

REQUIRED SPANISH PLACEMENT EVALUATIONS FALL 2005

REQUIRED COURSE PLACEMENT

All UNM students who choose Spanish to fulfill their language requirement are **required** to take the Spanish Placement Evaluation for placement in the appropriate level. **This evaluation is administered in the Language Learning Center located in 124 Ortega Hall.** Students will need to meet this requirement **BEFORE** the semester begins.

If you place into a higher-level Spanish course, you not only advance faster, but also have the option to **challenge the lower-level Spanish course(s)** for credit (see the following Course Challenges section for details). You can also test out of a Spanish class and earn credit, (details following Course Challenges section) by taking the **Spanish CLEP test** (check the website <http://www.unm.edu/~testctr/clep.htm> for information on CLEP testing).

SPANISH LANGUAGE INSTRUCTION PROGRAMS

Language instruction courses develop cultural knowledge, grammar, vocabulary, and the four language skills -- listening, speaking, reading and writing.

Spanish as a Heritage Language (SHL) Program

Spanish classes 111,112, 211, 212 with sections numbered in the 150s are designated for students who grew up in a Spanish-speaking environment (Spanish was spoken in the home and community by parents or grandparents, family friends, and neighbors), but may not speak Spanish themselves. The objective of these classes is to build upon the language base which students already possess.

Spanish as a Second Language (SSL) Program

This program is designed for students of Spanish whose native home language is not Spanish. If you have had any Spanish before (one year or more), you **D O N O T** belong in Spanish 101.

SPANISH PLACEMENT EVALUATIONS ARE GIVEN ON THE HOUR:

IN THE MORNINGS AT 10:00 AND 11:00 AM.

AND IN THE AFTERNOONS AT 1:00 AND 2:00 PM.

EVALUATIONS WILL BE ADMINISTERED - MONDAY THROUGH FRIDAY -

MAY 31ST THROUGH JULY 29TH AND AUGUST 9TH THROUGH AUGUST 19TH

E X C E P T O N

MONDAY, JULY 4TH - UNM WILL BE CLOSED

COURSE CHALLENGES

IF you earn a grade of A or B in language courses numbered
- 102 - , - 201 - , - 202 - , - 275 - , - 276 - , - 301 - , OR -302 - ,

YOU can get credit hours for any of the preceding lower division courses (100 & 200 LEVEL ONLY)
WITHOUT TAKING AN EXAM.

A Course Challenge form must be processed and UNM tuition for any of the three or six credit courses
MUST BE PAID.

THIS IS WHAT YOU HAVE TO DO:

- 1. ENROLL IN A HIGHER-LEVEL COURSE AND EARN AN A OR B IN THAT COURSE.**
(EXAMPLE: Enroll in Spanish 201 to get credit for lower division courses such as 101, 102.)
- 2. Obtain an ADVISEMENT TRANSCRIPT from RECORDS & REGISTRATION** (room 250 of the Student Services Center).
- 3. Take your ADVISEMENT TRANSCRIPTS to the ARTS & SCIENCES ADVISEMENT CENTER**
(room 251 of Ortega Hall) to get a pink **CHALLENGE SLIP**. The Challenge Slip has 5 sections that need to be signed, Arts & Sciences will sign the first section.
- 4. Next take your ADVISEMENT TRANSCRIPT and CHALLENGE SLIP to the DEPARTMENT OF SPANISH & PORTUGUESE** (room 235 of Ortega Hall) to get the second section signed.
- 5. Then, take your ADVISEMENT TRANSCRIPT, the CHALLENGE SLIP and some form of PAYMENT to the CASHIERS** (room 160 of the Student Services Center) and pay for the credits of the courses you have challenged. The cashier will collect payment, sign the slip, and give you a **RECEIPT**.
- 6. Bring the CHALLENGE SLIP, and the RECEIPT back to SPANISH & PORTUGUESE.** The department will check the receipt, sign the Challenge Slip again, make copies of the slip, and send the original on to Records and Registration.
- 7. RECORDS & REGISTRATION** will then process the **CHALLENGE SLIP** (in approximately two weeks).

TESTING OUT OF A LANGUAGE COURSE

If you are a newly admitted and regularly enrolled undergraduate student AND you get a passing score on the **College Level Examination Program < CLEP >** exam, **UNM** will **GRANT CREDIT** for those courses you have been successfully tested on.

ON THE **CLEP** EXAM FOR THE SPANISH LANGUAGE:

- ◆ A minimum score of **45** is the course equivalence for SPANISH 101 = 3 credit hours.
- ◆ A minimum score of **50** is the course equivalence for SPANISH 101 and 102 = 6 credit hours.
- ◆ A minimum score of **57** is the course equivalence for SPANISH 101, 102, 201 and 202 = 12 credit hours.

THE **CLEP** EXAMS ARE INTENDED FOR PEOPLE WITH CLEAR STRENGTHS IN THE SPANISH LANGUAGE.

You should confirm, with your COLLEGE ADVISOR, the total semester **hours accepted towards your degree**.

For more information and to obtain registration forms contact the **University Testing Center**, located in the **University College Building, room 2** (basement floor of the Student Health Center).

Their phone number is 277-5345.

LANGUAGE INSTRUCTION COURSES

☪ ☪ ☪ SPANISH AS A HERITAGE LANGUAGE PROGRAM ☪ ☪ ☪

Spanish courses 111, 112, 211, 212 with sections numbered in the 150s are designed for students who grew up in a Spanish-speaking home and community but may not speak Spanish themselves. The objective of these classes is to build upon the language base which the students already possess.

SPANISH 111 -- 150, 151, 152, 153, 154, 155 ELEMENTARY SPANISH AS A HERITAGE LANGUAGE (3 CRDT HRS EA.)

This is a beginning course for students who grew up around Spanish, understand 50% of a basic Spanish conversation, and can produce isolated words but not full sentences. *Students are required to take a placement evaluation before signing up for this course.* Emphasis is placed on the four skills - listening, speaking, reading and writing. In addition to acquisition of basic vocabulary and development of reading and writing structures, students will learn some very basic survival and social needs in Spanish.

***** ☪ ☪ ☪ **MANDATORY PREREQUISITE: PLACEMENT EVALUATION** ☪ ☪ ☪ *****

PLACEMENT EVALUATIONS ARE GIVEN MONDAY – FRIDAY, ON THE HOUR:

IN THE MORNINGS AT 10:00 AND 11:00 AM

AND IN THE AFTERNOONS AT 1:00 AND 2:00 PM

MAY 31ST THROUGH JULY 29TH AND AUGUST 9TH THROUGH AUGUST 19TH

***** MONDAY, JULY 4TH - UNM WILL BE CLOSED *****

SPANISH 112 -- 150, 151, 152, 153 ELEMENTARY SPANISH AS A HERITAGE LANGUAGE (3 CREDIT HOURS EACH)

Spanish 102 is a beginning course for students from Spanish-speaking homes. Students in this course usually understand spoken Spanish, can speak some Spanish, but lack confidence in their oral skills. Emphasis is placed on listening, speaking, reading and writing and the development of vocabulary and basic orthographic skills.

***** Spanish 111, or an equivalent, or a PLACEMENT EVALUATION is/are prerequisite(s) for 112 *****

SPANISH 211 -- 150, 151, 152, 153, 154 INTERMEDIATE SPANISH AS A HERITAGE LANGUAGE (3 CREDIT HOURS EACH)

SPANISH 212 -- 150, 151, 152, 153 INTERMEDIATE SPANISH AS A HERITAGE LANGUAGE (3 CREDIT HOURS EACH)

These intermediate courses are for Heritage language students who possess comprehension, oral, and basic skills in reading and writing. The four skills, listening, speaking, reading and writing, which were introduced in the beginning courses, will continue to be emphasized with attention placed on grammar. Popular forms and formal language patterns will be discussed and writing compositions on various themes will be developed.

***** Spanish 112, or an equivalent, or a PLACEMENT EVALUATION is/are prerequisite(s) for 211 *****

***** Spanish 211, or an equivalent, or a PLACEMENT EVALUATION is/are prerequisite(s) for 212 *****

☪ ☪ ☪ SPANISH AS A SECOND LANGUAGE PROGRAM ☪ ☪ ☪

This program's lower-division Spanish courses are designated for students whose home-native-language is other than Spanish.

SPANISH 101 ELEMENTARY SPANISH (3 CREDIT HOURS EACH)

Spanish 101 is the first of a four semester series for students learning Spanish whose native home language is other than Spanish. *Students are required to take a placement evaluation before signing up for this course.* This course introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish grammatical structures in a communicative based approach. Included are additional practice and homework assignments at the Language Learning Center (around one hour per week.) Textbook: *Vistas*, Student Activity Manual, and Multimedia CD.

***** ☪ ☪ ☪ MANDATORY PREREQUISITE: PLACEMENT EVALUATION ☪ ☪ ☪ *****

PLACEMENT EVALUATIONS ARE GIVEN MONDAY – FRIDAY, ON THE HOUR:
IN THE MORNINGS AT 10:00 AND 11:00 AM
AND IN THE AFTERNOONS AT 1:00 AND 2:00 PM
MAY 31ST THROUGH JULY 29TH AND AUGUST 9TH THROUGH AUGUST 19TH
*** MONDAY, JULY 4TH - UNM WILL BE CLOSED ***

SPANISH 102 ELEMENTARY SPANISH (3 CREDIT HOURS EACH)

Spanish 102 is the second of a four semester series for students learning Spanish whose home native language is other than Spanish. This course continues developing understanding, speaking, reading, and writing skills and emphasizes basic Spanish grammatical structures in a communicative based approach. Included are additional practice and homework assignments at the Language Learning Center (around one hour per week.) Textbook: *Vistas*, Student Activity Manual, and Multimedia CD.

*** Spanish 101, or an equivalent, or a PLACEMENT EVALUATION is/are prerequisite(s) for 102 ***

SPANISH 103 - OO1 ELEMENTARY SPANISH CONVERSATION (1 CREDIT HOUR)

STAFF W 12 - 12:50 PM

It is an intensive oral practice in the basic structure and vocabulary presented in 101 and 102.

SPANISH 201 INTERMEDIATE SPANISH (3 CREDIT HOURS)

Spanish 201 is the third of a four semester series for students of Spanish whose home native language is other than Spanish. This course is taught with a communicative-based methodology and is built upon two components. On one hand, the textbook *Vistas* emphasizes grammatical or lexical knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking). On the other hand, the supplemental video to the textbook provides the student with exposure to the target language and culture in different Spanish-speaking countries and situations. Textbook: *Vistas*, Student Activity Manual, and Multimedia CD.

*** Spanish 102, or an equivalent or a PLACEMENT EVALUATION is/are prerequisite(s) for 201 ***

SPANISH 202 INTERMEDIATE SPANISH (3 CREDIT HOURS)

Spanish 202 is the fourth of a four semester series for students whose home native language is other than Spanish. This course is taught with a communicative-based approach that emphasizes grammatical, lexical knowledge with more emphasis on writing and reading skills. Textbook: *Facetas*

*** Spanish 201, or an equivalent or a PLACEMENT EVALUATION is/are prerequisite(s) for 202 ***

SPANISH 275 - OO1 ACCELERATED BEGINNING SPANISH (6 CREDIT HOURS)

STAFF M T W T H 5:30 - 6:45 PM

An intensive one-semester course designed for language enthusiasts who want a review or can devote the time required to cover two semesters in one. Equivalent to 101 and 102. May count for the language requirement for graduate students in some departments. (Inquire with your department.) Textbook: *Vistas*, Student Activity Manual and Multimedia CD.

*** Prerequisite: PLACEMENT EVALUATION ***

SPANISH 301 – 007 CULTURE OF NEW MEXICO (3 CREDIT HOURS)
TEY DIANA REBOLLEDO T TH 4 – 5:15 PM

In this course we will study the history, culture and stories that make up the Hispano culture of New Mexico. We will practice the four skills of reading, writing, speaking, and listening. Short essays, daily writing, group work, a mid-term exam and a final project.

SPANISH 301 – 008 FROM SPAIN TO LATIN AMERICA: THE ADVENTURE OF THE SPANISH LANGUAGE (3 CREDIT HOURS)
LORETO CATOIRA M W F 9 – 9:50 AM

This course explores the journey of the Spanish language from its European departure in 1492 to its arrival, expansion and final settlement in America. The journey will begin with the reading of excerpts from documents which reflect the linguistic situation in Spain in 1492 as well as the linguistic policies imposed on Indians by the Spanish Crown during the first years of contact in America. Then, we will examine the rise and development of American Spanish, including features on four linguistic levels (phonology, morphology, syntax, semantics). Finally, the journey will end in the present time with issues pertinent to language contact, language policy and the future of Spanish in Latin America. Course Packet. Participation, quizzes, written assignments and a presentation. Conducted in Spanish.

SPANISH 301 – 010 MEXICAN AMERICAN POPULAR CULTURE (3 CREDIT HOURS)
SPENCER HERRERA T TH 5:30 – 6:45 PM

En este curso se analizarán algunos temas populares que se encuentran en la cultura chicana. Esta clase es una continuación de los niveles 202 y 212. Dicho esto, continuaremos estudiando la gramática y mejorando las cuatro destrezas, que son: leer, escribir, escuchar, y hablar en español. Estudiaremos cuentos cortos, la música, el arte, y el cine del mundo chicano. La nota se basará en la participación activa, tarea, ensayos cortos, y un proyecto final.

SPANISH 301 – 011 & 012 LA INMIGRACIÓN LATINA A LOS ESTADOS UNIDOS A TRAVÉS DEL CINE. (3 CREDIT HOURS EACH)
VERONICA CALVILLO

SECTION 011 M W F 12–12:50 PM - RESTRICTED: Special section for students who HAVE JUST COMPLETED 202, 212 or 276. Este curso se enfocará en el tema de la inmigración Latina durante el siglo XX en los Estados Unidos. Existen varios motivos por los cuales la gente de Latinoamérica y el Caribe emigran al país del “Sueño Americano”. Exploraremos estos motivos mediante películas, documentales y cuentos cortos. El estudiante tendrá un conocimiento más amplio de la inmigración latina en los Estados Unidos y su impacto. La clase será evaluada por medio de la activa participación del estudiante, reseñas de las películas, pruebas cortas, y un trabajo final. **This class focuses on the particular abilities and needs of second-language and heritage learners of Spanish who have just completed fourth-semester Spanish and who seek an environment with other students at a similar level, where strong emphasis is placed on developing reading and oral proficiency. Please contact Prof. Kathryn McKnight (mcknight@unm.edu) or call the department (277-5907) to obtain permission to register in this section.**

SPANISH 301 – 012 LA INMIGRACIÓN LATINA A LOS ESTADOS UNIDOS A TRAVÉS DEL CINE. M W F 1 – 1:50 PM

Este curso se enfocará en el tema de la inmigración Latina durante el siglo XX en los Estados Unidos. Existen varios motivos por los cuales la gente de Latinoamérica y el Caribe emigran al país del “Sueño Americano”. Exploraremos estos motivos mediante películas, documentales y cuentos cortos. El estudiante tendrá un conocimiento más amplio de la inmigración latina en los Estados Unidos y su impacto. La clase será evaluada por medio de la activa participación del estudiante, reseñas de las películas, pruebas cortas, y un trabajo final.

SPANISH 302 - 001 & 004 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)
STAFF SECTION 001 M W F 11 – 11:50 AM / SECTION 004 M W F 10 – 10:50 AM

This course offers an intensive introduction to composition in Spanish. The major goal of this course will be to help students become better writers in Spanish. There will be frequent compositions and in-class writing assignments.

SPANISH 302 – 002 & 003 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)
DAVID BRIGGS SECTION 002 T TH 11:00 AM – 12:15PM / SECTION 003 T TH 9:30 – 10:45AM

The goal of this course is to help the student improve writing skills in the Spanish language. This is accomplished through the composing of a series of essays/compositions throughout the semester with a focus on grammar and vocabulary as well as organization. Reading selections from various Spanish texts will provide models for language, themes and critical thinking as well as exposure to Hispanic culture. Class attendance and participation are crucial for successful results in this course. The course is conducted in Spanish.

SPANISH 302 – OO5 & OO6 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)
THEODORE WALKER SECTION OO5 T TH 12:30 – 1:45 PM / SECTION OO6 T TH 5:30 – 6:45 PM

Express yourself! Do it in Spanish with this intensive introduction to composition in the language of Cervantes. The primary aim of this course is to empower students with the ability to express themselves in a satisfying and satisfactory way through the written word. Grammar, vocabulary, analysis and discussion of literary texts will prepare us for writing at the sentence, paragraph, and finally essay levels. There will be frequent compositions and in-class writing assignments.

SPANISH 307 – OO1 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS)
KIMBERLE LÓPEZ T TH 12:30 – 1:45 PM

The course is an introduction to fundamental concepts for the analysis of the literature of the Spanish-speaking world. The course text is the most recent edition of *Aproximaciones al estudio de la literatura hispánica*. Course grades will be based on essays, exams, quizzes, participation, oral presentations, and other written and oral assignments. It is recommended that Spanish 302, Developing Spanish Writing Skills, be taken previously or simultaneously with Spanish 307.

SPANISH 307 – OO2 & OO4 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS EACH)
JOSÉ BAÑUELOS SECTION OO2 M W F 10 – 10:50 AM / SECTION OO4 M W F 12 – 12:50 PM

An introduction to the poetry, theater, and narrative of Spanish and the Spanish-speaking Americas. Emphasis on critical reading and expression in Spanish. Recommended: Spanish 302.

SPANISH 307 – OO3 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS)
JUDY MALOOF T TH 2 – 3:15 PM

The primary objectives of this course are for students to learn to read and analyze Spanish and Spanish American literary texts and to acquire an appreciation and enjoyment of these works. Students will develop their abilities to read carefully for literal meanings and to apply literary terms and analytical tools in a discussion of how texts communicate with readers. We will analyze texts within their cultural and historical contexts to understand the ways in which their authors engaged in social dialogue, attempting to shape the beliefs and realities of their times. Students will work on their skills of articulating literary analysis in both oral and written forms. This course text will be *Aproximaciones al estudio de la literatura hispánica*. The course grade will be based on written assignments, participation, oral presentations, and exams.

SPANISH 350 - OO1 SPANISH PHONETICS (3 CREDIT HOURS)
STAFF T TH 5:30 – 6:45 PM

This course provides a comprehensive description of the sound system of Spanish. Included will be discussion of the major phonetic characteristics of regional and social varieties of the Spanish of Spain and Latin America. Special attention is given to the identification of pronunciation problems of non-native speakers. Pre- or co-requisite: Spanish 301 or 302.

SPANISH 351 - OO1 INTRODUCTION TO SPANISH LINGUISTICS (3 CREDIT HOURS)
CATHERINE TRAVIS T TH 9:30 – 10:45 AM

El objetivo de este curso es proporcionar a los estudiantes el conocimiento básico de la lingüística que les servirá para: el estudio de la lengua española; la enseñanza de la misma; y la comprensión de temas relevantes para la lingüística hispánica contemporánea como la variación dialectal, el bilingüismo y el español en los Estados Unidos. El curso se divide en cuatro áreas que cubren las ramas principales de la lingüística: (1) la introducción incluye la comunicación animal y la adquisición de la lengua en los niños; (2) la fonética y la fonología estudian los sistemas de sonidos de las lenguas, (3) la morfología estudia la formación de las palabras y, (4) la sintaxis, la estructura de las oraciones. Los requisitos del curso incluyen la realización de ejercicios que servirán para practicar las técnicas de análisis estudiadas, dos exámenes parciales, y un ensayo. Libro de Texto: Hualde, José Ignacio; Ollarrea, Antxon; and Escobar, Anna María. 2001. *Introducción a la lingüística hispánica*. Cambridge: Cambridge University Press.

SPANISH 352 – 001 & 003 ADVANCED GRAMMAR (3 CREDIT HOURS EACH)

RENA TORRES CACOULOS SECTION 001 T TH 9:30 – 10:45 AM

STAFF SECTION 003 M W F 12 – 12:50 PM

We will look at the meanings of grammatical categories and constructions in Spanish, in some cases explicitly drawing contrasts with English. We have four interrelated goals. First, both as second-language learners and as bilingual or first-language speakers, we will deepen our awareness of variation in Spanish, beyond the standard, or so-called "correct", variety. Second, the course will help us understand which grammatical structures are obligatory, for example, gender marking on nouns, and which ones are variable, for example, use of the Subjunctive. A third goal is to help (prospective) teachers be able to describe Spanish grammar. Finally, the course will provide some introduction to linguistic analysis. Class work includes discussion of readings, exercises, and data analysis. Course requirements: 10 take-home assignments; four exams. Textbooks: Lunn, Patricia Vining and DeCesaris, Janet A. *Investigación de gramática*. Heinle & Heinle. Recommended: Butt, John and Benjamin, Carmen. *A new reference grammar of Spanish, 3rd edition*. Chicago: McGraw Hill.

SPANISH 352 – 002 ADVANCED GRAMMAR (3 CREDIT HOURS)

LORETO CATOIRA M W F 10 – 10:50 AM

What is the difference between "María es alta" and "María está alta"? Do "el famoso científico" and "el científico famoso" mean the same thing? This course will provide answers to these and other similar questions through a review of Spanish grammar and use. We will begin by discussing the notion of grammar and its role in daily life and will continue with an in-depth study of the grammatical topics that cause most difficulties to non-native Spanish speakers. Participation, assignments and exams. Conducted in Spanish. Textbook: King, Larry D. and Margarita Suárez. *Gramática española. Análisis y práctica*.

SPANISH 370 – 008 SURVEY OF CHICANO/A LITERATURE (3 CREDIT HOURS)

MIGUEL LOPEZ M W F 12 – 12:50 PM

This is an introductory course to Chicano/a literature which comprehends different periods of cultural production. The primary texts to be analyzed comprehend canonical works such as Tomás Rivera's *Y no se lo tragó la tierra*, Rudolfo Anaya's *Bless me, Ultima*, Sandra Cisneros's *House On Mango Street*, Arturo Islas's *The Rain God*, and Josefina López's play and filmic hit *Real Women have Curves*. Course requirements include active participation in class discussions, short papers, midterm exam and a research paper.

SPANISH 411 - 001 SURVEY OF SPANISH LITERATURE I (3 CREDIT HOURS)

ANTHONY J. CÁRDENAS-ROTUNNO T TH 5:30 – 6:45 PM

An introduction to several of the most important texts -- poetry, narrative, and theater -- of Medieval, Renaissance, and Golden Age Spain. Two exams. Prerequisite: Spanish 307.

SPANISH 429 - 001 VIDA Y OBRA DE FEDERICO GARCÍA LORCA (3 CREDIT HOURS)

SUSANA RIVERA T TH 4 – 5:15 PM

En este curso estudiaremos la vida y la literatura de Federico García Lorca, uno de los escritores más extraordinarios y famosos en lengua española, cuyo trágico asesinato por las fuerzas fascistas durante la guerra civil española proyectó internacionalmente su figura y su obra. Además de la lectura de algunos de sus textos más significativos (teatro, poesía, ensayo) veremos adaptaciones cinematográficas de su obra y documentales y películas sobre su vida. También consideraremos su relación con la música y la pintura.

SPANISH 431 - 001 SPANISH AMERICAN LITERATURE SURVEY I (3 CREDIT HOURS)

KATHY MCKNIGHT M W 5:30 – 6:45 PM

El curso ofrece una visión panorámica de la literatura hispanoamericana desde la época precolombina hasta fines del siglo XIX. Se leen obras de la conquista, la colonia, y el primer período de las repúblicas independientes, incluyendo textos de autores indígenas, españoles, criollos y mestizos. El curso da énfasis en el análisis textual y en la relación entre la literatura y la sociedad. La nota se basa en dos exámenes parciales, varias tareas escritas, incluyendo dos trabajos analíticos, presentaciones orales, cuidadosa preparación y activa participación en clase. Prerequisite: Spanish 307.

SPANISH 438 - OO1 MEXICAN NARRATIVE AND CINEMA OF THE TWENTIETH CENTURY (3 CREDIT HOURS)
MIGUEL LÓPEZ M W F 10 – 10:50 AM

Este curso es una introducción a la cultura mexicana del siglo XX empezando con la novela de la revolución hasta la novela y el cine de la transición después de la caída del Partido Revolucionario Institucional. En el curso discutiremos las siguientes obras: Mariano Azuela, *Los de abajo*; Carlos Fuentes, *La muerte de Artemio Cruz*; *La región más transparente* Rosario Castellanos *Balún Canán* y Eduardo Antonio Parra *Nostalgia de la sombra*. Las películas *La ley de Herodes*, *Y tu mamá también*. *Amores perros*, etc.

SPANISH 439 - OO1 LITERATURA AFRO CARIBEÑA (3 CREDIT HOURS)
ELEUTERIO SANTIAGO-DÍAZ T TH 9:30 – 10:45 AM

This course explores the representation of Afro-Hispanic subjectivities and cultures in the literature produced by Cuban, Puerto Rican and Dominican writers, with particular emphasis on how Afro-Caribbean peoples have defined themselves or have been defined by others as racial subjects. A selection of theoretical and literary texts (slave narratives, poetry, short stories, novel, plays, essays, and critical essays) will provide the basis for the discussion of a series of relevant issues pertaining to race, identity and cultural politics.

SPANISH 439 - OO2 LANGUAGE, GENDER AND RACE (3 CREDIT HOURS)
MARÍA DOLORES GONZALES T TH 12:30 – 1:45 PM

How and why do women and men come to be in possession of different communicative norms? Do women's and men's language behavior reflect men's domination or women's subordination? Are all speech communities homogeneous? These are but a few questions that will be discussed in class as well as the effects of gender and race on patterns of language behavior. Race and ethnicity, sociolinguistic and feminist theories will be studied and applied to ethnographic studies conducted by students in their speech communities.

SPANISH 479 / 578 - OO1 CHICANO LITERATURE (3 CREDIT HOURS)
TEY DIANA REBOLLEDO T TH 12:30 – 1:45 PM

In this class we will read the classics of Chicano Literature. It will be an in-depth survey and will include such writers as Corky Gonzales, Valdez, Alurista, Hinojosa, Anaya, Rivera, Cisneros, Anzaldúa, Moraga and others. We will study the oral tradition, poetry, theater, and narrative. Short essays, mid-term and final exams and a final project.

SPANISH 479 / 578 – OO2 RECOVERING THE U.S. HISPANIC LITERARY HERITAGE (3 CREDIT HOURS)
ENRIQUE LAMADRID M W F 2 – 2:50 PM

Exploración del canon emergente de la Herencia Literaria Hispana en EEUU, desde los tiempos coloniales hasta 1940 y los desafíos críticos y escolásticos de recuperación y reconstrucción. Énfasis en el "Suroeste" hispano / mexicano / chicano, con atención a algunos proyectos cubanos y puertorriqueños. Análisis de textos recuperados y búsqueda e identificación de nuevos textos escritos y orales. Nuevos acercamientos críticos.

GRADUATE COURSES

SPANISH 502 – OO1 PRO-SEMINAR RESEARCH CRITICAL METHODOLOGY (3 CREDIT HOURS)
KIMBERLE LÓPEZ T TH 4 – 5:15 PM

Required course for graduate students in literature in the Department of Spanish and Portuguese. Introduction to the fundamentals of conducting research in literature. Topics covered include how to define a research question, how to gain access to resources, how to organize a paper, and how to cite bibliographic data according to MLA guidelines. The course will also include units in critical terminology, an introduction to the fundamentals of literary theory, and bibliographic databases. Requirements include the completion of an annotated bibliography and final project, other oral and written assignments, and reading and discussion of critical articles.

SPANISH 522 – 001 SPANISH POETRY: POST ROMANTICISM TO DECADENCE (3 CREDIT HOURS)
SUSAN RIVERA TH 5:30 - 8 PM

A principios del siglo XX la poesía española vive un momento de extraordinario dinamismo y brillantez que ha sido considerado como el comienzo de un segundo Siglo de Oro. Grandes poetas como Antonio Machado y Juan Ramón Jiménez empiezan a escribir dentro de la corriente simbolista-modernista, y desarrollan una obra intensamente lírica a partir de la cual evolucionan hacia nuevas posiciones estéticas. Jiménez, en un proceso depurador de la suntuosidad y la sensorialidad modernista, conseguirá con la "poesía desnuda" una versión muy personal de la "poesía pura" entonces dominante en Europa. Antonio Machado, introduce en su poesía las preocupaciones éticas y civiles características de la llamada "Generación del 98". Junto a ellos, es necesario tener en cuenta a Manuel Machado, cuya obra presenta tres vertientes: decadentismo y aristocraticismo modernista, poemas de temática urbana, y versos de inspiración popular; y a Ramón del Valle-Inclán, poeta en principio parnasiano-simbolista, creador del "esperpento", un original estilo literario que se relaciona con algunos movimientos de vanguardia (futurismo, expresionismo, cubismo). Como antecedentes leeremos la obra de los post-románticos Gustavo Adolfo Bécquer y Rosalía de Castro, iniciadores de la poesía española moderna. El estudio de los autores citados permitirá no solo el conocimiento de la obra imprescindible de un grupo de grandes poetas, sino también la comprensión del significado y las características de las corrientes estéticas (modernismo, decadentismo, simbolismo, poesía pura, vanguardia, arte comprometido) que suponen el paso de la modernidad a la posmodernidad.

SPANISH 532 - 001 LA NUEVA NARRATIVA LATINOAMERICANA: EL CONO SUR (3 CREDIT HOURS)
JUDY MALOOF T 5:30 – 8 PM

This seminar will focus on developments in contemporary Latin American narrative of the Southern Cone (Argentina, Chile and Uruguay) since the 1950s to the present. We shall analyze the narrative techniques and discursive strategies in representative works of fiction by Julio Cortázar, Cristina Peri Rossi, Juan Carlos Onetti, Manuel Puig, and Isabel Allende among others. These texts will be discussed in relation to the socio-historical, political, and cultural context from which they emerged and to which they refer. We will also read theoretical and critical essays dealing with issues relevant to these particular works of fiction. Students will be required to attend all class sessions, participate actively in class discussions, write several short reaction papers, give a formal oral presentation, and write a final essay.

SPANISH 541 – 001 RESEARCH METHODOLOGY FOR TEACHERS (3 CREDIT HOURS)
ALEJANDRA BALESTRA M W 4 – 5:15 PM

This course is designed to provide future and current instructors with the necessary background for making informed decisions concerning classroom practices, tests, etc. The analysis on traditional issues on second language learning will be combined with the examination of practical concerns on the teaching of a foreign language. The students will address critical theory, sociopolitical issues, the importance of context, cognitive processing, and other important aspects of language teaching. The course will provide the tools a teacher needs in order to self-observe, self-analyze, and self-evaluate his or her own teaching acts. Finally, in this class the students will examine the integration of technology into foreign language teaching through the use of computer-assisted instruction and will prepare a website to use in a Second Language Acquisition class. This class is taught in Spanish. Textbook: B. Kumaravadivelu. *Beyond Methods: Macrostrategies for Language Teaching* and several articles will be available on Reserves at Zimmerman Library.

SPANISH 549 – 001 RECENT RESEARCH METHODS FOR TEACHING SPANISH AS A HERITAGE LANGUAGE (3 CRDT. HRS)
MARÍA DOLORES GONZALES W 4 – 6:30 PM

The Spanish and Portuguese Department has witnessed an increase in the heritage learner population at UNM and the number of sections in the Heritage Language Program has more than doubled. The effects of such growth require a proactive stance on fulfilling the needs of heritage language speakers. In order to be successful in this task, Spanish 549 will focus on the pedagogical development, address issues of instruction and teacher training and propose research and practice orientations concerning Spanish as a Heritage Language.

SPANISH 549 – 002 BILINGUALISM (3 CREDIT HOURS)
RENA TORRES CACOULOS T TH 12:30 – 1:45 PM

What kinds of, if any, grammatical change in one or both of the languages in contact does bilingualism cause, and under what social and linguistic circumstances? This course will center on two major outcomes of language contact: grammatical convergence and borrowing/code-switching. A variationist perspective is adopted to explore the consequences of bilingualism for grammar, exemplifying with Spanish-English in the United States, French-English in Canada, and other bilingual situations involving both typologically similar and different languages. Our primary concern is with stable bilingual communities, or groups of speakers who regularly speak two or more languages in spontaneous language use, rather than with situations of language acquisition, attrition, or shift. Students will conduct an empirical study of one of the topics covered in class. Grades will be based on 1) oral presentation of this study and readings associated with it; 2) a written version; 3) two exams.

SPANISH 549 – 003 FUNCTIONAL SYNTAX (3 CREDIT HOURS)

CATHERINE TRAVIS T TH 2 – 3:15 PM

The objectives of this course are (1) to introduce the principles and methods of functional syntax, (2) to address some of the fundamental issues currently being dealt with in research in this area, and (3) to teach the skills necessary for carrying out syntactic analyses and developing corresponding argumentation. The course will focus primarily on Spanish and English, with wider cross-linguistic comparisons also being made in order to gain a deeper understanding of the features under consideration. Features to be studied include lexical and grammatical categories (noun, verb and adjective), word order, transitivity, argument structure, complementation, among others. As well as extensive discussion of theoretical issues, the course includes a practical component concerning computer tools for quantitative syntactic analyses. These skills will be applied in the final paper, which involves original corpus-based research into the use of a syntactic feature in a language of your choice. Prerequisites: none, but a background in linguistics is strongly recommended

Texts: Readings available from Zimmerman Library

SPANISH 578 - 001 / 479 - 001 CHICANO LITERATURE (3 CREDIT HOURS)

TEY DIANA REBOLLEDO T TH 12:30 – 1:45 PM

In this class we will read the classics of Chicano Literature. It will be an in-depth survey and will include such writers as Corky Gonzales, Valdez, Alurista, Hinojosa, Anaya, Rivera, Cisneros, Anzaldúa, Moraga and others. We will study the oral tradition, poetry, theater, and narrative. Short essays, mid-term and final exams and a final project.

SPANISH 578 – 002 / 479 – 002 RECOVERING U.S. HISPANIC LITERARY HERITAGE (3 CREDIT HOURS)

ENRIQUE LAMADRID M W F 2 – 2:50 PM

Exploración del canon emergente de la Herencia Literaria Hispana en EEUU, desde los tiempos coloniales hasta 1940 y los desafíos críticos y escolásticos de recuperación y reconstrucción. Énfasis en el "Suroeste" hispano / mexicano / chicano, con atención a algunos proyectos cubanos y puertorriqueños. Análisis de textos recuperados y búsqueda e identificación de nuevos textos escritos y orales. Nuevos acercamientos críticos.

SPANISH 629 - 001 LA MUJER SIGLO XV (3 CREDIT HOURS)

ANTHONY J. CÁRDENAS-ROTUNNO T TH 2 – 3:15 PM

El propósito múltiple de la clase es de 1) examinar una parte minúscula de la narración del siglo XV, principalmente del género que se denomina "romance" en inglés y por el cual no hay un término específico en español como un discurso no logocéntrico o ya femenino; 2) examinar el llamado feminismo y antifeminismo de la época; 3) cuestionar nuestra aproximación a la literatura medieval en particular a lo que llamamos literatura en general; 4) producir una obra final como ponencia y luego artículo que se publicará basándonos en los textos leídos en clase. Los textos que leeremos en facsímil son: Repetición de amores E arte de axedres con el juegos de partido (Luis de Lucena, c. 1497); Johan Bocacio de las mujeres illustres en romance Argumento del primer auto desta comedia (Melibea Calisto) (1499); Tractado de amores de Arnalte a Luçenda (Diego de San Pedro, 1491 [1480?]); Cárcel de amor (Diego de San Pedro, 1492); Tractado compuesto por Johan de flores a su amiga (Grisel y Mirabella, c. 1495); Grimalte y Gradissa (Juan de Flores, c. 1495); Gracisla (Juan de Flores, ??) La nota final se basará no sólo en su presencia en clase y sus elaboraciones sobre el tema, sino también de presentaciones de 5-10 minutos sobre las lecturas con una hoja mecanografiada- copia para todos de la clase en la cual 1) presentará el argumento del artículo y 2) una crítica sobre el mismo. El trabajo final es una obra de (mínimo) a 15 (máximo) páginas incluyendo su bibliografía-todo en el formato de The MLA Style Manual sin excepción. El tema puede ser sobre cualquier aspecto de la narración desde cualquier perspectiva deconstruccionista-posmoderna o incluso estructural. Lo que se recomienda es que su trabajo muestre una autoconciencia de la perspectiva que se emplee y que añada al plaisir du texte.

SPANISH 631 - 001 LATIN AMERICAN VANGUARD POETRY (3 CREDIT HOURS)

ELEUTERIO SANTIAGO -DÍAZ M 5:30 – 8 PM

Intensive study of Latin American vanguard poetry, from the experimental period of the 1920s to the 1950s. Poets to be studied include Vicente Huidobro, César Vallejo, Pablo Neruda, Nicolás Guillén, Luis Palés Matos, Julia de Burgos, Octavio Paz and Alejandra Pizarnik, among others.

SPANISH 639 - 001/ PORTUGUESE 570 – 001 THE GLOBAL CONDITION (3 CREDIT HOURS)

LEILA LEHNEN MW 4 – 5:15 PM

What is globalization? And, how does globalization affect culture? On the one hand, critics of globalization credit the increasing porosity of economic, cultural and political borders with the augmented homogenization of cultures. On the other hand, proponents of globalization believe that the free flow of material and cultural capital has the potential to transform and enrich cultural production across the globe. In this course, we will examine how the processes of cultural globalization are changing cultural discourses in Latin America. We will concentrate on the literary production from Spanish America and Brazil, studying not only how authors from Brazil, Argentina, Peru, and Chile among others, thematize globalization in their works. What changes are to be observed in Latin America's "post-national," "post-modern" literature? We will read contemporary literary texts in Spanish as well as Portuguese and critical works dealing with issues of globalization (in Spanish, Portuguese, and English). In addition, the class will also study the aesthetics of globalization in film and, to a lesser degree, in music and the visual arts. Students will be responsible for preparing in-class presentations, writing several short papers as well as a longer critical paper at the end of the semester.

PORTUGUESE COURSES

PORTUGUESE 275 – 001 & 002 INTENSIVE BEGINNING PORTUGUESE (6 CREDIT HOURS EACH)

STAFF SECTION 001 MWF 1 - 1:50 PM & TTH 12:30 - 1:45 PM

STAFF SECTION 002 MWF 11 - 11:50 AM & TTH 11:00 AM - 12:15 PM

This beginning intensive language learning experience draws on video materials from the Portuguese-speaking world together with textbook and workbook exercises to teach students the Portuguese language and cultures. Classes are communicative, involving students in a group and individual activities that require developing the ability to use the language well. Grades are based on weekly quizzes, homework exercises, midterm and final exams and active class participation. The class meets five days a week.

PORTUGUESE 276 - 001 INTENSIVE INTERMEDIATE PORTUGUESE (6 CREDIT HOURS)

STAFF MWF 11 – 11:50 AM & TTH 11:00 AM – 12:15 PM

This intermediate intensive language learning experience provides students with the opportunity to learn about Brazil's five geographic regions through video, textbook and workbook exercises. Students will have the opportunity to do their own research about Brazil and prepare presentations for the class. Classes are communicative and involve more sophisticated use of Portuguese in speaking and writing. Grades are based on weekly quizzes, homework exercises, midterm and final exams and active class participation. Students enrolling in this class must have completed Portuguese 275 or the equivalent. The class meets five days a week. Prerequisite: Portuguese 275.

PORTUGUESE 311 / 511 - 001 CULTURE AND COMPOSITION (3 CREDIT HOURS)

MARGO MILLERET TTH 4 – 5:15 PM

This class is designed to help students develop their vocabulary, grammar skills and abilities to organize and present their ideas through debate and in written compositions. Course materials will include telenovelas and readings pertinent to cultural issues such as the status of women, abortion, race and racism, and religions. Evaluation will be based on class participation, homework, compositions, and tests. Prerequisite: Portuguese 276.

PORTUGUESE 414 / 514 - 001 POST DICTATOR BRAZIL (3 CREDIT HOURS)

MARGO MILLERET TH 5:30 - 8 PM

This class will take an interdisciplinary look at the last forty years of Brazilian history, economics, religious studies, literature, and politics. Guest lecturers will address the years of the dictatorship (1964-1985) and the years following the dictatorship (1985-present) through the lens of common issues, such as human rights, economic development, censorship, race relations and artistic expression. All lectures and discussions will be conducted in Portuguese. Evaluation will be based on class reading assignments, presentations and written research papers. Prerequisite: Portuguese 311 or 312.

PORTUGUESE 457/ 557 – 001 BRAZILIAN LITERATURE SURVEY I (3 CREDIT HOURS)
LEILA LEHNEN M W F 3 – 3:50 PM

This course will employ cultural materials and literary texts in order to illustrate Brazilian society during the period from the discoveries to the early years of the 20th century. Students will read different literary texts from varying epochs and genres. We will also watch several films in this class and examine other types of cultural expression such as music and paintings. Students will be responsible for presenting topics for discussion, exams, and a final project. Prerequisite: Portuguese 311 or 312.

PORTUGUESE 511 / 311 - 001 CULTURE AND COMPOSITION (3 CREDIT HOURS)
MARGO MILLERET T TH 4 – 5:15 PM

This video-based course is designed to develop the students' oral and written skills in Portuguese, including expanding vocabulary, and reviewing grammar. Course materials will include telenovelas and readings pertinent to cultural issues that appear in the videos. Discussions will follow viewing of the videos and reading assignments. Evaluation will be based on class participation, weekly written assignments and tests.

PORTUGUESE 514 / 414 - 001 POST DICTATOR BRAZIL (3 CREDIT HOURS)
MARGO MILLERET TH 5:30 - 8 PM

This class will take an interdisciplinary look at the last forty years of Brazilian history, economics, religious studies, literature, and politics. Guest lecturers will address the years of the dictatorship (1964-1985) and the years following the dictatorship (1985-present) through the lens of common issues, such as human rights, economic development, censorship, race relations and artistic expression. All lectures and discussions will be conducted in Portuguese. Evaluation will be based on class reading assignments, presentations and written research papers.

PORTUGUESE 557/ 457 – 001 BRAZILIAN LITERATURE SURVEY I (3 CREDIT HOURS)
LEILA LEHNEN M W F 3 – 3:50 PM

This course will employ cultural materials and literary texts in order to illustrate Brazilian society during the period from the discoveries to the early years of the 20th century. Students will read different literary texts from varying epochs and genres. We will also watch several films in this class and examine other types of cultural expression such as music and paintings. Students will be responsible for presenting topics for discussion, exams, and a final project.

PORTUGUESE 570 – 001 / SPANISH 639 - 001 THE GLOBAL CONDITION (3 CREDIT HOURS)
LEILA LEHNEN M W 4 – 5:15 PM

What is globalization? And, how does globalization affect culture? On the one hand, critics of globalization credit the increasing porosity of economic, cultural and political borders with the augmented homogenization of cultures. On the other hand, proponents of globalization believe that the free flow of material and cultural capital has the potential to transform and enrich cultural production across the globe. In this course, we will examine how the processes of cultural globalization are changing cultural discourses in Latin America. We will concentrate on the literary production from Spanish America and Brazil, studying not only how authors from Brazil, Argentina, Peru, and Chile among others, thematize globalization in their works. What changes are to be observed in Latin America's "post-national," "post-modern" literature? We will read contemporary literary texts in Spanish as well as Portuguese and critical works dealing with issues of globalization (in Spanish, Portuguese, and English). In addition, the class will also study the aesthetics of globalization in film and, to a lesser degree, in music and the visual arts. Students will be responsible for preparing in-class presentations, writing several short papers as well as a longer critical paper at the end of the semester.