

# SPANISH PLACEMENT EVALUATIONS SUMMER/FALL 2007 SCHEDULE

## REQUIRED COURSE PLACEMENT

All UNM students who choose Spanish to fulfill their language requirement(s) *must* take a Spanish Placement Evaluation for placement at the appropriate level.

This evaluation is free of charge and is administered in the Language Learning Center located in room 124 of Ortega Hall.

- ◆ Students must meet this requirement *before* enrolling in a Spanish class.
- ◆ Any student who does not have an orange placement verification card when the semester begins *will be dropped from the course*.
- ◆ Placement evaluation scores are valid for one year only. If a student has not taken the course they placed into within a year's time, the student will have to retake the placement evaluation.
- ◆ If a period of one year or more has passed between Spanish courses, *you will be required to take the placement evaluation again*. It is recommended for students who are fulfilling Arts and Sciences language requirements, that these classes be taken in successive semesters.

**If a student places into a higher-level Spanish course, the student can not only advance faster, but also has the option to challenge the lower-level Spanish course(s) for credit.**

- ◆ By earning a grade of B or better in Spanish language courses numbered 102-302, credit hours for the preceding 100 or 200 level courses may be obtained. A Course Challenge form must be processed and UNM tuition paid.
- ◆ It is also possible to test out of a Spanish course and earn credit by taking the Spanish language CLEP test. For more information on CLEP testing visit the website <http://www.unm.edu/~testctr/clep.htm>.

**SPANISH LANGUAGE INSTRUCTION PROGRAMS:** Language instruction courses develop cultural knowledge, grammar, vocabulary, and the four language skills – listening, speaking, reading and writing. The Department of Spanish and Portuguese has two Spanish language programs that address the needs of our diverse language learners, Spanish as a Heritage Language and Spanish as a Second Language.

**S H L - SPANISH AS A HERITAGE LANGUAGE PROGRAM:** Spanish classes 111, 112, 211, and 212 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, or neighbors. Understand Spanish but may not speak it themselves). The objective of these classes is to build upon the language base which students already possess.

**S S L - SPANISH AS A SECOND LANGUAGE PROGRAM:** This program is designed for students of Spanish whose native home language is not Spanish.

## SPANISH PLACEMENT EVALUATION SCHEDULE

EVALUATIONS ARE ADMINISTERED IN THE MORNINGS AT 10:00 AND 11:00 AM  
AND IN THE AFTERNOONS AT 1:00 AND 2:00 PM DURING THE FOLLOWING DATES:

TUESDAY, MAY 29 - FRIDAY, JULY 27

WEDNESDAY, AUGUST 8 - FRIDAY, AUGUST 17

☛ EXCEPT ON WEDNESDAY, JULY 4TH ☚

## TESTING OUT OF SPANISH LANGUAGE COURSES

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 SPANISH 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  
**WOODWARD HALL, ROOM 140 C.** THEIR PHONE NUMBER IS **2 7 7 - 5 3 4 5.**

## SPANISH ... COURSE CHALLENGES ... PORTUGUESE

IF you earn a grade of **A** or **B** in a **PORTUGUESE** course numbered - 276 - , - 311 - OR - 312  
OR a **SPANISH** language course 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 & UNM tuition for any of the 3 or 6 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).

# LANGUAGE INSTRUCTION COURSES

## ◆◆◆ SPANISH AS A HERITAGE LANGUAGE PROGRAM ◆◆◆

Spanish courses 111, 112, 211, 212 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 – 001, 002, 003, 004, 005, 006 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: SPANISH PLACEMENT EVALUATION** ☞ ☞ ☞

### SPANISH PLACEMENT EVALUATION SCHEDULE

EVALUATIONS ARE ADMINISTERED IN THE MORNINGS AT 10:00 AND 11:00 AM  
AND IN THE AFTERNOONS AT 1:00 AND 2:00 PM DURING THE FOLLOWING DATES:

TUESDAY, MAY 29 - FRIDAY, JULY 27

WEDNESDAY, AUGUST 8 - FRIDAY, AUGUST 17

☛ EXCEPT ON WEDNESDAY, JULY 4TH ☛

**SPANISH 112 – 001, 002, 003, 004, 005 ELEMENTARY SPANISH AS A HERITAGE LANGUAGE (3 CRDT HRS EA)**

Spanish 112 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.

◆◆ **COURSE PREREQUISITE: SPANISH 111 OR AN EQUIVALENT OR A PLACEMENT EVALUATION** ◆◆

**SPANISH 211 -- 001, 002, 003, 004, 005, 006 INTERMEDIATE SPANISH AS A HERITAGE LANGUAGE (3 CRDT HRS EA)**

**SPANISH 212 -- 001, 002, 003, 004, 005 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.

◆◆ **211 COURSE PREREQUISITE: SPANISH 112 OR AN EQUIVALENT OR A PLACEMENT EVALUATION** ◆◆

◆◆ **212 COURSE PREREQUISITE: SPANISH 211 OR AN EQUIVALENT OR A PLACEMENT EVALUATION** ◆◆

## ◆◆◆ 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)

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. Textbook: *Vistas, Second Edition*, Online Student Activities Manual (WEBSAM) and Multimedia CD.

☞☞☞ MANDATORY PREREQUISITE: SPANISH PLACEMENT EVALUATION ☞☞☞

### SPANISH PLACEMENT EVALUATION SCHEDULE

EVALUATIONS ARE ADMINISTERED IN THE MORNINGS AT 10:00 AND 11:00 AM  
AND IN THE AFTERNOONS AT 1:00 AND 2:00 PM DURING THE FOLLOWING DATES:

TUESDAY, MAY 29 - FRIDAY, JULY 27

WEDNESDAY, AUGUST 8 - FRIDAY, AUGUST 17

☛ EXCEPT ON WEDNESDAY, JULY 4<sup>TH</sup> ☛

### SPANISH 102 ELEMENTARY SPANISH (3 CREDIT HOURS)

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. Textbook: *Vistas, Second Edition*, Online Student Activities Manual (WEBSAM), and Multimedia CD.

◆◆ COURSE PREREQUISITE: SPANISH 101 OR AN EQUIVALENT OR A PLACEMENT EVALUATION ◆◆

### SPANISH 103 - OOI 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, Second Edition*, Student Activity Manual (WEBSAM), and Multimedia CD.

◆◆ COURSE PREREQUISITE: SPANISH 102 OR AN EQUIVALENT OR A PLACEMENT EVALUATION ◆◆

### 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: *Identidades, and online readings*.

◆◆ COURSE PREREQUISITE: SPANISH 201 OR AN EQUIVALENT OR A PLACEMENT EVALUATION ◆◆

**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.

◆◆ **COURSE PREREQUISITE: PLACEMENT EVALUATION** ◆◆

## ◆◆ **UNDERGRADUATE COURSES** ◆◆

◆◆◆◆

### ◆◆◆◆ **SPANISH 301** ◆◆◆◆

◆◆◆◆

The Spanish 301 courses are designed particularly for students who have just completed Spanish 202 / 212 / 276 or for those who have taken Spanish 301 once, but need more intermediate-level skill development.

These courses help students further develop their listening, speaking, reading, and writing skills at the intermediate level.

Students with more advanced or native language skills are strongly encouraged to take courses above the 301 level.

\* **STUDENTS WHO PURSUE SPANISH AS A MAJOR OR MINOR MAY SUBSTITUTE A HIGHER LEVEL COURSE FOR THE 301 REQUIREMENT.\***

**SPANISH 301 – OO1 & OO7 LATINO IMMIGRATION THROUGH FILM (3 CREDIT HOURS EACH)**  
**VERÓNICA CALVILLO SECTION OO1 T T H 9:30 – 10:45 AM / SECTION OO7 T T H 4 – 5:15 PM**

Este curso se enfocará en la inmigración latina en los Estados Unidos a través del cine principalmente. Se utilizarán actividades dentro y fuera de clase para enriquecer el conocimiento del estudiante sobre la inmigración Latina y su perspectiva hacia el tema de la inmigración en los Estados Unidos actualmente. Habrá composiciones cortas, pruebas, examen de medio semestre y un proyecto final con una presentación oral y una composición para decidir la nota final.

◆◆ **REQUISITO PREVIO: ESPAÑOL 202 OR 212 OR 276** ◆◆

**SPANISH 301 – OO2 & OO9 CULTURA CARIBEÑA (3 CREDIT HOURS EACH)**  
**SOCORRO LARA SECTION OO2 M W F 10 – 10:50 AM / SECTION OO9 M W F 11 – 11:50 AM**

Este curso enfocará en varios aspectos de la cultura hispanohablante Caribeña. Analizaremos el impacto que los países de habla hispana del Caribe como Puerto Rico, Cuba y República Dominicana tienen dentro de las comunidades hispanas en los Estados Unidos. Estudiaremos cómo los aspectos populares como la música, las costumbres, la comida, el cine, los cuentos y la oralidad se ven reflejados en la vida cotidiana de las comunidades hispanas. El curso se evaluará de la siguiente manera: tareas cortas, composiciones escritas, presentación cultural, examen de medio semestre y examen final.

◆◆ **REQUISITO PREVIO: ESPAÑOL 202 OR 212 OR 276** ◆◆

**SPANISH 301 – OO3 NEW MEXICO HISPANIC ARTS (3 CREDIT HOURS)**  
**DEANNA CORNEJO-PATTERSON M W F 1 – 1:50 PM**

This course will explore Hispanic colonial folk art in New Mexico in its different manifestations, and the unfolding, in the New World, of the cultural and artistic legacy of Spain as it was influenced by Native American art and the environment. The course will give a brief historical review of the origin and development of New Mexico. Then, colonial art forms such as tinwork, hide-painting, retablos, bultos, straw applique, ramilletes, architecture and furniture will be studied and their cross-cultural sources examined. Lectures, assigned research and an oral presentation will give the student an introductory knowledge of the Hispanic colonial arts of New Mexico. The course will be conducted in Spanish.

◆◆ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ◆◆

**SPANISH 301 – OO4 LATIN AMERICAN CULTURE (3 CREDIT HOURS)**  
**TERESA DOVALPAGE M W F 10 – 10:50 AM**

En este curso los estudiantes obtendrán una visión panorámica de la cultura latinoamericana, particularmente de la región caribeña. Se analizarán textos sencillos, cuentos cortos y películas que reflejan particularidades del mundo hispano. Se insistirá en el desarrollo de las cuatro destrezas lingüísticas adquiridas en Español 202/212/276 con especial énfasis en la competencia oral y la lectura. La nota se basará en la participación activa, tarea, ensayos cortos y un proyecto final.

◆◆ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ◆◆

**SPANISH 301 – 005 & 010 CULTURA HISPANOAMERICANA (3 CREDIT HOURS EACH)**

**ALENA JOHNSON SECTION 005 MWF 12 – 12:50 PM / SECTION 010 MW 5:30 – 6:45 PM**

Este curso sirve como introducción al nivel intermedio a la cultura hispanoamericana. Las metas centrales del curso son: estudiar las culturas hispanoamericanas, mejorar la habilidad de leer cuidadosa- y críticamente en español, y mejorar la capacidad de hablar en español. Emplearemos el texto *Pasajes: cultura* (Bretz, Dvorak, & Kirshner) para integrar las lecturas con discusiones en clase y actividades de lectura y gramática. Entre otros componentes del curso se incluyen pruebas, composiciones, y un examen final, todo lo cual ayudará al estudiante a formar un entendimiento y estructura básicos de las culturas hispánicas, y a seguir el estudio de la cultura y literatura hispanoamericanas al nivel avanzado.

◆◆ **REQUISITO PREVIO: ESPAÑOL 202 OR 212 OR 276** ◆◆

**SPANISH 301 – 006 HISTORIA Y CULTURA DE ESPAÑA A TRAVÉS DEL CINE (PARTE I) (3 CREDIT HOURS)**

**MARÍA DE ABAJO TTH 12:30 – 1:45 PM**

A través del medio visual cinematográfico, se hará un recorrido por la historia y la sociedad de España del siglo XX. Para reflejar a la nación en la época franquista, y los efectos traumáticos que supuso la Guerra Civil en la población española, se analizarán las películas *La lengua de las mariposas* y *El espinazo del diablo* entre otras. A partir de la muerte de Franco (1975), y con la llegada de la democracia en España, surgen artistas y escritores que pretenden dar una nueva imagen de la cultura española y mostrar los cambios recientes acelerados ocurridos en la sociedad. Como ejemplo, veremos algunas películas de Pedro Almodóvar. El tema de la inmigración aparece en la pantalla en diferentes décadas mostrando una España multicultural en formación. En este curso se enfatizarán la conversación, la lectura y la escritura. La evaluación de los estudiantes se basará en presentaciones orales, ensayos, pruebas y participación activa en clase.

◆◆ **REQUISITO PREVIO: ESPAÑOL 202 OR 212 OR 276** ◆◆

**SPANISH 301 – 008 EL LEGADO CULTURA INCA (3 CREDIT HOURS EACH)**

**SARA V. GUENGERICH MWF 9 – 9:50 AM**

En este curso estudiaremos la cultura incaica, su apogeo, caída y su legado cultural sobre los pueblos andinos de hoy. Leeremos piezas narrativas coloniales como mitos de origen y leyendas provenientes de la tradición oral andina y otras escritas desde puntos de vista españoles, mestizos e indígenas. De igual modo, analizaremos el arte y arquitectura inca por medio de imágenes y videos de las famosas ruinas de Machu Picchu, Sacsayhuamán y otras. También veremos otros videos como *Guns, Germs and Steel* y *"Aguirre: The Wrath of God"* para comprender los diversos factores que contribuyeron a la caída del imperio inca y el desarrollo de la época colonial. El objetivo principal del curso es continuar el desarrollo de las habilidades en la lectura, escritura y el habla en español. La nota se basará en la participación activa en la clase, composiciones, listas de vocabulario, pruebas de literatura y comprensión del material, una presentación oral y un examen oral grabado junto al examen final.

◆◆ **REQUISITO PREVIO: ESPAÑOL 202 OR 212 OR 276** ◆◆

**SPANISH 301 – 011 & 012 CINÉ Y CULTURA JUDÍA EN MÉXICO (3 CREDIT HOURS EACH)**

**HÉCTOR CONTRERAS SECTION 011 MWF 12 – 12:50 PM / SECTION 012 MWF 1 – 1:50 PM**

El propósito general de este curso es presentar una introducción a la historia y la cultura judía en México; tanto los materiales como las actividades en clase se enfocarán en la práctica y desarrollo de las cuatro habilidades: escuchar, hablar, leer y escribir. El curso se desarrollará a partir de dos películas (*El Santo Oficio*, 1974, dirigida por Arturo Ripstein, y *Novia que te vea*, 1994, dirigida por Guita Schyfter) y dos documentales (*Un beso a esta tierra*, 1996, dirigido por Daniel Goldberg, y *Ocho candelas*, 2002, dirigido por Sandro Halphen). Además del cine, se estudiarán muestras de la literatura y las artes plásticas producidas por judeomexicanos, todo con el objetivo de explorar el lugar de la cultura judía en México y su relación con e influencia en la cultura mexicana en general. Los principales temas que se abordarán son la inmigración, el proceso de integración/ asimilación, la generación de inmigrantes vs. la primera generación judeomexicana, el antisemitismo, la identidad judía, la relación entre la cultura sefardita y la ashkenazi, la diversidad de idiomas, la religión y los papeles de género. La evaluación del curso se basará en la asistencia y participación activa en clase, la entrega oportuna de las tareas, pruebas de lectura, tres reportes escritos y un proyecto final.

◆◆ **REQUISITO PREVIO: ESPAÑOL 202 OR 212 OR 276** ◆◆



**SPANISH 302 - OO1 & OO7 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)**  
**DAVID BRIGGS SECTION OO1 MWF 11–11:50 AM / SECTION OO7 MWF 12–12:50 PM**

The goal of this course is to help the student improve writing skills in the Spanish language. Students will accomplish this by writing a series of essays throughout the semester with a focus on composition and organization as well as grammar and vocabulary. Reading selections from various Hispanic texts will provide models for expressive language, themes, organization and critical thinking as well as exposure to Hispanic culture and effective communication within a cultural context. Class attendance and participation are crucial for successful results in this course. The course is conducted in Spanish.

♦♦ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ♦♦

**SPANISH 302 – OO2 & OO3 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)**  
**ERIN AMASON MONTERO SECTION OO2 TTh 11:00 AM–12:15PM / SECTION OO3 TTh 9:30–10:45AM**

The goal of this course is to strive towards the development of improved writing skills in Spanish. In order to achieve this goal we will be focusing upon lectures in class and literary readings that will be utilized as a point of departure for class discussion and writing assignments. Students will learn to organize their essays and papers in a concise and logical manner while meeting grammar and vocabulary objectives. ♦♦ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ♦♦

**SPANISH 302 – OO4 & OO5 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)**  
**THEODORE WALKER SECTION OO4 MWF 10–10:50 AM / SECTION OO5 MWF 1–1:50 PM**

This course is designed to empower students as writers of Spanish at both the formal and informal levels. Formal writing encompasses essays such as description, narration, report, reasoned argument, and exposition. Informal writing, particularly a *Dream Journal*, will allow students to write and share their visions, experiences, and creativity with the class. Examples of formal writing and informal writing will be read and discussed weekly. Grammar review will be conducted throughout the semester. Text: *De lector a escritor*. 2<sup>nd</sup> ed. Michael D. Finnemann and Lynn Carbón. Heinle & Heinle, 2001.

♦♦ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ♦♦

**SPANISH 302 – OO6 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS)**  
**STAFF TTh 5:30–6:45 PM**

This course will focus on developing writing skills at the sentence, paragraph and essay levels, with the goal of improving students' ability to express themselves through the written word. Exercises will progress from basic descriptive writing to analysis of literary texts. Grammar objectives and vocabulary will be intergrated into composition activities.

♦♦ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ♦♦

**SPANISH 307 – OO1 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS)**  
**KATHRYN MCKNIGHT TTh 12:30–1:45 PM**

Students will learn to read and analyze Spanish and Spanish American literary texts, and will deepen their appreciation and enjoyment of these works. The course prepares students to study literature at the 400 level through careful reading for literal meanings, and use of literary analysis to explain the meaning of texts, the ways they respond to their social context, and the emotional and intellectual impact they can have on readers. Students will hone their skills of presenting critical ideas in oral and written forms. There will also be opportunities to respond creatively to literary texts. Class time will be dedicated primarily to team work in which each student will be held accountable for contributing to the discussion. Students should expect to spend a minimum of six hours in weekly preparation outside of class, including at least one team project. The course text is *Aproximaciones al estudio de la literatura hispánica* (5th edition). All reading, writing, and discussions are in Spanish. The course grade is based on written assignments, team work, oral presentations, quizzes, and exams.

♦♦ **COURSE PREREQUISITE: SPANISH 301 AND PRE- OR COREQUISITE SPANISH 302** ♦♦

**SPANISH 307 – OO2 & OO5 INTRODUCCIÓN A LA LITERATURA HISPÁNICA (3 CREDIT HOURS EACH)**  
**CARMEN HOLGUÍN-CHAPARRO SECTION OO2 MWF 11–11:50 AM / SECTION OO5 MWF 9–9:50 AM**

El objetivo principal de este curso es que los estudiantes tengan un acercamiento al maravilloso mundo de la literatura española e hispanoamericana, y a través de ella aprendan a leer, comprender y analizar diferentes tipos de géneros literarios: poesía, narrativa y teatro; todo esto mediante el desarrollo de las destrezas relacionadas con la aplicación correcta de términos literarios a las obras y con las técnicas de una lectura crítica. La discusión de las lecturas tomará en consideración el contexto sociocultural, político e histórico en el que se ubican las obras, para comprender mejor la manera en la que sus autores intentaban dar forma a las creencias y realidades de su tiempo, a través de su arte. La calificación del curso se basará en exámenes, presentaciones personales, ensayos, tareas y la presencia y participación activa en clase, entre otros aspectos a determinar en clase. Libro requerido: *Aproximaciones al estudio de la literatura hispánica* (última edición)

♦♦ **REQUISITO PREVIO: ESPAÑOL 301 Y PRE- O COREQUISITO ESPAÑOL 302** ♦♦

**SPANISH 307 – 003 INTRODUCCIÓN A LA LITERATURA HISPÁNICA (3 CREDIT HOURS)**  
**MARÍA DE ABAJO T TH 9:30 – 10:45 AM**

En este curso, a través de una introducción a la literatura de España y de Hispanoamérica, nos enfocaremos en conceptos y técnicas literarias como herramientas para ayudarnos a leer, comprender y analizar textos (poesía, ensayo, narrativa y teatro). La discusión de las lecturas tendrá en cuenta los aspectos históricos, sociales, políticos y culturales de la época en la que fueron creadas. Para ello, se espera de los estudiantes una participación activa y crítica en clase. La nota se basará en pruebas, presentaciones en grupo, ensayos y la participación individual y en grupos. Las lecturas, discusiones y ensayos serán en español. El libro requerido para la clase es *Aproximaciones al estudio de la literatura hispánica* (última edición).

♦♦ **REQUISITO PREVIO: ESPAÑOL 301 Y PRE- O COREQUISITO ESPAÑOL 302** ♦♦

**SPANISH 307 – 004 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS)**  
**MARY B. QUINN M W F 1 – 1:50 PM**

The course will provide a broad introduction to the literature of Spain and Latin America. After a literal understanding of the text is reached, the students will then be expected to learn new tools for analyzing these texts via a familiarization with literary concepts, terminology and theory. All course work will be conducted in Spanish.

♦♦ **COURSE PREREQUISITE: SPANISH 301 AND PRE- OR COREQUISITE SPANISH 302** ♦♦

**SPANISH 307 – 006 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS)**  
**SUSAN RIVERA T TH 2 – 3:15 PM**

This course is an introduction to the poetry, theater, and prose of Spain and the Spanish-speaking Americas. The principle objective of the class is for students to acquire knowledge of how to read and analyze a literary text; course goals involve developing the skills involved in applying literary terms to texts and in reading critically. Students are expected to reach a complete understanding of the texts on both a literal and literary level. We will discuss and analyze the readings from various view points - social, political, cultural etc.- in order to arrive at the underlying meanings which reveal the complex reality of the Hispanic world but which are also of universal interest. Another major objective is for students to reach an appreciation of and enjoy literature as a work of art.

♦♦ **COURSE PREREQUISITE: SPANISH 301 AND PRE- OR COREQUISITE SPANISH 302** ♦♦

**SPANISH 350 - 001 SPANISH PHONETICS (3 CREDIT HOURS)**  
**EARL BROWN M W 5:30 – 6:45 PM**

This course will provide a comprehensive description of the sound system of Spanish, with attention to the major phonetic characteristics of regional varieties of Spanish spoken in Spain and Latin America. We will also address common pronunciation problems faced by learners of Spanish as a second or foreign language.

♦♦ **COURSE PREREQUISITE: SPANISH 301 AND PRE- OR COREQUISITE SPANISH 302** ♦♦

**SPANISH 351 - 001 & 002 INTRODUCCIÓN A LA LINGÜÍSTICA HISPÁNICA (3 CREDIT HOURS EACH)**  
**CATHERINE TRAVIS SECTION OO1 T TH 2 – 3:15 PM**  
**EARL BROWN SECTION OO2 M W F 10 – 10:50 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: la fonética y la fonología (el sistema de sonidos), la morfología (la formación de las palabras), la sintaxis (la estructura de las oraciones) y la sociolingüística (variación regional y social). Los requisitos del curso incluyen la realización de ejercicios que servirán para practicar las técnicas de análisis estudiadas, tres exámenes parciales y un ensayo basado en un análisis de un dialecto del español. Libro de Texto: Hualde, José Ignacio; Olarrea, Antxon; and Escobar, Anna María. 2001. *Introducción a la lingüística hispánica*. Cambridge: Cambridge University Press.

♦♦ **REQUISITO PREVIO: SPANISH 302** ♦♦

**SPANISH 352 – 001, 002, 003 ADVANCED GRAMMAR (3 CREDIT HOURS EACH)**

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

**DAMIÁN V. WILSON SECTION 002 M W F 10 – 10:50 AM / 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 standard, or so-called “correct”, varieties. 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, 4th edition*. Chicago: McGraw Hill.

♦♦ **COURSE PREREQUISITE: SPANISH 302** ♦♦

**SPANISH 370 - 001 SURVEY OF CHICANO LITERATURE (3 CREDIT HOURS)**

**TEY DIANA REBOLLEDO T TH 5:30 – 6:45 PM**

A survey of the major genres of Chicano literature (novel, short story, essay, poetry and drama) with emphasis on post 1960's literature. Texts to be analyzed include: Ulibarri, *Tierra Amarilla*, Rivera, *Y no se lo tragó la tierra*, Anaya *Bless Me, Ultima*, Cisneros, *The House on Mango St*, and others. Short reaction papers, two mid-term exams and a final exam, oral reports.

♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

**SPANISH 411 - 001 SURVEY OF SPANISH PENINSULAR 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, and Golden Age Spain. Two exams.

♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

**SPANISH 430 - 001 SPANISH AMERICAN SHORT STORY (3 CREDIT HOURS)**

**KIMBERLE LÓPEZ M W F 2 – 2:50 PM**

En este curso investigaremos el tema de la formación de una identidad hispanoamericana a través de la lectura de una serie de cuentos hispanoamericanos de los siglos XIX y XX. Las lecturas incluirán cuentos de autores conocidos como Jorge Luis Borges, Julio Cortázar, Horacio Quiroga, Rosario Castellanos, Gabriel García Márquez, Carlos Fuentes, Elena Garro, Juan Rulfo, y Rosario Ferré. Los subtemas incluirán cuestiones de clase social, género sexual, e identidad étnica y cultural. La nota final del curso se basará en la participación en las discusiones, ensayos breves y exámenes.

♦♦ **REQUISITO PREVIO: SPANISH 302 AND 307** ♦♦

**SPANISH 431 - 001 INTRODUCCIÓN A LA LITERATURA HISPANOMERICANA I (3 CREDIT HOURS)**

**MIGUEL LÓPEZ T TH 9:30 – 10:45 AM**

Objetivos del curso: Este curso es una introducción al estudio de la literatura y cultura hispanoamericana desde sus inicios con el contacto colonial hasta el movimiento modernista. En este curso nos concentraremos en el análisis de las secuelas del colonialismo que cimentaron la modernidad en Latinoamérica. El objetivo del curso es familiarizar al estudiante con los períodos, los textos y la terminología literaria para desarrollar este conocimiento en ensayos críticos. Textos: *Huellas de la Literatura Hispánica* y un cuaderno de trabajo.

♦♦ **REQUISITO PREVIO: SPANISH 302 AND 307** ♦♦

**SPANISH 435 - 001 WOMEN WRITERS IN LATINAMERICAN (3 CREDIT HOURS)**

**PATRICIA ROSAS-LOPÁTEGUI T TH 4 – 5:15 PM**

En este curso estudiaremos la literatura de las mujeres en Hispanomérica. Se leerán cuentos, poemarios, obras de teatro y novelas cortas de diferentes periodos históricos. Los temas a discutir tendrán que ver con estudios de género, que abarcan la sexualidad, la raza, la clase social, así como la incursión de la mujer en la esfera política-pública, liberándose de los preceptos patriarcales que la han confinado a la esfera privada del universo doméstico. La evaluación del curso estará basada en ensayos, presentaciones y participación en las discusiones sobre el material de lectura.

♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

**SPANISH 439 – 001 THE PLAGUE IN LATIN AMERICAN LITERATURE (3 CREDIT HOURS)**  
**ELEUTERIO SANTIAGO-DÍAZ T TH 8 - 9:15 AM**

This course focuses on one of the most recurrent metaphors in Latin American literature: the plague as a representation of crisis and social violence. Through a selection of short stories, novels and films we will examine political, cultural and social crises that have marked the history of Latin America. Some of the topics discussed are colonialism, nationalism, race, sexuality and migration.

♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

**SPANISH 439 – 002 COLONIAL ICONS IN TEXT AND FILM (3 CREDIT HOURS)**  
**KATHRYN MCKNIGHT T TH 2 – 3:15 PM**

El cine sumerge a los espectadores en un mundo vibrante capaz de acerarles el pasado extraño y desconocido y hacerlo comprensible. El cine latinoamericano y el estadounidense han tratado así momentos y figuras del período colonial latinoamericano que hoy tienen un valor icónico-la conquista, Cabeza de Vaca, Lope de Aguirre, El Dorado, las misiones jesuitas, los palenques afroamericanos, Sor Juana Inés de la Cruz. ¿O no es así? Cada película es una interpretación parcial, infundida con las preocupaciones de la época en que fue creada. Leeremos textos coloniales y veremos películas recientes que interpretan los mismos eventos y figuras históricos. Los discutiremos a la luz de teoría de la interpretación del cine. OJO: Todas las películas se verán fuera de la hora de clase. Los requisitos incluyen participación en las discusiones de clase, breves reflexiones escritas, un examen parcial, presentaciones orales, trabajo de equipo, y un trabajo de investigación de 10 páginas.

♦♦ **REQUISITO PREVIO: SPANISH 302 AND 307** ♦♦

**SPANISH 439 – 007 INTRODUCTION TO FEMINIST THEORY (3 CREDIT HOURS)**  
**PATRICIA ROSAS-LOPÁTEGUI TH 5:30 – 8 PM**

En este curso estudiaremos las principales teorías feministas surgidas en el siglo XX. Dichas teorías las aplicaremos a través de la lectura de novelas, cuentos, obras de teatro o poemas de escritoras de habla hispana. La calificación del curso estará basada en la participación, ensayos y presentaciones.

♦♦ **REQUISITO PREVIO: SPANISH 302 AND 307** ♦♦

**SPANISH 449 – 001 ISSUES IN SPANISH APPLIED LINGUISTICS (3 CREDIT HOURS)**  
**STAFF T TH 9:30 – 10:45 AM**

♦♦ **REQUISITO PREVIO: SPANISH 302 AND 307** ♦♦

**SPANISH 479 / 579 - 001 PERFORMANCE AND IDENTITY IN NEW MEXICAN FOLKLORE (3 CREDIT HOURS)**  
**ENRIQUE LAMADRID M W 4 – 5:15 PM**

Poetics of traditional culture and oral literature in New Mexico, featuring folk poetry, music, narrative, and folkways, with special emphasis on drama, and festival traditions. Cultural and performance theory, ethnopoetic analysis. Introduction to field work will feature events like the Matachines dances, Comanches celebrations, and Pastorelas. Texts: Charles L. Briggs *Competence in Performance*, José Limon *Dancing with the Devil*, Americo Paredes *With a Pistol in His Hand*, Lamadrid *Tesoros del Espiritu*.

♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

**SPANISH 479 – 002 / 578 – 001 CLASSICS OF 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.

♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

## ◆◆ GRADUATE COURSES ◆◆

**SPANISH 502 – OO1 PRO-SEMINAR RESEARCH CRITICAL METHODOLOGY (3 CREDIT HOURS)**  
**MIGUEL LÓPEZ T TH 2 – 3:15 PM**

This course is an introduction to the profession of literary and cultural criticism in Hispanic literature. Our seminar will center on a survey of theoretical approaches to the study of literature which will later be developed in Spanish 601: Special Topics in Literary Theory during Spring 2008. 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 professional guidelines. Course also includes units on critical terminology, the use of electronic databases and internet sources. We will focus on the production of different written documents important in the profession: the conference proposal, conference presentation, annotated bibliography, the graduate research paper and the thesis/dissertation chapter. Books required: Booth et al. *The Craft of Research: Chicago Guides to Writing, Editing, and Publishing*. 2nd ed. Chicago: University of Chicago Press, 2003. Gibaldi, Joseph and Walter S. Achtert. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Association of America, 2003. Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology*. 2nd ed. London: Blackwell, 2004. García Márquez, Gabriel. *Cien años de soledad*. ed. Jacques Joset. Madrid: Cátedra, 2004.

**SPANISH 515 – OO1 MEDIEVAL SPANISH PALEOGRAPHY (3 CREDIT HOURS)**  
**ANTHONY J. CÁRDENAS-ROTUNNO T TH 7 – 8:15 PM**

El perito moderno se acostumbra a entrar en una biblioteca o librería, sacar el libro deseado del estante, llevarlo a casa, y distorsionarlo de alguna manera u otra para sus propias necesidades. Pero, en asuntos medievales, del Siglo de Oro, y aun coloniales, ¿de dónde y cómo vienen estos libros? y ¿cuál es el proceso que cambia una obra de manuscrito a libro? La clase tratará de contestar estas preguntas. Así esta clase tiene cuatro propósitos: 1) introducir el/la estudiante al estudio de la paleografía (palaios = antiguo, graphein = escribir), no sólo a la gótica, escritura predominante si no exclusiva de la Edad Media española sino también a sus derivaciones de los siglos XVI y XVII; 2) establecer las ideas básicas pertenecientes a la codicología (estudio de códices); 3) introducir el/la estudiante a la ecdótica (crítica textual); y 4) producir, como obra final, ya sea un proyecto común a la clase, o proyectos individuales, una edición siguiendo las normas establecidas por el Hispanic Seminary of Medieval Studies y publicar dicha edición con nombre de todos los colaboradores en la serie "Text and Concordances" de dicha editorial. Examinaremos documentos no sólo de la Edad Media, sino también los del Siglo de Oro -- documentos tanto oficiales como literarios, e incluso documentos de este lado del charco, y en especial, del antiguo Nuevo México. Se desea para el final de la clase que los alumnos tengan una idea ya fija de los pasos debidos en la producción de una edición--desde escribir las siglas de alguna obra en la hoja de pedido de un archivo de documentos hasta que se imprima la obra con el nombre del alumno/de la alumna en la portada tras las palabras "Edición de...". La nota se basará en pruebas breves sobre asuntos discutidos en la clase y sobre un trabajo final ... edición de algo.

**SPANISH 529 – OO1 SPANISH PENINSULAR POST-WAR NOVEL (3 CREDIT HOURS)**  
**SUSAN RIVERA T TH 4 – 5:15 PM**

En este curso se estudiarán algunas de las novelas más representativas de la narrativa española que surge después de la guerra civil (1936 – 1939). Empezaremos con el renacer de la novela de los cuarenta que refleja el ambiente degradado de la posguerra representado por el tremendismo de *La familia de Pascual Duarte* (Cela) y *Nada* (Laforet), que luego desembocará en la renovación lírica/existencialista de los años cincuenta vista en *La Colmena* (Cela), considerada el modelo de la novela neorrealista. Después estudiaremos las obras de los años sesenta y setenta que marcan el cambio definitivo de la narrativa española y la elevan a la altura de la europea. En *Tiempo de silencio* (Martín Santos), *Cinco horas con Mario* (Delibes), *Últimas tardes con Teresa* (Marsé), *El mismo mar de todos los veranos* (Tusquets) y la metanovela *El cuarto de atrás* (Martín Gaité) se logra someter la realidad a una profunda revisión e interpretación intelectual, a unos esquemas míticos y a una sorprendente --en España-- renovación experimental de las técnicas narrativas y del componente lingüístico. El enfoque de cada texto se basará en corrientes estéticas y se contextualizarán dentro de un marco socio-histórico.

**SPANISH 541 – OO2 RESEARCH METHODOLOGY FOR TEACHERS (3 CREDIT HOURS)**  
**ALEJANDRA BALESTRA MW 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 by themselves a website to use in a Second Language class. This class is taught in Spanish. Textbook: B. Kumaravadivelu. *Beyond Methods: Macrostrategies for Language Teaching* and several articles and book chapters will be available on Reserves at Zimmerman Library.

**SPANISH 546 – OO1 HISPANIC SOCIOLINGUISTICS (3 CREDIT HOURS)**  
**RENA TORRES CACOULOS T TH 12:30 – 1:45 PM**

This course surveys theoretical and methodological issues in the study of language variation, focusing on the application of variationist sociolinguistics to problems in Hispanic linguistics. In addition to discussing variation theory, students will gain experience in all stages of sociolinguistic research and conduct an empirical study.

♦♦ **COURSE PRE-REQUISITES: SPANISH 351 INTRODUCCIÓN A LA LINGÜÍSTICA HISPÁNICA, OR EQUIVALENT** ♦♦

**SPANISH 549 – OO1 RECENT RESEARCH METHODS FOR TEACHING SPANISH AS A HERITAGE LANGUAGE (3 CRDT. HRS)**  
**MARÍA DOLORES GONZALES T 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 578 - OO1 CLASSICS OF 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 579 – OO1 PERFORMANCE AND IDENTITY IN NEW MEXICAN FOLKLORE (3 CREDIT HOURS)**  
**ENRIQUE LAMADRID MW 4 – 5:15 PM**

Poetics of traditional culture and oral literature in New Mexico, featuring folk poetry, music, narrative, and folkways, with special emphasis on drama, and festival traditions. Cultural and performance theory, ethnopoetic analysis. Introduction to field work will feature events like the Matachines dances, Comanches celebrations, and Pastorelas. Texts: Charles L. Briggs *Competence in Performance*, José Limón *Dancing with the Devil*, Americo Paredes *With a Pistol in His Hand*, Lamadrid *Tesoros del Espiritu*.

**SPANISH 629 – OO1 MUSLIMS IN EARLY MODERN SPAIN (3 CREDIT HOURS)**  
**MARY B. QUINN MW 2 – 3:15 PM**

This course will focus on the role of the “Moor” in literature of the 16<sup>th</sup> and 17<sup>th</sup> centuries, when the Muslim and *morisco* populations were being persecuted and finally expelled from Spain. We will study the degree to which cultural forces relied on the “Moor” for the construction of a new national identity—an identity based on a nostalgia for the time prior to the Reconquest—as evidenced in poetry, narrative, and history. Readings will include ballads, *El Abencerraje*, Pérez de Hita’s *Las Guerras Civiles de Granada*, Hurtdao de Mendoza’s *Guerra de Granada*, and various episodes of *Don Quijote*. We shall study how Spain’s obsession with purity of blood throughout the Early Modern era caused a new focus on subjectivity, a fact important to literary scholars who have long held that questions of identity are connected to the rise of the novel genre. The course will include contemporary theoretical discourses of genre studies and post-colonial theories of identity in an effort to connect the rise of the novel in Spain to its hybrid past. Readings and coursework will be conducted in both Spanish and English. Familiarity with the entirety of *Don Quijote* is strongly recommended.

**SPANISH 633 – 001 SPANISH AMERICAN POETRY SINCE 1950 (3 CREDIT HOURS)**  
**ELEUTERIO SANTIAGO-DÍAZ W 5:30 – 8 PM**

This course will concentrate on some of the most influential contemporary Latin American poets, among them Paz, Neruda, Mir, Parra, Cardenal, Castellanos, Guillén, Pacheco and Morejón. We will begin with the study of authors who made the transition from vanguardismo to post-war aesthetics to then examine poets whose work gained relevance in the social landscape of Latin America in the second half of the 20th century.

**SPANISH 639 – 001 LATIN AMERICAN SHORT STORY (3 CREDIT HOURS)**  
**KIMBERLE LÓPEZ M W F 1 – 1:50 PM**

En este curso investigaremos el tema de la formación de una identidad hispanoamericana a través de la lectura de una serie de cuentos hispanoamericanos de los siglos XIX y XX. Las lecturas incluirán cuentos de autores conocidos como Jorge Luis Borges, Julio Cortázar, Horacio Quiroga, Rosario Castellanos, Gabriel García Márquez, Carlos Fuentes, Elena Garro, Juan Rulfo, y Rosario Ferré. Los subtemas incluirán cuestiones de clase social, género sexual, e identidad étnica y cultural. La nota final del curso se basará en la participación en las discusiones, ensayos breves y exámenes.

## **PORTUGUESE COURSES**

**PORTUGUESE 101 – 001 ELEMENTARY PORTUGUESE I (3 CREDIT HOURS)**  
**STAFF M W F 10 – 10:50 AM**

The first in a two semester sequence for students who have little previous experience with Portuguese, Spanish, or any other Romance language. This course introduces Portuguese as a world language within a communicative approach that focuses on developing listening, speaking, reading, and writing. Grades are based on exams, homework, and class participation. The class meets 3 days a week.

**PORTUGUESE 275 – 001 INTENSIVE BEGINNING PORTUGUESE - FOR SPANISH SPEAKERS - (6 CREDIT HOURS)**  
**MICHELE HENRIQUE M W F 1 - 1:50 PM & T TH 12:30 - 1:45 PM**

An accelerated language class for Spanish speakers who have native language skills or three years of college level Spanish classes. The course utilizes knowledge of Spanish for comparisons and as a base for building Portuguese language skills in reading, writing, speaking, and listening. Grades are based on exams, homework, journal writing, and class participation. The class meets five days a week.

**PORTUGUESE 275 – 002 INTENSIVE BEGINNING PORTUGUESE (6 CREDIT HOURS)**  
**STAFF M W F 11 - 11:50 AM & T TH 11:00 AM - 12:15 PM**

The first in a two semester sequence of accelerated coursework for students with little knowledge of Spanish or any other Romance language who want to learn Portuguese quickly. Introduces Portuguese as a world language within a communicative approach that focuses on developing listening, speaking, reading, and writing skills. Grades are based on exams, homework, journal writing, and class participation. The class meets five days a week.

**PORTUGUESE 276 - 001 INTENSIVE INTERMEDIATE PORTUGUESE (6 CREDIT HOURS)**  
**LÍGIA BEZERRA M W F 11 – 11:50 AM & T TH 11:00 AM – 12:15 PM**

The second in a two semester sequence of accelerated coursework for students with little knowledge of Spanish or any other Romance language. This class also is appropriate for students who have completed Port. 101 & 102. The class is taught using a communicative approach and involves more sophisticated use of Portuguese in speaking and writing. Grades are based on exams, homework, journal writing, and class participation. The class meets five days a week.

♦♦ **COURSE PREREQUISITE: PORTUGUESE 275** ♦♦

**PORTUGUESE 311 / 511 - 001 CULTURE AND COMPOSITION (3 CREDIT HOURS)**  
**MARGO MILLERET T TH 12:30 – 1:45 PM**

This course is designed to help students develop their vocabulary, grammar, and analytical skills through discussion, debate, and in written compositions. Course materials focus on cultural topics of relevance to the Portuguese-speaking world. Grades are based on homework, oral presentations, compositions, and tests.

♦♦ **COURSE PREREQUISITE: PORTUGUESE 275 FOR SPANISH SPEAKERS OR PORTUGUESE 276** ♦♦

**PORTUGUESE 414 / 514 - 001 AFRO-BRAZILIAN CULTURE - CULTURAL *PILASTRA* OF BRAZIL (3 CREDIT HOURS)**  
**MIRIAM ALVES M W F 12 – 12:50 PM**

A glance at the multiple forms of Brazilian social and cultural identity reveals the manifold socio-cultural expressions that originated in the African continent and were transported to Brazil via the Atlantic slave trade. Once in the New World, millenarian traditions from Africa came into contact with the socio-cultural practices of both indigenous and European populations. It is in this contact-zone that the richness and complexity of Afro-Brazilian culture comes about and becomes synonymous with “Brazilianess.” Afro-Brazilian culture is manifested through music, painting, dance, song, spoken and written word, sculpture, bodily ornaments, food, clothing, architecture, and sports. In addition, it also dialogues and influences various aspects of society such as the justice system, education, environment, housing, work place, health etc. Afro-Brazilian women occupy a prominent place within this complex panorama and contribute to it through the creation of an Afro-Brazilian aesthetic tradition. This aesthetic tradition is of importance not only to Afro-Brazilians, but furthermore, to the entirety of society because it represents a space of creation and re-creation, of beauty that transmits the notion of a singular identity. This course’s objective is to provide the students with an in-depth introduction to Afro-Brazilian culture with an emphasis on the experience of Afro-Brazilian women. We will view audio-visual materials created by Ayana Dandara Alves Xavier and watch films. Grading components: Final presentation about an aspect of Afro-Brazilian culture.

♦♦ **COURSE PREREQUISITE: PORTUGUESE 311** ♦♦

**PORTUGUESE 457/ 557 – 001 BRAZILIAN LITERATURE SURVEY I (3 CREDIT HOURS)**  
**MARGO MILLERET T TH 2 – 3:15 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 20<sup>th</sup> century. Students will read literary texts from different epochs, watch films, and examine other types of cultural expression. Grades are based on oral presentations, exams, and a final project.

♦♦ **COURSE PREREQUISITE: PORTUGUESE 311 OR 312** ♦♦

**PORTUGUESE 511 - 001 CULTURE AND COMPOSITION (3 CREDIT HOURS)**  
**MARGO MILLERET T TH 12:30 – 1:45 PM**

This course is designed to help students develop their vocabulary, grammar, and analytical skills through discussion, debate, and in written compositions. Course materials focus on cultural topics of relevance to the Portuguese-speaking world. Grades are based on homework, oral presentations, compositions, and tests.

**PORTUGUESE 514 - 001 AFRO-BRAZILIAN CULTURE - CULTURAL *PILASTRA* OF BRAZIL (3 CREDIT HOURS)**  
**MIRIAM ALVES M W F 12 – 12:50 PM**

A glance at the multiple forms of Brazilian social and cultural identity reveals the manifold socio-cultural expressions that originated in the African continent and were transported to Brazil via the Atlantic slave trade. Once in the New World, millenarian traditions from Africa came into contact with the socio-cultural practices of both indigenous and European populations. It is in this contact-zone that the richness and complexity of Afro-Brazilian culture comes about and becomes synonymous with “Brazilianess.” Afro-Brazilian culture is manifested through music, painting, dance, song, spoken and written word, sculpture, bodily ornaments, food, clothing, architecture, and sports. In addition, it also dialogues and influences various aspects of society such as the justice system, education, environment, housing, work place, health etc. Afro-Brazilian women occupy a prominent place within this complex panorama and contribute to it through the creation of an Afro-Brazilian aesthetic tradition. This aesthetic tradition is of importance not only to Afro-Brazilians, but furthermore, to the entirety of society because it represents a space of creation and re-creation, of beauty that transmits the notion of a singular identity. This course’s objective is to provide the students with an in-depth introduction to Afro-Brazilian culture with an emphasis on the experience of Afro-Brazilian women. We will view audio-visual materials created by Ayana Dandara Alves Xavier and watch films. Grading components: Final presentation about an aspect of Afro-Brazilian culture.

**PORTUGUESE 557 – 001 BRAZILIAN LITERATURE SURVEY I (3 CREDIT HOURS)**  
**MARGO MILLERET T TH 2 – 3:15 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 20<sup>th</sup> century. Students will read literary texts from different epochs, watch films, and examine other types of cultural expression. Grades are based on oral presentations, exams, and a final project.

The existence of a literature produced by Afro-Brazilians remounts to colonial times. No matter how much the slavocrat system oppressed and attempted to impede, through various exclusionary mechanisms, the intellectual and social ascension of the Brazilian black population, many Afro-Brazilians such as Cruz e Souza, Machado de Assis and Maria Firmina dos Reis bequeathed Brazil a rich literary legacy. Nonetheless, despite the complex literary production of Afro-Brazilians, the national literary establishment is either dismissive or, at best, ambiguous about black literary discourse. As a result, since the 1970s, Afro-Brazilians organized themselves into multiple movements to reclaim their position within hegemonic society. Writers have occupied a prominent position within these reclaiming movements. From these manifestations emerged intellectual voices that, through writing, “critique the dominant discourse and the hegemonic groups that retain power, through the examination of the nets of social interaction, the historical registers and the paternalism of Brazilian society” (Maria Somerslate Barbosa, *O corpo inscrito*). Moreover, since the demise of the military dictatorship, Afro-Brazilian intellectuals (specifically those of the *Movimento Negro*) also have examined the ideology of racial democracy, a hegemonic fallacy since the abolition of slavery until the 1980s. In this frame of reference, Afro-Brazilian literature has, since the 1980s, experienced a flourishing, due to emergence of writers who are rescuing from socio-cultural invisibility the racially oppressed black population of Brazil. In this course, we will examine the literary production of Afro-Brazilian writers, focusing on the voices of women writers. The emphasis on texts written by women is due to the paradigmatic nature of their texts. Their writing synthesizes the basic parameters of Afro-Brazilian literature: resistance, protest, and the articulation of a black consciousness. In their works, black women writers echo the preoccupations of their fellow male authors but also extrapolate from these concerns and contemplate the condition of women within Brazilian society as well as deliberating about the agency entailed in the act of writing. By reflecting on the condition of black Brazilian women, Afro-Brazilian authors unmask the various types of subjugation to which black women were (and are) exposed, including feminist oppression that did not recognize the specificity of the Afro-Brazilian female subject. Therefore, departing from this framework, we will examine the writings of Afro-Brazilian women authors whose work and biographical experience evidences and resists the experience of multiple exclusionary practices: Geni Mariano Guimarães, Ruth Souza, Conceição Evaristo, Esmeralda Ribeiro, Sonia Fátima da Conceição. Additionally, we will view audio-visual materials produced by Ayana Dandara Alves Xavier as well as pictorial depictions accompanying the literary materials at hand. Grading Components: Final critical essay.