

Spanish Course Descriptions: 2014/2015

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

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

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

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

<u>Fall 2014</u>	<u>Winter 2015</u>	<u>Spring 2015</u>	Min ◇ Maj ◆	<u>Summer '14</u>
<u>101</u> , 102, 103	101, <u>102</u> , 103	101, 102, <u>103</u>		<u>101, 102, 103</u>
<u>111</u> , 112	<u>111, 112</u>	111, <u>112</u>		111, 112
150, 151	150, 151	150, <u>151</u>		
<u>199</u>	199	199		
<u>201, 202</u> , 203	201, <u>202, 203</u>	<u>201</u> , 202, <u>203</u>		<u>201, 202, 203</u>
<u>218, 228</u>	<u>218, 228</u>	<u>218, 228</u>		218, 228
<u>298</u>	<u>298</u>	<u>298</u>		
<u>301</u>	<u>301</u>	<u>301</u>		<u>301</u>
<u>303</u>	<u>303</u>	<u>303</u>		<u>303</u>
<u>305</u>	<u>305</u>	<u>305</u>		<u>305</u>
<u>307</u>	307	<u>307</u>		307
<u>308</u>	<u>308</u>	<u>308</u>		<u>308</u>
<u>311</u>	<u>311</u>	<u>311</u>		311
<u>312</u>	<u>312</u>	<u>312</u>		312
315	315	315		<u>316, 17, 18, 19</u>
<u>320</u>	<u>320</u>	<u>320</u>		<u>320</u>
322	<u>322</u>	322	◇	<u>328</u>
	324			
<u>341</u> (was 316)	341	<u>341</u>	◇	341
<u>342</u> (was 317)	<u>342</u>	342	◇	342
343 (was 318)	<u>343</u>	<u>343</u>	◇	343
<u>344</u> (was 319)	<u>344</u>	<u>344</u>	◇	344
<u>348</u> (was 328)	348	348	◆	348

350 (was 330)	<u>350</u>	<u>350</u>	◆	350
<u>351</u> (was 331)	351	<u>351</u>	◆	351
<u>353</u> (was 333)	<u>353</u>	<u>353</u>	◆	353
<u>399</u>	399	399		<u>399</u>
<u>407, 407/507</u>	407, <u>407/507</u>	<u>407, 407/507</u>	◆	407, 407/507
410, 410/510			◆	
420, 420/520	420, <u>420/520</u>		◆	
424, 424/524			◆	
425, 425/525			◆	
428, 428/528		428, <u>428/528</u>	◆	428, <u>428/528</u>
<u>436</u>			◆	
437, 437/537			◆	
448, 448/548	448, <u>448/548</u>		◆	
450, 450/550	<u>450</u> , 451/551		◆	
451, 451/551			◆	
452, 452/552			◆	
<u>460</u>			◆	
466, 466/566	466, <u>466/566</u>		◆	
480, 480/580	480, <u>480/580</u>		◆	
<u>490, 490/590</u>	<u>490</u> , 490/590	490, 490/590	◆	<u>490</u> , 490/590
607				
680				
690				

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

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

FALL 2014

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

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

SPAN 111, 112: Intensive Beginning Spanish- Various

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

SPAN 201, 202, 203: Second-Year Spanish- Various

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

SPAN 218 Voces latinas I- Various

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

SPAN 228 Voces latinas II- Various

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

(SPAN 298, Fall 2014, is the temporary number for SPAN 238)

SPAN 298: Spanish Around the World- Davis

Spanish is the official language of Spain and over twenty American countries, and it is the de facto second language of the United States. But 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.

Objectives. 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

This course is taught in both English and Spanish. Students must have at least one year of college-level Spanish (or equivalent proficiency). SPAN 298 is especially appropriate for heritage learners of Spanish. ↑

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. ↑

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. ↑

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. ↑

SPAN 307: Oral Skills (2 credits)- Moore

Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. ↑

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. ↑

SPAN 312: Spanish in the Media- Various

Advanced writing course for Spanish Heritage learners. This class examines the presence and role of Spanish in various forms of media, including television, internet, social media, telenovelas, and recent literature. Students will practice the advanced writing skills necessary to participate in 21st-century discourse communities (argumentative writing, close textual readings). Students cannot receive credit for both SPAN 311 and SPAN 312. Prereq: instructor approval only. ↑

SPAN 320: Intensive Spanish Grammar Review – Various

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

(Course previously taught as SPAN 316)

SPAN 341 Hispanic Cultures through Literature I- Wacks

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from 1100 to 1600. Sequence with SPAN 342, 343, 344. Prereq: two from SPAN 301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. ↑

(Course previously taught as SPAN 317)

SPAN 342 Hispanic Cultures through Literature II- Garcia-Pabon

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

(Course previously taught as SPAN 319)

SPAN 344 Hispanic Cultures through Literature IV- Millar

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

(Course previously taught as SPAN 328)

SPAN 348 U.S. Latino Literature and Culture- Taylor

Literatura y arte en la formación de las identidades políticas chicanas y trans-fronterizas: Del tratado de

Guadalupe-Hidalgo a los tratados neoliberales. Este curso nos introduce a la historia multicultural de los Estados Unidos (el suroeste y el oeste en particular) desde perspectivas de quienes afirman que no cruzaron la frontera entre los Estados Unidos y México, sino que la frontera les cruzó a ellos. A lo largo de su corta historia, esta frontera ha sido una grieta y un imán, creando un “borderlands” donde las experiencias personales y colectivas se entrecruzan, no solo en la frontera misma, sino también frente a los múltiples mecanismos de incorporación y exclusión codificados en maneras a veces explícitas y a veces sutiles en la sociedad y las instituciones estadounidenses. En este curso analizamos la producción cultural chicana y de la diáspora mesoamericana trans-fronteriza, enfocándonos en algunos momentos claves de construcción y reformulación de los discursos de pertenencia y exclusión étnico-raciales, culturales y lingüísticos a partir de la expansión anglo-estadounidense de mediados del siglo XIX hasta la pugna sobre los derechos humanos de personas, familias y comunidades bi-nacionales que presenciamos en nuestro momento actual. A la vez, el curso nos desafía a articular las maneras en que la doctrina expansionista anglo-estadounidense del “destino manifiesto” del siglo XIX ha contribuido a la institucionalización del privilegio blanco y sigue informando la política de la inmigración y la demografía multicultural en nuestro momento actual. ↑

(Course previously taught as SPAN 331)

SPAN 351 Introduction to Theater- Gladhart

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

SPAN 399: Latin American Politics- 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. ↑

SPAN 407: 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. ↑

SPAN 407: Transatlantic Murder Mysteries- Herrmann

We will read four mysteries from: Chile, Spain, and other Spanish speaking countries. We will study the novels in relation to historical contexts and literary criticism about the detective genre. Final project will involve a creative piece: short story influenced by the mystery mode or a film short. ↑

SPAN 407/507: Islamic Literature- Wacks

This course is an introduction to the history, culture, and literature of the Moriscos, the last Spanish Muslims who produced a clandestine Islamic literature in Spanish during the 15th-17th centuries up to and after their expulsion from Spain in 1613. Readings will include early modern aljamiado (Islamic Spanish) texts, historical documents written in the 16th-17th centuries. **M.A. Period 1.** ↑

SPAN 407/507: Testimonio in Latin American Literature and Society- Taylor

In Latin American literary studies, a testimonio is often defined as a text produced through collaboration between a speaker who chronicles her or his experience confronting labor exploitation, racism, and political violence and a publishing author who transcribes and shapes the speaker’s oral account. Testimonios such as Let Me Speak! Testimony of Domitila, a Woman of the Bolivian Mines and I,

Rigoberta Menchú, an Indian Woman in Guatemala carry the “small voice of history” (Guha) to within earshot of a wider reading public and have helped to galvanize international solidarity for the communities in whose names the speakers narrate their personal accounts. Much like the role documentary films can play in bringing the experiences and truths of marginalized people beyond a small circle of acquaintances, testimonios challenge hegemonic ideas of who can speak and in what form that communication should be conveyed. As a literary genre and a political strategy, testimonio is a form of writing at the heart of Latin American social movements and a challenge to elite notions of literacy and intellectual authority. **MA Period 4**, with potential for Period 2 or 3 coverage contingent on final project. ↑

SPAN 436 From Poetry to the Novel and Back in Contemporary Mexican Literature- Chavez

In recent years a number of writers have taken the road less traveled of becoming authors of both, novels and poetry books. This practice of dual writing is the main focus of this class. What are the challenges confronted by such writers? How has the fact that they first were poets (or narrators) affected their crossing over to the other genre? What ideas, preoccupations, and issues are transferred or rejected in the process of passing from poetry to narration? These are some of the questions to be answered while we read works by Homero Aridjis, Carmen Boullosa, José Emilio Pacheco, and Cristina Rivera Garza. ↑

SPAN 460: Don Quixote- Middlebrook

SPAN 490: Mestizos en la literatura latinoamericana- Garcia-Pabon

En este curso estudiaremos la representación del mestizo/a en la literatura latinoamericana en los siglos XIX y XX, con referencias a sus orígenes en la época colonial. La palabra mestizaje se ha usado y se usa para designar la mezcla racial y cultural de europeos (esencialmente españoles) con indígenas americanos. Exploraremos representaciones positivas y negativas del mestizaje y analizaremos las relaciones de esas representaciones con sus respectivos momentos históricos y políticos, así como con perspectivas de género. ↑

SPAN 490: Waste and Recycling in 20th Century Latin America- Rubado-Mejia

Waste and Recycling: Renegotiating Value in 20th century Latin America. In this class we'll examine Latin American literature as a method for negotiating the value of discarded objects, people and places. How do these texts use waste to address the historical economics of uneven access to employment, food, housing and potable water? How do the literary devices and styles employed in twentieth century literature play with recycling, layering of language, borrowing of culture and compiling “waste” into novel forms? How do literary movements like the Cartoneras in Argentina and Chile find alternatives to the neoliberal, globalized publishing industry? How do these movements and the texts themselves suggest the ethical and aesthetic possibilities of recycling and borrowing while simultaneously critiquing current systems of exclusion. Possible interlocutors include Augusto Roa Bastos, Julio Ramón Ribeyro, Francisco Lombardi, José María Arguedas, Cristina Peri Rossi, Carolina Maria de Jesus and Oswald de Andrade. ↑

SPAN 490/590: Cuban Revolution- Millar

WINTER 2015

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

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

SPAN 111, 112: Intensive Beginning Spanish- Various

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

SPAN 201, 202, 203: Second-Year Spanish- Various

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

SPAN 218 Voces latinas I- Various

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

SPAN 228 Voces latinas II- Various

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

(HIST 298, Fall 2014, is the temporary number for HIST 248)

HIST 298: Latinos in the Americas- Holguin & Weise

HIST 248 will teach the histories of Latino migrants and Latino Americans while helping students develop strategies for Spanish reading comprehension. The course focuses on the numerically largest group, Mexicans, and course themes will emphasize not only the ways these migrants and Latino Americans have fit into U.S. history, but also the ways they have shaped societies of origin in Latin America. By the end of the course, students will be able to derive meaning from Spanish-language documents in the following genres: Newspaper articles, transcribed oral interviews, and written correspondence. They will acquire increased confidence in their comprehension skills along with a basic understanding of the histories of Latinos in the United States.

This course is taught in both English and Spanish. Students must have at least one year of college-level Spanish (or equivalent proficiency). SPAN 298 is especially appropriate for heritage learners of Spanish. ↑

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. ↑

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. ↑

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. ↑

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. ↑

SPAN 311: Advanced Writing in Spanish- Various

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

SPAN 312: Spanish in the Media- Various

Advanced writing course for Spanish Heritage learners. This class examines the presence and role of Spanish in various forms of media, including television, internet, social media, telenovelas, and recent literature. Students will practice the advanced writing skills necessary to participate in 21st-century discourse communities (argumentative writing, close textual readings). Students cannot receive credit for both SPAN 311 and SPAN 312. Prereq: instructor approval only. ↑

SPAN 320: Intensive Spanish Grammar Review- Various

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

SPAN 322: Introduction to Hispanic Linguistics- Holguin

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

SPAN 324: Spanish 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 correct possible deficiencies in the pronunciation of Spanish that give the student a non-normative accent. We will also study the range of regional and social accents and 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 literateurs that are the core of the humanities-oriented curriculum.

Activities. The objectives above will be reached by

- reading and study of linguistic descriptions of Spanish phonetics (textbook)
- transcribing spoken and written texts using the International Phonetic Alphabet (IPA)
- recording and evaluating the student's oral production in Spanish
- in-class and homework practice of the sounds of Spanish

(Course previously taught as SPAN 317)

SPAN 342 Hispanic Cultures through Literature II- tba

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

(Course previously taught as SPAN 318)

SPAN 343 Hispanic Cultures through Literature III- Bottaro

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the revolutionary wars to the Spanish Civil War. Sequence with SPAN 341, 342, 344. Prereq: two from SPAN 301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. ↑

(Course previously taught as SPAN 319)

SPAN 344 Hispanic Cultures through Literature IV- Taylor

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 20th century into the 21st. Sequence with SPAN 341, 342, 343. Prereq: two from SPAN

301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. ↑

(Course previously taught as SPAN 330)

SPAN 350 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. Prereq: two from SPAN 301, 303, 305, 308. ↑

(Course previously taught as SPAN 333)

SPAN 353 Introduction to Narrative- tba

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

SPAN 407/507: Hispanic Documentary Film- Herrmann

This advanced seminar proposes to expose students to genres of documentary filmmaking in the Spanish Speaking world. Our emphasis will be on politically engaged documentary, especially in relation to questions of postdictatorial aftermaths in the Southern Cone and Spain. A required aspect of this seminar will be to attend panels and film screenings at the 2015 Cine-Lit conference held at Portland State and UO Portland in Feb 2015 (details forthcoming). The final project will be a documentary film short or a 15-20 research paper. **M.A. Period 4.** ↑

SPAN 420/520: Advanced Grammar of Spanish- Davis ↑

In this class we will analyze in depth some of the most important structural features of the Spanish language, with two goals: (1) to increase students' knowledge of the systematic nature of grammar in general, and of Spanish in particular, and (2) to improve students' use of grammatical resources in the oral and written production of Spanish, with a focus on the structures that are most challenging for English speakers learning the language.

Activities include lectures in Spanish, reading assignments in Spanish and English, interviews and field work with Spanish speakers, mechanical and creative writing activities. Evaluation includes daily quizzes, two exams (mid-term and final), and daily activities in linguistic analysis.

SPAN 448/548: National Identities and Border Cultures-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 building. 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 based on racial, ethnic, language and gender norms. However, in border regions or "frontier zones" throughout the Americas, local cultural formations clash with 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 our present moment, where immigration and globalization give rise to both neo-nationalisms and affirmations of global citizenship. This advanced undergraduate/graduate seminar will focus specifically on contested national identities and border cultures in the Americas. We will introduce current research on nation building and border 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 and in other border regions of the Americas aims to understand how the cultural construction of nationhood has been established through exclusion, inclusion and appropriation, as well as how minority communities contend with these processes. Course conducted in Spanish. Prerequisites: SPAN 311 and at least two of SPAN 343, 344, 348. **MA Period 3 or 4.**

SPAN 450: Mysticism Across Time- Powell

16th- and 17th-century Spanish and Spanish-American poetry and prose texts that express the search for

and the ecstasy of union with the divine. We explore mystical experience across times, cultures, and genders. ↑

SPAN 466/566: Primera modernidad – pos-modernidad: Don Quijote, vol. II- Middlebrook

En 2015, celebramos el aniversario de una continuación: Don Quijote, vol. 2 cumple cuatrocientos años. En este curso, leemos la novela, prestando atención, tanto al ingenio, la gracia y la mirada perspicaz dirigida hacia España en sus páginas, como a la rara posmodernidad de un texto del siglo XVII, una novela que suele ser eclipsada por su hermano mayor. OJO: No es necesario haber leído Don Quijote I para tomar este curso. ↑

SPAN 480/580: Old New Media in Latin America- Bottaro

Is it fair to compare new media and old media, two sources that differ in their focus? However, many of the current models of media and mediation today originated in the nineteenth-century and it can be argued that media is a nineteenth-century invention in the sense that during this time people experienced the emergence of media ubiquity with the exponential explosion of print and the massive proliferation of a wide variety of popular mechanical devices, from the kaleidoscope, optical cabinets, kinoscope, panorama, to the stereograph, photograph, telegraph, phonograph, etc. This rapidly transforming “environment of media discourse and media machines also plugged into media networks”, contributed to ways of knowing and experiencing the world, simultaneously reflecting, producing and recording alterations of consciousness and extensions of the human senses.

This course spans the length of the nineteenth century and considers a variety of texts that foreground the Latin American experience while recognizing and engaging with the century’s continental, transatlantic, colonial and international networks. We will engage a series of case studies for reflecting on critical moments of old new media through famous works of nineteenth century literature, which will be discussed alongside a range of lesser-known literary, scientific, technical, and visual works. As we explore the interconnections of politics, science, technology, and art in nineteenth-century understandings of media, we will also consider the mixed-media properties of literature. By examining the role of materiality in the media, we will delve into how nineteenth-century technologies of communication and transportation laid important groundwork for thinking further about new haptic and kinetic encounters with time and space, which destabilized traditional media hierarchies. Our discussions will be guided by exploring the tension in the Latin American episteme of technology between the promise of an emancipatory thrust (clothed in the rhetoric of liberal democracy) and the looming fear of alienation and detachment brought forth as a byproduct of urban technological modernity. Contesting both succession and progression models of media change and uncovering the influence of old new media, this course offers a debate about nineteenth-century Hispanic media and literature, while also contributing fresh perspectives on new media and (re)mediation today. Taught in Spanish. **M.A. Period 3**

SPAN 490: Afro-Latin American Literature- Millar

En este curso, examinaremos obras literarias y fílmicas por autores afro-latinoamericanos, y sobre personas de herencia africana en América Latina. Discutiremos los desarrollos teóricos más importantes sobre las construcciones raciales y la negritud en América Latina con un enfoque en el Caribe y el Brasil (los textos brasileños estarán disponibles en inglés o español). Analizaremos fenómenos como la esclavitud, la abolición y la ciudadanía negra; “blanqueamiento” e ideas de “democracia racial”; los movimientos de negrismo y negritud; la literatura de protesta y acercamientos poscoloniales a las identidades de los afro-descendientes. Nos concentraremos en obras de los siglos XIX y XX, y consideraremos cómo las ideas sobre la cultura afro-latinoamericana, la raza y las personas afro-latinoamericanos se construyen a través de fenómenos históricos y sociales. Analizaremos la manera en que estas construcciones se relacionan con movimientos intelectuales nacionales y regionales en América Latina. ↑

SPAN 490/590: The Dictator Novel in Latin America- Millar

This course will examine the literary phenomenon of the dictator novel across Latin America, beginning with the nineteenth century, but with a focus on the latter part of the twentieth. Our analysis will deal with cultural and historical contexts that surround the literary works, but we will pay special attention to both

formal and ethical questions surrounding the use of narrative fiction and the novel as a genre for considering dictators and systems of totalitarianism. For example, how and why does the novel become a repository for archiving and debating histories of and experiences with dictatorship? Is the novel as a place to expose and contest dictatorship a logical extension of Sommer's proposition of "foundational fictions" as the sites of consolidation of productive national citizens? How do exaggeration, parody, anachronism and non-realist techniques influence our readings of these works? How do we ethically write about and read literature about dictatorship? **M.A. Period 4.** ↑

SPAN 490/590: Indigenismo Andino- Garcia-Pabon

En este curso se estudia la literatura boliviana y peruana que, desde el siglo XIX hasta fines del siglo XX, se ha centrado en la discusión del lugar del indígena en la modernización de estos estados. A esta literatura se la conoce con el nombre de indigenista. El curso enfatiza la relación entre el discurso literario y los discursos sociales, históricos e ideológicos. Además, se verá el cambio de una mirada exterior al indígena a una mirada desde la perspectiva indígena. Por último, se discutirán estos textos en relación a perspectivas de género. Autores: Juana Manuela Gorriti, Alcides Arguedas, Clorinda Matto de Turner, Franz Tamayo, Uriel García, José María Arguedas. **M.A. Periods 3, 4.** ↑

SPRING 2015

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

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

SPAN 111, 112: Intensive Beginning Spanish- Various

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

SPAN 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. ↑

SPAN 201, 202, 203: Second-Year Spanish- Various

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

SPAN 218 Voces latinas I- Various

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

SPAN 228 Voces latinas II- Various

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

(SPAN 298, Fall 2014, is the temporary number for SPAN 248)

SPAN 298: Spanglish as a Speech Community- Holguin

SPAN 248 will discuss how Spanish has been present and in contact with English in the territories now occupied by the U.S. since colonial times. Students will not approach Spanish as a foreign language, but as an integral part of the cultural matrix of the U.S., surveying the historical origins of the different groups of Spanish speakers in the U.S. and examining the dynamics of language choice and relative prestige. Students will be encouraged to speak in English, Spanish, or use code-switching, empowering them to build communicative competence and develop self-confidence around the linguistic knowledge they already possess. Students will also carry out activities in bilingual communities here in the Eugene-Springfield area. The focus on oral skills aims to demonstrate how instances of code-switching are an effective means of developing proficiency, since these phenomena naturally occur among most bilingual speakers around the world.

This course is taught in both English and Spanish. Students must have at least one year of college-level Spanish (or equivalent proficiency). SPAN 298 is especially appropriate for heritage learners of Spanish. ↑

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. ↑

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. ↑

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. ↑

SPAN 307: Oral Skills (2 Credits)- Various

Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. ↑

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. ↑

SPAN 311: Advanced Writing in Spanish- Various

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

SPAN 312: Spanish in the Media- Various

Advanced writing course for Spanish Heritage learners. This class examines the presence and role of Spanish in various forms of media, including television, internet, social media, telenovelas, and recent literature. Students will practice the advanced writing skills necessary to participate in 21st-century discourse communities (argumentative writing, close textual readings). Students cannot receive credit for both SPAN 311 and SPAN 312. Prereq: instructor approval only. ↑

SPAN 320: Intensive Spanish Grammar Review- Zabala

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

(Course previously taught as SPAN 316)

SPAN 341: Hispanic Cultures through Literature I- Powell

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

contexts, from 1100 to 1600. Sequence with SPAN 342, 343, 344. Prereq: two from SPAN 301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. ↑

(Course previously taught as SPAN 318)

SPAN 343: Hispanic Cultures through Literature III- tba

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the revolutionary wars to the Spanish Civil War. Sequence with SPAN 341, 342, 344. Prereq: two from SPAN 301, 303, 305, 308. Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement. ↑

(Course previously taught as SPAN 319)

SPAN 344: Hispanic Cultures through Literature IV- Herrmann

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

(Course previously taught as SPAN 330)

SPAN 350 Introduction to Poetry- Herrmann

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

(Course previously taught as SPAN 331)

SPAN 351 Introduction to Theater- Powell

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

(Course previously taught as SPAN 333)

SPAN 353 Introduction to 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. ↑

SPAN 407: Crusade, Conquest, and Conversion- Wacks

. ↑

SPAN 407: 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. ↑

SPAN 407: Mitos e Historietas, Reading the Nation in Latin American Comics- Chávez

The art of serial narrative in historietas or comics was appropriated early in Latin America. Throughout the 20th and 21st centuries, graphic artists, governments, and other institutions have created a wealth of characters and series to portray history, spread the word of economic and cultural change, to instill social values, or to criticize authoritarian tendencies in politics. After introducing the elements for visual analysis and a brief history of the medium, this class analyzes prime examples of the representation of national history, adaptation of literature, and cultural criticism thorough comics from Mexico, Argentina, Cuba, and Nicaragua.

SPAN 407/507: Screening Macondo, Latin American Literature and the Art of Film Adaptation- Chávez

The relationship between Latin American literature and cinema has been very prolific. However, the transposition of texts to the screen is not a simple exercise of turning words into images. What operations technical, verbal, and visual should be applied to the written page in order to make a successful film? How can the reader/spectator appreciate and criticize both narratives, the visual and verbal, without privileging one over the other? What can we learn about a short story, a play or a novel from its film adaptation and vice versa? Along with an introduction to the basic concepts and tools for the analysis of film in Spanish, this course answers the previous questions and presents a panoramic view of some of the main movements of Latin American film. Some of the works to study include novels and short stories by writers: Jorge Luis Borges, Gabriel García Márquez, Juan Rulfo, Elena Poniatowska, and Carlos Fuentes.

SPAN 428/528: Spanish Sociolinguistics in the US- Holguin

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

SPAN 490: Mesoamerican Migrations- Taylor

SUMMER 2014

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

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

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

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

SPAN 301 Cultura y lengua: identidades Hispanas – Instructor Ellister (4) June 23 – July 20

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 23 – July 20

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 sociale – Instructor: Lara(4) July 21 – August 15

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 bilingues – Instructor: Leon-Howarth (4) June 23 – July 20

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

SPAN 316 Survey of Peninsular Spanish Literature Instructor Wacks (4) June 23 – July 20
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 21– August 15
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: García Pabon (4) June 23 – July 20
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: Rubado Mejia July 22 – August 15
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 23 – July 20
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: Moberg (4) June 23 – July 20
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 399 Screenplay Study – Instructor: Fainzaig-Zybelberg(4) July 22 – August 15
Are you interested in film? Do you enjoy a good story? Over four weeks, we will immerse ourselves in writing a screenplay, and in shooting a film based on that screenplay. Working in teams, we will watch and analyze short films (cortometrajes) by Latin American directors. We will learn what a screenplay is, its function, and how it is used. We will become familiar with developing characters through their actions and their words. We will also distinguish between the literary screenplay (guión literario), valued mostly for the story itself, and the production screenplay (guión técnico), which serves to indicate all of the technical aspects of the production process. Best of all, you will be speaking and communicating in Spanish in a completely different context: the world of film production. Prereq: Two from SPAN 301-308. ↑

SPAN 428/528 Spanish in the U.S. – Instructor Holguín (4) June 23 – July 20
The history and description of the linguistic characteristics of and narratives about the use of Spanish within the United States. Prereq: SPAN 308; coreq: SPAN 320, 322. ↑

SPAN 490 Poetas En El Borde / Poets on the Edge – Instructor: Jesús Sepulveda (4) July 22 – August 15:
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, Enrique Lihn, Alejandra Pizarnik, Juan Luis Martínez, Néstor Perlongher y Carmen Berenguer. Se espera que el alumno participe activamente durante el transcurso del curso e investigue en forma independiente los temas que más le interesen. Two survey courses from SPAN 316, 317, 318, or 319. ↑

