

CLEP TEST FOR SPANISH LANGUAGE

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 277-5346.

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 and/or 102.)
2. **OBTAIN AN ADVISEMENT TRANSCRIPT FROM RECORDS & REGISTRATION** (Mesa Vista Hall One Stop).
3. **TAKE YOUR ADVISEMENT TRANSCRIPTS TO THE ARTS & SCIENCES ADVISEMENT CENTER** (University Advisement and Enrichment Center [suite 135 of Mesa Vista Hall - formerly Student Services Center]) 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 Mesa Vista Hall [formerly 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).

SPANISH PLACEMENT EVALUATIONS REQUIRED FOR COURSE ENROLLMENT

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

The Spanish Placement Evaluation is now available on-line at:

<https://esurvey6.unm.edu/opinio/s?s=31824>

- ◆ Upon completion of the evaluation, print your placement results before logging out of the website.
 - ◆ If you loose or misplace the printed placement results, it will be necessary for you to re-take the placement evaluation.
 - ◆ Bring your placement results with you to the first day of class.
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Continuing students who are following the sequence of Spanish language courses:

- ◆ Bring an advisement transcript to the first day of class to verify enrollment in the appropriate course.
- ◆ Keep in mind, **if a period of one year or more has passed between Spanish courses**, you will be required to take the placement evaluation again.

Any student enrolling in a Spanish language course (100 & 200 level) should know:

- ❶ 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).**
- ❷ Students who do not have a print out of their placement results when the semester begins will be dropped from the course.
- ❸ 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.
- ❹ It is recommended for students who are fulfilling Arts and Sciences group language requirements, that these classes be taken in successive semesters.

When a student places into a higher-level Spanish course, the student can not only advance faster, but also has the option to earn credit for the lower level courses by taking the Spanish language CLEP test or may complete a Course Challenge form for the lower-level Spanish course(s) for credit.

For more information on the CLEP test - or - Course Challenges, see page 1

THE DEPARTMENT OF SPANISH AND PORTUGUESE HAS TWO SPANISH LANGUAGE PROGRAMS:

SHL - SPANISH AS A HERITAGE LANGUAGE PROGRAM:

Spanish classes 111, 112, 211, and 212 are designated for students who have a cultural connection to the Spanish language. This is a comprehensive program that is designed to accommodate students at all phases of learning: from true beginners to those who are more fluent and are polishing their skills. By drawing upon our connection to the language, we make the study of Spanish more relevant to SHL learners; this serves as a significant motivating factor in language learning.

SSL - SPANISH AS A SECOND LANGUAGE PROGRAM:

This program is designed for students of Spanish whose native home language is not Spanish.

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 have a cultural connection to the Spanish language. Some students can understand a basic Spanish conversation, and can produce isolated words and some full sentences. Students are required to take a placement evaluation before signing up for this course. Emphasis is placed on listening, speaking, reading and writing. In addition to acquisition of basic vocabulary and development of reading and writing, students will learn conversational skills that will allow them to fulfill basic social needs in Spanish.

MANDATORY PREREQUISITE: SPANISH PLACEMENT EVALUATION

The Spanish Placement Evaluation is now available on-line at:

<https://esurvey6.unm.edu/opinio/s?s=31824>

- ◆ Upon completion of the evaluation, print your placement results before logging out of the website.
- ◆ If you loose or misplace the printed placement results, it will be necessary for you to re-take the placement evaluation.
- ◆ Bring your placement results with you to the first day of class.

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**

The Spanish Placement Evaluation is now available on-line at:

<https://esurvey6.unm.edu/opinio/s?s=31824>

- ◆ Upon completion of the evaluation, print your placement results before logging out of the website.
 - ◆ If you loose or misplace the printed placement results, it will be necessary for you to re-take the placement evaluation.
 - ◆ Bring your placement results with you to the first day of class.
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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 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** ♦♦

◆◆◆◆◆ **UNDERGRADUATE COURSES** ◆◆◆◆◆

SPANISH 301: These courses are designed particularly for students who have just completed Spanish 202 / 212 / 276 or have already taken Spanish 301 once, but need more intermediate-level development of their listening, speaking, reading, and writing skills. Students with more advanced or native language skills should consult with the Undergraduate Advisor for Spanish before signing up for courses.

SPANISH 301 – 001 LITERATURE CHICANA Y LATINA
ELENA ÁVILES T TH 9:30 – 10:45 AM

(3 CREDIT HOURS)

This interdisciplinary course is an introduction to the study of Chicano and Latino literature in the U.S. The class will first explore the terms “Chicana/o” and “Latina/o” to look at the similarities and differences between and among these groups. The class will give a historical overview of the major events in the U.S. Southwest, Mexico, Latin America and the Caribbean that contributed to the creation of Chicana/o and Latina/o communities in this country. The class will trace the history of the social movements of the 1960s (from the Chicano Movement to the struggle for Puerto Rican independence) to that of the present through literature. The class will examine works by Rodolfo Anaya, Marjorie Agosín, Miguel Algarín, Julia Alvarez, Denise Chávez, Jimmy Santiago Baca, Martín Espada, and Piri Thomas, to name a few. Course grades will be based on grammar exercises, essays, journal entries, participation, oral presentations, and participation in class.

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

SPANISH 301 – 002 & 003 INDIGENAS EN MEXICO COLONIAL

(3 CREDIT HOURS EACH)

ALENA JOHNSON SECTION 002 M W F 10 – 10:50 AM / SECTION 003 M W F 1 – 1:50 PM

La continuidad de la historia prehispánica en el valle central de México se realizaba por medio de los manuscritos pintados. En la época colonial temprana (XVI) estas historias se volvieron a redactar por los pueblos indígenas, tanto para la comunidad local como para las autoridades españolas. Un cuarto de siglo después la Nueva España presenció el movimiento literario mestizo, cuyos autores se recurrían a la antigua tradición nativa de pintura para exaltar la historia prehispánica, acreditar su escritura, legitimar su posición social y asegurar derechos y privilegios que habían gozado los reyes y señores de quienes descendían. El curso explorará una selección de obras indígenas y mestizas. Ejercicios de lectura se concentrarán en la comprensión de temas e ideas principales en los textos. El/la estudiante preparará varios trabajos que se presentarán oralmente. Se leerán unos cuantos artículos publicados con respecto al autor mestizo, que ayudará en la contextualización del período histórico que se estudia y en la preparación de composiciones o narraciones y descripciones breves.

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

SPANISH 301 – 004 PAÍS SECRETO: ECUADOR (3 CREDIT HOURS)
JUAN CARLOS GONZÁLEZ-GRANJA M W F 10 – 10:50 AM

País secreto es uno de los nombres que se ha dado a Ecuador. País secreto alude a un territorio anónimo y, al mismo tiempo, a una nación por conocer. En esta clase vamos a estudiar las razones de este anonimato y también a iniciarnos en el conocimiento de esta república andina. A través de un breve recorrido por la historia de este país, por su música, su cine y literatura, descubriremos algo más que un destino turístico y un productor de materias primas para el primer mundo. Se trata de ubicar en la actualidad política y económica de Ecuador las marcas del colonialismo y dependencia que han imposibilitado el desarrollo de este territorio tan diverso y rico en recursos naturales y humanos.

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

SPANISH 301 – 005 CULTURA FLAMENCA (3 CREDIT HOURS)
DAVID BRIGGS M W F 12 – 12:50 PM

Este curso estudiará la cultura y la historia del arte flamenco a través de la literatura peninsular por medio de la poesía, la narrativa y el drama. El curso se servirá de los textos, las grabaciones y videos. La evaluación del curso se basará en breves ensayos, pruebas y presentaciones orales. Se enseñará en español. ♦ **REQUISITO PREVIO: ESPAÑOL 202 O 212 O 276** ♦

SPANISH 301 – 006 CORRIDOS & COUNTER CULTURE: FROM GREGORIO CORTEZ TO CHALINO SANCHEZ (3 CREDIT HOURS)
LORENA GALVÁN VALENZUELA T TH 12:30 – 1:45 PM

The Corrido is a narrative folk song which tells a story that 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 Murrrieta), Corridos de la Revolución Mexicana (Pacho Villa, 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 – 007 21ST CENTURY SPAIN: HOW TO BECOME A SURREALIST (3 CREDIT HOURS)
THEODORE WALKER T TH 5 – 6:15 PM

This course will examine Surrealism in Spain through the work of those writers and artists who influenced and/or were influenced by Surrealism, including Ramón Gómez de la Serna, Luis Buñuel, Federico García Lorca, Rafael Alberti, Salvador Dalí, Vicente Aleixandre, Remedios Varo, Cirlot. Besides reading the work of Spanish Surrealists we will examine the paintings and films that were produced in the spirit of the artistic movement that has been called the most important of the 20th century. We will delve into esoteric techniques that will empower students to produce their own Surrealist work, and the final project will be solo or group presentation of a Surrealist piece of art or upon research regarding a Surrealist topic. Instructor will make available an economical reading packet at the beginning of the course. Final grade will be based upon attendance, participation, reaction papers, two 750-word compositions, and the presentation of the final project.

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

SPANISH 301 – 008 FAMILY MIGRATION NARRATIVE – MIGRACIÓN Y LA FAMILIA TRANSNACIONAL (3 CREDIT HOURS)
VANESSA DE VERITCH WOODSIDE T TH 12:30 – 1:45 PM

This course will focus on issues of Latin American migration to the United States from the early 20th century to the present in U.S. cultural production, with particular attention to the phenomenon of the transnational family. Through analysis of various Chicano/a texts and films, we will explore factors that perpetuate transnational migration, the personal impact of migration, and the consequent re-negotiation of personal, gender, and ethnic identities. Students will have the opportunity to develop their Spanish-language proficiency through written assignments of various lengths, quizzes, two exams, an oral presentation, and participation in classroom discussion. Although some of the course readings are in English, the class will be conducted entirely in Spanish. ♦♦ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ♦♦

SPANISH 301 – 010 ICONIC WOMEN – ICONOS FEMENINOS**(3 CREDIT HOURS)****PATRICIA ROSAS-LOPÁTEGUI M 4 – 6:30 PM****[OFFERED W/ CHMS 393-002]**

En este curso estudiaremos a algunas de las figuras femeninas más relevantes de la cultura mexicana que han rebasado las fronteras y continúan impactando la identidad de las mujeres en pleno siglo XXI. Haremos un recorrido histórico comenzando con la trascendencia de Sor Juana Inés de la Cruz para conectarla con las productoras de cultura en la vanguardia mexicana (Nahui Olin, Antonieta Rivas Mercado, Frida Kahlo, entre otras); con las transgresoras del México posrevolucionario (Elena Garro, Guadalupe Amor, Rosario Castellanos) y llegar a las mujeres irreverentes del presente milenio (Silvia Molina, Ana Clavel, Cristina Rivera Garza, entre otras). Tendremos un marco teórico feminista. Se leerán poemas, cuentos, entrevistas, obras de teatro y veremos algunas películas. La lectura y la participación son relevantes. Habrá reportes de lectura y una presentación final. ♦♦ **REQUISITO PREVIO: ESPAÑOL 202 OR 212 OR 276** ♦♦

SPANISH 301 – 015 INTRODUCTION TO CHICANA STUDIES**(3 CREDIT HOURS)****ELENA AVILÉS T TH 12:30 – 1:45 PM****[Offered w/ CHMS 332-001, WMST 332-001, AMST 330-001]**

This interdisciplinary course is an introduction to the literature written by Chicanas. Students will gain an understanding of what Chicana Literature is and how it is shaped by the cultural tradition and inherited ideas about gender, sex and sexuality. The course will survey how Pre-Colombian, Spanish colonial and Mexican histories, the US Feminist Movement and the Chicano Civil Rights Movement of the 1960's and 70's have influenced the politics and writings of Chicana literature. We will explore the development of the Chicana Literary cannon to understand how and why their writings engage in topics about identity, representation, social and political injustices, family, folklore and tradition. Authors explored in this class will include María Helena Viramontes, Sandra Cisneros, Beverly Sylva, and Pat Mora among others. Course grades will be based on grammar exercises, essays, journal entries, participation, oral presentations, and other written and oral assignments.

♦♦ **COURSE PREREQUISITE: SPANISH 202 OR 212 OR 276** ♦♦**SPANISH 302 – 001, 002, 003, 004, 005, 006, 007 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)****STAFF SECTION 001 M W F 11 – 11:50 AM****STAFF SECTION 002 T TH 11:00 AM – 12:15 PM**➤ **302 - 003 T TH 9:30 – 10:45 AM** ➤➤ for SHL & native speakers of Spanish ➤➤ Instructor permission required**STAFF SECTION 004 M W F 10 – 10:50 AM****STAFF SECTION 005 M W F 1 – 1:50 PM****STAFF SECTION 006 T TH 5 – 6:15 PM****STAFF SECTION 007 M W F 12 – 12:50 PM****STAFF SECTION 008 M W F 9 – 9:50 AM**

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 307 – 001, 002, 003, 004, 005 INTRODUCTION TO HISPANIC LITERATURE****(3 CREDIT HOURS EACH)****STAFF SECTION 001 T TH 12:30 – 1:45 PM****STAFF SECTION 002 M W F 11 – 11:50 AM****STAFF SECTION 003 T TH 9:30 – 10:45 AM****STAFF SECTION 004 M W F 9 – 9:50 AM****STAFF SECTION 005 T TH 2 – 3:15 PM****STAFF SECTION 006 T TH 11:00 AM – 12:15 PM**

The course is an introduction to fundamental concepts for the analysis of the literature of the Spanish-speaking world. The course text is the most recent edition of *Aproximaciones al estudio de la literatura hispánica*. Course grades will be based on essays, exams, quizzes, participation, oral presentations, and other written and oral assignments.

♦♦ **COURSE PREREQUISITE: SPANISH 301 AND PRE- OR COREQUISITE SPANISH 302** ♦♦**SPANISH 350 - 001 & 002 SPANISH PHONETICS****(3 CREDIT HOURS EACH)****STAFF SECTION 001 M W 5 – 6:15 PM****STAFF SECTION 002 M W F 12 – 12:50 PM****RICHARD FILE-MURIEL SECTION 003 T TH 2 – 3:15 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. Common pronunciation problems faced by learners of Spanish as a second or foreign language will also be addressed.

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

SPANISH 351 – OO1 & OO2 INTRODUCCIÓN A LA LINGÜÍSTICA HISPÁNICA (3 CREDIT HOURS)

STAFF SECTION OO1 M W F 10 – 10:50 AM
CATHERINE TRAVIS SECTION OO2 T TH 9:30 - 10:45 AM

El objetivo de este curso es proporcionar a los estudiantes el conocimiento básico de la lingüística que les servirá para: el estudio de la lengua española, la enseñanza de la misma y la comprensión de los temas relevantes de la lingüística hispánica contemporánea. El curso cubre las ramas principales de la lingüística: la morfología (la formación de las palabras), la sintaxis (la estructura de las oraciones), la semántica (el significado de las palabras y oraciones), la historia de la lengua y la sociolingüística. Libro de Texto: Hualde, José Ignacio; Olarrea, Antxon; Escobar, Anna María y Travis, Catherine E. 2010. *Introducción a la lingüística hispánica* (2nd Ed.). Cambridge: Cambridge University Press.

♦♦ REQUISITO PREVIO: SPANISH 302 ♦♦

SPANISH 352 – OO1 & OO2 ADVANCED GRAMMAR (3 CREDIT HOURS EACH)

STAFF SECTION OO1 T TH 12:30 – 1:45 PM
STAFF SECTION OO2 T TH 11:00 AM – 12:15 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 PRE OR CO-REQUISITE: SPANISH 302 ♦♦

SPANISH 370 – OO1 SURVEY OF CHICANO LITERATURE (3 CREDIT HOURS)

VANESSA DE VERITCH WOODSIDE T TH 11:00 AM – 12:15 PM

This course offers an introduction to the study of Chicano/a literature, beginning with a socio-historical overview that enables students to locate the literary works we will discuss in the context of the historical, social, and cultural circumstances in which they were produced. We will examine issues of cultural hybridity, identity, social justice and language in our analyses of novels, short stories, essays, poetry and drama by Rudolfo Anaya, Tomás Rivera, Sandra Cisneros, Gloria Anzaldúa, and others. The course grade will be based upon short essays, two exams, an oral presentation, and participation in classroom discussion. Although some of the course readings are in English, the class will be conducted entirely in Spanish.

♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦

SPANISH 371 – OO1 SPANISH OF THE SOUTHWEST (3 CREDIT HOURS)

DAMIÁN V. WILSON T TH 9:30 – 10:45 AM

In this class we will examine different aspects of Spanish of the Southwest and its use in a variety of bilingual communities. We will focus on the socio-political, historical, and cultural factors that have contributed to language maintenance and language shift. Also, we will focus on aspects of bilingual behavior such as code-mixing. The structure of the class will be based on the exploration of various questions, such as the following: a) How did language contact with English affect Spanish in the Southwest?, b) How do politics and economics affect Spanish of the Southwest? c) What is the relationship between language and identity? e) What are the sources language attitudes and how do they affect language use? Students will participate in a community-based linguistic research project employing the concepts learned in the class. Students must be prepared for class discussions based on the readings and attend daily. COURSE PREREQUISITES: SPANISH 350 OR 351

SPANISH 411 - OO1 SURVEY OF SPANISH PENINSULAR LITERATURE I (3 CREDIT HOURS)

ANTHONY J. CÁRDENAS M W 5:30 – 6:45 PM

An introduction to several of the most important texts -- poetry, narrative, and theater -- of Medieval, and Golden Age Spain. Quizzes, student class presentations, and two exams. ♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦

SPANISH 429 – OO2 SPANISH CIVIL WAR THROUGH FILM (3 CREDIT HOURS)
SUSAN RIVERA TH 4 – 6:30 PM

In this class we will view several Spanish films as well as read and analyze the texts on which they are based in order to discuss if Gabriel García Márquez is correct when he suggests that perhaps cinema is a “more complete means of expression than literature”. Most of the films are based on the circumstances surrounding the Spanish Civil War (1936-1939) and its violent aftermath, or other forms of repression. An important objective is to develop skills within the seminar format: engaged discussion, attentive reading and listening, and clarity in written and oral expression. Note: The films do not have subtitles and may contain material that could be offensive to some students.

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

SPANISH 430 – OO1 SPANISH AMERICAN SHORT STORY (3 CREDIT HOURS)
KIMBERLE LÓPEZ T TH 4 – 5:15 PM

In this course we will study the formation of Spanish American identity through the reading of a series of Latin American short stories. Readings will include stories by well-known authors such as Jorge Luis Borges, Julio Cortázar, Horacio Quiroga, Rosario Castellanos, Gabriel García Márquez, Carlos Fuentes, Elena Garro, Juan Rulfo, and Rosario Ferré. Subthemes will include questions of social class, gender, and ethnic and cultural identity. The course grade will be based on participation in discussions, short essays, and midterm and final exams. ♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

SPANISH 431 - OO1 SPANISH AMERICAN LITERATURE SURVEY I (3 CREDIT HOURS)
KATHRYN MCKNIGHT T TH 9:30 – 10:45 AM

In this class, we study the debates, conflicts, and creativity of the Spanish-American cultural scene from the 1400s to the 1800s. Our texts include European and indigenous maps, historical and fictional narratives, visual art, poetry, essays, and archival documents. We discuss the knowledge and politics of native peoples, debates about the conquest, representations of racial, cultural, and gender differences, and the dreams and despairs of the newly independent republics. We look at texts through five conceptual lenses: (a) the politics and poetics of narrative, (b) identity and its representation, (c) cultural symbolism, (d), the representation of space, and (e) social and cultural transformation. Learning happens in seminar-style group work, as students develop critical thinking and interpret texts in their historical contexts. Requirements include careful daily preparation, reading-comprehension exercises on WebCT, a final research project built from two 5-page papers, a poster presentation, and two exams. ♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

SPANISH 439 – OO1 NARRATIVA MEXICANA: MISERIAS Y MISTERIOS DE LA FRONTERA Y LA MIGRACIÓN (3 CREDIT HOURS)
MIGUEL LÓPEZ M W 1 – 2:15 PM

Desde los años ochenta y como producto conjunto de la descentralización cultural el auge de la zona fronteriza como sector económico, autores y autoras de esta zona han producido un número importante de obras que han dejado huella en las versiones de nacionalismo y regionalismo. Este curso se dedica a examinar la dinámica de estas obras y su propuesta cultural; para ello veremos la producción de la frontera norte y sus mitos y relatos. Las lecturas incluyen a Arturo Islas' *The Rain God*, Carlos Fuentes *La frontera de Cristal* y un cuaderno de obras recopiladas. Filmes a analizar incluyen: "El Mariachi," "Santitos," "Bajo la misma luna," "El jardín del Edén," "Bordertown," "El infierno" y "Bajo la sal." La nota final del curso incluirá la participación en clase, y dos trabajos escritos a lo largo del semestre

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

SPANISH 439 – OO2 MEDICAL SPANISH II (3 CREDIT HOURS)
VERÓNICA PLAZA T TH 9:30 – 10:45 AM

Contact instructor for details veplaza@salud.unm.edu

SPANISH 439 – OO3 THE CARIBBEAN LITERATURE & ARTS (3 CREDIT HOURS)
ELEUTERIO SANTIAGO-DÍAZ T TH 12:30 – 1:45 PM

This course focuses on Spanish Caribbean literature to explore its dialogues with other artistic expressions such as music, painting, film and other visual arts. ♦♦ **COURSE PREREQUISITES: SPANISH 302 AND 307** ♦♦

SPANISH 519 – 001 MEDIEVAL LITERATURE SURVEY
ANTHONY J. CÁRDENAS M W 4 – 5:15 PM

(3 CREDIT HOURS)

The purpose of this class is to introduce the student to Medieval Spanish literature as well as some general notions of literary criticism. The primary texts that will be read are: 13th Century - *Poema de mio Cid*, *Libro de Apolonio*, *Sendebarr*; 14th Century - *Conde Lucanor*, *Libro de buen amor*, *Libro del caballero Zifar*; 15th Century - *Corbacho*, *Celestina*, *Cárcel de amor*, and the works of Teresa de Cartagena. Secondary texts – to be bought on your own via Amazon.com or at other bookstores—are: Selden, Widdowson, Brooker: *A Reader's Guide to Contemporary Literary Theory* (5th ed.); Alan D. Deyermond, *Historia de la literatura española: La Edad Media*. There will be two exams or one exam and one public presentation (50%), various presentations by students on secondary readings (20%), and a final paper 8 to 15 pages in length (30%).

SPANISH 541 / 549 – 001 RESEARCH ON TEACHING SPANISH AND PORTUGUESE
JULIE SYKES W 4 – 6:30 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. 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 second 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 545 – 001 SPANISH PHONOLOGY
RICHARD FILE-MURIEL T 4 – 6:30 PM

(3 CREDIT HOURS)

[Offered with LING 503-011]

This course looks at the impact of language usage on phonological form. The course also scrutinizes theoretical notions of the minimal phonological unit, from which speakers/listeners construct/interpret messages in real time.

SPANISH 549– 001 HISTORIA DE LA LENGUA ESPAÑOLA
DAMIÁN V. WILSON TH 4 – 6:30 PM

(3 CREDIT HOURS)

Estudiaremos la evolución diacrónica de la variedad románica que hoy llamamos español, desde sus orígenes en el latín hasta el uso actual. Los estudiantes aprenderán a realizar estudios cuantitativos sobre la evolución lingüística basados en un corpus lingüístico. Se incluirán las siguientes unidades temáticas: (1) Cambio fonológico y fonético; (2) Cambio morfo-sintáctico; (3) El contexto social del cambio lingüístico; (4) Mecanismos de cambio (ej. extensión analógica, extensión semántica, gramaticalización).

SPANISH 549 – 002 THE RESEARCH PROCESS
CATHERINE TRAVIS T TH 12:30 – 1:45 PM

(3 CREDIT HOURS)

[Offered w/ LING 554-001]

This course offers invaluable training for your graduate degree, and ensuing career, in linguistics. It covers all aspects involved in the development of a research agenda, including conducting research, disseminating findings, and finally going on the job market. For the research itself, we will cover bibliographic searches using research databases; getting IRB approval for research projects; applying for internal and external funding; collecting your own data and using web-based corpora; and data analysis with concordance and statistical programs. We will then move on to dissemination, including presenting your work at conferences and workshops (writing abstracts; preparing handouts, posters and powerpoint presentations; giving presentations) and publishing (preparing journal articles and book chapters; reviewing articles and books and responding to reviews of your own work). The course will end with consideration of issues that relate to job searches, including identifying appropriate jobs, preparing an academic CV, and conducting job interviews. Relevant readings will accompany each topic, and the skills will be developed through their practical application throughout the course. Course materials available on Web CT.

SPANISH 578 – OO2 SOUTHWEST LITERARY CRITICAL REGIONALISM (3 CREDIT HOURS)
ANNA NOGAR T TH 2 – 3:15 PM

This graduate-level course will examine literature written in and about the American Southwest and implement extensive critical commentary in our interpretation of it. By creating a geographical and historical framework for the writing of these works, we will think about the motives for these works' creation, the national and individual identities expressed through them, as well as the resistive perspectives these texts represent. Thematically, we will focus on the dynamic changes in politics and crisis of identity (echoing those of Latin America) of the territorial period; the expressivity of regional autochthonous folklore and humor; and the conceptualization of place in contemporary literary production. The course will focus largely on literature from the 19th century onward and the majority of the texts are from New Mexico, though other contemporaneous regional works are also included. Though many of the primary and critical readings are in English, the course is conducted in Spanish and all work for the class will be completed in Spanish; it is expected that class participants will be able to participate fully in Spanish.

SPANISH /579 – OO1 NEW MEXICO FOLKLORE (3 CREDIT HOURS)
ENRIQUE LAMADRID T TH 4 – 6:15 PM [Offered with CHMS 393-011]

Poetics of popular culture and oral literature in the US / Mexico borderlands. Special focus on New Mexican folk poetry, music, narrative, drama, folkways, and festival traditions. Cultural and performance theory, ethno-poetic analysis. Introduction to field work.

SPANISH 629 – OO2 18TH AND 19TH CENTURY SPANISH LITERATURE (3 CREDIT HOURS)
SUSAN RIVERA T TH 2 – 3:15 PM

En este curso estudiaremos a algunos de los autores y textos españoles más relevantes de los siglos 18 y 19 (excluyendo la novela): Fray Benito Jerónimo Feijóo, Leandro Fernández de Moratín, Ramón de la Cruz, José Cadalso, José Zorrilla, Ángel de Saavedra, Duque de Rivas, Mariano José de Larra, Espronceda, Bécquer (Leyenda). En el transcurso del semestre discutiremos las características principales del neoclasicismo y el romanticismo.

SPANISH 639 – OO1 MIGRACION FRONTERA NORTE: VIOLENCIA Y LITERATURA EN LA FRONTERA NORTE (3 CREDIT HOURS)
MIGUEL LÓPEZ M W 2:30 – 3:45 PM

La región del norte de México se ha caracterizado como un territorio en conflicto y con leyes propias desde la guerra entre México y los Estados Unidos en 1848. Este seminario se acercará a los conflictos sociales que han formado un carácter especial en la historia de esta región hasta la escalada de violencia generada por la pugna entre estado y delincuencia organizada. Como producto conjunto de la descentralización cultural y el auge de la zona fronteriza como sector económico, autores y autoras de esta zona han producido un número importante de obras que analizan el efecto del neoliberalismo económico en la zona. Este curso se dedica a examinar la dinámica de estas obras y su propuesta cultural; para ello veremos la producción de la frontera norte y sus mitos y relatos usando varias obras literarias que abordan este tema. Las lecturas incluirán, Roberto Bolaño, *Detectives Salvajes*, Carlos Fuentes *La frontera de cristal* y *La voluntad y la fortuna*, Rosina Conde, *En la tarima*, Rosario San Miguel *Bajo el Puente*, Heriberto Yépez *Al Otro lado*, Federico Campbell, *Mascara Negra*, Michael Hardt y Antonio Negri, *Empire*, Carlos Monsiváis, *Diez historias del narco* y una colección de obras. La nota final se basará en la participación y lectura atenta de los textos.

SPAN 639 – OO3 LATIN AMERICAN VANGUARD POETRY (3 CREDIT HOURS)
ELEUTERIO SANTIAGO-DÍAZ M 4 – 6:30 PM

Latin American vanguard poetry from the experimental period of the 1920s to the 1950s. The course examines the diverse trends that characterized the vanguard movement as a field of continuity, rupture, renewal, and revolution in the form and content of Latin American letters.

◆◆◆◆◆◆◆◆◆◆ **PORTUGUESE PROGRAM** ◆◆◆◆◆◆◆◆◆◆

PORTUGUESE 101 – OO1 & OO2 ELEMENTARY PORTUGUESE I (3 CREDIT HOURS)
STAFF SECTION OO1 M W F 10 – 10:50 AM / SECTION OO2 M W F 1 – 1:50 PM

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. > Students may ONLY receive credit for PORT 101 & 102 OR PORT 275 – credit will not be counted for all three courses. <

PORTUGUESE 102 – OO1 ELEMENTARY PORTUGUESE II
STAFF M W F 11 – 11:50 AM

(3 CREDIT HOURS)

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). ➤ Students may ONLY receive credit for PORT 101 & 102 OR PORT 275 – credit will not be counted for all three courses. ◀

PORTUGUESE 275 – OO2 INTENSIVE BEGINNING PORTUGUESE
STAFF M W F 11 - 11:50 AM & T TH 11:00 AM - 12:15 PM

(6 CREDIT HOURS)

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. ➤ Students may ONLY receive credit for PORT 101 & 102 OR PORT 275 – credit will not be counted for all three courses. ◀

PORTUGUESE 276 - OO1 INTENSIVE INTERMEDIATE PORTUGUESE
STAFF M W F 11 – 11:50 AM & T TH 11:00 AM – 12:15 PM

(6 CREDIT HOURS)

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 OR 102** ♦♦

PORTUGUESE 277 – OO1 INTENSIVE PORTUGUESE FOR SPANISH SPEAKERS
STAFF M W F 1 - 1:50 PM & T TH 12:30 - 1:45 PM

(6 CREDIT HOURS)

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 301 - OO1 CONVERSATION AND PRONUNCIATION
MARGO MILLERET M W F 2 – 2:50 PM

(3 CREDIT HOURS)

This class will view and discuss popular films from the Portuguese-speaking world in order to understand culture, expand vocabulary, and develop speaking and pronunciation skills. Class time will be used for pre- and post-viewing activities, vocabulary development, pronunciation practice and discussion. Classes are communicative and require the constant use of Portuguese. Students will have the opportunity to do research and prepare a presentation for class. Grades are based on participation, homework assignments, and an oral presentation at the end of the course.

♦♦ **COURSE PREREQUISITE: PORTUGUESE 276 OR 277** ♦♦

PORTUGUESE 311 / 511 - OO1 CULTURE AND COMPOSITION
JEREMY LEHNEN T TH 12:30 – 1:45 PM

(3 CREDIT HOURS)

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 421 / 521 – 001 BRAZILIAN THEATER
MARGO MILLERET M W 4 – 5:15 PM

(3 CREDIT HOURS)

This survey of Brazilian plays will help students understand 1) how theater communicates with its audience, 2) what topics have been important for playwrights to stage, and 3) how the theater has been adapted to cinema. Graduate students will also read critical articles and theater theories that have had an impact on Brazilian playwrights. Evaluation will be based on written assignments, presentations, and exams. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 311 OR 312** ♦♦

PORTUGUESE 457 / 557 – 001 ENCOUNTERS IN THE NEW WORLD I
LEILA LEHNEN T TH 2 – 3:15 PM

(3 CREDIT HOURS)

This course will study the artistic representation of national identity and nation in the relationships between Indians, Africans and Europeans in Brazil from the colonial period to the present day. Students will read different texts, watch documentaries and films, as well as 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. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 311 OR 312** ♦♦

PORTUGUESE 511 - 001 CULTURE AND COMPOSITION
JEREMY LEHNEN T TH 12:30 – 1:45 PM

(3 CREDIT HOURS)

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.

PORTUGUESE 521 – 001 BRAZILIAN THEATER
MARGO MILLERET M W 4 – 5:15 PM

(3 CREDIT HOURS)

This survey of Brazilian plays will help students understand 1) how theater communicates with its audience, 2) what topics have been important for playwrights to stage, and 3) how the theater has been adapted to cinema. Graduate students will also read critical articles and theater theories that have had an impact on Brazilian playwrights. Evaluation will be based on written assignments, presentations, and exams.

PORTUGUESE 557 – 001 ENCOUNTERS IN THE NEW WORLD I
LEILA LEHNEN T TH 2 – 3:15 PM

(3 CREDIT HOURS)

This course will study the artistic representation of national identity and nation in the relationships between Indians, Africans and Europeans in Brazil from the colonial period to the present day. Students will read different texts, watch documentaries and films, as well as 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.