

SPANISH COURSES TAUGHT DURING THE 2010-2011 ACADEMIC YEAR

FALL 2010	WINTER 2011	SPRING 2011	SUMMER 2011
SPAN 150	SPAN 150	SPAN 150	101, 102, 103
SPAN 151	SPAN 151	SPAN 151	201, 202, 203
SPAN 301	SPAN 301	SPAN 301	SPAN 301
SPAN 303	SPAN 303	SPAN 303	SPAN 303
SPAN 305	SPAN 305	SPAN 305	SPAN 305
SPAN 307	SPAN 307	SPAN 307	SPAN 316
SPAN 308	SPAN 308	SPAN 308	SPAN 317
SPAN 311	SPAN 311	SPAN 311	SPAN 318
SPAN 315	SPAN 315	SPAN 315	SPAN 319
SPAN 316	SPAN 316	SPAN 316	SPAN 320
SPAN 317	SPAN 317	SPAN 317	SPAN 328
SPAN 318	SPAN 318	SPAN 318	SPAN 330 CANCELED
SPAN 319	SPAN 319	SPAN 319	SPAN 333
SPAN 320	SPAN 320	SPAN 320	SPAN 407/507
SPAN 328	SPAN 328	SPAN 328	SPAN 410/510
SPAN 330	SPAN 330	SPAN 330	SPAN 490/590
SPAN 331	SPAN 331	SPAN 331	
SPAN 333	SPAN 333	SPAN 333	
SPAN 361	SPAN 361	SPAN 361	
SPAN 363	SPAN 363	SPAN 363	
SPAN 399	SPAN 399	SPAN 399	
SPAN 407/507*	SPAN 407/507*	SPAN 407/507*	
SPAN 409	SPAN 409	SPAN 409	
SPAN 410/510	SPAN 410/510	SPAN 410/510	
SPAN 417/517	SPAN 417/517	SPAN 417/517	
SPAN 420/520	SPAN 420/520	SPAN 420/520	
SPAN 425/525	SPAN 425/525	SPAN 425/525	
SPAN 436/536	SPAN 436/536	SPAN 436/536	
SPAN 437/537	SPAN 437/537	SPAN 437/537	
SPAN 438	SPAN 438	SPAN 438	
SPAN 450/550	SPAN 450/550	SPAN 450/550 *CANCELED*	
SPAN 451/551	SPAN 451/551	SPAN 451/551	
SPAN 452/552	SPAN 452/552	SPAN 452/552	
SPAN 460	SPAN 460	SPAN 460	
SPAN 466/566	SPAN 466/566	SPAN 466/566	
SPAN 480/580	SPAN 480/580	SPAN 480/580	

SPAN 481/581	SPAN 481/581	SPAN 481/581	
SPAN 490/590	SPAN 490/590	SPAN 490/590	
SPAN 607	SPAN 607	SPAN 607	
SPAN 666	SPAN 666	SPAN 666	
SPAN 680	SPAN 680	SPAN 680	
SPAN 690	SPAN 690	SPAN 690	
RL 407/507	RL 407/507	RL 407/507	RL 407/507
RL 608	RL 620	RL 623	

FALL 2010

SPAN 150: Cultures of the Spanish Speaking World- Herrmann

Each term, this topics course treats a different aspect of the rich cultural heritage of the Spanish-speaking world. Check the Class Schedule extended description for the current offering. Past topics include: dialects of Spanish; Jewish, Arabic, and Christian relations in medieval Iberia; Hispanic experience in the United States. Conducted in English. Davis, Gladhart, Herrmann, Wacks. [return to course list](#)

SPAN 301: Cultura y lengua: identidades hispanas- Various

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

SPAN 303: Cultura y lengua: expresiones artísticas- Various

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

SPAN 305: Cultura y lengua: cambios sociales- Various

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

SPAN 311: Advanced Writing in Spanish- Various

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

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

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

SPAN 318: Survey of Spanish American Literature- Triana

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

SPAN 319: Survey of Spanish American Literature- Taylor

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

SPAN 320: Intensive Spanish Grammar Review – Various

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

SPAN 328: Hispanic Literature in the United States- Epple

Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors. Emphasis on literary trends and themes. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

SPAN 330: Introduction to Spanish Poetry- Enjuto Rangel

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. [return to course list](#)

SPAN 407: Literatura Fantastica- Epple

This course will explore the distinctive development of the fantastic in the Latin American short story from the 19th and 20th centuries. Close readings of canonical writers such as Manuela Gorriti, Rubén Darío, Horacio Quiroga, Jorge Luis Borges, Julio Cortázar and Cristina Peri Rossi, among others. Special attention to theoretical approaches to the genre. [return to course list](#)

SPAN 407/507: Representaciones de la inmigración en la literatura y el cine español- Herrmann

This course hones in on representations of people who have emigrated from Africa to Spain in the last three decades. We will read fiction and autobiographical accounts from sub-Saharan Africans in Spain. A major component of this course will be the screening and discussion of films--both documentary and fiction--about migration, labor, race relations, cultural difference, and gender relations as they play out in cinema. Readings include:Laila Lalami's "Hope and Other Dangerous Pursuits" is a collection of short narratives that deal with Moroccan attempts to cross into Spain. Also, En Route to New Slavery by Michael Ohan about a Nigerian woman's journey from her village to Spain, and Ndongo's La tinieblas de tu memoria negra. Graduate students will be expected to present on recent critical writings on immigration in Spain (ie Goytisolo, Nair) Period 4. [return to course list](#)

SPAN 436: The Mexican Revolution in Literature and Film- Garcia Caro

One of the major political and cultural episodes in the history of Latin America, the Mexican

Revolution (1910-1917) marked public discourse in Mexico during an entire century, and it had a major influence on other societies, not only in the Western hemisphere, but around the globe. Promises of social justice and cultural emancipation became the driving force of the Mexican Revolution in a context of neocolonial pressures, foreign intervention and local resistance to economic reform and change. This seminar revisits the revolutionary period one hundred years later, to explore intellectual and artistic discussions about nationalism, social change, popular representation, tradition and modernization that took place in the Mexican cultural production in the years that followed the armed Revolution. [return to course list](#)

SPAN 450/550: Mysticism in the Hispanic World- Powell

This course examines transatlantic, early modern (“Golden Age” & Colonial) texts in visionary and mystical genres, including both canonical and lesser-known prose and poetry. These writings have received intense critical and theoretical attention since the latter 20th century. We take up current approaches especially to the vital role that women writers play in generating poetry and spiritual autobiography in the Christian affective mystical tradition. Required and recommended readings present such literary and cultural issues as erotic traditions in European convent writings from the Middle Ages onwards; and the gendering of (female and male) writers’ expressed and encoded relationships on the one hand to the divine, and on the other to ecclesiastical authority. For instance, how did so many women claim the authority to write or teach during periods when these activities were discouraged? Further issues include women’s religious expression and its relationship to self-actualization; the means by which women writers emulated, rejected or appropriated male-authored models; the development of a separate feminine literary tradition; and awareness of gender roles as historically constructed. How do scholars assess the “literariness,” the “historicity,” and the cultural values of these texts? Authors include, in Spain: María de Santo Domingo (the transcribed “Book of Prayer”), Fray Luis de León (“The Names of Christ” and others), Fray Luis de Granada, Santa Teresa de Avila (“Book of Her Life” and others), San Juan de la Cruz (poems and commentary), Cecilia del Nacimiento (poems), María de San José Salazar (“Book for the Hour of Recreation”), Lope de Vega (sonnets, Rimas sacras), Marcela de San Félix (verse plays for convent performance); and in colonial Spanish America: la Madre Castillo, Antonia Lucía del Espíritu Santo, Juana Inés de la Cruz (“Exercises for the Nine Days”), María de San José Palacios Berruecos (spiritual autobiography), María Magdalena Lorravaquio Muñoz--and others. We approach these texts in their religious, literary, cultural, political, and military contexts.

M.A. students: This course satisfies periods one or two, depending on the dates of text(s) chosen for the final project. [return to course list](#)

SPAN 460: DON QUIJOTE- Verano

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

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SPAN 480/580: The Poetics of the Spanish Civil War- Enjuto Rangel

This course reviews the poetic revolution provoked by the political urgency of the Spanish Civil War, as well as how contemporary literature contributes to the complexities of rereading the war a few decades after the end of Franco’s dictatorship. The material discussed is divided into two

main questions: how was the Spanish Civil War represented and fought through poetry? And how is it remembered and interpreted through narrative and cinema today? The Spanish Civil War, a turning point in both the international historical arena and the literary world, united Latin American and Spanish poets, in support of the Republican cause against the Fascist insurrection. How do we define Transatlantic Studies? How is it redefined by our reading of the poets who break with their respective national discourses in favor of a poetry that can respond to a historical necessity? Is the Spanish Civil War a Transatlantic, international conflict as well as the product of national crisis? The focus of our discussions will be on the critical analysis of the literary texts and their contribution to our reading of the historical past; to that end, we will study the historical context of the war through required secondary readings (articles on Spanish history, Transatlantic literary criticism, Marxism, and contemporary theories on historical narrative). We will read and analyze Latin American poets like Pablo Neruda, César Vallejo, Nicolás Guillén, Julia de Burgos, and Spanish poets, like Rafael Alberti, Miguel Hernández, Luis Cernuda, Concha Méndez, among others. We will also discuss contemporary writers like Manuel Rivas, Eugenio Suárez Galban, Javier Cercas and Dulce Chacón, and a few films, like *La lengua de las mariposas*, *Soldados de Salamina*, and *El laberinto del fauno*. [return to course list](#)

Spanish 490/590: Agricultura e identidad en el arte y la literatura de Mesoamérica- Taylor
Antigua cuna del cultivo del maíz y actual núcleo de desnutrición y éxodo rural, México y Guatemala han sido representados en la literatura, el arte y el cine como civilizaciones en ruinas frente a las presiones de integración al mercado global. Examinaremos los desafíos a la soberanía alimentaria en México y centroamérica en el contexto de la globalización económica y la consolidación de la industria agropecuaria. Estudiaremos varias representaciones textuales y visuales del cultivo de la milpa (maíz, frijol, calabaza, chile, hierbas, etc) junto a ensayos periodísticos y académicos que discuten los efectos de las políticas alimentarias nacionales y transnacionales en las vidas de los productores campesinos mayoritariamente indígenas. Al analizar representaciones de la milpa como unidad de producción familiar y comunitaria en contraste con el modelo agroindustrial, esperamos poner en tela de juicio el concepto ortodoxo de Mesoamérica como una civilización del pasado prehispánico. Algunas preguntas iniciales que guiarán nuestro análisis serán: ¿Cuál ha sido el proceso de integración de México y Centroamérica a una economía global de importación de la canasta básica y exportación de cultivos comerciales? ¿Qué estrategias han surgido para resistir y dar testimonio a los resultados de esta integración? ¿Qué papel está jugando la migración de indígenas mesoamericanos desplazados de los ámbitos rurales en la generación de nuevas subjetividades políticas y agencias culturales en las Américas? [return to course list](#)

SPAN 690: Postcolonial Spanish Cultures (1810-1992)- Garcia Caro

This advanced research seminar considers the cultural and literary relations of Spain with its former colonies in the Americas and northern Africa from the period of independence to the late 20th Century. Participants in the seminar will be able to reframe the archive of Spanish cultural production since 1810 and position it within a postcolonial context. Through a study of postcolonial theory, students will investigate cultural representations and debates about national formation, emancipation, post and neo-colonial ventures, Pan-Hispanism and Hispanidad. We will concentrate on five specific moments that will allow us to look at texts and issues that are

not often studied in the context of contemporary peninsular literature. By considering significant efforts by Spanish intellectuals to critique or resituate but also to reconsider and recreate Spain's imperial pasts we will be able to engage in a reassessment of the role of empire and colonialism in characterizations of Spanish identity and culture. Here are some highlights of the reading list: Don Álvaro o la fuerza del sino, Sab, Idearium español, La vuelta al mundo en la Numancia, El blocao, Tirano Banderas, Flores de otro mundo. [Periods 3 & 4] [return to course list](#)

RL 407/507: Seminar on Literature and Testimony- Lollini

This course is based on primary sources, mostly testimonial accounts of personal and historical traumas, and addresses the problem of representing these events in writing. We will discuss how testimonial accounts relate to autobiographical and/or fictional narratives. Is it personal testimony a way of representing historical events from an individual point of view? Or does testimony put itself beyond the limits of representation and of subjectivity? Is this possible? What is a political testimony? Who are the "true" witnesses? The "heroic" individual? The "ordinary people"? The disappeared? The writers? How can a literary work bear witness to an historical and personal trauma? What is the "truth" of testimony? Is it the truth of writing or is it something not accessible through writing? We will explore different approaches to testimony in literature and philosophy including the ethics of Emmanuel Levinas. Readings: Antonio Gramsci's Letters from Prison (selections); Primo Levi, If this is a Man and The Drowned and the saved; Robert Antelme's The Human Race; Charlotte Delbo, Auschwitz and After; George Semprun's Literature or life; Italo Calvino's Autobiographical Essays (selections), Albert Camus' The Plague, Vincenzo Consolo's The Smile of the Unknown Mariner, and I, Rigoberta Menchu, by Rigoberta Menchu, Elisabeth Burgos-Debray, and Ann Wright. [return to course list](#)

RL 608: Workshop on Teaching Methodology -Davis

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

WINTER 2010

SPAN 301: Cultura y lengua: identidades hispanas- Various

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

SPAN 303: Cultura y lengua: expresiones artísticas- Various

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

SPAN 305: Cultura y lengua: cambios sociales- Various

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

SPAN 307: Oral Skills- Moore, B.

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

SPAN 311: Advanced Writing in Spanish- Various

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

SPAN 316: Survey of Peninsular Spanish Literature- Powell

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

SPAN 317: Survey of Peninsular Spanish Literature- Enjuto Rangel

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

SPAN 319: Survey of Spanish American Literature- Garcia Caro

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

SPAN 320: Intensive Spanish Grammar Review- Various

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

SPAN 328: Hispanic Literature in the United States- Garia Caro/Powell

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

SPAN 330: Introduction to Spanish Poetry- Powell

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

SPAN 331: Introduction to Spanish Theater- Gladhart

This course offers an introduction to the study of theater in Spanish. For winter 2011, we will focus on Argentine theater. Beginning with the "grotesco criollo" of the early twentieth century, this course will explore the rich tradition of Argentine theater, with an emphasis on themes of immigration, exile, identity, history, violence, and the theatricality of everyday life. The inventiveness, humor, and social awareness of Argentina's playwrights and directors will be placed in its cultural and historical context, including its relation to major currents of Latin American and world theater. While we will focus primarily on dramatic texts, our readings will be directed toward possible stagings of the plays and will address the ways in which the dramatic text differs from other literary genres. [return to course list](#)

SPAN 407: Children in Latin American and Spanish literature and cinema- Enjuto Rangel

In this class we will discuss how contemporary cinema and literature revisit the past, and redefine its historical legacy through the eyes of the children of the war. As a way of dealing with a collective trauma that trespasses the national frontiers of France, Spain, Brazil, Mexico, Colombia, Argentina and Chile, and as cultural forms that recuperate the political imagination of a history of violence. In Latin American and Spanish cinema there is a trend that privileges the children's gaze in the reconstruction of the historical and the political memory of war and dictatorships, and we will explore how it has changed their ways of remembering, of coming to terms with the multiple generational gaps, and the transitions to democracy. Some of the films we'll discuss are "La faute à Fidel!," "O ano em que meus pais saíram de férias," "La lengua de las mariposas," "El espíritu de la colmena," "Las bicicletas son para el verano," "El espinazo del diablo," "El laberinto del fauno," and "Machuca". And among the authors we'll discuss are Ana María Matute, Ernestina de Champourcin, Manuel Rivas, Fernando Fernán Gómez, María Luisa Puga, and Alba Lucía Angel, whose "bildungsromans," privilege the perspective of the children, victims of the violence of the world of adults, who grow and find themselves in the process of "surviving". [return to course list](#)

SPAN 407: Literatura testimonial en América Latina- Taylor

Estudiaremos la emergencia del testimonio como género literario y a la vez, herramienta de comunicación intercultural y activismo político en América Latina desde los años 60 hasta el presente. El testimonio se podría definir como una forma narrativa fruto de colaboración entre un/a hablante que narra su propia experiencia en forma oral y un autor/a o editor/a que transcribe, edita y publica la crónica del/ de la hablante. Como texto forjado entre autor/a y hablante en un momento de crisis social, el testimonio ha servido para transformar conceptos de agencia social y de historiografía y ha ayudado a crear acción solidaria para las comunidades en cuyo nombre el/la testimoniante comparte sus experiencias. Examinaremos la circulación y recepción crítica de estas narrativas contadas y transcritas desde perspectivas orales-populares para considerar el papel que el testimonio ha jugado en abrir nuevos campos académicos interdisciplinarios como los estudios culturales y estudios poscoloniales. [return to course list](#)

SPAN 450/550: Latin American Baroque: the case of Potosi- Garcia Pabon

This course explores the importance of the Baroque style in cultural and social formations of 17th and 18th centuries in colonial Latin America. We will use the mining city of Potosí as our case study. We'll study literary, historical, religious texts as well as painting and architecture of the city. The course will have a strong theoretical component. Authors to be read: Arzáns, Calderón de la Barca, Ribera, Mexía de Fernengil, Deleuze, Bolívar Echevarría, Gisbert, Lezama Lima. [return to course list](#)

SPAN 452: El soneto- Middlebrook

Una consideración de la poesía y la poética secular de la primera modernidad castellana (según nuestros propósitos, los años 1526 – 1650), a través de la lectura detallada del soneto. El soneto es una forma que se identifica con el pensamiento y la perspectiva literaria del renacimiento europeo. Es un poema rigurosamente formal: no sólo consiste en un conjunto de dos cuartetos y dos tercetos, rimados (generalmente) en ABBA, ABBA, CDE, CDE; también el poema muestra un vocabulario bastante restringido y convencional, llevado, muchas veces, del cancionero del poeta italiano Francesco Petrarca. Sin embargo, la difusión del soneto como forma privilegiada en el "siglo de oro" español coincide con toda una revolución en el discurso literario; además, el soneto captura los cambios en la sociedad, la política y las relaciones sociales que entran en el país con su giro hacia la modernidad. En la parte final del curso, examinamos las herencias del soneto renacentista y barroco en el siglo XX, un cambio de orientación que nos permitirá volver a pensar lo que hemos dicho sobre el papel y la función poética de la estética en el soneto pre-moderno.

Poetas estudiados: Juan Boscán, Garcilaso de la Vega, Fernando de Herrera, Francisco de Aldana, Luís de Góngora, Francisco de Medrano, Francisco de Quevedo, sor Juana Inés de la Cruz; Petrarca; Bécquer, Darío, Hernández, y una selección de poetas contemporáneos. [return to course list](#)

SPAN 460: DON QUIJOTE- Verano

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

SPAN 480/580: Jose Marti- Triana

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

SPAN 490/590: Latin American detective fiction- Epple

This seminar will offer an introduction to the contemporary Latin American detective fiction, from the traditional whodunit and the hard boiled to new the trend in Latin American fiction,

called neopolicial or new detective fiction. Readings will include short stories by Jorge Luis Borges and Adolfo Bioy Casares (Argentina) Elvira Bermúdez (México) and novels by Ramón Díaz Eterovic (Chile), Leonardo Padura (Cuba) and Paco Ignacio Taibo II (México). In addition, we will discuss selected critical articles on the genre. [return to course list](#)

SPAN 690: Novel of memory in Spain- Herrmann

This seminar will explore iterations of the problematic and contested notion of "recuperating historical memory" in the 20th and 21 st centuries in Spain. Taking two now foundational articles --by Labanyi and Resina-- as our points of departure, we will examine novelistic and cinematic portrayals of people who have suffered the transgenerational aftermath of war and social, political, cultural and economic repression. Students will be expected to give detailed presentations on theories of memory and how they inform film and fiction, and vice versa. Students are strongly encouraged to begin thinking about developing a 20 minute conference paper for the February 2011 Cine-Lit conference to be held in Portland in late February 2011. Professor Herrmann will be available to help students develop topics in advance of the conference abstract submission deadline which is December 1 2010. [return to course list](#)

RL 620: Graduate Study in Romance Languages- Middlebrook

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

SPRING 2011

SPAN 301: Cultura y lengua: identidades hispanas- Various

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

SPAN 303: Cultura y lengua: expresiones artísticas- Various

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

SPAN 305: Cultura y lengua: cambios sociales- Various

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

SPAN 307: Oral Skills- Various

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

SPAN 308: Culture and Language- Various

This class belongs to the Cultura y lengua series (SPAN 301 Identidades hispanas, SPAN 303 Expresiones artísticas, SPAN 305 Cambios sociales), the entry points to the majors and minors in

Spanish and in Romance Languages. SPAN 308 adds breadth to the topics in these introductory courses by engaging students in an in-depth look at the social and linguistic dynamics of communities in which Spanish is in contact with another language.

The class is structured around three main units of study:

- * “Bilingual expressions”: A study of the linguistic phenomena typical of bilingual (and multilingual in general) communities.
- * “What is a border?”: A questioning of the concept of physical/political border, opening up the notion to include liminal psychological or constructed spaces; the history of the U.S.-Mexico border region
- * “Dynamics”: Case studies of the interactions unique to multicultural and multilingual communities (of which bilingualism is one case), especially those that result from migration of some kind (intergenerational issues, dynamics between members of the majority and minority communities, interactions between minority communities, etc.)

The Spanish language, itself a communicative system resulting from linguistic contact over the past 1500 years, is a medium of expression for multilingual persons in the U.S., Latin America, Spain, Africa, and Asia. This class seeks to illuminate the following questions:

- * Where in the world is Spanish in contact with other linguistic communities, and what other languages are spoken there?
- * What is bilingualism, in terms of the cognitive abilities of an individual?
- * What are societal bilingualism and diglossia, and what are the characteristics of a multilingual community?
- * What impact do individual and societal bilingualism have on individual and community identities?
- * How are multicultural identities manifested in cultural production in multilingual communities in the Spanish-speaking world?

After taking this class, students should be able to carry out the following learning objectives:

- * identify all the geographical areas where the Spanish language is in contact with other linguistic communities
- * identify the major historical events that led to the creation of multicultural and multilingual societies in these areas, with particular emphasis on the case of the U.S.
- * describe the complexity of social dynamics that arise in multicultural/multilingual contexts
- * describe the major characteristics of cultural production from a multicultural environment and identify these characteristics in specific works from the Spanish-speaking world
- * describe and exemplify the major characteristics and behaviors of individual and societal multilingualism (code-switching, diglossia, language transfer, borrowing, etc.)
- * situate personal reactions to cultural and linguistic contact situations in an informed historical and social context. [return to course list](#)

SPAN 311: Advanced Writing in Spanish- Various

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

SPAN 315: Spanish Phonetics- Davis

This class is an introduction to Spanish phonetics, with two main objectives: Students will learn to (1) analyze the sound system of Spanish and (2) contrast it to that of English in order to improve their pronunciation in Spanish, correcting phonetic features that may inhibit comprehension. We will also study basic language variation in the Spanish-speaking world (dialects). [return to course list](#)

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

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

SPAN 317: Survey of Peninsular Spanish Literature- Herrmann

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

SPAN 319: Survey of Spanish American Literature- Gladhart

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

SPAN 320: Intensive Spanish Grammar Review- Various

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

SPAN 328: Hispanic Literature in the United States- Taylor

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

SPAN 330: Introduction to Spanish Poetry- Powell

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

SPAN 333: Introduction to Spanish Narrative- Epple

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

SPAN 363: Lo urbano y su otro en la crónica y el cine de México- Taylor

En esta introducción a la producción literaria y cinematográfica del México contemporáneo, exploraremos algunas representaciones de la vida rural y urbana en ensayos breves, crónicas periodísticas, cuentos y películas (ficcional y documentales). Identificaremos las maneras en que se han construido algunas dicotomías tales como urbano/rural, cosmopolita/folklorica, tradicional/vanguardista, masculino/femenino, público/privado, primer mundo/tercer mundo,

sujeto/objeto, espacio edénico/apocalíptico en función a los proyectos modernizadores del estado-nación. Luego discutiremos las maneras en que estas dicotomías que rigen las relaciones entre ciudad y campo en el espacio nacional se desarticulan al ser sometidos a la lógica de la globalización neoliberal de fines del siglo XX y principios del XXI. [return to course list](#)

SPAN 407: Poética urbana: la ciudad transatlántica 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; desde teóricos como Walter Benjamín y Georg Simmel hasta poetas como José Martí, Rubén Darío, Federico García Lorca, Luis Cernuda, Rosario Castellanos y Nancy Morejón. [return to course list](#)

SPAN 407: Contemporary Latin American Short Story- Epple

This course will focus on the development of 20th Century Latin American short story, from Modernism to the postmodern trends. Special attention to the concepts of magical realism and the fantastic. [return to course list](#)

SPAN 407: Shamanism Literature- Sepulveda

no description available

SPAN 420/520: Languages of the Iberian Peninsula- Davis

The Iberian peninsula is the point of origin of two of the world's great languages, Spanish (or castellano, third in the world, in number of speakers) and Portuguese (fifth). It is also home to other Romance languages (Catalan, Galician, etc.) and a non-Romance tongue (Basque). How did these languages rise to such prominence? What do they have in common? What is their future? This course will trace the evolution of Iberian Romance languages from their roots in the Latin of Hispania to their global presence through colonial expansion to the Americas and beyond. In the process, we will carry out a linguistic comparison (phonetics, vocabulary, morphology, and syntax) of Iberian Romance varieties and explore the historical and sociolinguistic forces that come into play in the creation of standard languages and the relegation of non-standard varieties to the margin. Readings and class discussion will be in Spanish, and evaluation will be based on exams, linguistic problem sets, and a final research project, written in Spanish.

Requirements:

- SPAN 320 or equivalent course on the structure of the Spanish language
- Basic familiarity with the International Phonetic Alphabet (IPA)
- Minimal knowledge of at least one other Iberian language (Portuguese, Catalan) is not required, but recommended.

- This class is about linguistics, not literature. Previous coursework (e.g. SPAN 315, LING 301) is recommended.

This class counts for the “expertise, in residence” requirement of the B.A. in Spanish. This class can count for any period of the M.A. in Spanish, with the approval of the advisor and the selection of an appropriate final project. [return to course list](#)

SPAN 450: Mestizaje- Garcia Pabon *CANCELED*****

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

SPAN 452: Renaissance and Baroque Poetry- Powell

This course on "Early Modern Comedia: Gendered Representations" explores the enormously popular theater of the 17th century, the comedia written in verse form and performed for audiences of all social classes. We will investigate how these plays represent gender roles and what factors (socially and theatrically) account for the success of women as well as men playwrights. Authors include Tirso de Molina, Lope de Vega, Ana Caro, Marcela de San Félix, and Sor Juana Inés de la Cruz among others. [return to course list](#)

SPAN 466/566: La poesía y la prosa en los umbrales de la modernidad- Middlebrook

Una examinación de las ideas sobre la poesía y la prosa en los siglos XVI / XVII, con énfasis el puesto en tres escritores principales: Luis de Góngora (Soledad 1), Miguel de Cervantes (Don Quijote 1), Lope de Vega (La Dama Boba). Además, leemos a algunos poemas sueltos por Juan Boscán, Garcilaso de la Vega, Hernando de Acuña, Gutierre de Cetina.

La poesía y la prosa existen en una tensión marcada en esta época, y el propósito de nuestro seminario será aclarar el papel imaginado para la literatura en el contexto de la modernización de la cultura, a través de la identificación de algunos de los sueños, las fantasías y las ideologías que informan los debates sobre la poesía, la prosa y la escritura en general en esta época.

OJO: este es un seminario avanzado, con lecturas largas y algo complicadas. La materia recibirá toda mi atención, y pido lo mismo de Uds. [return to course list](#)

SPAN 490: Escritoras caribeñas- Triana

This course examines twentieth century literature by women from the Spanish-speaking Caribbean. Topics studied include: colonialism and imperialism, the politics of language, Caribbean/Antillean creole identities, migration, racialized and gendered identities, and feminist genealogies of resistance. Authors include: Luisa Capetillo, Ana Lydia Vega, Nancy Morejón, Mirta Yanez, Angela Hernandez, Mayra Santos-Febres, Rosario Ferre, Daisy Coco de Filippis, Aida Cartagena Portalatin, Julia de Burgos, Zoe Valdes, Nancy Alonso, Gloria Rolando. [return to course list](#)

SPAN 607: Celestina en su salsa- Wacks

Close reading of Fernando de Rojas' 1499 masterpiece with primary and secondary readings on related historical, intellectual, and social issues. Period 1. [return to course list](#)

SPAN 607: Theater and Immigration- Gladhart

This course will focus on plays that treat migration--both into and out of Latin America--from the early 20th through the early 21st century. Plays from Argentina, Mexico, Ecuador, and the U.S. will allow us to discuss the theatrical representation of migration in the theaters of both "sending" and "receiving" countries. Playwrights studied may include Roberto Cossa, Hugo Salcedo, Armando Discépolo, Dolores Prida, Victor Hugo Rascón Banda, and Artístides Vargas. The course will be conducted in Spanish, though a few readings may be in English or a combination of English and Spanish. Critical readings will be drawn from Adam Versényi, Ileana Diéguez, Diana Taylor, and others. [return to course list](#)

RL 407/507: Idea of Europe- Gould & Moore

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

RL 623: Cultural Legacies of the Haitian Revolution in the Romance Language World- F. Moore & Triana

The Haitian Revolution is the only revolution in the Age of Enlightenment fought for racial equality. Yet this *raison d'être* often accounts for its consistent omission from historical and literary narratives of this period. We aim to redress this absence by re-centering the Haitian revolution to examine an event with profound hemispheric and transatlantic reverberations. We will examine the philosophical questions raised by the revolution itself as well as its impact on the political and cultural imagination of the modern world. The seminar will include guest speakers to expose students to critical and theoretical issues central to the study of the Haitian revolution in Romance languages and literatures. Readings will combine historical and theoretical approaches (C.L.R. James, Michael Dash, Michel-Rolph Trouillot, Laurent Dubois, Sybille Fisher, David Geggus, Sue Peabody, Jeremy Popkin, Anibal Quijano) with primary sources including films (by Gillo Pontecorvo, Gloria Rolando, Raoul Peck, Maya Deren), drama (Olympe de Gouges, Lamartine, Aimé Césaire, Maryse Condé), and fiction from the eighteenth century to the present (possible authors include: Antenor Firmin, Claire de Duras, Victor Hugo, Alexandre Dumas, Alejo Carpentier, Rene Depestre, Pedro Mir, Edwidge Danticat, Lyonel Trouillot, Dany Laferrière, Marie Chauvet, Isabel Allende, Madison Smartt Bell, Pablo Armando Fernandez, Myriam Chancy, Dionne Brand, Nalo Hopkinson). While the course is taught in English, it may bear credit for all degree programs in Romance Languages. [return to course list](#)

SUMMER 2011

SPAN 101, 102, 103: 1st Year Spanish

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

SPAN 201, 202, 203: 2nd Year Spanish

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

SPAN 301: Identidades Hispanas (4) June 20-July 17.

Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Taught in Spanish. Prereq: SPAN 203. [return to course list](#)

SPAN 303: Expresiones Artisticas (4) June 20-July 17.

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

SPAN 305: Cambios Sociales (4) July 18-August 10.

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

SPAN 316: Survey Peninsula Spanish Literature (4) June 20-July 17.

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

SPAN 317: Survey Peninsula Spanish Literature (4) July 18-August 10.

Through the late 18th, the 19th, and the 20th centuries, modern Spain underwent drastic political and social changes and reversals that include absolutist monarchical rule, foreign occupation, republican democracy, and fascist dictatorship. Until the mid-20th century, its population endured massive illiteracy, poverty, and emigration, accompanied by limited industrialization, widespread censorship, control by a powerful elite, and a traumatic civil war with a period of state-sponsored terror in its aftermath. By contrast, the last four decades have brought a complex "transition" to democratic rule under a parliamentary monarchy integrated into the "new Europe" [accurate terms?]. This rapidly changing society is confronting movements advocating for regional autonomy, gender equity, and the rights of a diverse and teeming immigrant population, among other issues. Across this time frame, Spanish writers participate in regional, national, and

international literary and artistic movements that reflect intellectual, political, and social realities. This course examines texts from the modern period as artistic works in their own right and as expressions of cultural inquiry. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

SPAN 319: Survey Spanish-American Literature (4) June 20-July 17.

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

SPAN 320: Intensive Grammar Review (4) June 20-July 17 & July 18- August 10.

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

SPAN 328: Hispanic Literature in the United States (4) June 20-July 17.

This course is an introduction to literature by Hispanic writers in the United States. Students will read a range of literary genres by 19th and 20th century Hispanic authors and will address relevant literary, cultural and social themes in class discussion and writing assignments. Course material varies in theme. Topics studied include: borderlands, US-Latin American relations, the politics of language, Chicano/Latino identities, Chicana/Latina feminism, migration and exile, and popular culture. Students are expected to read, discuss, and write in Spanish, although course material varies in linguistic registers (Spanish, English, Spanglish, Caló, etc.). This course satisfies the "American Cultures" category for the UO Multicultural Requirement. Prereq: two from SPAN 301, 303, 305. [return to course list](#)

SPAN 330: Introduction to Spanish Poetry (4) July 18-August 10. *****CANCELED*****

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

SPAN 333: Introduction to Spanish Narrative (4) July 18-August 10.

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

SPAN 407 Short Stories on Stage (4) July 18-August 12.

¿Qué se pierde y qué se encuentra al transformar un cuento en una obra de teatro? ¿Cómo hacer para que un material ajeno sea propio? Trabajaremos con cuentos de José Félix Fuenmayer, Colombia; Christian Peri Rossi, Uruguay; Virgilio Piñera, Cuba; Enrique Anderson Imbert, Argentina. Prereq: two from SPAN 316, 317, 318, 319. [return to course list](#)

SPAN 410/510 Spanish for Reading Knowledge (4) June 20-July 15.

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

SPAN 410 Andean Cinema: Peru and Bolivia (4) June 20-July 15- *CANCELED*****

Introduction to understanding the production, distribution, and socio-cultural impact of contemporary Andean cinema in the 20th and 21st century. Prereq: two from SPAN 316, 317, 318, 319. *****CANCELED***** [return to course list](#)

SPAN 490 Muerte, alcohol y sociedad en la obra de Jaime Saenz (4) June 20-July 15

Jaime Saenz es el escritor más importante del siglo XX en Bolivia. Su obra es una mezcla de búsqueda mística en/por el alcohol, reflexión sobre el hecho y el sentido de la muerte, representación del complejo contexto social boliviano, y expresión de su profundo amor por la gente de la ciudad de La Paz. En este curso leeremos su obra narrativa y poética, y su relación tanto con su vida como con los cambios sociales de la época. Prereq: two from SPAN 316, 317, 318, 319. [return to course list](#)

SPAN 490/590 Latin American Fantastic Short Story (4) June 20-July 15

A close analysis of literary texts on the evolution of Latin American short stories from the 19th Century to recent writers. Prereq: two from SPAN 316, 317, 318, 319. [return to course list](#)

SPAN 490/590 Narcoviolence and the US/Mexican Border (4) July 18-August 12

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

RL 407/507: Travel Literature in the Age of Exploration (4) July 18-August 12

Travel Literature in the Age of Exploration This course examines French, Italian, and Spanish travel narratives by men and women who traveled in Europe, the Americas, Africa and Asia 1300-1700. Prereq: One 300-level course in any Romance language. [return to course list](#)