

SPANISH PLACEMENT EVALUATIONS FALL 2009 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 enrolling in a Spanish course should know:

1. A placement evaluation should be taken BEFORE enrolling in a Spanish class – especially if taking a Spanish course for the first time – or – enrolling in a beginning Spanish course (101 or 111).
2. Students who do not have an orange placement Verification Card when the semester begins will be dropped from the course. (Verification cards are issued once placement evaluation has been taken.)
3. 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.
4. It is recommended for students who are fulfilling Arts and Sciences language requirements, that these classes be taken in successive semesters.

IF A PERIOD OF ONE YEAR OR MORE HAS PASSED BETWEEN SPANISH COURSES,
YOU WILL BE REQUIRED TO TAKE THE PLACEMENT EVALUATION AGAIN.

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 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>

THE DEPARTMENT OF SPANISH AND PORTUGUESE HAS TWO SPANISH LANGUAGE PROGRAMS THAT ADDRESS THE NEEDS OF OUR DIVERSE LANGUAGE LEARNERS:

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 26 - FRIDAY, JULY 31, 2009

WEDNESDAY, AUGUST 12 - FRIDAY, AUGUST 21, 2009

☛ EXCEPT ON FRIDAY, JULY 3RD ☛

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 277-5345.

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 CREDIT HOURS EACH)

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:

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SPANISH 112 – 001, 002, 003, 004, 005 ELEMENTARY SPANISH AS A HERITAGE LANGUAGE (3 CREDIT HOURS EACH)

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 CREDIT HOURS EACH)

SPANISH 212 – 001, 002, 003, 004 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 at the Language Learning Center (around one hour per week.) **MANDATORY PREREQUISITE FOR SPANISH 101: SPANISH PLACEMENT EVALUATION**

SPANISH PLACEMENT EVALUATION SCHEDULE

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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 at the Language Learning Center (around one hour per week.)

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

SPANISH 103 - 001 ELEMENTARY SPANISH CONVERSATION (1 CREDIT HOUR)

NEDDY A. VIGIL W 12 - 12:50 PM

It is an intensive speaking practice course that focuses on the materials 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.

◆◆ 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: *Punto y Aparte*

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

SPANISH 275 - 001 ACCELERATED BEGINNING SPANISH (6 CREDIT HOURS)

STAFF M T W T H 5 - 6:15 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. This course may count for the language requirement for graduate students in some departments (inquire with your department).

◆◆ COURSE PREREQUISITE: PLACEMENT EVALUATION ◆◆

Due to classroom availability

The days and times of the courses listed here
may change.

Please check the UNM Fall class schedule
and / or

The Department of Spanish and Portuguese website for updates

<http://www.unm.edu/~spanport/courses.htm>

◆◆ UNDERGRADUATE COURSES ◆◆

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◆◆◆◆ SPANISH 301 ◆◆◆◆

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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 – 001 & 011 CORRIDOS & COUNTER CULTURE: FROM GREGORIO CORTEZ TO CHALINO SANCHEZ (3 CR HRS EA.)
LORENA GALVÁN VALENZUELA SECTION 001 T TH 9:30 – 10:45 AM
SECTION 011 [OFFERED W/CHMS 393-011] T TH 2 – 3:15 PM

The Corrido is a narrative folk song that tells a story, counters history and makes heroes. This course will focus on the complexity and multiple influences that contribute to the expressive corrido counter culture. Students will explore the corrido as a social text in the U.S.-México borderlands from the 1840s to the present. We will look at early Hero Ballads (Gregorio Cortez, Joaquín Murrieta), Corridos de la Revolución Mexicana (Pancho Villa, La Adelita) Immigration Corridos (Los Tigres Del Norte), Narco Corridos (Chalino Sánchez, Jenny Rivera, Jesse Morales), Rap-Hip-Hop (Los Illegals, Akwid, Kid Frost) and Barrio Poetry (José Montoya, Raúl Salinas). Students will draw on the corrido to examine its oral tradition of historical and legendary witness to the lives, labors and experiences of the Chicano and Mexicano community.

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

SPANISH 301 – 002 & 003 EL CUENTO HISPANO (3 CREDIT HOURS EACH)
MARÍA CONKLIN SECTION 002 M W F 10 – 10:50 AM / SECTION 003 M W F 1 – 1:50 PM

In this course we will read short stories from different epochs and from various Spanish speaking countries including Argentina, Colombia, Cuba, Mexico, Peru and Spain. We will briefly study the different literary movements and literary contexts associated with the authors read. ◆◆ COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276 ◆◆

SPANISH 301 – 004 & 005 ALL THE NEWS THAT FITS (3 CREDIT HOURS EACH)
THEO WALKER SECTION 004 M W F 10 – 10:50 AM / SECTION 005 M W F 12 – 12:50 PM

This course will explore the world of Spanish-language journalism in order to enhance students' ability to read, write, and speak more effectively while honing our linguistic expertise that will allow for a wider, and hopefully profounder, perspective on the world we inhabit. We will read authentic journalistic articles and also access the Internet in order to use Spanish to connect with current events as reported in the Spanish-speaking world. A review of grammar, especially the formation of tenses, will be conducted throughout the course. The final grade will be based upon attendance, participation, quizzes, short essays, and presentations. Text: *Lecturas periodísticas*. Fifth edition. Milton M. Azevedo. D.C. Heath & Co.

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

SPANISH 301 – 006 & 010 CULTURA HISPANOAMERICANA (3 CREDIT HOURS EACH)
SONIA RODRÍGUEZ-HICKS SECTION 006 T TH 12:30 - 1:45 PM / SECTION 010 T TH 5 – 6:15 PM

Este es un curso introductorio al panorama de la cultura hispanoamericana y su mundo actual. El programa se basa en lecturas incluídas en el libro de texto *Pasajes*, así como en manifestaciones culturales, como son la literatura, el cine y la música. De esta forma, el alumno tendrá la oportunidad de desarrollar una mayor habilidad en la lectura, la escritura, la conversación y la comprensión auditiva en español. La nota se basará en la participación activa en discusiones en clase, ensayos, pruebas y presentaciones orales. ♦♦ **REQUISITO PREVIO: ESPAÑOL 202 OR 212 OR 276** ♦♦

SPANISH 301 – 007 & 009 CINE Y CULT JUDIA EN MEXICO (3 CREDIT HOURS EACH)
HÉCTOR CONTRERAS LÓPEZ SECTION 007 M W F 9 – 9:50 AM / SECTION 009 M W F 12 – 12:50 PM

El propósito general de este curso es presentar una introducción a la historia y la cultura judías 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 las películas *El Santo Oficio* (1974, Arturo Ripstein), *Frida* (1985, Paul Leduc), *Gaby* (1987, Luis Mandoki), *Novia que te vea* (1994, Guita Schyfter), *Entre Villa y una mujer desnuda* (1995, Sabina Berman e Isabel Tardán) y *Morirse está en hebreo* (2007, Alejandro Springall). También veremos dos documentales: *Un beso a esta tierra* (1996, Daniel Goldberg), y *Abraham Zabudovsky: dominar el espacio* (1999, Juan Arturo Brennan). Además del cine, se estudiarán muestras de la literatura y las artes plásticas, la historia y la arquitectura 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.

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

SPANISH 301 – 008 MEDICAL SPANISH I (3 CREDIT HOURS)
DR. VERÓNICA PLAZA T TH 9:30 – 10:45 AM

This course provides an interdisciplinary introduction to the study of Medical Spanish – under the auspices of Languages and Internationalization across the Curriculum: Health and Cultural Integrity grant funded by US Department of Education Title VI A Undergraduate International Studies and Foreign Language (UISFL), a collaboration between Spanish and Portuguese Department, the Latin American Institute, and the Institute of Public Health at UNM. The main goal of this course is to develop language proficiency and decrease linguistic and cultural barriers as a way to decrease health disparities. The course will help students continue to develop their four language skills (listening, speaking, reading and writing) through a comprehensive introduction to the field of medical terminology, health communication and social determinants of health.

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

SPANISH 301 – 017 WOMEN AND NATIONS: WOMEN WRITERS FROM SPAIN, MEXICO, AND U.S. DURING THE 20TH CENTURY (3 CREDIT HOURS)
MARÍA NIEVES DE ABAJO T TH 5 – 6:15 PM [OFFERED W/ CHMS 393-017]

This course will explore different socio-cultural aspects of three nations -Spain, Mexico, and the US - through the voices of Spanish, Mexican, and Chicana/Latina female writers during the 20th Century. Though often marginalized, these writers helped create the vision and record the cultural history of their different communities. Through readings (poetry, short stories, articles), art, and films, we will focus on topics relevant to the societies of their day. The main objective of the course is to get an overall understanding of the social, cultural, and political evolution of these three countries with respect to the roles and images of women, with emphasis on issues such as immigration, sexuality, and violence, among others. Class is conducted in Spanish. Grades are based on active participation in class, oral presentations, quizzes, and analytical essays. ♦♦ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ♦♦

SPANISH 351 - OO2 INTRODUCCIÓN A LA LINGÜÍSTICA HISPÁNICA
CATHERINE TRAVIS T TH 9:30 - 10:45 AM

(3 CREDIT HOURS)

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 los temas relevantes de la lingüística hispánica contemporánea. El curso cubre algunas de las ramas principales de la lingüística: la semántica (el significado de las palabras y oraciones), la morfología (la formación de las palabras) y la sintaxis (la estructura de las oraciones). Para cada uno de los temas, estudiaremos las características del español de hoy, cómo han cambiado tras la historia de la lengua y cómo varían según los dialectos. Los requisitos del curso incluyen la realización de ejercicios para practicar las técnicas de análisis estudiadas y tres exámenes parciales. Los materiales para el curso estarán disponibles en WebCT.

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

SPANISH 352 - OO1 & OO2 ADVANCED GRAMMAR

(3 CREDIT HOURS EACH)

JENNY DUMONT SECTION OO1 T TH 12:30 - 1:45 PM / SECTION OO2 M W F 5 - 6:15 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 - O16 SURVEY OF CHICANO LITERATURE
ANNA NOGAR M W 4 - 5:15 PM

[OFFERED W / CHMS 393-O16]

(3 CREDIT HOURS)

This introduction to Mexican-American literature invites students to critically examine, contextualize and analyze course texts, including works by Sandra Cisneros, Rolando Hinojosa-Smith, Rudolfo Anaya, Jim Sagel and others. Through our discussions, presentations and written assignments, we will seek to locate these works historically, politically, and culturally, and to develop schema that effectively describe them. Although readings are in Spanish and English, all discussion and assignments are conducted in Spanish.

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

SPANISH 411 - OO1 SURVEY OF SPANISH PENINSULAR LITERATURE I

(3 CREDIT HOURS)

MARÍA NIEVES DE ABAJO M W 6 - 7:15 PM

En este curso se realizará un breve recorrido por la España medieval hasta el siglo el XVII. Analizaremos la sociedad española desde varias perspectivas, incluyendo su historia y los aspectos sociopolíticos más relevantes. A través del arte y de la literatura se presentará un panorama general para poder comprender el desarrollo de la nación. Leeremos a varios autores y obras anónimas más destacadas de esos siglos (*El mio Cid*; Don Juan Manuel; Jorge Manrique; Santa Teresa de Jesús; San Juan de la Cruz; *Lazarillo de Tormes*; Cervantes; María de Zayas).

♦♦ **REQUISITO PREVIO: ESPAÑOL 302 Y 307** ♦♦

SPANISH 429 - OO1 WHAT'S LOVE GOT TO DO WITH IT?

(3 CREDIT HOURS)

MARY B. QUINN T TH 11:00 AM - 12:15 PM

While Tina Turner's famous song, "What's love got to do with it?" is from the 1980's, it could just as easily be applied to the 1580's. In the Renaissance, the theme of love was used as a means to represent all kinds of other emotions and values: from honor, to nostalgia, to outright murderous hatred. This course will focus on just a few of love's permutations in Early Modern Spain and will make connections between the uses of love and the uneasy political climate that these uses represent. Readings may include but are not limited to: anonymous courtly love poems, Garcilaso de la Vega's Eclogues, La Celestina, Calderón de la Barca's "wife murder plays," Cervantes's Novelas Ejemplares, and María de Zayas's *Desengaños amorosos*. While focusing on these works and subjects, the course will serve as a general introduction to literary production of the 16th-17th centuries. We shall also aim to answer these questions: How and why does love go from the chivalrous to the practical to the murderous? What are the possible political/ historical/ sociological reasons for this shift? How does a woman's role change in literature written by men? Does literature written by women respond to these changes? How is marriage portrayed? Is it viewed the same way by men and by women? What roles do the Inquisition, the Reformation and Counterreformation, the expulsions of Jews and Moriscos, the decadence of the Spanish Empire, and the weakening of the Hapsburg dynasty play?

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

SPANISH 429 – OO2 MUSLIMS IN SPAIN**(3 CREDIT HOURS)**

MARY B. QUINN T TH 12:30 – 1:45 PM

From the year 711 A.D. (when Muslims arrived in the Iberian Peninsula) to the March 11, 2004 bombings in Madrid (when Islamic extremists blew up the Atocha train station), the Muslim presence in Iberia has been characterized by conflict and by rich cultural exchange. This course focuses on the relationship between conflict and exchange via consideration of four chapters of the Muslim experience in Spain: 1) the era of Al-Andalus 2) the period of Re-conquest 3) the Early Modern era 4) the present day. As such, we will read texts written by Muslims in the glorious Andalusian poetic tradition, texts by Christians romanticizing Muslims in the early modern era, and texts depicting the bloody battles Christians waged against both Muslims and Moriscos (Muslim converts to Christianity) in their desire to control the whole peninsula. We will then jump various centuries and read texts written by a new wave of twentieth- and twenty-first century writers of the Spanish Sahara as well as Muslim immigrant writers now living in Spain. The course aims to interrogate the enduring themes of religious and ethnic identity, exclusion, otherness, (mis)understanding, borders, immigration, nostalgia, and patrimony as expressed over many centuries. Texts likely will include: Hispano-Arab Poetry of Al-Andalus, the narrative *maqamat* of Al-Andalus, the Romancero, Francisco Núñez Muley's *Memorandum, El Abencerraje, Guerras Civiles de Granada, Leo Africanus* (a modern novel about the time of Re-conquest) by Amin Maalouf, *El último patriarca* (a modern Catalan novel by Moroccan émigré Najat el Hachmi), *Granada, A Novel* (by Radwa Ashour) and Spanish poetry of modern day Sahara. Readings to be conducted in Spanish, with a few texts in English. All coursework (quizzes, exams, papers, participation) will be in Spanish.

♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦**SPANISH 429 – OO3 IMAGE OF WOMEN IN FILM - LITERATURE****(3 CREDIT HOURS)**

SUSAN RIVERA T TH 2 – 3:15 PM

En este curso discutiremos la imagen de la mujer en la sociedad española desde el siglo XVIII hasta nuestros días a través de la literatura y el cine. En el siglo XVIII veremos cómo la mujer, por lo menos en cuanto personaje, por fin se incorpora, aunque todavía muy precariamente, a la sociedad española. Sin embargo en el siglo XIX su figura resulta ambigua: por una parte es vista, por autores masculinos, como la Diosa creadora, aunque falsa y abstracta, capaz de salvar el mundo; pero por otra parte, empiezan a surgir voces femeninas que presentan a la mujer de carne y hueso y claman por su vindicación tanto como seres humanos como artistas. El siglo XX también será una época de grandes avances y retrocesos para la mujer, pero en general emerge como la gran superviviente de muchas batallas que todavía perduran.

♦♦ REQUISITO PREVIO: SPANISH 302 Y 307 ♦♦**SPANISH 431 - OO1 SPANISH AMERICAN LITERATURE SURVEY I****(3 CREDIT HOURS)**

KATHRYN MCKNIGHT T TH 9:30 – 10:45 AM

We will study Spanish-American cultural narratives and other expressions from the 1400s-1800s. Topics include indigenous knowledge, debates about the conquest, representing racial, cultural, and gender differences, and envisioning the newly independent republics. Students will use team-based learning (<http://teambasedlearning.apsc.ubc.ca>) to develop critical thinking and interpret works in their historical contexts. Requirements include careful daily preparation and short writing assignments, two 5-page papers, a research-based oral presentation, and two exams.

♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦**SPANISH 438 - OO1 MEXICAN LITERATURE REVOLUTION IN MEXICAN NOVEL AND CINEMA****(3 CREDIT HOURS)**

MIGUEL LÓPEZ M W F 12 - 12:50 PM

This is a senior seminar dedicated to discussing the main works of the "Novela de la Revolución" and the Golden Age of Mexican cinema with emphasis on their impact on the construction of contemporary Mexican culture. The main texts for discussion are: Mariano Azuela's *Los de abajo*, Juan Rulfo's *Pedro Páramo* and *El llano en llamas*, Carlos Fuentes's *La muerte de Artemio Cruz*, Elena Garro's *Los recuerdos del porvenir*, Angeles Mastretta's *Arráncame la vida*, and the films "Entre Villa y una mujer desnuda," "Como agua para chocolate," "Japón," and "De la calle," among others. Requirements include reading and discussion, written essays; oral presentations; midterm and final exams.

♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦**SPANISH 439 – OO1 LATIN AMERICAN WOMAN WRITERS****(3 CREDIT HOURS)**

PATRICIA ROSAS-LOPÁTEGUI T TH 5 – 6:15 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.

♦♦ REQUISITO PREVIO: SPANISH 302 Y 307 ♦♦

SPANISH 479 – 001 MYTHS AND HEROES OF CHICANO LITERATURE
TEY DIANA REBOLLEDO T TH 11:00 AM – 12:15 PM

(3 CREDIT HOURS)

In this course we will study and analyze poems, theater, novels and stories that feature cultural icons in Chicano/a culture, such as Aztlán, Nahua and Mayan myths, La Malinche, La Llorona, La Virgen de Guadalupe, Coatlicue, el pícaro, el pachuco y la pachuca, Sor Juana, Frida Kahlo, el vendido and others. Short essays, term paper and midterm and final exams are required.

♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦

SPANISH 479 / 579 – 002 CHICANO HUMOR AND SATIRE
ENRIQUE LAMADRID T TH 12:30 – 1:45 PM

[OFFERED W/ CHMS 393-002]

(3 CREDIT HOURS)

Con profundas raíces en las sátiras clásicas de Luciano y Juvenal, las burlas de la italiana *Commedia del Arte*, las ironías políticas del teatro *agit prop*, la tradicional *Pastorela* y las *Carpas* mexicanas, el Humor Chicano florece en muchas formas: de los ciclos históricos de chistes anticlerigos y agringados, a las narrativas diabólicas, al Teatro Campesino, el Royal Chicano Air Force y la sátira guerrillera del Chicano Secret Service y otros. Exploraremos todos los géneros, de los chistes al cine y las caricaturas políticas. Las estrategias retóricas de los cómicos desde Tin Tan a Paul Rodríguez y más allá se examinarán a la luz de la teoría cultural y el estruendo del clamor popular.

♦♦ REQUISITO PREVIO: SPANISH 302 Y 307 ♦♦

♦♦ GRADUATE COURSES ♦♦

SPANISH 502 – 001 PRO-SEMINAR RESEARCH CRITICAL METHODOLOGY
KIMBERLE LÓPEZ T TH 3:30 – 4:45 PM

(3 CREDIT HOURS)

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 POESÍA ESPAÑOLA: DEL POST-ROMANTICISMO A LA DECADENCIA
SUSAN RIVERA T TH 5 – 6:15 PM

(3 CREDIT HOURS)

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 541 / 549 – 001 RESEARCH AND METHODS FOR TEACHING SPANISH
JULIE SYKES M W 2:30 – 3:45 PM

(3 CREDIT HOURS)

This course is designed to provide future and current instructors with the necessary theoretical background and practical skills for informed language instruction at the university level in both foreign language and heritage language contexts. Topics to be discussed include, for example, a variety of approaches to L2 acquisition, curricular design, classroom management, pragmatic development, assessment, and the use of innovative technologies in the language classroom. Through a combination of the analysis of current theoretical approaches in language acquisition as well as the application of relevant theory to classroom practices, this course will provide instructors with the necessary resources for reflective pedagogy as they advance their teaching experiences. Course activities will include in-class discussions, reflective journaling, classroom observations, a portfolio of pedagogical materials, and a final group project.

SPANISH 549 – 003 PRAGMATICS OF SPANISH (3 CREDIT HOURS)
JULIE SYKES MW 9 – 10:15 AM

This graduate level seminar is designed to engage students in the study of the pragmatics of Spanish. In doing so, we will use both theoretical and empirical inquiry to examine three essential branches of the study of pragmatics in Spanish. The three primary components to be surveyed include – (1) research methodology, (2) L1 Spanish data and findings, and (3) interlanguage/L2 pragmatics. Class activities will include group discussions and presentations related to the course readings, reflective journaling, an article critique, and a final research project.

SPANISH 578 – 001 CLASSICS OF CHICANO LITERATURE (3 CREDIT HOURS)
TEY DIANA REBOLLEDO T TH 2 – 3:15 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 - 001 MEXICAN AMERICAN CULTURAL STUDIES (3 CREDIT HOURS)
ANNA NOGAR MW 1 – 2:15 PM

This graduate-level course presents a survey of contemporary Mexican American cultural studies research. Students will read works by José Limón, Domino Perez, Richard Flores, Américo Paredes, and Ralph Rodriguez among others. Our objective will be to understand and critically interpret the subjects and methodological approaches implemented in these studies. Students may anticipate a brisk reading schedule, in-class presentations, and several essay-length assignments. Readings in Spanish and English; assignments and discussion in Spanish.

SPANISH 579 / 479 – 002 CHICANO HUMOR AND SATIRE [OFFERED W / CHMS 393-002] (3 CREDIT HOURS)
ENRIQUE LAMADRID T TH 12:30 – 1:45 PM

Con profundas raíces en las sátiras clásicas de Luciano y Juvenal, las burlas de la italiana *Commedia del Arte*, las ironías políticas del teatro *agit prop*, la tradicional *Pastorela* y las *Carpas* mexicanas, el Humor Chicano florece en muchas formas: de los ciclos históricos de chistes anticlerigos y agringados, a las narrativas diabólicas, al Teatro Campesino, el Royal Chicano Air Force y la sátira guerrillera del Chicano Secret Service y otros. Exploraremos todos los géneros, de los chistes al cine y las caricaturas políticas. Las estrategias retóricas de los cómicos desde Tin Tan a Paul Rodríguez y más allá se examinarán a la luz de la teoría cultural y el estruendo del clamor popular.

SPANISH 639 – 001 LITERATURE REVOLUCION MEXICANA: LA MUJER EN LA REVOLUCIÓN MEXICANA (3 CREDIT HOURS)
MIGUEL LÓPEZ M 4 – 6:30 PM

This seminar will have a cultural studies approach to addressing the impact of the Mexican Revolution on the construction of the modern Mexican nation with a focus on the role of Mexican women as objects and producers of a national pedagogy. In this course we will conduct a close reading of the revolutionary and postrevolutionary canons composed by: Mariano Azuela, *Los de abajo*; Nellie Campobello, *Cartucho*; Juan Rulfo, *Pedro Páramo*, *El llano en llamas*; Carlos Fuentes, *La muerte de Artemio Cruz*; Elena Garro, *Los recuerdos del porvenir*; Rosario Castellanos, *Balún Canán*; Angeles Mastretta, *Arráncame la vida*; Silvia Molina, *La familia vino del Norte*. Requirements will include a research paper, reading and discussion of the literary and cultural aspects of the texts in question, and other oral and written assignments.

SPANISH 639 – 002 / PORTUGUESE 570-001 LATIN AMERICAN AND BRAZILIAN THEATER (3 CREDIT HOURS)
MARGO MILLERET W 4 – 6:30 PM

This class will study the classic plays of the Spanish- and Portuguese-speaking worlds of Latin America, especially those from the 1930s-1970s. Attention will be given to Mexican, Chilean and Brazilian dramatists whose works are listed in the MA reading list. In this class we will address both literary and performance aspects of the plays. Students will take exams over theater vocabulary, dramatic theory, and the content of the plays. They will make an oral presentation about a play. A play performance may be used for a final project instead of a written paper. Students must be willing to read texts in both Spanish and Portuguese.

PORTUGUESE COURSES

PORTUGUESE 101 – OO1 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 102 – OO1 ELEMENTARY PORTUGUESE II (3 CREDIT HOURS)
STAFF M W F 1 – 1:50 PM

Portuguese 102 is a course tailored for natives and/or students with three years of college level Spanish. This course fulfills the Core Curriculum requirement and also prepares the students to take more advanced courses in Portuguese. The materials covered in the course are the same as those of Portuguese 101 and more. Students will learn more by building up from their own language background in Spanish. Portuguese language skills will be developed based on comparison and contrast with the Spanish language. This 3 credit hour course meets three days a week and will progress at a slower pace covering half the material of Portuguese 275 – 001 Intensive Beginning Portuguese for Spanish Speakers (a 6 credit hour course that meets 5 days a week).

PORTUGUESE 275 – OO2 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 - OO1 INTENSIVE INTERMEDIATE PORTUGUESE (6 CREDIT HOURS)
STAFF 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 Portuguese 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 277 – OO1 INTENSIVE PORTUGUESE FOR SPANISH SPEAKERS (6 CREDIT HOURS)
STAFF 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 311 / 511 - OO1 CULTURE AND COMPOSITION (3 CREDIT HOURS)
MARGO MILLERET T TH 12:30 – 1:45 PM

The objective of this course is twofold: (a) this course is designed to help students deepen their understanding of Brazilian Portuguese grammar; (b) students will develop their writing skills in three genres, namely narrative, descriptive, and argumentative. This objective will be accomplished through the use of materials that focuses on cultural topics of relevance to the Portuguese-speaking world. Grades will be based on the development of three essays, grammar tests, and an oral presentation of a topic discussed in class. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 276 OR PORTUGUESE 277** ♦♦

PORTUGUESE 417 / 517 – OO1 POPULAR BRAZILIAN MUSIC (3 CREDIT HOURS)
LEILA LEHNEN M W 2:30 – 3:45 PM

Survey of Brazilian popular music and popular culture from 1950 to the twenty-first centuries. This course will concentrate on the developments of Brazilian popular culture from the second half of the twentieth-century to the contemporary period. We will study Brazilian popular music and other cultural manifestations such as art and cinema and how these cultural phenomena relate to the country's social, political and historical contexts. Grading Components: Preparation and in-class participation, in-class presentation, mid-semester project and final project. **Class will be conducted in Portuguese.**

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

PORTUGUESE 457 / 557 - OO1 ENCOUNTERS WITH THE NEW WORLD I (3 CREDIT HOURS)
LEILA LEHNEN M W 1 - 2:15 PM

This course will study the artistic representation of national identity and nation in the relationships between Europeans, Indians and Africans in Brazil. The four periods that will be studied are: Colonial (1500-1600s), the founding of the nation (1800s), and the first steps into the modern world (early 1900s). We will also examine how Brazilian culture produced during these periods, dialogues with the contemporary culture of globalization. Students will read different texts, watch documentaries and films. The class will also look at artwork and musical production from these epochs and the present time. The purpose of the course is to trace the ways in which writers, artists, filmmakers and musicians understood/understand and communicate(d) their views about Brazil and its peoples. Grading Components: Preparation and Participation, Book Review, Film Review, Short essays, Class presentation. **The class will be conducted in Portuguese.**

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

PORTUGUESE 511 - OO1 CULTURE AND COMPOSITION (3 CREDIT HOURS)
MARGO MILLERET T TH 12:30 - 1:45 PM

The objective of this course is twofold: (a) this course is designed to help students deepen their understanding of Brazilian Portuguese grammar; (b) students will develop their writing skills in three genres, namely narrative, descriptive, and argumentative. This objective will be accomplished through the use of materials that focuses on cultural topics of relevance to the Portuguese-speaking world. Grades will be based on the development of three essays, grammar tests, and an oral presentation of a topic discussed in class. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 311 OR 312** ♦♦

PORTUGUESE 517 - OO1 POPULAR BRAZILIAN MUSIC (3 CREDIT HOURS)
LEILA LEHNEN M W 2:30 - 3:45 PM

Survey of Brazilian popular music and popular culture from 1950 to the twenty-first centuries. This course will concentrate on the developments of Brazilian popular culture from the second half of the twentieth-century to the contemporary period. We will study Brazilian popular music and other cultural manifestations such as art and cinema and how these cultural phenomena relate to the country's social, political and historical contexts. Grading Components: Preparation and in-class participation, in-class presentation, mid-semester project and final project. **Class will be conducted in Portuguese.**

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

PORTUGUESE 557 - OO1 ENCOUNTERS WITH THE NEW WORLD I (3 CREDIT HOURS)
LEILA LEHNEN M W 1 - 2:15 PM

This course will study the artistic representation of national identity and nation in the relationships between Europeans, Indians and Africans in Brazil. The four periods that will be studied are: Colonial (1500-1600s), the founding of the nation (1800s), and the first steps into the modern world (early 1900s). We will also examine how Brazilian culture produced during these periods, dialogues with the contemporary culture of globalization. Students will read different texts, watch documentaries and films. The class will also look at artwork and musical production from these epochs and the present time. The purpose of the course is to trace the ways in which writers, artists, filmmakers and musicians understood/understand and communicate(d) their views about Brazil and its peoples. Grading Components: Preparation and Participation, Book Review, Film Review, Short essays, Class presentation. **The class will be conducted in Portuguese.**

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

PORTUGUESE 570 - OO1 / SPANISH 639 - OO2 LATIN AMERICAN AND BRAZILIAN THEATER (3 CREDIT HOURS)
MARGO MILLERET W 4 - 6:30 PM

This class will study the classic plays of the Spanish- and Portuguese-speaking worlds of Latin America, especially those from the 1930s-1970s. Attention will be given to Mexican, Chilean and Brazilian dramatists whose works are listed in the MA reading list. In this class we will address both literary and performance aspects of the plays. Students will take exams over theater vocabulary, dramatic theory, and the content of the plays. They will make an oral presentation about a play. A play performance may be used for a final project instead of a written paper. Students must be willing to read texts in both Spanish and Portuguese.