

Spanish Course Descriptions: 2013/2014

To view course descriptions simply click on a course number or scroll down.
 For classes with a language focus (101-203) see the [UO class schedule](#) or the UofO [Online Catalog](#).

Only courses with [active links](#) will be offered during the 2013/2014 academic year

FALL 2013	WINTER 2014	SPRING 2014	SUMMER 2014
SPAN 150	SPAN 150	SPAN 150	101, 102, 103
SPAN 151	SPAN 151	SPAN 151	201, 202, 203
SPAN 301	SPAN 301	SPAN 301	SPAN 301, 303, 305
SPAN 303	SPAN 303	SPAN 303	SPAN 308
SPAN 305	SPAN 305	SPAN 305	SPAN 316 ♦
SPAN 307	SPAN 307	SPAN 307	SPAN 317 ♦
SPAN 308	SPAN 308	SPAN 308	SPAN 318 ♦
SPAN 311	SPAN 311	SPAN 311	SPAN 319 ♦
SPAN 312	SPAN 312	SPAN 312	
SPAN 316 ♦	SPAN 316 ♦	SPAN 316 ♦	SPAN 320
SPAN 317 ♦	SPAN 317 ♦	SPAN 317 ♦	SPAN 328 ♦
SPAN 318 ♦	SPAN 318 ♦	SPAN 318 ♦	SPAN 333 ♦
SPAN 319 ♦	SPAN 319 ♦	SPAN 319 ♦	SPAN 399
SPAN 320	SPAN 320	SPAN 320	SPAN 407/507♦
SPAN 322 ♦	SPAN 322 ♦	SPAN 322 ♦	
SPAN 328 ♦	SPAN 328 ♦	SPAN 328 ♦	SPAN 410/510♦

SPAN 330 ♦	SPAN 330 ♦	SPAN 330 ♦	SPAN 460 ♦
SPAN 331 ♦	SPAN 331 ♦	SPAN 331 ♦	SPAN 490/590♦
SPAN 333 ♦	SPAN 333 ♦	SPAN 333 ♦	
SPAN 361	SPAN 361	SPAN 361	
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 424/524	SPAN 424/524 ♦	SPAN 424/524	
SPAN 425/525	SPAN 425/525 ♦	SPAN 425/525	
SPAN 428 ♦	SPAN 428 ♦	SPAN 428	
SPAN 436/536	SPAN 436/536	SPAN 436/536	
SPAN 437/537 ♦	SPAN 437/537	SPAN 437/537	
SPAN 438/538 ♦	SPAN 438/538	SPAN 438/538	
SPAN 450/550 ♦	SPAN 450/550	SPAN 450/550 ♦	
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 607	RL 607	RL 410/510	
RL 608	RL 620	RL 623	

◆ = counts toward on-campus requirement for **MINOR** only

◆ = counts toward on campus requirement for **MAJOR** and **MINOR**

** There may be more than one course with this course number offered during the same term**

FALL 2013

SPAN 150: Cultures of the Spanish Speaking World- Davis

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

Objective. Students will be able to...

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

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

–identify the linguistic and cultural stereotypes associated with English and Spanish dialects
–recognize their own visceral reactions to specific language features . [return to course list](#)

SPAN 301: Cultura y lengua: identidades hispanas- Various

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

SPAN 303: Cultura y lengua: expresiones artísticas- Various

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

SPAN 305: Cultura y lengua: cambios sociales- Various

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

SPAN 307: Oral Skills (2 credits)- Moore

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

SPAN 308: Comunidades Bilingües- Various

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

SPAN 311: Advanced Writing in Spanish- Various

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

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

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

SPAN 318: Survey of Spanish American Literature- García-Pabón ♦

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

SPAN 319: Survey of Spanish American Literature- Taylor ♦

En este curso proponemos analizar una diversa colección de obras literarias hispanoamericanas que se publicaron entre finales del siglo XIX hasta nuestros días. Consideraremos estas obras de en relación al contexto histórico de la formación de los estados nacionales en una emergente orden neo-colonial. A través de un estudio riguroso y activo de cada obra de poesía, ensayo, cuento y testimonio a nivel de tono, lenguaje figurativo y otros aspectos estilísticos, nuestros objetivos de aprendizaje principales serán:-Superar nuestro nivel de competencia lingüística así

como nuestro conocimiento histórico y cultural sobre las Américas; -Interpretar los diversos significados y evocaciones que cada una de estas obras literarias pudiera haber tenido para sus lectores en su momento de difusión además de considerar su relevancia y nuevas posibilidades interpretativas para nosotras/nosotros hoy en día; -Identificar las maneras en que la literatura y otros tipos de producción cultural revelan las contradicciones y tensiones entre los legados coloniales, los proyectos élites de independencia y los movimientos populares de emancipación laboral e identitaria en las sociedades hispanoamericanas. Prerequisitos: Writing 120 y 121; Por lo menos dos entre SPAN 301, 303, 305, 308. Asistencia obligatoria. [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 322: Introduction to Hispanic Linguistics- Holguin ♦

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

SPAN 330: Introduction to Spanish Poetry- Powell ♦

SPAN 330 introduces Spanish, Latin American, and U.S. Latin@ lyric poetry from the Middle Ages to the present. We investigate the life of poetry through sound, imagery, allusion, and other means. This is a course in appreciation – learning to delight in the nuances and powers of poetic language – and in the critical analysis of complex texts. [return to course list](#)

331 Introduction to Spanish Theater- Gladhart ♦

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

333 Introduction to Spanish Narrative- Bottaro ♦

Descrita por Roland Barthes en su canónico ensayo, “Introducción al análisis estructural del relato”, como internacional, transhistórica y transcultural, la narración se manifiesta en el mundo de modos innumerables. ¿Qué es narrar? ¿Cuáles son los elementos de una narración? ¿Cuáles son las mediaciones que aparecen en la construcción de una historia narrativa? En este curso leeremos una amplia selección de diferentes tipos de textos narrativos de autores españoles y latinoamericanos. Prestaremos particular atención al análisis crítico formal, considerando las conexiones con los contextos de producción de los textos. Introduciremos e incorporaremos en nuestras discusiones la terminología y los conceptos clave de crítica literaria y análisis de

narrativa. Además, discutiremos la relación entre la narración y la historia, la narración y los medios audiovisuales (fotografía, televisión, cine), los conceptos de verosimilitud, mimesis y la relación entre la narración y la construcción de la memoria histórica. [return to course list](#)

SPAN 407: Medieval Romance: Caballero Zifar – Wacks ♦

In this class we will read *El Libro del Caballero Zifar*, a 14th-century novel written in medieval Castilian (Spanish). We will focus on comprehension of the original text and on interpretation of the text in its literary, historical, social, political, and religious contexts. Students will write modernizations and critical commentaries of selected chapters. This critical practice will culminate in a longer critical essay to be completed by finals week [return to course list](#)

SPAN 407: Revolutionary Print in Spanish American Literature- Bottaro ♦

When you hear the word “technology”, you may think of your computer or your iPhone, but you probably don’t think of newspapers or the printing press. These inventions, however, were a technological innovation that dramatically changed how we communicate and how we think, and produced a radical transformation in culture. The introduction of the printing press into Spanish America hastened the collapse of Spanish imperial control and played a major role in the transition from colony to independence. Writing and print media gave legitimacy to incipient republican states, wedding print to power in new ways. After independence, print culture, in the form of newspapers, political advertisements and documents, caricatures, pamphlets, and even stamps, almanachs and currency, nurtured a new identity and helped sustain the region through the tumult of civil war in the mid-1800. By the end of the century, educators and state bureaucrats pushed for public primary education and literacy as components of progressive, “civilized” nations. In this course we will explore the impact of journalism and journalistic rhetoric on the development of Spanish American literature, from the late colonial period to the revolutionary wars, from the emergency of the culture industry that combines urban chronicles with caricatures to the aesthetized avant-garde “revistas literarias”, from political manifestos to censored op-eds during dictatorships, from testimonial and documentary accounts of contemporary writers to electronic media. By exploring the intertwined relationship between journalism and the development of Spanish American Literature, we will trace the ways in which journalistic texts prescribe, describe and carry out a modernizing impulse that promotes social and political change. From a material culture-based theoretical framework, we will pay special attention to the relationship between print culture and modernity, censorship and revolution, popular culture and culture industry, and the intersection of print with war, race, and identity formation. [return to course list](#)

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 en el ámbito publicitario en caso de que el alumno tenga interés en ello. Realizaremos además ejercicios de traducción y escritura dirigida, y leeremos textos ad hoc a los proyectos individuales de escritura. Al término del curso, el alumno deberá presentar como

proyecto final un conjunto de escritos creativos que den cuenta de su trabajo en clase, incluyendo borradores y correcciones. La última sesión de clase será una presentación pública del proyecto final dirigida a la comunidad universitaria. [return to course list](#)

SPAN 428: Spanish Sociolinguistics in the US- Holguin ♦

This course provides the background knowledge and analytical tools to critically explore the use of the Spanish language, its linguistic characteristics, and narratives about its use within the United States. The goals of this course include the assessment of language stereotypes, common beliefs, and media discourses, as well as one's own positioning on the borderlands. [return to course list](#)

SPAN 437/537: Spanish Civil War and Transatlantic Studies- Enjuto-Rangel ♦

En este curso analizaremos la revolución poética que provocó la guerra civil española, y cómo la literatura contemporánea repiensa y rescribe la guerra décadas después del fin de la dictadura de Franco. La discusión se centrará en dos preguntas: ¿Cómo es que se representó y se peleó la guerra a través de la poesía? ¿Cómo es que la literatura y el cine contemporáneo la recuerda y reinterpreta? La guerra civil española unió a muchos escritores y artistas latinoamericanos y españoles que estaban a favor de la República española y en contra del golpe de estado fascista. Estudiaremos la guerra civil como un conflicto nacional e internacional, y nos concentraremos en el análisis de textos literarios, películas, documentales, estudios críticos, históricos y teóricos que nos lleven a repensar cómo escribimos la memoria histórica. Entre otros textos contemporáneos, discutiremos las novelas y las películas de Soldados de Salamina, Los girasoles ciegos, y La voz dormida. **M.A. Period 4** [return to course list](#)

SPAN 438/538- Identidades Nacionales y Culturas Fronterizas/National Identities and Border Cultures- Taylor & Epple ♦

The concept of the nation is a recent phenomenon, taking form in most cases in Latin America in the nineteenth century, where Eurodescendent elites adapted European and US recipes for nation building. The construction of national identity based on common territory, common language and a series of myths, public rituals and symbols has imposed a system of inclusion and exclusion based on racial, ethnic, language and gender norms. However, in border regions or "frontier zones" throughout the Americas, local cultural formations clash with official notions of national identity, revealing the fictions, contradictions, and fissures within the hegemonic project of nation building. This historical phenomenon takes on new relevance in our present moment, where immigration and globalization give rise to both neo-nationalisms and affirmations of global citizenship. This advanced undergraduate/graduate seminar will focus specifically on contested national identities and border cultures in the Americas. We will introduce current research on nation building and border politics, focusing specifically on several multiethnic regions in the Americas where dominant ideals of nationhood are contested by immigrants and historically marginalized groups within national borders. Our focus on national state formation and borderlands identities along the US-Mexico border and in other border regions of the Americas aims to understand how the cultural construction of nationhood has been established through exclusion, inclusion and appropriation, as well as how minority communities contend with these processes. Course conducted in Spanish. **Prerequisites:** SPAN 311 and at least two of SPAN 318, 319, 328. **M.A. Period 3 or 4** [return to course list](#)

SPAN 450/550 – Epica y la conquista de America- García-Pabón ♦

Este es un curso sobre los textos épicos que relatan la conquista de América, tanto escrito por europeos como por indígenas. Algunos de los temas a explorar son: la construcción del sujeto conquistador, la crítica moral a la conquista, la venganza simbólica de los conquistados, forma épica y novela. Textos a leer: La Araucana, Cartas de relación, Verdadera historia de la conquista de México, La tragedia del fin de Atahualpa, Lima fundada, La conquista de la Nuevo México.

MA period: 1. [return to course list](#)

SPAN 452: Early Modern Comedia: Gendered Representations- Powell ♦

This course explores the popular theater of the 17th century, known as comedia, written in verse form and performed for audiences of all social classes. We investigate the esthetic effects and social concerns of these plays, including how they represent gender roles and what factors account for the success of women as well as men playwrights. Authors include Tirso de Molina, Lope de Vega, Ana Caro, and Sor Juana Inés de la Cruz. [return to course list](#)

SPAN 452/552: Introduction to Early Modern Spanish Poetry- Middlebrook ♦

An introduction to Peninsular Spanish lyric poetry of the sixteenth and seventeenth century, with emphasis on its contexts in theories of knowledge. Students will be introduced to the concepts of aesthesis, poiesis, allegory, Neoplatonism, Stoicism, Petrarchism and Cartesian method. We will also discuss currents in early modern Spanish politics and culture, from the rise of the monarchy and the culture of the courtier, to imperialism, to baroque urbanism and desengaño. Writers studied include Gonzalo de Berceo, Juan Boscán, Garcilaso de la Vega, Hernando de Acuña, Fernando de Herrera, Lope de Vega, Luis de Góngora, Francisco de Quevedo, and that clever and transgressive figure, “anonymous.” Short critical readings in English and Spanish will help frame some of the issues we will discuss. In addition to consistent, prepared attendance and participation (in-class and online), course requirements for undergraduates include three short response papers (3-4 pages), and mid-term exam. Graduate students are required to write a final paper of ~10 pages and to take the midterm and final. **M.A. Period 1 or 2** [return to course list](#)

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

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

SPAN 690: Spain Imagines Post-Empire America- García-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. These five moments are:

the Enlightenment and the wars for independence
romanticism
the crisis of 1898
neocolonialism in the early 20th Century
the post-Civil War period

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. The emphasis on the struggle between modernization or Europeization, and traditionalism has displaced the debate about Spanish identity away from Spain's political and cultural involvement abroad. This seminar seeks to allow graduate students in Hispanic studies to challenge earlier narratives of the literary canon and invite them to look for traces of the colonial experience in the contemporary cultural archive. **M.A Periods 2, 3, and 4.** [return to course list](#)

RL 608: Workshop on Teaching Methodology – Davis

This course is the starting point for pre-professional training in the teaching of Romance languages (French, Italian, and Spanish) to adults. The class readings, lectures, discussions, and portfolio activities will help you to:

- design and implement a complete instructional sequence for new material, with attention to sequencing of activities, learning styles, and modes of communication (presentational, interpretive, interpersonal);
- personalize instruction for a diverse group of learners, with different motivations and interests in language study;
- demonstrate knowledge and understanding of major concepts and the historical context of the field of language learning and teaching in the U.S.;
- utilize effectively and appropriately a range of technologies for the second language classroom; and
- reflect on your own professional practice and by analyzing and evaluating your own teaching and that of your peers.

This class is required of all new GTFs in Romance Languages. [return to course list](#)

◇ = counts toward on-campus requirement for **MINOR** only

◆ = counts toward on campus requirement for **MAJOR** and **MINOR**

WINTER 2014

SPAN 301: Cultura y lengua: identidades hispanas- Various

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

SPAN 303: Cultura y lengua: expresiones artísticas- Various

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

SPAN 305: Cultura y lengua: cambios sociales- Various

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

SPAN 308: Comunidades Bilingües- Various

The focus of this course is to explore the many linguistic communities where Spanish comes in contact with other languages and cultures. Students will study Spanish language beginning with its historic origins and its growth into the different regional and dialectal varieties that currently exist in the United States and in other countries throughout the world. [return to course list](#)

SPAN 311: Advanced Writing in Spanish- Various

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

SPAN 317: Survey of Peninsular Spanish Literature- Herrmann ◇

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

SPAN 318: Survey of Spanish American Literature- Bottaro ◇

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

SPAN 319: Survey of Spanish American Literature- García-Caro ◇

Curso panorámico que estudia las grandes corrientes de producción cultural y literaria en la América hispana desde la independencia de España en 1810-1824 hasta el presente. Al ser un curso que estudia una amplia diversidad de autores, países y periodos, los participantes deberán familiarizarse con la historia política por un lado (Skidmore & Smith, *Modern Latin America*) y con la historia literaria por otro (Franco, *An Introduction to Spanish American Literature*), al tiempo que leerán una amplia diversidad de textos, cuentos, poemas, ensayos y una obra de teatro completa (Dorfman, *La muerte y la doncella*). La mayor parte de lecturas buscarán ilustrar

los debates y tensiones socio-culturales de cada periodo, al tiempo que serán una muestra de las técnicas estéticas desplegadas por cada autor o autora. Uno de los objetivos fundamentales de la serie de conferencias es familiarizar a los participantes en este curso con la amplia serie de creadores, debates, y con las técnicas de análisis y comentario literario en español. En las clases semanales de conversación y debate se profundizará en el análisis de textos individuales para retomar las cuestiones centrales de la semana y potenciar las destrezas orales y escritas de los participantes. [return to course list](#)

SPAN 320: Intensive Spanish Grammar Review- Zabala

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

SPAN 322: Introduction to Hispanic Linguistics- Holguin ◇

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

SPAN 328: Literatura e identidades culturales chicanas y transfronterizas: Del tratado de Guadalupe-Hidalgo a los Tratados de Libre Comercio- Taylor ◆

A lo largo de su corta historia, la frontera entre los Estados Unidos y México ha sido una grieta y un imán, un espacio conflictivo para los pueblos diversos que habitan esta región de las Américas. Las historias de estos pueblos revelan la existencia de un “tercer país,” un “borderlands” tanto psíquico como geocultural, donde las experiencias personales y colectivas se entrecruzan, no solo en la frontera misma, sino también frente a los múltiples mecanismos de incorporación y exclusión codificados en maneras a veces explícitas y a veces sutiles en la sociedad y las instituciones estadounidenses. En este curso analizaremos la producción cultural chicana y de la diáspora mesoamericana contemporánea. Nos enfocaremos en algunos momentos claves de construcción y reformulación de la frontera y de los discursos de pertenencia y exclusión étnico-raciales, culturales y lingüísticos desde la expansión anglo-estadounidense de mediados del siglo XIX hasta nuestros días. Nuestros objetivos incluirán: -Avanzar nuestro nivel de español académico así como nuestro conocimiento histórico y cultural sobre las Américas desde las perspectivas de los que afirman que no cruzaron la frontera, sino que la frontera les cruzó a ellos; -Familiarizarnos con diversas perspectivas sobre las identidades sociales y los mecanismos de privilegio y discriminación, inclusión y exclusión en los Estados Unidos; - Identificar las maneras en que la literatura y otros tipos de producción cultural chicana y latina como el arte comprometido y el cine documental dialogan con los movimientos populares de emancipación laboral e identitaria en la sociedad latinounidense. (neologismo propuesto por Prof. Eliana Rivera, Universidad de Arizona); -Interpretar los diversos significados y evocaciones que cada una de estas obras literarias y otros tipos de producción cultural pudiera haber tenido para sus lectores/público en su momento de difusión y luego considerar su relevancia y nuevas posibilidades interpretativas para nosotras/nosotros hoy en día; -Analizar las maneras en que las/los artistas, escritores, y activistas crean nuevas metáforas de identidad cultural y formas alternativas de pertenencia y sobrevivencia frente a las instituciones y

narrativas de formación y expansión nacional estadounidense; Trazar las conexiones entre diversos momentos de resistencia chicana y mesoamericana en norteamérica, en particular entre la lucha por los derechos civiles de los años '60 en adelante y la lucha por los derechos humanos tanto en los ámbitos laborales, migratorios y socio-culturales en nuestro momento actual. Asistencia Obligatoria. [return to course list](#)

SPAN 330: Introduction to Spanish Poetry- Wilhite ♦

El propósito de este curso es introducir las técnicas para el estudio de un género complejo por medio de la lectura de la poesía de lengua castellana. El estudiante habrá la oportunidad explorar los subgéneros importantes de la poesía: la épica, la canción, la serranilla, el soneto, el poema narrativo, la poesía mística, y la sátira y canción política. Los estudiantes terminarán el curso con una base de conocimiento de la poesía en lengua española. También sabrá formular argumentos basados en un análisis de los textos. Tendrán la oportunidad practicar el comentario de texto siguiendo ejercicios que permiten desarrollar el ensayo paso a paso. [return to course list](#)

SPAN 330: Introduction to Spanish Poetry- Enjuto-Rangel ♦ [return to course list](#)

SPAN 333: Introduction to Spanish Narrative- García-Caro ♦

En este curso leeremos una novela central de la narrativa contemporánea en español: *Cien años de soledad* de Gabriel García Márquez. Además de estudiar el contexto de la historia de Colombia sobre el que se basa esta obra fundamental, analizaremos en detalle las estructuras narratológicas empleadas por Márquez. Los participantes en este seminario desarrollarán diferentes acercamientos a la lectura y comprensión de la prosa literaria y ensayística del castellano moderno, estrategias críticas de análisis literario avanzado, y avanzarán en su estudio de gramática, semántica y estilo. Es un curso diseñado para estudiantes de nivel intermedio y avanzado que hayan realizado ya cursos panorámicos de literatura y que potenciará el uso del español tanto oral como escrito en diversos registros sociales y regionales. Uno de los objetivos centrales del curso es el de ahondar en la comprensión de las estructuras y formulaciones narrativas del español, otro objetivo principal es el de la mejora de las capacidades de lectura y escritura en niveles avanzados y complejos de la lengua. Al mismo tiempo, desarrollarán toda una serie de estrategias nuevas de lectura rápida, comprensión, uso de diccionarios diversos, familiaridad con conceptos de historia cultural y narratología, y disfrutarán de la lectura de un clásico moderno. Lecturas secundarias obligatorias: Palacios and Safford, *Colombia: Fragmented Land, Divided Society* (2001); Bal, *Narratology: Introduction to the Theory of Narrative* (2009). [return to course list](#)

SPAN 407: Literatura de la Corona de Aragón- Wilhite ♦

Este curso se hará en lengua castellana con lecturas en ediciones bilingües cuando posible. El objetivo de este curso es introducir el estudiante al mundo medieval de un reinado cuya extensión llegaba a puntos mediterráneos muy lejos del territorio Español actual. El estudiante verá la multiplicidad de poderes, culturas, ámbitos sociales y sobretodo lenguas y letras del mediterráneo medieval. Tomaremos unas sesiones para familiarizarnos con las particularidades de las lenguas vernáculas del mundo romance de la edad media. Lecturas posibles vendrán de la tradición corteza de juglaría pero también del ámbito escolástico y religioso con atención prestada a las crónicas históricas.

Lecturas pueden venir de:

Guillem de Berguedà, Berenguer de Pallol, Guillem de Cabestany, Abril issia, Razos de trobar, So fo e-l tems por Raimon Vidal, Supplicacio a Alfonso X, Guiraut Riquier, Obras selectas de Raimon Llull, Tirant lo blanc, Joanot Martorell, Curial e güelfa, Lo somni, Bernart Metge, Obras selectas, Jordi di Sant Jordi, Obras selectas, Ausias March, Llibre dels fets, Llibre del rei En Pere de Bernat Desclot, Llibre de Ramon Muntaner, Llibre del rei Pere III, Disputa de Tortosa [return to course list](#)

SPAN 407/507: Spain and Islam- Wacks ♦

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

SPAN 424/524: History of the Spanish Language- Davis

In this class we will study the linguistic development of the Spanish language and some of the historical and social influences that have shaped it over the past two millennia: its roots in the popular Latin of Iberia, the impact of Visigoths and Arabic speakers, the classical period that formed the modern language, and the diversity of modern varieties that have developed since Spanish came to the Americas. Students who complete the class will be able to trace the history of the language by identifying its main historical periods, differentiate written texts from different periods through analysis of their linguistic characteristics, explain the main social and historical factors that have led to language variation, and identify the principal modern geolects. This class can count for **M.A. periods 1, 2, 3, or 4**, depending on the topic of the final project.[return to course list](#)

SPAN 425/525: Literary Translation: Theory & Practice- Powell ♦

This seminar-workshop ties practice in literary translation to readings on key theoretical issues and testimony by distinguished translators of the past and present. Shared exercises lead students especially to consider (1) the cultural contexts that inform literary texts and present challenges in translation; (2) the translation of poetic forms, experimental narrative structures, and figurative language; and (3) translation as a collaborative practice. Each student will complete an individual translation project of a text from the student's second language, translating in to the first, of a text representing the author, period, genre, etc. of the student's choice. Taught primarily in Spanish, with reference to English. Participants need 4th-year proficiency in both Spanish and English. Undergraduate prerequisites include at least two literary surveys (SPAN 316, etc.), with similar background in English literature preferred. *NOTE: SPAN 525 counts for **MA period 1, 2, 3 or 4** depending on final project. [return to course list](#)

SPAN 428: Spanish Sociolinguistics in the US- Holguin ♦

This course provides the background knowledge and analytical tools to critically explore the use of the Spanish language, its linguistic characteristics, and narratives about its use within the United States. The goals of this course include the assessment of language stereotypes, common beliefs, and media discourses, as well as one's own positioning on the borderlands. [return to course list](#)

SPAN 451: Gender & Mysticism: Femisticismo- Powell ♦

This course examines 16th- and 17th-century Spanish mystical writings in poetry and prose that express the search for and ecstasy of union with the divine. We also explore causes and conditions for women's participation in the genre in this period. We read spiritual texts by Luis de León, Teresa de Avila, Juan de la Cruz, Cecilia del Nacimiento, María de San Alberto and others as literature framed by cultural, historical, religious, and theoretical perspectives. [return to course list](#)

SPAN 452: Love and Friendship in Early Modern Spanish Poetry- Middlebrook ♦

An exploration of theories of love and friendship as these are represented in Spanish and Spanish American poetry of the sixteenth and seventeenth centuries. Students will be introduced to theories of Neoplatonic friendship and erotic love, and to key topoi in Renaissance and baroque poetry: unrequited desire, carpe diem, absence, jealousy, and the pleasures of married love. Writers studied include Juan Boscán, Garcilaso de la Vega, Hernando de Acuña, Gutierre de Cetina, Luisa de Carvajal, Teresa de Jesús, Bartolome de Alcazar, "Amarilis", sor Juana Inés de la Cruz, Luis de Góngora, Francisco de Quevedo, Lope de Vega. In addition to consistent, prepared attendance and participation, course requirements include three short response papers (2-3 pages), the memorization and recitation of a sixteenth- or seventeenth-century lyric, and a mid term exam. [return to course list](#)

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

The goal of this course is to examine radical disruptions to the socio-historical fabric of Atlantic spaces, focusing on cultural texts from the twentieth century. We will examine literary and cinematic texts, as well as critical and theoretical materials addressing the history of slavery and its aftermaths, the Haitian, Cuban and Luso-African revolutions, subalternity, concepts of diaspora, and post-national configurations in the Caribbean, Brazil and Africa. We analyze approaches that consider each of these as a unique space as well as one that represents the historical trajectories of the Black Atlantic. We will address questions such as: what is the importance of rebellion and revolution in narrating the history of the Global South? What are the social conditions that provoke upheaval—collective and personal; political and artistic? How are the Haitian and Cuban Revolutions reflected literature and culture? What function to race and gender play in the articulations of "rebellion"? We will consider "revolution" both in its politico-historical sense and its artistic expressions; students will gain knowledge of the critical histories of Atlantic spaces and be able to place the texts in relation to "canonical" national and continental literary histories. [return to course list](#)

SPAN 490: Indigenismo Andino- García-Pabón ♦

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

SPAN 490- Mestizos en la literatura latinoamericana.- García-Pabón ♦

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

SPAN 490/590: Culture of the Cuban Revolution in Context- Millar ♦

This course will provide an overview of the cultural-historical events, currents and artistic expressions of the Cuban Revolution (1959-present). Our goal is to examine and analyze the preceding contexts, the events of the revolution and its aftereffects through literature and film produced both by Cubans and in response to the Revolution elsewhere. We will focus on the questions about “engaged literature” that the Revolution provokes and the enthusiasm it garners among the international intellectual left, the particular literary and cinematic styles that develop through the Revolution and their groups and movements. As we move through the major phases of the Revolution, we will also examine issues of exile/ insilio, disillusionment and nostalgia that characterize literature written both on and off the island through the last decades of the twentieth century. **M.A. Period 4** [return to course list](#)

RL 407/507: Gendered Experiences of the Holocaust in the Romance World- Herrmann

This course will be designed around the concept of gender, looking to explore the ways in which gender identity, sexuality, love relationships, parenthood, and sexual violence impacted how individuals and groups experienced the Holocaust. Students will come away with a deeper understanding of the points of difference and similarity between male and female experiences in a variety of situations, including early persecution, concentration camp life, life in hiding, the fate of families, and the impact of the Holocaust on survivor’s gendered sense of self. The course aims to be interdisciplinary, and will expose students to texts from history, literature, autobiography, and film. Students will moreover devote a unit of study to the experiences of gays and lesbians; to how gender identity is expressed in Holocaust memoirs, diaries, and art. Because this course is cross-listed with Romance Languages, it will focus primarily, but not exclusively, on the production about and by people from Italy, France, Spain and Romania. Students seeking credit in French, Italian or Spanish will need to read primary texts in the target language and also write reviews of two target language critical articles or chapters dealing with the primary text. Graduate students will write a final research paper of 12 pages. [return to course list](#)

RL 407/507: Re-reading Petrarch in the Digital Era- Lollini

Stanley Fish has recently posed an important question that will be at the core of this course: “Does the digital humanities offer new and better ways to realize traditional humanities goals? Or does the digital humanities completely change our understanding of what a humanities goal (and work in the humanities) might be?” We will look for provisional and partial answers to these broad questions focusing on the Oregon Petrarch Open Book project being developed at the University of Oregon. We will address in a new perspective the relevance of Petrarch’s Canzoniere to the formation of modern lyric and love discourse, exploring various ideas of subjectivity as they relate to reconfigured notions of authorship and readership in the digital

environment. In true Web 2.0 fashion, students in selected activities (from transcribing manuscripts, incunabula and commentaries, to studying different translations and modern re-writings, from analyzing intersemiotic transpositions to creating tweets) will become discussants and contributors to the ongoing dialogue with the text and among its readers. The class will be organized in a scale-up learning environment specifically created to facilitate active, collaborative learning in a studio-like setting. Depending on the focus of their final projects graduate students may apply this course to the credits for **M.A. Periods 1, 2, 3 or 4**.

See the [Oregon Petrarch Open Book](http://petrarch.uoregon.edu/) at: <http://petrarch.uoregon.edu/>

RL 607: Doctoral Workshop- Taylor

Intercultural and Collaborative Approaches for Doctoral and Pre-Doctoral Candidates. This workshop is designed to give advanced Romance Languages PhD students the opportunity to share their writing and engage in constructive peer critique. Participants will have the opportunity to hone research and writing abilities in English and, to the best of our collective abilities, in the romance language(s) in which we work. We will also cover topics of professionalization specific to doctoral candidates charting unique research trajectories and preparing for the job market in higher education such as: identifying sources of internal and external funding; writing grant proposals; identifying and participating in relevant scholarly organizations, events and publications; assembling a dossier and preparing for interviews. [return to course list](#)

RL 620: Graduate Study in Romance Languages- Enjuto Rangel

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

◇ = counts toward on-campus requirement for **MINOR** only

◆ = counts toward on campus requirement for **MAJOR** and **MINOR**

SPRING 2014

SPAN 151: Spanish Cinema (2 credits)- DeGonzalez

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

SPAN 301: Cultura y lengua: identidades hispanas- Various

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

SPAN 303: Cultura y lengua: expresiones artísticas- Various

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

SPAN 305: Cultura y lengua: cambios sociales- Various

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

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

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

SPAN 308: Culture and Language- Vairous

Develops advanced language skills through the analysis of social and linguistic dynamics of communities in Spain, Latin America, and the United States where Spanish encounters another language. Taught in Spanish. Sequence with SPAN 301, 303, 305. [return to course list](#)

SPAN 311: Advanced Writing in Spanish- Various

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

SPAN 312: Spanish in the Media: El español en los medios de comunicación- Zunterstein

Advanced writing course for Spanish Heritage learners. Students will practice advanced writing skills such as argumentative writing, close readings and the development and defense of thesis statements while studying the presence and role of Spanish in various forms of media including television, internet, social media, telenovelas and more. Literary analysis is also included in the course content.

Prerequisites: any two of SPAN 301, 303, 305 or 308; SPAN 308 is recommended. Students may not receive credit for both SPAN 311 and 312 as they fulfill the same requirement for the Spanish major. Spanish Heritage learners should consider enrolling in 312 rather than 311. [return to course list](#)

SPAN 316: Survey Peninsular Spanish Literature- Powell ◇

Close reading, appreciation, and analysis of peninsular Spanish literature from the 12th through 17th centuries, including an examination of key features of medieval and early modern history and of the multicultural Iberian world that shape these 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- Millar ◇

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

SPAN 320: Intensive Spanish Grammar Review- Murcia

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

331 Introduction to Spanish Theater- Powell ♦

We explore the basics of literary-theatrical art in Spanish, by women and men authors, from a medieval religious auto sacramental, to the celebrated genre of comedia in the seventeenth-century Baroque period – in both early modern Spain and colonial New Spain (Mexico), to modern drama. Each of these plays has been influential and popular from its own day to now. These works give us unforgettable characters, lively uses of language, and socially conscious insight into the role of such forces as religion, social class, commerce, gender – and of course sexuality – in shaping the cultural world and the popular concerns of each period. [return to course list](#)

333 Introduction to Spanish Narrative- Bottaro ♦

Descrita por Roland Barthes en su canónico ensayo, “Introducción al análisis estructural del relato”, como internacional, transhistórica y transcultural, la narración se manifiesta en el mundo de modos innumerables. ¿Qué es narrar? ¿Cuáles son los elementos de una narración? ¿Cuáles son las mediaciones que aparecen en la construcción de una historia narrativa? En este curso leeremos una amplia selección de diferentes tipos de textos narrativos de autores españoles y latinoamericanos. Prestaremos particular atención al análisis crítico formal, considerando las conexiones con los contextos de producción de los textos. Introduciremos e incorporaremos en nuestras discusiones la terminología y los conceptos clave de crítica literaria y análisis de narrativa. Además, discutiremos la relación entre la narración y la historia, la narración y los medios audiovisuales (fotografía, televisión, cine), los conceptos de verosimilitud, mimesis y la relación entre la narración y la construcción de la memoria histórica. [return to course list](#)

SPAN 399: Latin American Politics- Urioste ♦

Esta materia introduce los estudiantes a la historia de Latinoamérica durante el siglo XX, enlazando el estudio de los eventos políticos preponderantes con el análisis de los conceptos empleados para discutir aquellos fenómenos.

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

SPAN 407: Medieval Romance: Amadis de Gaula – Wacks ♦

In this class we will read *Tirante el Blanco*, an early 16th-century translation into Castilian (Spanish) of the 15th-century Catalan adventure romance. We will focus on comprehension of the original text and on interpretation of the text in its literary, historical, social, political, and religious contexts. Students will write critical commentaries of selected readings. This critical practice will culminate in a longer critical essay to be completed by finals week. [return to course list](#)

SPAN 407: Prison Narratives from Francoist Spain- Herrmann ♦

La Guerra civil española no terminó en 1939. El régimen dictatorial y cuasi fascista del General Franco continuaba en lo que podríamos llamar “el frente carcelario.” Se estima que en 1940 más de 200,000 hombres sufren la reclusión por motivos políticos. ¿Cuántas personas viven la reclusión más o menos prolongada durante los treinta y seis años que median entre 1939 y 1975? Tampoco se conocen con exactitud las cifras correspondientes. Entre otras razones, porque muchos que pasaron largas temporadas en campos de concentración y trabajo o en batallones de fortificación y castigo, no figuran en las estadísticas.

En este curso vamos a estudiar la historia del sistema carcelario del franquismo, presentando particular atención a su representación en el cine y en el texto autobiográfico-novelístico, y la historia oral. Definiremos e incorporaremos en nuestras discusiones la terminología y los conceptos clave de crítica literaria y análisis de narrativa. Hablaremos de los distintos modos de recuperar el pasado de represión y terror: melodrama, testimonio en clave político, el documental. Estudiaremos una colección de testimonio de mujeres presas, una novela célebre: *La voz dormida*, un libro de memorias por el poeta Marcos Ana (preso durante décadas). Exploraremos la interpretación audio-visual de la memoria de la cárcel y de la tortura en filmes: *La voz dormida*, *Memorias de una guerrillera*, entre otros. [return to course list](#)

SPAN 407: Latin American Detective Fictions- Epple ♦

This seminar will offer an introduction to the contemporary Latin American detective fiction, from the traditional whodunit, the hard boiled to the new trend in Latin American fiction, called neopolicial or new detective novel. Readings will include stories by Jorge Luis Borges, Gabriel García Márquez, Juan Carlos Onetti, Ramón Díaz Eterovic, Leonardo Padura, Paco Ignacio Taibo II, María Elvira Bermúdez, as well as selected critical articles on the genre. [return to course list](#)

SPAN 407/507: The Idea of Latin America: Literature, Philosophy, & Theory- García-Caro ♦

This advanced seminar considers different intellectual debates over the concept of Latin America. What defines the “Latin” in Latin America? How is Latin America configured in contrast with Anglo America, but also with other alternate mappings and concepts such as Meso-America, South America, or Abya Yala? The course of readings and discussions is clearly divided into three interrelated but discrete parts: a first section considers historical issues such as cartography, colonization and independence, competing cultural traditions, etymologies, neocolonialism, pan Americanism and nation among other concepts, we will read widely from early chronicles to contemporary cultural historians discussions about the epistemic crises provoked by conquest and colonization. In a second section we will look at different Latin American authors of the independent period for whom the definition of (Latin)Americanism was a central philosophical, political, or aesthetic quest, including Simón Bolívar, José Martí, José Enrique Rodó, Leopoldo Zea, Gabriela Mistral, Pablo Neruda, Carlos Fuentes, Octavio Paz, and Gloria Anzaldúa. In a final section we will consider contemporary debates about the discipline of Latin Americanism both as an area studies and also as a site for comparative cultural history readings will include Walter Mignolo, Bolívar Echevarría, Enrique Dussell, Paulo Freire, and others.

Spanish MA periods 1, 2, 3, 4

[return to course list](#)

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 en el ámbito publicitario en caso de que el alumno tenga interés en ello. Realizaremos además ejercicios de traducción y escritura dirigida, y leeremos textos ad hoc a los proyectos individuales de escritura. Al término del curso, el alumno deberá presentar como proyecto final un conjunto de escritos creativos que den cuenta de su trabajo en clase, incluyendo borradores y correcciones. La última sesión de clase será una presentación pública del proyecto final dirigida a la comunidad universitaria. [return to course list](#)

SPAN 450/550: Barroco Colonial Andino: el caso de Potosí- García-Pabón ♦

Este curso explora el barroco en la sociedad, la religión, la literatura, el arte, y la música en los siglos XVII y XVIII en la ciudad de Potosí, una de las ciudades más fastuosas del barroco colonial. Los objetivos del curso son: familiarización con el barroco como estilo y como modo de vida, entender las relaciones entre lo social y las manifestaciones literarias y artísticas de la época, así como la importancia del barroco en el desarrollo de la modernidad occidental, y, finalmente, ver la formación del sujeto criollo como origen de las identidades latinoamericanas. [return to course list](#)

SPAN 480: The City in Latin American and Spanish Poetry -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. [return to course list](#)

SPAN 490/590: Theater & Migration (Teatro y migración)- Gladhart ♦

Este curso se enfocará en obras teatrales latinoamericanas y de Estados Unidos que tratan temas de la migración—tanto hacia como desde América Latina—en los siglos XX y XXI. Al abrir el enfoque para incluir no solo la frontera mexicana-estadounidense sino también el teatro argentino de la primera mitad del siglo XX y el teatro ecuatoriano actual, veremos que la migración en todas sus variedades (inmigración, emigración, exilio, retorno) tiene una larga historia en los teatros de las Américas. Estudiaremos la representación teatral de la migración tanto en países que han recibido inmigrantes como en países que han experimentado la emigración, a veces masiva. Lecturas críticas y teóricas orientarán nuestra discusión del

desarrollo de los teatros latinoamericanos y la representación escénica de migraciones y fronteras. [return to course list](#)

SPAN 680: Fictions Modernity -Bottaro

Can there only be one way of becoming modern? Why has the question of modernity been so central to articulating the 19th century and beyond? By focusing on the 19th century, this course will focus on both the fascination and frustration that permeate Latin American discussions concerning the phenomenon of modernity, and it will delve not only into the fictions produced as a result of “modernity”, but also into the fictions produced about the meaning of modernity and the fetish of the West in postcolonial theory.

Drawing from contemporary critical theories of modernity, we will address critical problems in the discussions, contestations and conceptualizations of modernity and we will explore different ways of articulating the problem of modernity: as a neutral or “acultural” narrative, as a stage in history or as a geopolitical phenomenon, as a positive structure of power or as a kind of acculturation narrative, as a site of contestation or as a project of Western colonialism, as a decentered phenomenon in the form of the “uneven, peripheral, divergent, alternative or subaltern”, or as a historical formation of constitutive and productively shaping material and epistemological conditions of life and thought? We will also explore and question the new conditions in which the possibility and the idioms of resistance took shape and was articulated. Central questions addressed in this course will include thinking about the mutually constitutive relation between colonialism and modernity, capitalism and modernity, romanticism and modernity, technologies and modernity, modernism and modernity.

This course has a strong theoretical component about critical theories of modernity. It is an attempt to articulate a conversation between European and American theorists of modernity, Latin American critics that have articulated the problem of modernity, and 19th century Latin American texts and authors.

Authors: Timothy Mitchell, David Scott, Frederick Cooper, Sybille Fischer, Stephan Palmié, Frederic Jameson, Reinhart Koselleck, Arjun Appadurai, Dipesh Chakrabarty, Jürgen Habermas, Marshall Berman, Gaurav Desai, Michael Löwy, , Peter Osborne, Carlos Alonso, Walter Dignolo, Aníbal Quijano, Julio Ramos, Enrique Dussel, Jorge Cañizares Esguerra, Beatriz Sarlo, Bruno Latour, Fernández de Lizardi, Bello, Bolívar, Sarmiento, Echeverría, Mansilla, Isaacs, Gorriti, Silva, etc.

Note: we welcome students of Romance Languages. All readings, participation and papers can be done in English. **M.A. Period 3.** [return to course list](#)

RL 407/507: 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, French 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.** [return to course list](#)

RL 407/507: Medieval Literature & Music- Wacks

This course provides an overview of lyric composition and performance in the Iberian Peninsula from the 11th to the 16th centuries. In it, we will study courtly lyric and music of al-Andalus, of Christian Iberia, and of the Jewish communities under both Islamic and Christian rule. In particular we will examine courtly appropriations of popular styles, Church music, the question of the Andalusian influence on troubadour lyric, and modern interpretations of medieval Iberian lyric modes such as the muwashshah, the troubadour lyric, the villancico/cantiga de amigo, and the cancionero corpus of courtly lyric. This course will be co-taught with by Prof. [Lori Krukenberg](#) (School of Music and Dance) and Prof. [David Wacks](#) (Dept. Romance Languages). [return to course list](#)

RL 407/507: Liberation and Critique around the 1970s: French and Italian Theories of Sex and Gender from a Bygone Age- Schachter

This course will take as its point of departure a thread of critical thought that was largely and perhaps prematurely abandoned: the radical thinking about sex and gender in France and Italy during the 1970s characterized by a queer combination of Marxism and psychoanalysis. Marxism had often been inattentive to questions of gender and, at least in its political manifestations, frequently suspicious of homosexuality while psychoanalysis could serve advocates of “normative” development, but numerous revolutionary thinkers concerned with what we might provisionally call the sex-gender system nonetheless turned to them in articulating liberatory theories of the polymorphously desiring subject and developing potent critiques of the family, reproduction, patriarchy, heterosexuality, sometimes homosexuality, and indeed identity itself. After surveying some of these critical theories of the subject and a few equally critical responses to them, we will briefly address subsequent developments in thinking about sex and gender in Italy and France as well as the influence of this work in the Anglophone world. We will also think about whether these radical critical projects from a prior generation might not have renewed relevance for literary and cultural analyses pursued in an age when major advancements in civil rights (however unequally distributed) often go hand in hand with the normalization of political aspiration. Readings will include works by Mario Mieli, Guy Hocquenghem, Monique Wittig, Luce Irigaray, Adriana Cavarero and Michel Foucault, among others. Discussions will be held in English. Most if not all assigned texts will be made available in English as well as the original language if it is not English. Students in Romance Languages will be expected to read in their target languages when possible. **M.A. Period 4** [return to course list](#)

RL 410/510 Language Teaching Planning- Barnett

Application of teaching principles and practices in teaching instruction. Practical techniques for developing activities to incorporate three modes of communication (presentational, interpretive, and interpersonal) as well as skills in listening, speaking, reading, and writing second languages. This course is normally offered as LT 436/536 and is for students seeking the certificate in Second Language Acquisition and Teaching (SLAT). Interested RL students not seeking SLAT certificate should contact instructor (cbbarnet@uoregon.edu).

RL 623: Film Aesthetics: Sex- Rigoletto & Herrmann

This course has two objectives: the first is to teach students how to perform a critical analysis of films. The course aims to give students the skills and knowledge necessary for understanding film form and film style. Students will learn how to analyze film narrative, mise-en-scene, camera movement, cinematography, editing etc. The second objective of the course is to think about the functions of sex in cinema. We will ask some questions about the conditions that inform and regulate the visibility (or invisibility) of particular forms of carnal knowledge, desires, and practices in films. We will also explore the kind of spectatorial experiences that are produced through this cinematic encounter with sex. [return to course list](#)

◇ = counts toward on-campus requirement for **MINOR** only

◆ = counts toward on campus requirement for **MAJOR** and **MINOR**