

CAS Department of Romance Languages

Home Faculty Undergraduate Graduate Courses Study Abroad News Events Research Alumni About Us
Commencement

Spanish Course Descriptions: 2017/2018

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**

Fall 2017	Winter 2018	Spring 2018	Summer 2018	Min ◊ Maj ◆
<u>101</u> , 102, 103	101, <u>102</u> , 103	101, 102, <u>103</u>	<u>101</u> , <u>102</u> , <u>103</u>	
111, 112	<u>111</u> , 112	111, <u>112</u>		
<u>150</u> , 151	150, 151	150, 151		
199	199	199		
<u>201</u> , <u>202</u> , 203	201, <u>202</u> , <u>203</u>	201, 202, <u>203</u>	<u>201</u> , <u>202</u> , <u>203</u>	
<u>218</u> , 228	<u>218</u> , <u>228</u>	218, <u>228</u>		
238, 248	238, 248	238, 248		
<u>301</u>	<u>301</u>	<u>301</u>	<u>301</u>	
<u>303</u>	<u>303</u>	<u>303</u>		
<u>305</u>	<u>305</u>	<u>305</u>		
<u>307</u>	<u>307</u>	<u>307</u>		
<u>308</u>	<u>308</u>	<u>308</u>	<u>308</u>	
<u>311</u>	<u>311</u>	<u>311</u>		
<u>312</u>	<u>312</u>	<u>312</u>		
315	315	315		
<u>320</u>	<u>320</u>	<u>320</u>	<u>320</u>	
<u>322</u>	<u>322</u>	<u>322</u>	<u>322</u>	◊
<u>324</u>	<u>324</u>	324	<u>324</u>	
341	<u>341</u>	<u>341</u>	<u>341</u>	◊
<u>342</u>	<u>342</u>	342		◊
<u>343</u>	<u>343</u>	<u>343</u>		◊
<u>344</u>	<u>344</u>	<u>344</u>		◊
<u>348</u>	<u>348</u>	<u>348</u>	<u>348</u>	◆
<u>350</u>	350	<u>350</u>		◆
351	<u>351</u>	<u>351</u>		◆
<u>353</u>	<u>353</u>	353	<u>353</u>	◆
399	<u>399</u>	<u>399</u>		
407, 407/507	<u>407</u> , 407/507	<u>407</u> , 407/507		◆
<u>410</u> , 410/510	<u>410</u> , 410/510	410		◆
420, 420/520	420, <u>420/520</u>	420, <u>420/520</u>	<u>420</u>	◆
424, 424/524	424, 424/524	424, 424/524		◆
425, 425/525	425, <u>425/525</u>	425, 425/525		◆
428, 428/528	428, 428/528	428, <u>428/528</u>	<u>428</u>	◆
436	436	436		◆
437, 437/537	437, 437/537	437, 437/537		◆

Spanish

Spanish Courses

Spanish Faculty

Spanish Events

Spanish Heritage Language Program

SHL Faculty

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Tags

Amalia Gladhart Angélica
Gorodischer Cecilia Enjuto-
Rangel Chile Chilean literature
cinema studies Claudia
Holguin David Wacks
European Studies Fabienne
Moore Film Series francophone
francophonie **French**
Graduate Studies Heritage
Learners of Spanish **Italian**
Jesus Sepulveda Latin
America Latin American
Literature Latin American Poetry
**Latin American
Studies** Latino Studies
Literary translation Lyon **Mexico**
Pedro García-Caro
poetry Portuguese Québec
RL **Romance**
Languages Scholarships
Sergio Rigoletto SHL Spain
Spanish Spanish Civil
War Spanish for Heritage
Speakers Study Abroad
transatlantic studies

448, 448/548	448, 448/548	448, 448/548		♦
450, 450/550	450, 450/550	450, 450/550		♦
451, 451/551	451, 451/551	451, 451/551		♦
452, 452/552	452, 452/552	452, 452/552		♦
460	460	460		♦
466, 466/566	466, 466/566	466, 466/566		♦
480, 480/580	480, 480/580	480, 480/580		♦
490, 490/590	490, 490/590	490, 490/590		♦
607	607	607		
680	680	680		
690	690	690		

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

FALL 2017

SPAN 101: First-Year Spanish

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

SPAN 150: Cultures of the Spanish Speaking World- Wacks

This course is an introduction to cultures of the Spanish-speaking world with an emphasis on comics and graphic novels. In this course we will learn about the graphic novel as an artistic vehicle for studying the history and cultures of Spain and Latin America (including the Latino US). There will be a series of guest appearances from Spanish faculty members who will speak about their areas of specialization, so this course is a great way to learn all about the minor and major in Spanish in Romance Languages and meet the professors who teach in the program. This course satisfies the CAS requirements for Arts and Letters (A&L) and Multicultural (IC – International Cultures).

SPAN 201, 202: Second-Year Spanish

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

SPAN 218: Latino Heritage I

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

SPAN 301: Cultura y lengua: identidades hispanas

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

SPAN 303: Cultura y lengua: expresiones artísticas

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

SPAN 305: Cultura y lengua: cambios sociales

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

SPAN 307: Oral Skills- Various

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

SPAN 308: Comunidades Bilingues

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

SPAN 311: Advanced Writing in Spanish

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

SPAN 312: Spanish in the Media- Rothgery

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

SPAN 320: Intensive Spanish Grammar Review

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

SPAN 322: Introduction to Spanish Linguistics

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

SPAN 324: Spanish Pronunciation and Phonetics

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

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

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

SPAN 343: Hispanic Cultures through Literature III- Various

This class introduces students to a variety of literary works from Latin American Independences to the Spanish Civil War, with emphasis on their relationship to historical events and critical representation of Iberian and Latin American societies.

The "long nineteenth century" is the century of crisis, flanked by revolutions, transformations and wars. We will cover from the Wars

of Independence in Latin America and the Napoleonic Wars in the Iberian Peninsula to the Spanish Civil War. We will study changes in the key concepts that articulate 19th and early 20th century debates in a Transatlantic framework, without losing sight of the intellectual context that runs parallel to the changes in these concepts: revolution and freedom, nation building and subject formation, civilization, progress, national identity, democracy, modernity, modernization. Among other topics, we will trace by analyzing short stories, poems, plays, and other cultural products: the colonial legacy in the hegemonic nation building projects of the intellectual liberal elites; the conflict between lettered elites and popular masses; bourgeois revolutions; imperial nostalgia for the lost colonies; building of national identity in Spain; the inextricability of fiction from politics; aesthetic innovations at the brink of the Spanish civil war.

SPAN 344: Hispanic Cultures through Literature IV- Taylor

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

SPAN 350: Spanish Poetry- Powell

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

SPAN 353: Intro to Narrative- Millar

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

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

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

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

In this course we will study the construction of national identity in Puerto Rico and in the Latinx/Puerto Rican community in the US. Our exciting approach to rethinking Puerto Rico as a “cultura fronteriza” and our study of its national identity will be interdisciplinary in nature. We will study Puerto Rico from fields such as History, Politics, Sociology, Philosophy, Sociolinguistics, Music, Art, Architecture, Food, and Literature. We will bring speakers from these diverse fields into our classroom through skype interviews and as invited lecturers. How do language dynamics shape visions of national identity? How does the use of Spanish and/or Spanglish also determine our conceptualization of Puerto Rican identity in the island and in the United States? Since Puerto Rico became territory of the US in 1898, its neocolonial political state defines how languages such as Spanish and English are taught, and spoken. Through essays, articles, images, documentaries, music, art pieces, short stories and poetry we will study how the social dynamics surrounding Spanish (and English and Spanglish) change over time. We will also learn about Puerto Rico’s current financial crisis and how Puerto Ricans are responding to it (through creative ways of using languages) in the island and in the US.

SPAN 460: Don Quixote- Middlebrook

Course description TBA

SPAN 466/566: Intro Spanish Golden Age- Powell

Using a variety of literary texts (lyric, comedia, narrative; religious, secular) and scholarly approaches, we explore various eras’ commonplace assumptions: What is “Spain”? Who/what is “Spanish”? What (or whose) is “gold” and what defines an “age”? What materials receive “literary” or “cultural” study? What forms nation, empire, conquest, religion? Etc.

SPAN 490: Meso-Am Foodways- Taylor

Course description TBA

SPAN 607: Sephardic Studies Seminar- Wacks

Students will read a variety of narrative and poetic texts written by Sephardic (Spanish) Jews during the middle ages (1200-1500) 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. **MA students: Period 1.**

WINTER 2018

SPAN 102: 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 202, 203: Second-Year Spanish- Various

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

SPAN 218: Latino Heritage I- Quarles

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. ↑

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SPAN 303: Cultura y lengua: expresiones artísticas

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

SPAN 305: Cultura y lengua: cambios sociales

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

SPAN 307: Oral Skills- Leon Howarth

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

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

SPAN 311: Advanced Writing in Spanish

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

SPAN 312: Spanish in the Media- Zunterstein

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

SPAN 320: Intensive Spanish Grammar Review- Zabala

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

SPAN 322: Introduction to Spanish Linguistics- various

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

SPAN 324: Spanish Pronunciation and Phonetics- Davis

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

SPAN 341 Hispanic Cultures through Literature I- Wacks

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

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

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

SPAN 343: Hispanic Cultures through Literature III- Enjuto

This class introduces students to a variety of literary works from Latin American Independences to the Spanish Civil War, with emphasis on their relationship to historical events and critical representation of Iberian and Latin American societies.

The “long nineteenth century” is the century of crisis, flanked by revolutions, transformations and wars. We will cover from the Wars of Independence in Latin America and the Napoleonic Wars in the Iberian Peninsula to the Spanish Civil War. We will study changes in the key concepts that articulate 19th and early 20th century debates in a Transatlantic framework, without losing sight of the intellectual context that runs parallel to the changes in these concepts: revolution and freedom, nation building and subject formation, civilization, progress, national identity, democracy, modernity, modernization. Among other topics, we will trace by analyzing short stories, poems, plays, and other cultural products: the colonial legacy in the hegemonic nation building projects of the intellectual liberal elites; the conflict between lettered elites and popular masses; bourgeois revolutions; imperial nostalgia for the lost colonies; building of national identity in Spain; the inextricability of fiction from politics; aesthetic innovations at the brink of the Spanish civil war.

SPAN 344 Hispanic Cultures Through Literature IV: Este curso nos introduce a la historia y las culturas de América Latina desde finales del siglo 19 hasta nuestros días a través de la poesía, el ensayo, el cuento, y el testimonio. Nuestro propósito es interpretar de forma crítica los diversos significados y evocaciones que cada una de estas obras literarias pudiera haber tenido para sus lectores en su momento de difusión y considerar su relevancia y nuevas posibilidades interpretativas en nuestro contexto sociopolítico actual. — This course introduces us to the history and culture of Latin America from the end of the 19th century to the present through poetry, essay, short story, and *testimonio*. Our objective is to develop a critical interpretation of the diverse meanings and evocations that each of these literary works may have had for their readers at the time in which they circulated and consider their continuing relevance and new interpretive possibilities in light of our current sociopolitical context.

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

This course is an introduction to literature by Hispanic writers in the United States. Students will read a range of literary genres from colonial times as well as 19th and 20th century Hispanic authors to address relevant literary, cultural and social themes in class discussion and writing assignments. Topics studied include: borderlands, US-Latin American relations, the politics of language, Chicano/Latino identities, Chicana/Latina

feminism, migration and exile, and popular culture. Students are expected to read, discuss, and write in Spanish, although course material varies in linguistic registers (Spanish, English, Spanglish, Caló, etc.). This course satisfies the “American Cultures” category for the UO Multicultural Requirement.

SPAN 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.

SPAN 353: Intro to Hispanic Narrative – Bottaro

This course explores important aspects of contemporary Spanish and Latin American narrative. We will discuss the multiple meanings of narrative texts as well as think about the power of narrative in our daily lives. The readings are very short, but we will emphasize formal aspects and in-depth critical readings. We will draw from a variety of Spanish and Latin American short stories, graphic novels and films. In Spanish.

SPAN 399: Latinos in Business- Lara

Course description TBA

SPAN 407: Art and Politics in Latin America- Bottaro

Iconic Mexican muralist Diego Rivera (1886-1957) famously declared, “If art is not propaganda, it’s not art.” This belief that art has a social function and that it is inherently political has been a fundamental tenet in Latin America. This course explores the political dimension of art in Latin America, inextricably bound to a history of colonization and military dictatorships. We will study contemporary US Latino and Latin American cultural production along politically engaged literature and social movements (specifically those whose politics are anti-capitalist, anti-imperialist, and decolonial). We will cover from colonial Mesoamerican codices to aesthetic revolutions, to muralism, to street art, to contemporary radical Latino and Latin American collectives. In Spanish.

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

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

SPAN 420/520 Critical Pedagogies for Spanish Language Teaching- Holguin

Language is much more than grammar, vocabulary, and pronunciation; the structures, words, and sounds we use also communicate social meaning, based on the social, political, and ideological contexts of our utterances. Recent research has shown that language learning can be enhanced by including Critical Language Awareness (CLA), the study of these sociopolitical, and ideological contexts of language variation and discourse. In this course, students will explore a variety of pedagogical approaches that equip both current and future teachers of Spanish to implement CLA in their classrooms. We will study how learners of Spanish from diverse backgrounds engage in (1) critically identifying the social meanings embedded in language uses, and (2) developing broader, more transcultural, and more translingual communicative competencies, which will allow them to use Spanish in real-world contexts. We will also explore many ways in which we can incorporate engagement with local communities into our teaching practices. Finally, this class will prepare educators to develop their own, original, digital teaching materials.

SPAN 425/525 LITERARY TRANSLATION: Practice and Theory-Powell

We practice the craft and art of Spanish-English literary translation, and we explore theories that usefully pose or answer the challenging questions that come up in our shared exercises, individual projects, and readings on the topic. Students who carry out these activities will be able to make inter-linguistic translations of complex texts and to explain how variant translations meet or fail acceptable criteria. Just as important, you will improve language skills (in Spanish and English!) while refining your appreciation of the form, meaning, liveliness, and play of literary texts across languages, genres, periods and cultures.

We address linguistic synonymy and dissimilarity (i.e., no two words ever mean the “same thing”); transculturation of gender, social class, and nationality; close reading, critical intervention, and performance approaches; Euro-American history of translation theory; and authors’ creative uses of translation. Your individual project requires analysis and creativity while you work both collaboratively with others and independently. The big secret here: translation is a lot of fun.

MA 1, 2, 3 or 4, based on the period of texts forming the term project and analytical paper.

SPAN 490: Mestizaje 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, especialmente 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: Testimonio, derechos humanos, y mediación

intercultural en las Américas-Taylor En este seminario, consideramos la emergencia del testimonio como género literario y a la vez, herramienta de comunicación intercultural y lucha popular en América Latina desde los años 60 hasta el presente. Un testimonio se podría definir como texto producido por la colaboración entre dos sujetos con sus propias agendas y estrategias narrativas: por un lado, un/a hablante cronista de su propia experiencia como sujeto marginalizado y/o como agente de su propia descolonización; y por otro, un/a escritor/a que transcribe, transforma y publica la narración. Como texto forjado entre autor/a y protagonista-narrador en momentos de persecución y/o movilización social, el testimonio se puede considerar como género narrativo que ha llevado «la voz pequeña de la historia» (Guha) a los oídos y ojos de un público

lector más amplio, fomentando la conciencia y solidaridad para las comunidades en cuyo nombre el/la testificante comparte sus experiencias. Por otro lado, ya que el/la autor/a oficial es ajena/o a la experiencia narrada, se introducen una serie de problemas de interpretación propios a la dinámica sociohistórica de genocidio, esclavitud, y marginación extrema en las Américas. Algunas preguntas que guiarán nuestro estudio serán: ¿Qué fisuras epistemológicas, éticas y estéticas podemos identificar en estos testimonios? ¿Qué contribuciones hacen a la memoria histórica y la descolonización del canon literario latinoamericano? — **SPAN 490 Testimonio, Human Rights, and Intercultural Mediation in the Americas:** In this seminar, we consider the emergence of testimonio as a literary genre and as a tool of intercultural communication and popular struggle in Latin America since the 1960s. A testimonio can be defined as a text produced through collaboration between two subjects, each with their own agendas and narrative strategies. The course examines this paradox: When we read a *testimonio* —or when we view a documentary film—, we may know that we are not reading or seeing fiction; yet we are likely to find ourselves expecting to encounter a wholly faithful deposition (truth) packaged within a wholly engaging narrative (story). As a writing form, testimonio carves out a space of shared narrative authority, yet however subversive and seamless the creation of this space of overlapping subjectivities may seem, it is still a figurative space, one in which we as readers remain largely unaware of the editorial grooming and smoothing out of contradictions between the speaker's verbatim account and the author's imperative to make that account compelling and transculturally comprehensible on the written page.

SPAN 490/590: Afro-Latin American Literature- Millar

In this course, we will examine Latin American literary and cinematic works by Afro-Latin American authors, as well as those about Afro-descended characters. Through these works, we will analyze important theoretical developments about racial construction and blackness in Latin America with a focus on the Caribbean and Brazil (the Brazilian texts will be available in English or Spanish), We will examine phenomena such as slavery, abolition and black citizenship; “whitening” and “racial democracy”; movements of negrismo and negritud; literature of protest and postcolonial approaches to literary manifestations of black and Afro-descended identities. We will concentrate on 19th and 20th century works, examining how the intersections of historical and social phenomena and cultural production produce ideas of race and ethnicity. Course taught in Spanish; students who would like to receive Portuguese credit should contact the professor. **MA 3 & 4**

SPAN 490/590: La ciudad en la poesía hispanoamericana y española- Enjuto Rangel

¿Qué es poesía urbana? ¿Poemas sobre la ciudad moderna? ¿poemas escritos en ciudades o marcados por la experiencia urbana, y cuyo lenguaje se transforma con el ritmo vital de la ciudad? En este curso discutiremos esas preguntas entre otras, y cómo la poesía moderna española e hispanoamericana de los siglos XIX y XX describe, interpreta y critica a la ciudad moderna. También analizaremos el diálogo entre texto y su contexto, y cómo el progreso moderno y los cambios provocados por el crecimiento de las ciudades revolucionan estéticamente la poesía. Estudiaremos en detalle textos claves sobre teoría y crítica literaria, que conectaremos con el análisis detallado de los poemas. **MA 3 & 4**

SPAN 680: Extractivism and the Environment in Latin American Culture – García-Caro

This graduate research seminar considers the role of the environment, specifically mineral and natural resources, in the debates about progress, dependency, neocolonialism, and national autonomy in Latin American cultures from colonial times (1493-1898) and the times of independence (1810-1821) to the present. The

seminar explores cultural production (films, literary and testimonial narratives, poems and songs, essays) and a wealth of secondary bibliography from different disciplines dealing with industrial mining activities in six specific sites of the Americas: California, Mexico, Brazil, Bolivia, Chile, and Peru. This comparative methodology will allow students to analyze a rich and diverse cultural history and to think critically about trends, commonalities, and contrasts. The two central topics of this seminar provide a basis for a compact interdisciplinary approach: mineral resources in the Americas and the cultural debates associated with their extraction and exploitation.

SPRING 2018

SPAN 103: First-Year Spanish

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

SPAN 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 203: Second-Year Spanish- Various

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

SPAN 301: Cultura y lengua: identidades hispanas

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

SPAN 303: Cultura y lengua: expresiones artísticas

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

SPAN 305: Cultura y lengua: cambios sociales

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

SPAN 307: Oral Skills- Arias

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

SPAN 308: Comunidades Bilingues

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

SPAN 311: Advanced Writing in Spanish

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

SPAN 312: Spanish in the Media

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

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

SPAN 320: Intensive Spanish Grammar Review

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

SPAN 322: Introduction to Spanish Linguistics- Otero

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 341 Hispanic Cultures through Literature I- Powell

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

SPAN 343: Hispanic Cultures through Literature III- Various

This class introduces students to a variety of literary works from Latin American Independences to the Spanish Civil War, with emphasis on their relationship to historical events and critical representation of Iberian and Latin American societies.

The “long nineteenth century” is the century of crisis, flanked by revolutions, transformations and wars. We will cover from the Wars of Independence in Latin America and the Napoleonic Wars in the Iberian Peninsula to the Spanish Civil War. We will study changes in the key concepts that articulate 19th and early 20th century debates in a Transatlantic framework, without losing sight of the intellectual context that runs parallel to the changes in these concepts: revolution and freedom, nation building and subject formation, civilization, progress, national identity, democracy, modernity, modernization. Among other topics, we will trace by analyzing short stories, poems, plays, and other cultural products: the colonial legacy in the hegemonic nation building projects of the intellectual liberal elites; the conflict between lettered elites and popular masses; bourgeois revolutions; imperial nostalgia for the lost colonies; building of national identity in Spain; the inextricability of fiction from politics; aesthetic innovations at the brink of the Spanish civil war.

SPAN 344: Hispanic Cultures through Literature IV- Plescia, Tejada-Lopez

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

SPAN 348: US Latino Literature and Culture- Taylor

This course is an introduction to literature by Hispanic writers in the United States. Students will read a range of literary genres by 19th and 20th century Hispanic authors and will address relevant literary, cultural and social themes in class discussion and writing assignments. Course material varies in theme. Topics studied include: borderlands, USLatin American relations, the politics of language, Chicano/Latino identities, Chicana/Latina feminism, migration and exile, and popular culture. Students are expected to read, discuss,

and write in Spanish, although course material varies in linguistic registers (Spanish, English, Spanglish, Caló, etc.). This course satisfies the “American Cultures” category for the UO Multicultural Requirement

SPAN 350: Spanish Poetry- Powell

This course has three aims: (1) You learn appreciation – to identify and enjoy the nuances of poetic language – and analytical acumen, for Spanish and Latin American lyric poetry.

We cover a historical span from the (so-called) “Middle” Ages, to the trans Atlantic/ Pacific Baroque, to Romanticism, to the modern Avant-Garde, to the present. Above all, we

investigate how the life of poetry lives in us. 2) You improve your close reading in Spanish and skills for critical analysis of poetry. We read for form and for content, learning to pick relevant details out of a text. Note: this will help your reading of any kind of literature in any language. You will define and use basic vocabulary for literary analysis and criticism

(names for major periods of literary style; terms for describing imagery and figurative language in literary works; and key words for cultural elements). 3)

You practice “buildingblock” steps toward writing about literature and develop these analytically and creatively;

including a library-research project; in Spanish; at an advanced undergraduate level.

Creative writing practices include imitation of poetic structures and exploration of figurative language (In Spanish).

SPAN 399 Latinos & Education- Costales

This course will provide a critical analysis of the social, political, economic and cultural factors surrounding the educational experience of Latinos in the United States, and their manifestation in cultural production. It develops advanced language skills as well as awareness of linguistic variation in the field. Taught in Spanish.

SPAN 407 Reading Borges- Bottaro

Este curso es una introducción gradual a la compleja obra de Jorge Luis Borges, uno de los más influyentes escritores latinoamericanos del siglo XX. Vamos a investigar las claves de su proyecto estético y los temas recurrentes en su escritura. Prestaremos atención a su relación con el fascismo y el nacionalismo, el rosismo y el peronismo; sus reescrituras de la polémica civilización-barbarie y de la gauchesca; su pasión por el cuento policial clásico; su construcción de Buenos Aires, las orillas, el Sur, y Palermo. Estudiaremos el rol de las bibliotecas, los laberintos, los espejos, los dobles, los tigres, y las ideas que conectan los conceptos de representación, reescritura, traducción, citación en Borges.

Finalmente, prestaremos atención a la relación de Borges con otros escritores y artistas argentinos y extranjeros (por ejemplo, Xul Solar, Victoria Ocampo, Bioy Casares, Julio Cortázar, Umberto Eco, Lewis Carroll, Baudrillard, Pablo Katchadjian, y otros).

SPAN 420/520 Applied Sociolinguistics- Holguin

In this course, we will explore the usefulness of the field of Sociolinguistics in today’s workplace and in everyday life. Students will analyze a wide range of perspectives and research techniques in the field of Sociolinguistics, including stylistic linguistic variation, discourse analysis, and ethnography. By exploring both campus and regional community speakers’ perceptions, identity performances, humor, translingualism, and cross-cultural communication, students will gain deeper insights into the diverse applications of knowledge

around language and society in existing careers and professions. This course requires the completion of field work, which can satisfy the mandatory 30-hour experiential learning requirement for Spanish majors in the Department of Romance Languages.

SPAN 428/528: 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. **MA periods 3 and 4.**

SPAN 480/580 Haunted Literature- Bottaro

The role of photography was strongly debated in the 19th century. First hailed for its association with realism as the "pencil of nature" and later used for its evidentiary value in criminal identification by police departments, this privileged medium for the representation of reality was questioned from the beginning for its capacity to distort the real. Seen originally as the cypher of modernity and the product of science and progress, Latin American writers were also haunted by photographs, fascinated by their obscure powers of duplication and their "magical" and spiritual properties. This course explores the relation between emerging photographic technologies and their aesthetic impact in Latin American literature. We will trace the persistence of the past in the present, discuss the "revelatory" power of photography, and analyze ways in which photography promoted, reinforced, or contested racialized and gendered forms of aesthetic communication. We will study different kinds of photographic collections alongside texts by authors including:

José Martí, Rubén Darío, Eduardo L. Holmberg, Euclides da Cunha, Horacio Quiroga, Carlos Onetti, Silvina Ocampo, and Jorge Luis Borges, as well as a variety of theoretical texts. **MA periods: 3 and 4.**

SPAN 690: Theorizing the Plantation- Millar

What is the Plantation, and what have been its effects on Caribbean and Latin American culture? This course will examine the development of the Plantation in the Americas as an economic, political, socio-historical and cultural marker of modernity. Our goals will be to think through theoretical and literary writings on the plantation system and its associated socio-cultural institutions (colonialism, slavery, sugarocracy, etc.) in Spanish and Portuguese-language contexts. We will discuss questions such as: How does the Plantation change as a system through time and in different places? What intersecting sources and forms of knowledge come about through the Plantation, and what kinds of social and epistemological violence does the Plantation produce? How does the Plantation serve as both a violent and repressive, as well as a nostalgic and idyllic, counterpoint to the metropolis, while it simultaneously becomes a site of economic and industrial modernization? All readings will be available in English and the language of their composition. **MA Periods: 3 and 4**

SUMMER 2018

SPAN 101, 102, 103: First-Year Spanish

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

SPAN 201, 202, 203: Second-Year Spanish

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

SPAN 301: Cultura y lengua: identidades hispanas

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

SPAN 308: Comunidades Bilingues

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

SPAN 320: Intensive Spanish Grammar Review

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

SPAN 322: Introduction to Spanish Linguistics

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

SPAN 324: Spanish Pronunciation and Phonetics

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

SPAN 341 Hispanic Cultures through Literature I

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

SPAN 348: US Latino Literature and Culture

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

SPAN 353: Intro to Hispanic Narrative

This course explores important aspects of contemporary Spanish and Latin American narrative. We will discuss the multiple meanings of narrative texts as well as think about the power of narrative in our daily lives. The readings are very short, but we will emphasize formal aspects and in-depth critical readings. We will draw from a variety of Spanish and Latin American short stories, graphic novels and films. In Spanish.

SPAN 420/520: Spanish Pragmatics- Sykes

This seminar is designed to engage students in the study of Spanish pragmatics – the way meaning is communicated and interpreted through language. In doing so, we will use both theoretical and empirical inquiry to examine L1/L2 Spanish pragmatic behaviors,

basic research methods, and applied topics in Spanish pragmatics. Taught as a full day seminar during zero week, the course will entail intensive, hands-on study followed by an applied project to engage students around their topics of choice. Class activities will include groups discussions and presentations related to the course readings, reflective journaling, activity design, and a final research project proposal, tailored to the level of the enrolled students.

SPAN 428: Spanish in the United States

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.

Department Office Hours

Monday-Friday
8:00am-5:00pm
(Closed for Lunch 11:45-1:00)

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