiché Vinak, Conquista de Quesaltenango, Tragedia del fin de Atahuallpa, El divino Narciso, La verdadsospechosa, Usca Paucar. **M.A. Period 2** [return to course list](#)

SPAN 480/580: Periodical fictions: modern seriality and the Latin American novel in the 19th century- Bottaro

Seeing the book as an expression of the European colonizing power of print in contrast with the revolutionary medium of the newspaper, the publication of a novel in a periodical form was more appealing for creoles who were critical of colonial domination. This course reconsiders the “popular” narratives of the nineteenth century that are lumped under the term “folletín”, and their place in Latin American culture between the 1840s and the 1890s. We will explore how serial novels functioned as instruments for the construction and dissemination of national models, by addressing two seemingly contradictory phenomena: the dependence of literary markets on the importation of French, English, and Spanish cultural paradigms and a notion of art, specifically literature, as being closely linked to national identity. We will examine how nineteenth century practitioners worked the genre didactically and aesthetically to establish a common Latin American imaginary, to educate a burgeoning reading public in worldly tastes and cosmopolitanisms, and to focus on the problems of uneven modernity and the comparative anxieties of Latin Americans looking to Europe as a model of modernity and democracy. We will address theoretical questions about the relation between political and artistic representation, imitation and appropriation, preoccupation with autochthony, in addition to historical arguments about the development of a culture industry in the nineteenth century and the market conditions in a peripheral literary space, and critical arguments about how to read these ‘popular’ texts, and how they were read. Texts by Sarmiento, Mármol, Mansilla, Blest Gana, Lucio V. López, Gutiérrez, Cambaceres, Martel, etc.. **M.A. Period: 3** [return to course list](#)

SPAN 490: SPAN 490: Afro-Latin American Literature and Culture- Millar

In this course, we will examine narrative and poetic works by Afro-Latin American authors and

about people of African descent in Latin America. Our framework will address major theoretical developments in constructions of race and blackness in Latin America, focusing on the Caribbean and Central and South America, including Brazil (Brazilian texts will be available in Spanish or English). Our analysis will consider such phenomena as slavery and abolition, independence and black citizenship, whitening and “racial democracy,” the negrista movement and literature of protest, and postcolonial framings of African-descended identities. We will concentrate on works from the nineteenth and twentieth centuries, tracing how notions of race have been constructed through social and historical phenomena, and how these constructions intersect with both national and regional social and intellectual movements in Latin America. [return to course list](#)

SPAN 490 – Indigenismo literario en la región andina- García-Pabón

Este seminario estudia la literatura llamada indigenista que surge en los países andinos en el siglo XX. Leeremos textos escritos por criollos, mestizos e indígenas que desafían el papel social y político de los indígenas que se ha mantenido sin mayores cambios desde la época colonial. Se dará énfasis a la construcción de raza y género. Autores a leer: Clorinda Mato de Turner, Alcides Arguedas, Jorge Icaza, José María Arguedas, Manuel Escorza. (prereq: Span 319). [return to course list](#)

SPAN 607: Avant-Garde Poetics- Enjuto-Rangel

En este curso estudiaremos la poesía de las primeras tres décadas del siglo XX en España y América Latina. ¿Cómo redefinen estos poetas vanguardistas la identidad nacional? ¿Cómo se leen los unos a los otros y porqué recuperan a poetas barrocos como Góngora y Quevedo? ¿Cómo podemos leer sus manifiestos artísticos y políticos? Estudiaremos cómo los textos literarios dialogan con sus contextos históricos y culturales. Nuestras discusiones también se concentrarán en el análisis formal de los poemas y su conexión con la música, la pintura, el cine y los ensayos políticos. Entre múltiples poetas discutiremos a Huidobro, Neruda, Vallejo, Alberti, Lorca, Méndez, Cernuda, y pintores como Picasso, Miró, Dalí, Rivera, Kahlo y Lam.

MA Periodo 3 [return to course list](#)

RL 407/507: The Idea of Europe- Gould & Hester

The Idea of Europe is a team-taught, multi-disciplinary course that explores the meaning(s) of Europe past and present, and the conundrum that is European identity. Guest faculty from a variety of disciplines on campus (humanities, social sciences and the arts) lecture weekly on the European legacy as we explore cultural, historical, political and social institutions that continue to inform our ideas of Europe today. While the overall framework is historical, the course is a creative investigation into different perspectives, texts, issues, and disciplinary assumptions--often incompatible or competing--that shape “Europe” as an object of study. Each lecture and selected readings open an aspect of Europe from antiquity to the present. While the course is taught in English, it may bear credit for all degree programs in Romance Languages. Individual exploration of original materials in the European languages is encouraged. Students will be required to keep a reaction journal and to complete a term paper or project on some aspect of Europe. (Can qualify for **any M.A. period** depending on the final project). [return to course list](#)

RL 407/507: Preforming Pilgrimage- Psaki

The basis of this course will be the writing associated with pilgrimage in the Middle Ages. We will read the pilgrimage guides and lyric song of men and women traveling for religious purposes, to Rome, to the Holy Land, to Conques, to Santiago de Compostela, to Canterbury. The culmination of the course will be a public performance, with Lori Kruckenberg's MUS 4/507, of an array of high and late medieval songs composed for pilgrimage.

Our readings will emphasize how medieval pilgrims received, preserved, and interpreted their journey and their spirituality in musical form—and also how modern people receive, preserve, and interpret these songs of the Middle Ages. Our primary sources will lead into several other areas: related literature from medieval France, Provence, Iberia, and Italy; the scripts, compilation practices, purposes, and value of medieval manuscripts (as opposed to modern critical editions); the ethos and values of mysticism, communal worship, penitence, armed pilgrimage (what we call Crusade), and formal religion; and the musical landscape of medieval France, Italy, and Iberia.

Our class sessions will be divided among short lectures, discussions (open class and in small groups), structured listening, and reading. Reading for class, participating in class discussion, and contributing to the collective project are as important as writing assignments. We'll usually be meeting with the students in MUS 4/507 for the 5-6 p.m. hour. Performance-friendly participants will be encouraged to deepen their understanding of medieval lyric through a personal performance, including song, accompaniment, recitation, or a combination of these. However, no specialized background is necessary for this course: all students will contribute to mounting the performance, though not all will be performing in it. **Period 1** [return to course list](#)

RL 623: Literary Translation: A Workshop in Theory and Practice- Gladhart & McPherson

In this course, we begin with the premise that the practices and theories of literary translation are profoundly interconnected and that they can most productively be explored together. The questions and challenges we encounter in literary translation have vital implications for our work as literary scholars. Engaging in (and thinking about) translation gives us insight into the rich complexities of what we are doing as readers of texts. Translation is also about the promises of and obstacles to cross-cultural communication and understanding. The work for this course will include close readings and analysis of selected literary texts alongside their translations; critical readings of translators' introductions and notes; and readings of seminal texts in translation history and theory. Students will also participate in language-specific translation workshops. Visiting speakers will include: Québec feminist Nicole Brossard whose literary and theoretical work offers a vital and profound engagement with translation as a feminist practice; Susanne de Lotbinière-Harwood, one of Brossard's translators; and Professor Gary Racz, specialist in translation studies, translator of poetry and drama from Spanish into English, and current president of the American Literary Translators Association. While the course is taught in English, students may make arrangements to earn credit for **Period 3 or Period 4** in French or Spanish. May be taken for 2 or 4 credits. [return to course list](#)

SUMMER 2013

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. [return to course list](#)

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. [return to course list](#)

SPAN 301 Cultura y lengua: identidades Hispánicas - Instructor Moore (4) June 24 – July 19

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 303 Cultura y lengua: expresiones artísticas - Instructor Rothgery (4) June 24 – July 19

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 or 228.

SPAN 305 Cultura y lengua: cambios sociales - Instructor: Lara (4) July 22 – August 16

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. Taught in Spanish. Prereq: SPAN 203 or 228.

SPAN 308 Cultura y lengua: comunidades bilingües - Instructor: Holguin (4) June 24 – July 19

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 316 Survey of Peninsular Spanish Literature Instructor Wacks (4) June 24 – July 19

Introduction to major themes and ideas from peninsular Spanish literature through the reading of representative texts. 316: medieval period to 1800; 317: 1800 to the present. Prereq: two from SPAN 301, 303, 305, 308.

SPAN 317 Survey of Peninsular Spanish Literature Instructor Ares (4) July 2 – August 16

Introduction to major themes and ideas from peninsular Spanish literature through the reading of representative texts. 316: medieval period to 1800; 317: 1800 to the present. Prereq: two from SPAN 301, 303, 305, 308.

SPAN 318 Survey of Spanish American Literature Instructor: Garcia-Pabon (4) June 24 –

July 19 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, 308.

SPAN 319 Survey of Spanish American Literature Instructor: Henriquez (4) July 22 – August 16 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, 308.

SPAN 320 Intensive Spanish Grammar Review - Instructor: Murcia (4) June 24 – July 19 Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. Prereq: SPAN 203 or 228.

SPAN 320 Intensive Spanish Grammar Review - Instructor: Zabala (4) July 22 – August 18 Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. Prereq: SPAN 203 or 228.

SPAN 328 Hispanic Literature in the United States - Instructor: Taylor (4) June 24 – July 19 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, 308.

SPAN 333 Introduction to Spanish Narrative - Instructor: Wacks (4) June 24 – July 19 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, 308

SPAN 399 Filmmaking/Production Class – Instructor: Viscarret (4) June 24 – July 19 A practical introduction to filmmaker with examples from contemporary Spanish Films. Students work on their personal style and tone as story tellers by shooting their own short films. Prereq: Two from SPAN 301-308

SPAN 399 Short Stories on Stage – Instructor: Fainzaig-Zybelberg (4) July 22 – August 18 ACTION – SUSPENSE - MURDER – DRAMA! Discover your Spanish Creativity. Differences between Literary and Theatre Genres. How to take a known work and turn it into something new and personal.

SPAN 407 Avant Garde Poetics - Instructor: Enjuto Rangel (4) June 24 – July 21 In this course, we will study Spanish and Latin American Avant Garde poetry in connection to its historical and cultural context. We will discuss the poems and the manifestos, the films, the paintings and the performances, and their revolutionary artistic goals. Prereq: Two survey courses from SPAN 316, 317, 318, or 319

SPAN 407 Shamanism and Literature – Instructor: Sepulveda (4) July 19–August 13. This course will explore the shamanic cultures in Latin America and Spain. We will focus on Alchemy, Magic-realism, Santeria, Nagualism, Psycho-magic, and other shamanic and country cultural practices. Prereq: Two survey courses from SPAN 316, 317, 318, 319

SPAN 410/510 Spanish for Reading Knowledge - Instructor: Ellister (4) June 24 – July 19
Intended for students who need Spanish as a research language, with emphasis on reading, grammar, and translation. No credit given toward a Spanish major or minor

460 Don Quixote – Instructor: Portugal (4) July 22 – August 16
Careful reading of Don Quixote along with discussion of major critical topics and of its place and importance in literary history. Prereq for majors: three from SPAN 316, 317, 318, 319; prereq for nonmajors: equivalent background in literature.

SPAN 490/590 US/Mexico Narco Violence - Instructor: Pedro Garcia Caro (4) June 24-July 21
This seminar looks at contemporary film, novel, music and other cultural productions and discussions of narcotraffic along the Mexico-US border. The last ten years have seen the flourishing of cultural reactions to the ongoing civil strife in Mexico. Prereq: Two survey courses from SPAN 316, 317, 318, or 319.