

SPANISH AND PORTUGUESE

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Courses given in Spanish and Portuguese have the subject codes PORTLIT and SPANLIT. For courses in Portuguese and Spanish language instruction with the subject codes PORTLANG and SPANLANG, see the “Language Center” section of this bulletin. For a complete list of subject codes, see Appendix.

The department is committed to four main educational purposes: (1) to provide students with expert training in the Spanish and Portuguese languages at all levels and to enable them to develop their skills in these languages according to their goals and interests; (2) to acquaint students with the literatures and cultures of the Spanish and Portuguese speaking world (Iberia, Latin America, the United States) in terms of both contemporary realities and 1,000 years of written and oral tradition; (3) to prepare undergraduates for advanced study in Iberian, Latin American, and Luso-Brazilian languages, literatures, and cultures and/or in language education; and (4) to provide doctoral students with advanced training as research scholars and teachers, in preparation for careers as university teachers or related roles.

The faculty represent a broad range of interests and approaches. In general, the department’s programs are characterized by: (1) a commitment to undergraduate and graduate teaching at the highest intellectual level; (2) a strong interdisciplinary focus that combines the study of literature with that of other forms of cultural expression; (3) a sociohistorical perspective on language, literature, and culture; (4) an effort to maintain a balance among Latin American, Iberian, and U.S. Latino/Chicano fields; and (5) language study tailored to a range of educational intellectual goals and native and non-native experience with the Spanish and Portuguese languages.

The department works with the Center for Latin American Studies, Comparative Studies in Race and Ethnicity, El Centro Chicano, the Overseas Studies program in Santiago, Chile, and selected overseas programs in Spain. It makes extensive use of the resources of the language laboratory and the Language Center. The University library maintains world class collections in Latin American and Iberian Studies and one of the largest research archives in the country in Chicano history and literature.

The Hoover Library is a valuable resource for research topics in Spanish and Latin American intellectual history. Department faculty teach in the School of Education, Comparative Literature, Comparative Studies in Race and Ethnicity, Drama, Feminist Studies, Film Studies, Introduction to the Humanities Program, and Modern Thought and Literature. The department houses a Brazilian Writer-in-Residence program developed in cooperation with the Brazilian Ministry of Culture, and hosts visiting faculty from Spain and Latin America on a regular basis.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The major in Spanish is designed to enable students to develop a concentration in a particular area of interest, accompanied by basic work in two secondary areas. Students are normally expected to declare the major during the sophomore year, but it is possible to declare during the junior year as well, particularly after overseas study in Santiago, Chile.

The major in Spanish requires 50 units in addition to completion of one of the second-year language sequences, or equivalent:

SPANLANG 11C, 12C, 13C or SPANLANG 11R, 12R, 13R, Second-Year Spanish: Cultural Emphasis
SPANLANG 21B, 22B, 23B, Second-Year Spanish for Heritage Language, or a combination of the above second-year language courses.

For area 5 (Portuguese language and Luso-Brazilian literature and culture), the following classes may replace the ones above; all Portuguese classes count towards the major in area 5:

PORTLANG 1A, 2A (or PORTLANG 1, 2, 3)
PORTLANG 11A, 12A

Course work for the major is grouped under the following subject areas; students are required to take four courses in one of these areas, two courses in a second and one in a third. Students in area five are required to take six courses in their main area, one course in a second area, and one course in a third area:

1. Latin American/Caribbean studies (including Brazil)
2. Iberian Studies (including Portugal)
3. U.S. Latino/Chicano studies
4. Language in the Spanish-speaking world
5. Portuguese language and Luso-Brazilian literature and culture

Course work for the major in areas 1-4 must include:

1. SPANLANG 101. Structure of Spanish (counts for area 2 above)
2. SPANLIT 140. Introduction to Methods of Literary and Cultural Analysis (counts for area 1, 3, 4)
3. SPANLIT 278. Senior Seminar
4. SPANLANG 102 or one writing intensive course (WIM).

Course work for the major in area 5 must include:

One of the language sequences or equivalent (see above).

One 100-level Brazilian literature class.

One 200-level Brazilian literature class.

All courses in the department numbered 101 or above count toward the major. With the consent of the student’s adviser, up to 10 units of relevant course work outside the department and up to 10 units of course work done in English may be counted toward the major, more if the major subject area is Latino/Chicano studies. With the consent of the adviser, up to 25 units of relevant course work taken abroad may be counted toward the major. All courses must be taken for a letter grade. SPANLANG 100, Advanced Oral Communication, does not count towards the major. Courses taken credit/no credit do not count toward the major.

How to Declare a Major—Students interested in declaring a Spanish major should see the majors and minors coordinator, Jose Cartagena-Calderón, or the undergraduate adviser, Lúcia Sá.

Double Majors—The major in Spanish and Portuguese is designed to combine readily with a second major in another field and with study abroad. Students may not count the same course to fulfill requirements in both majors.

Courses for Heritage Language Speaker—The Language Center offers a series of second- and third-year courses specially designed for students who grew up in homes where Spanish is spoken and who wish to develop their existing linguistic strengths. See the “Language Center” section of this bulletin for these courses. The suffix ‘B’ in course numbers indicates these courses.

MINORS

The department offers two minor concentrations. With the consent of the student’s adviser, up to 10 units of relevant course work outside the department, and up to 15 units of relevant course work taken abroad, may count toward the following minors:

LANGUAGE AND CULTURE STUDIES

This minor is intended for students who wish to focus on developing advanced linguistic competence in Spanish and/or Portuguese, or who wish to combine acquisition of linguistic competence with the study of the literature, thought, culture, or language systems of the Spanish- or Portuguese-speaking world.

Requirements—Thirty units of course work at the level of SPANLANG 11 or above, and/or in Portuguese at any level. Students must take at least three courses in one of the following subject areas (note that eligible courses change annually):

1. Latin American and Iberian Studies; recommended: SPANLIT 133, 136, 139, 149, 173, and 194; and any SPANLIT course numbered 213-279.
2. U.S. Latino/Chicano Studies; recommended: SPANLANG 21B, 22B, 23B; SPANLIT courses in the 280 series.
3. Advanced Language: any combination of second-year Spanish and/or first- and second-year Portuguese, plus a selection of 100- and 200-level language courses; recommended: SPANLIT 207.
4. Luso-Brazilian Language and Culture; recommended: PORTLANG 11A, 12A; PORTLIT 268.

CULTURE AND AREA STUDIES

This minor is intended for students who wish to study the literature, culture, or thought of the Spanish- and Portuguese-speaking world without necessarily acquiring proficiency in Spanish or Portuguese language. Students choosing this minor are strongly encouraged to take language courses in Spanish or Portuguese, including reading courses (such as SPANLANG 50 or PORTLANG 50). Such courses count toward, but are not required for, this minor.

Requirements—Thirty units of course work in Latin American, Iberian, U.S. Latino/Chicano, or Luso-Brazilian literature, culture, language, and thought studied in the original or in translation at the level of SPANLANG 11 or above.

HOW TO DECLARE A MINOR

For minors in the School of Humanities and Sciences, students must complete their declaration of the minor no later than the last day of the quarter two quarters before degree conferral. For example, a student graduating in June (Spring Quarter) must declare the minor no later than the last day of Autumn Quarter of senior year. Students declaring a minor should meet with the majors and minors coordinator, José Cartagena-Calderón.

HONORS PROGRAM

Spanish and Portuguese majors with a grade point average (GPA) of 3.3 (B+) or better in major courses may apply to the honors program in Spring Quarter of the junior year. Students should submit an application for the honors program and a proposal outline and may enroll for 2 units of credit in DLCL 189, Honors Thesis Seminar, for the drafting or revision of the thesis proposal and preliminary research. Honors students are encouraged to participate in the honors college coordinated by the Division of Literatures, Cultures, and Languages and offered at the end of the summer before the senior year. In Autumn Quarter of the senior year, students must enroll in DLCL 189, a 5-unit seminar that focuses on researching and writing the honors thesis. Students then enroll for 5 units of credit in

SPANLIT 198 while composing the thesis during Winter Quarter. Each honors student must write an honors essay of 20-25 pages under the direction of a faculty member who serves as adviser, and the completed thesis must be submitted by the end of Winter Quarter. A total of 10-12 units are awarded for completion of honors course work, independent study, and the finished thesis. Consult the undergraduate adviser for additional information on the honors program.

OVERSEAS STUDIES

All majors are strongly encouraged to study abroad. To transfer credits from non-Stanford programs abroad, consult the Office of the Registrar. Depending on course selections, up to 25 units of course work taken abroad may be applied toward the major and 15 units toward the minor in Spanish. Students planning study abroad, or returning from study programs, are encouraged to consult with the majors and minors coordinator or an undergraduate adviser to coordinate the course work from abroad with their degree program.

Both the department and Bechtel International Center maintain information banks on study abroad programs. Stanford sponsors the following options.

STANFORD IN SANTIAGO, CHILE

The Stanford Program in Santiago, Chile, requires one year of college Spanish to begin study in Autumn, one year plus one quarter to begin in Winter, and completion of two years to begin in Spring. Course work in Santiago is done entirely in Spanish, with the opportunity to attend classes at Chilean universities during Spring Quarter. Detailed information, including curricular offerings, is listed in the “Overseas Studies” section of this bulletin, or on the Overseas Studies Program web site at <http://osp.stanford.edu>. Internships and research opportunities may be arranged for two quarter students.

BRAZIL AND PORTUGAL

The University maintains a relationship with the Universidade Estadual do Rio de Janeiro in Brazil. Students interested in study in Brazil or Portugal should contact Professor Sá or Lyris Wiedemann.

SPAIN

The Department of Spanish and Portuguese recommends study in Spain with the Hamilton College Academic Year in Spain program, administered by the Department of Romance Languages of Hamilton College in cooperation with faculty members of Williams and Swarthmore colleges. Two distinguishing features of this program are: (1) Spanish must be spoken at all times, both in and outside of class; all students are required to sign a pledge to this effect before their arrival in Madrid; (2) the arrangement of independent study projects in lieu of regular courses. The program is based in Madrid, where the cultural, educational, social, and geographical benefits are optimal.

An additional excellent program recommended by the department is the Madrid campus of St. Louis University. This program has many of the features of the Hamilton College program. In addition, it has its own buildings and facilities located on the outskirts of the University of Madrid campus. This is the only U.S. overseas studies program in Spain that has received full accreditation by the Spanish authorities.

Students interested in study in Spain should consult Professor Haro or Predmore.

TEACHING CREDENTIALS

For information concerning the requirements for teaching credentials, see the “School of Education” section of this bulletin and the credentials administrator, School of Education.

COTERMINAL B.A. AND M.A.

The requirements for the coterminal B.A. are the same as those outlined below for the M.A. No course can count for both the B.A. and M.A. degrees. Contact Graduate Admissions at the Registrar’s Office for information.

For University coterminal degree program rules and University application forms, see <http://registrar.stanford.edu/publications/#Coterm>.

STEP COTERMINAL TEACHING PROGRAM

The Department of Spanish and Portuguese, in cooperation with the Stanford Teacher Education Program (STEP) of the School of Education, offers a special course of study for students interested in becoming teachers. By following this course of study in Spanish Language, Literatures, and Cultures and enrolling in the STEP Coterminal Teaching Program, students can, after 5 years, receive a B.A. in Spanish and Portuguese, an M.A. in Education, and a California Teaching Credential.

The Spanish Language, Literatures, and Cultures curriculum consists of approximately 50 quarter units in addition to demonstrated proficiency in the language, defined as listening, speaking, reading, and writing at a level equivalent to advanced on the ACTFL Oral Proficiency Interview. This course of study fulfills all the major requirements of the Department of Spanish and Portuguese and includes coursework in linguistics and language diversity studies, the history of the Spanish-speaking world, and Spanish literature and cultures.

Students enrolled in the STEP Coterminal Teaching Program are also expected to complete a series of core courses during their undergraduate years. These include one course in developmental psychology; one course in cognitive psychology; one course in the social foundations of education; one course on the role of race, class, and ethnicity in American society; a structured internship experience in a community-based organization serving youth and/or their families; and a teaching practicum offered by the School of Education.

For more information about this option, please consult Professor Valdés and/or the coordinator of the STEP Coterminal Teaching Program in CERAS 309; (650) 725-6321 or (650) 725-0652.

GRADUATE PROGRAMS

University requirements for the M.A. and Ph.D. degrees are discussed in the “Graduate Degrees” section of this bulletin.

MASTER OF ARTS IN SPANISH AND PORTUGUESE

This terminal M.A. degree program is for students who do not intend to continue their studies through the Ph.D. degree. Students in this program may not apply concurrently for entrance to the Ph.D. program. Students must complete a minimum of 45 graduate-level units, 36 of which must have a grade point average (GPA) of 3.0 or above.

The requirements of the M.A. are:

1. One linguistics course (LINGUIST 203, 204, 205, 206, 207), one course in language pedagogy, and one course in literary or cultural theory
2. Two 200-or-above courses in Latin American or Latino/Chicano literature and culture
3. Two 200-or-above courses in Peninsular literature or Luso-Brazilian literature
4. Reading knowledge of one foreign language other than Spanish (preferably Portuguese for students concentrating in Spanish)

Independent study courses (SPANLIT 299, 399) and crosslisted courses originating outside the department may not be used to fulfill requirements except by permission of one of the graduate advisers, Yvonne Yarbrow-Bejarano or Gordon Brotherston.

In addition, students may take approved courses in related fields such as classics, comparative literature, education, history of art, linguistics, modern thought, and philosophy.

DOCTOR OF PHILOSOPHY

The requirements of the Ph.D. are:

1. 135 units of graduate-level course work with a grade point average (GPA) of 3.0 (B) or above. Units completed toward the M.A. degree can be counted for the Ph.D.
2. One course in Spanish linguistics, one course on methods of teaching Spanish, and one course on introduction to literary theory
3. A reading knowledge of Portuguese and one other foreign language
4. The qualifying paper, the comprehensive, and the University oral examinations, as described below
5. Teaching of three to five courses in the department

6. Completion of a dissertation

Independent study courses (299, 399) and crosslisted courses originating outside the department may not be used to fulfill requirements except by consent of the graduate adviser. For basic residency and candidacy requirements, see the “Graduate Degrees” section of this bulletin. For further information, consult the department’s *Graduate Student Handbook*.

In preparation for teaching, Ph.D. candidates must take APPLING 201 and/or SPANLIT 300 in the first year.

In consultation with the adviser, students select one major field of study from the following:

1. Spanish Literature of the Golden Age
2. Modern Spanish Literature
3. Spanish American Literature to Independence
4. Spanish American Literature of the 19th and 20th Centuries
5. Chicano Literature and Culture.

In addition, candidates select two secondary areas of study outside the major field from the following:

1. Spanish Medieval Literature
2. Spanish Literature of the Golden Age
3. Modern Spanish Literature
4. Spanish American Literature of the Colonial Period
5. Spanish American Literature from Independence
6. Chicano Literature
7. Literary Theory
8. Linguistics
9. Spanish American Film
10. Brazilian Literature

At least four courses must be taken in the major field of study. At least two courses must be taken in each secondary area. Students whose major field is in Spanish-American or Latino/Chicano Literature must choose one secondary area in Peninsular literature and vice versa. One secondary area of concentration may be taken outside the department in consultation with the adviser.

In addition to the department’s course offerings, students may take relevant courses with the approval of their adviser in other departments and programs, such as the graduate programs in Comparative Literature, Feminist Studies, History, Humanities, or Modern Thought and Literature. It is also possible to complete a minor in another department with approval of the adviser. Normally, not more than 25 units are taken outside the department.

After the first year of study, the student’s progress is evaluated by the faculty to determine whether continuation to the Ph.D. is recommended and whether there are particular areas where improvement is needed. For this evaluation, students submit a research paper of approximately 20 pages by the third week of Winter Quarter of the second year. The requirements for this paper are outlined in the *Graduate Student Handbook*.

If approval of the qualifying paper is granted, the student should file a formal application for candidacy no later than the end of the second year, as prescribed by the University. Course requirements are usually completed by the third year of study. A written comprehensive examination on the major field and secondary areas is then taken. The examination is based on a list of readings, selected in consultation with the adviser, which integrates major and secondary topics in both Peninsular and Latin American or Latino/Chicano Studies. At this time, students hand in a long research paper to be evaluated by the faculty. For further details, consult the *Graduate Student Handbook*.

Following the comprehensive examination, students should find a topic requiring extensive original research and request that a member of the department serve as dissertation adviser. The student must complete the Reading Committee form and request that the chair approve a committee to supervise the dissertation. The committee may advise extra preparation within or outside the department, and time should be allowed for such work. The University oral examination usually takes place one or two quarters after passing the comprehensive examination. The oral examination covers plans for the dissertation based on a prospectus approved by the committee (15 to 20 pages), and may be taken in English, Spanish, or Portuguese.

The dissertation must be submitted to the reading committee in substantially final form at least four weeks before the University deadline in the quarter during which the candidate expects to receive the Ph.D. degree. Ph.D. dissertations must be completed and approved within five years from the date of admission to candidacy. Candidates taking more than five years must apply for reinstatement of candidacy.

PH.D. MINOR

For a minor in Spanish or Portuguese, the student must complete 25 units, with a grade point average (GPA) of 3.0 or above, selected from courses numbered 200 or higher.

Students who choose a minor in another department should consult with advisers in that department.

JOINT PH.D. PROGRAMS

The Department of Spanish and Portuguese participates in the Graduate Program in Humanities leading to a joint Ph.D. degree in Spanish and Humanities. For a description of that program, see the “Interdisciplinary Studies in Humanities” section of this bulletin.

COURSES

WIM indicates that the course satisfies the Writing in the Major requirements.

Students interested in literature and literary studies should also consult course listings in the departments of Asian Languages, Classics, Comparative Literature, English, French and Italian, German Studies, and Slavic Languages and Literatures, in the Program in Modern Thought and Literature, and in the Division of Literatures, Cultures, and Languages.

OVERVIEW

1. Stanford Introductory Seminars, freshman and sophomore preference
2. Literature, Culture, Linguistics, and Theory (120-399)
 - a) Undergraduate Courses (130-199)
 - b) Courses for Advanced Undergraduates and Graduates (200-299)
 - Language, Linguistics, and Theory (200-212)
 - Peninsular Literature (213-239)
 - Latin American Literature (240-279)
 - Latino/Chicano Literature (280-289)
 - Individual Work (299)
3. Graduate Seminars (300-399)
 - Linguistics, Methodology, and Literary Theory (300-313)
 - Peninsular Literature (314-339)
 - Latin American Literature (340-369)
 - Luso-Brazilian Literature (370-379)
 - Chicano Literature (380-389)
 - Individual Work (399)
 - Dissertation Research (802)

Courses bearing the suffix “E” are taught in English and do not assume competence in another language. All other courses require some knowledge of Spanish or Portuguese, and may be given in those languages or bilingually.

SPANISH AND PORTUGUESE LANGUAGE COURSES

The following courses in Spanish and Portuguese language instruction represent a typical sequence for three years of Spanish and Portuguese language study. Majors and prospective majors should consult the requirements for a B.A. in Spanish or Portuguese above. For descriptions, other information, and additional courses including special emphasis, intensive, summer, and activity courses at the Yost House, see the “Language Center” section of this bulletin.

SPANLANG 1,2,3. First-Year Spanish

5 units, Aut, Win, Spr (Guzmán, Schell, Urruela, Won, Zaragoza, Staff)

SPANLANG 11C,12C,13C. Second-Year Spanish: Cultural Emphasis

4-5 units, Aut, Win, Spr (Kenna, Schell, Urruela, Won)

SPANLANG 100. Advanced Oral Communication

3 units, Aut, Win, Spr (Staff)

SPANLANG 101. The Structure of Spanish

3-5 units, Aut, Win (Sierra)

SPANLANG 102. Composition and Writing Workshop

3-5 units, Aut (Kenna)

PORTLANG 1,2,3. First-Year Portuguese

5 units, 1: Aut, 2: Win, 3: Spr (Delgado)

PORTLANG 11A,12A. Accelerated Second-Year Portuguese

3-5 units, Aut, Win, Spr (Delgado, Wiedemann)

STANFORD INTRODUCTORY SEMINARS

SPANLIT 101N. Visual Studies and Chicana/o Art—Stanford Introductory Seminar. Preference to freshmen. Images, context, and spectatorship. Who is seen and not seen in visual contexts? Whose gaze is privileged? Which aspects of the past are circulated as visual representations? Whose fantasies are fed by which visual images? In what circumstances is looking and returning the gaze an act of political resistance? How do people interact with images to make and remake the world in the shape of their own desires and fantasies? GER:DB-Hum, EC-AmerCul

3-5 units, Win (Yarbro-Bejarano)

SPANLIT 111N. Contemporary Spain: The Challenge of Change—Stanford Introductory Seminar. Preference to freshmen. Years marked by experimentation and change in life in Spain. Society and culture from postwar times and the transition years from the Franco regime to the present democratic state. Student research project. Prerequisite: AP score of 4 or 5 in Spanish language or literature, or equivalent. GER:DB-Hum

4 units, Aut (Haro)

SPANLIT 114N. Lyric Poetry—Stanford Introductory Seminar. Preference to freshmen. For students with good Spanish interested in improving language skills. Elements and expressive devices of lyric poetry: multidimensional language, denotation, connotation, image, metaphor, symbol, allegory, paradox, irony, meaning, idea, rhythm, and meter. Representative poets from late 19th- and early 20th-century Spain and Latin America, including G.A. Bécquer, Rosalía de Castro, Rubén Darío, Miguel de Unamuno, Antonio Machado, García Lorca, Pablo Neruda, and Gabriela Mistral. In English and Spanish.

3-5 units, Win (Predmore)

SPANLIT 115N. Growing up Bilingual—Stanford Introductory Seminar. Preference to freshmen. How do people become bilingual? When and how do people use two languages in their everyday lives? What kinds of bilinguals are there? Intended for students who have grown up in bilingual communities or households, or who have studied Spanish formally for three or more years at the secondary level. Field project involving students studying in nearby Latin community.

3-5 units, Aut (Valdés)

SPANLIT 165Q—Machado, Jiménez, Lorca: An Exploration of Self and Society in 20th-Century Spanish Lyric Poetry—Stanford Introductory Seminar. Preference to sophomores. Focus is on: Antonio Machado’s *Soledades, galerías y otros poemas*, and *Campos de Castilla*; Juan Ramón Jiménez’ *Diario de un poeta recién casado*; and Federico García Lorca’s *Canciones*. Prerequisite: reading knowledge of Spanish. Recommended: 100-level SPANLIT courses or equivalent.

3-5 units, Win (Predmore)

SPANLIT 178N. From Inside the First World: Women of Color Playwrights Re-mapping the U.S.—(Same as DRAMA 17N.) Stanford Introductory Seminar. Preference to freshmen. From the 60s to the present. Playwrights who create an aesthetic and political space outside the geopolitics of white capitalist patriarchy through social issues including

the legacy of slavery and forced immigration, dislocation and relocation, diasporic ties, indigenous inheritance, sexuality, self-censorship, and the war on terror. Students create and perform in public short dramatic pieces informed by the playwrights' style and subject matter. GER: DB-Hum, EC-AmerCul

3 units, Aut (*Moraga*)

PORTLIT 193Q. Spaces and Voices of Brazil through Films—Stanford Introductory Seminar. Preference to sophomores. Brazilian culture through films that portray its five cultural-geographical regions. Focus is on movies and complementary texts on Brazilian culture to understand the forces that shaped the multicultural reality of modern Brazil.

3-4 units, Aut (*Wiedemann*)

LITERATURE, CULTURE, LINGUISTICS, AND THEORY

UNDERGRADUATE

SPANLIT 42. Dances of Latin America—(Enroll in DANCE 42.)

2 units, Aut (*Cashion*)

SPANLIT 43. Afro-Brazilian and Afro-Peruvian Dance—(Enroll in DANCE 43.)

2 units, Win (*Cashion*)

SPANLIT 105C. The Literature of the Americas—(Enroll in COMP-LIT 142, ENGLISH 172E.)

5 units (*Greene, Saldívar*) not given 2005-06

SPANLIT 133. Laughing Matters: Humor in Early Modern Spanish Literature—What made people laugh in 16th- and 17th-century Spain. Relationships among humor, madness, folly, eccentricity, self-consciousness, self-criticism, dissent, power, conformity, misogyny, tolerance, intolerance, violence, and literary creativity. Social and literary conventions for expressing humor in the period. What humor reveals about early modern mentalities and societal attitudes?

3-5 units, Spr (*Cartagena-Calderón*)

SPANLIT 136. Introduction to Modern Peninsular Spanish Literature—Representative works of Spanish literature from the 1830s to the 1930s: Larra, Espronceda, Bécquer, Rosalía de Castro, Galdós, Unamuno, Valle-Inclán, Machado, and García Lorca. Emphasis is on texts related to the problem of Spain within the democratic tradition of Spanish liberalism. In English. GER:DB-Hum

3-5 units, Aut (*Kenna*)

SPANLIT 139. Spain Reimagined: the Generation of 1898—New theories on the contribution of Spain's Generation of 1898; new light on the role of philosophy, politics, religion, regenerationism, and Europeanization in intellectuals such as Giner de los Ríos, Joaquín Costa, Lucas Mallada, Ganivet, Unamuno, Valle-Inclán, Ramiro de Maetzu, and Antonio Machado. Sources include essays, novels, and poetry.

3-5 units, Win (*Fernández-Medina*)

SPANLIT 140. Introduction to Methods of Literary and Cultural Analysis—Notions, terminologies, methods, tools, and resources of literary and cultural analysis. Topics include: literature and material culture; the formation of cultural identities; the intersection of aesthetics and nation building; popular and mass discourses; the re-democratization of authoritarian societies; and globalization. Sources include readings from peninsular Spanish, Latin American, and Latina/o literary texts, and other forms of artistic expression including film, music, and the visual arts.

3-5 units, Aut (*Sá*)

SPANLIT 149. The Mexican Novel and the Cinema—(Same as LATINAM 135.) Novels dealing with the Mexican Revolution from the revolutionary period to the 80s. Adaptations to film and television. Relationship among artistic languages.

5 units, Spr (*Glantz*)

SPANLIT 173. Literature, Consumption, and Revolution in Cuba—Preference to freshmen. How issues of consumption were articulated by Cuban authors and artists before, during, and after the revolution of 1959.

How revolutionary discourse is constructed around the unstable relation between commerce and culture. Relationships between the texts or works of art and their circulation and distribution, and between consumption and gender, racial, and sexual identity. Commodification of the nation and nationalization of the commodities. Readings: José Martí, Fernando Ortiz, Reinaldo Arenas, Lezama Lima, and Nancy Morejón; movies by Gutiérrez Alea; and visual work by Wilfredo Lam. GER:DB-Hum

3-5 units, Spr (*Rosa*)

SPANLIT 181S. U.S.-Mexico Borderlands in Comparative Perspective—(Enroll in CHICANST 181S, CSRE 181S.)

5 units, Spr (*Palafox*)

SPANLIT 194. Women in Film and Film by Women: A Different Gaze?—Female representation in Hispanic films from male and female perspectives. Is there a distinctively feminine approach to filmmaking? How do female directors' objectives, preoccupations, and aesthetics differ? Do women looking at women project less stereotypical images? Are male directors becoming more sympathetic to the woman's plight? Can a woman director be one of the boys? Spanish, Latin American, and Chicano films. GER:DB-Hum, EC-Gender

3-5 units, Aut (*Haro*)

SPANLIT 199. Individual Work—Open only to students in the department, or by consent of instructor. Spanish and Portuguese.

1-12 units, Aut, Win, Spr, Sum (*Staff*)

ADVANCED UNDERGRADUATES AND GRADUATE STUDENTS

LANGUAGE, LINGUISTICS, AND THEORY

SPANLIT 207. Theory and Issues in the Study of Bilingualism—(Same as EDUC 149/249.) Sociolinguistic perspective. Emphasis is on typologies of bilingualism, the acquisition of bilingual ability, description and measurement, and the nature of societal bilingualism. Prepares students to work with bilingual students and their families and to carry out research in bilingual settings. (SSPEP) GER:DB-Hum

3-5 units, Aut (*Valdés*)

SPANLIT 214. Introduction to Ladino Literature—(Enroll in JEWISHST 247B.)

4 units, Win (*Borovaya*)

PENINSULAR LITERATURE

SPANLIT 222. The Problem of Two Spains: Literature and Society in 19th-Century Spain—Representative literary figures including Larra, Espronceda, Zorrilla, Rosalía de Castro, Bécquer, and Galdós. Modern lyric poetry and the modern realist novel against the background of Napoleonic invasions, the loss of overseas colonies, two Carlist civil wars, and frustrated attempts to establish the First Spanish Republic.

3-5 units, Spr (*Predmore*)

SPANLIT 224. The Spanish Republic, the Civil War, and the Aftermath—The significance of the civil war in Spanish, European, and world history. The International Brigades. The effect of war on the literary and cultural life of the country and the response of writers from Spain (Alberti, Lorca, Machado) and Latin America (Guillón, Neruda, Vallejo). Literary protest during the Franco regime by Aleixandre, Alonso, Cela, and Sender.

3-5 units, Spr (*Predmore*)

LATIN AMERICAN LITERATURE

SPANLIT 243. Cuba from Che to Elian in Literature and Film—The development of literature, film, art, and historical discourse in Cuba since 1959 as related to daily life. How these arts worked for or against political power and created heroes and heroines.

3-5 units, Win (*Ruffinelli*)

SPANLIT 246. Latin American Short Stories/ Short Films—What makes a short story short. Why short films are sometimes better than feature films. Brevity in literature and cinema. The short form as genre.

3-5 units, Win (*Ruffinelli*)

SPANLIT 263. Andean Literatures— The constitutive bases of Andean literatures in forms including oral narrative, poetry writing, music, dance, weaving, and ritual. Rethinking Western definitions of literature to recognize Andean types of textuality. Texts include José María Arguedas's *Los ríos profundos*, El Inca Garcilaso's *Comentarios reales*, and Felipe Guamán Poma de Ayala's *Nueva corónica y buen gobierno*. Theories of translocation, heterogeneity, textual ontology, textual rights, and heteroglossia.

3-5 units, Spr (Rowe)

SPANLIT 264. Intellectuals in Latin America: Between Interpretation Transformation and Reality—Configurations and functions of Latin American intellectuals in the 19th and 20th centuries. The relationship of the intellectual with political power.

3-5 units, Aut (Laera)

SPANLIT 268. Monstrous Fictions: Nightmares and Fantasies in Contemporary Latin American Narrative—Contemporary stories in which the ordinary world is moved by the irruption of some kind of monstrosity of bodies, spaces, or personal ties, or the coexistence of an aberrant double.

3-5 units, Win (Laera)

SPANLIT 269. Borges—Short stories, poetry, and essays. His works as literature and as a paradigm for the subsequent generation, utilizing film adaptations of the short stories to make comparisons between two different aesthetic expressions.

3-5 units, Win (Rosa)

SPANLIT 274. Say You Want a Revolution: Argentina and Brazil in the Sixties—Representations of the revolutionary subject in literary and aesthetic works at a moment of political antagonism. Aesthetic languages to examine cultural practices and modes through which literature and aesthetics intervene in the configuration of Hispanic American imaginaries.

3-5 units, Aut (Aguilar)

SPANLIT 275. Market and Culture in the Caribbean—How the Caribbean has been imagined and lived through textual and cultural strategies, reacting to and influencing political and economic scenarios. How the image of the Caribbean is constructed from spatial and social locations and how the cultural landscape has recently been transformed. Issues: cultural geography; migration; urban problems; and popular cultures, race, and feminism. GER:DB-Hum

3-5 units, Spr (Rosa)

SPANLIT 278. Senior Seminar: The Picaresque Across the Centuries—16th- and 17th-century picaresque fiction as one of Spain's major contributions to world literature and a still influential literary mode. Its characteristics, antecedents, and evolution to the present. The *pícaro/a* as social outcast; issues of subversion, social reform, justice, satirical power, and ironic criticism. Sources include works from Spain and Latin America.

3-5 units, Win (Cartagena-Calderón)

LATINO/CHICANO LITERATURE

SPANLIT 283. Chicana Feminisms—(Graduate students register for 383.) From the 70s to the present. Comparison to frameworks of social inequality including race, class, and sexuality. Readings include Alma García, Ana Nieto-Gómez, Marta Cotera, Elizabeth Martínez, Cherríe Moraga, Gloria Anzaldúa, Chela Sandoval, Ana Castillo, Sonia Saldívar-Hull, Mary Pat Brady, and Rosa-Linda Fregoso. Visual art, film, and performance. In English. GER:EC-Gender

3-5 units, Spr (Yarbro-Bejarano)

SPANLIT 287. Teatro America Workshop: The Theater of Native/Chicano America—(Same as DRAMA 179A.) A Chicana feminist and indigenist approach to the theory and practice of performance. Introduction to writing for the stage. Readings include plays, stories, and performance texts by Chicano/a and Native American writers. Public performance. Prerequisite: consent of instructor. GER:DB-Hum

5 units, Spr (Diaz-Sanchez)

SPANLIT 289. The Body in Chicana/o Cultural Representations—What is at stake in representations of the body? Social meanings of the body as depicted in Chicana/o cultural texts including literature and visual art. The body as: location of knowledge and resistance; target and challenger of racism, misogyny, class oppression, and homophobia; conforming to or refusing discourses of the ideal citizen; and site and agent of desire. Writers and artists may include Laura Aguilar, Oscar Casares, Arturo Islas, and Cherríe Moraga.

5 units, Win (Yarbro-Bejarano)

INDIVIDUAL WORK

PORTLIT 299. Individual Work—Open to department undergraduates or graduates by consent of professor. May be repeated for credit.

1-12 units, Aut, Win, Spr, Sum (Staff)

SPANLIT 299. Individual Work—Open to department undergraduates or graduates by consent of professor. May be repeated for credit.

1-12 units, Aut, Win, Spr, Sum (Staff)

GRADUATE SEMINARS

Open to undergraduates with consent of instructor.

LINGUISTICS, METHODOLOGY, AND LITERARY THEORY

SPANLIT 300. Issues and Methods in the Teaching of Heritage Language—Teaching Spanish to students raised in Spanish-speaking homes. Issues include language variation in the Spanish-speaking world, English/Spanish bilingualism in the U.S., and second dialect acquisition. Techniques for developing the academic Spanish language skills.

5 units, Spr (Valdés)

PENINSULAR LITERATURE

SPANLIT 319. Don Quixote and Cultural Studies—The impact of cultural studies on early modern Spanish literature and Cervantes' *Don Quixote*. The cultural and conflictive construction of gender, sexuality, ethnicity, and other formative features of early modern Spanish identity; materialist practices; empire and nation building; ideological formation and cultural authority in Counter-Reformation Spain.

3-5 units, Aut (Cartagena-Calderón)

LATIN AMERICAN LITERATURE

SPANLIT 333. The Verse Epic of the Americas—Since independence, major attempts have been made to write a *Great Song of America* or an epic commensurate with the geography and history of the continent. Focus is on such attempts in Spanish, Portuguese, and English. Pablo Neruda's 1950 *Canto general*, the most celebrated success to date.

3-5 units, Spr (Brotherston)

SPANLIT 342. Literature and Political Economy in Latin America's Long 19th Century—The relationship between literature and forms of exchange in Latin America during the republican period. From the first loans taken by the new states to the New York stock market crash, how Latin American writers reflected on commerce, finance, credit, and new forms of consumption and property, and how their literary production responded to them. Primary readings include Andres Bello, Bilbao, Gómez de Avellaneda, and Jorge Lu's Borges. Theoretical texts include Simmel, Mauss, J. J. Goux, and Rama.

3-5 units, Win (Rosa)

SPANLIT 346. Where is the Money? Economy and Fictional Imagination in Latin American Romances of the 19th Century—How fiction represents money, and how those social, textual, and symbolic representations make it possible to admire or criticize a merchandised world and to compensate for the social anxiety produced by economic transformations.

3-5 units, Win (Laera)

SPANLIT 354. Censorship and Culture in Argentina, Chile, and Uruguay: Literature, Cinema, and Music—Military dictatorships in the South Cone during the 80s repressed artistic expressions as subversive and dangerous. Films such as *La batalla de Chile*, literary works such as *Nanina* and *El guardaespaldas*, and popular songs, forbidden because they told an unofficial story.

3-5 units, *Spr* (Ruffinelli)

SPANLIT 355. Gender Violence in Latin American Literature—(Undergraduates register for LATINAM 136.) Women writers who dealt with gender-based social inequities and contradictions. Writers include Sor Juana Inés de la Cruz, María de Zayas, Nellie Campobello, and Elena Garro.

3-5 units, *Aut* (Glantz)

SPANLIT 360. Marginal Identities: Representations of Bandits and Prostitutes in Latin American—The relationship between fiction and identity from 1880 to the present in Latin American romances. Representations of the late 19th-century Mexican or Argentine outlaw or 90s prostitutes as privileged configurations to exhibit transgression and marginality; how they embody forms of social, cultural, and political crisis, and how fiction intervenes in culture and politics.

3-5 units, *Aut* (Laera)

SPANLIT 362. Contemporary Latin American Poetry—Changes in poetic language once it gave up its privileged mythical or utopian status. The relation between inner life and the outer world of history. Poetry as non-conforming practice. Comparisons with American and European poetry. Poetics and theory. Poets include Nicanor Parra, Juan L. Ortiz, Haroldo de Campos, Rodolfo Hinostroza, Coral Bracho, Raúl Zurita, Mario Montalbeti, Néstor Perlongher, Gloria Gervitz, Duda Machado, and Regis Bonvicino. Theorists include Eduardo Milán, Octavio Paz, Guillermo Sucre, Néstor Perlongher, Edgar Bayley, Haroldo de Campos, Nicanor Parra, José Lezama Lima, and Julia Kristeva.

3-5 units, *Win* (Rowe)

SPANLIT 364. The Mexican Codices: An Introductory Reading—The pre-European books or codices of Mexico as a neglected chapter of world literature. How they illuminate early America. Their impact on Western knowledge and imagination since first contact. How they help in reconsidering what constitutes script and visible language. The principles of reading and interpreting them. In English and Spanish.

3-5 units, *Win* (Brotherston)

SPANLIT 369C. Introduction to Graduate Studies: Criticism as Profession—(Enroll in COMPLIT 369, GERLIT 369.)

5 units, *Aut* (Berman)

CHICANO LITERATURE

SPANLIT 381. Working with the Archive: Chicana/o Culture—Archival research in Chicana/o writing. Theories of the archive and the position of the investigator. Presentation of research findings from the writers' personal papers held in Special Collections. Writers include Arturo Islas, Cherríe Moraga, Bernice Zamora, Harry Gamboa, Jr., Juan Felipe Herrera, Raúl Salinas, Ricardo Sánchez, and Jimmy Santiago Baca. In English.

3-5 units (*Yarbro-Bejarano*) not given 2005-06

SPANLIT 383. Chicana Feminisms—(Same as 283; see 283.)

3-5 units, *Spr* (*Yarbro-Bejarano*)

INDIVIDUAL WORK

PORTLIT 399. Individual Work—For Spanish and Portuguese department graduate students only. Prerequisite: consent of instructor.

1-12 units, *Aut, Win, Spr, Sum* (Staff)

SPANLIT 399. Individual Work—For Spanish and Portuguese department graduate students only. Prerequisite: consent of instructor.

1-12 units, *Aut, Win, Spr, Sum* (Staff)

OVERSEAS STUDIES

Courses approved for the Spanish and Portuguese majors and taught overseas can be found in the "Overseas Studies" section of this bulletin, or in the Overseas Studies office, 126 Sweet Hall.

SANTIAGO

SPANLIT 118X. Chilean Society through the Lens of Cinema

3-5 units, *Aut* (Ruffinelli)

SPANLIT 155X. Contemporary Chilean Women Writers

3-5 units, *Win* (Haro)

SPANLIT 164S. Social Heterogeneity in Latin America—(Same as SOC 111S.)

5 units, *Aut* (Valdés)

SPANLIT 166S. Cultural Modernization: The Case of Chile

5 units, *Win* (Micco)

SPANLIT 290Z. Modernization and Culture in Latin America—(Same as ANTHSCI 104X.)

5 units, *Aut* (*Subercaseaux*)