

# SPANISH PLACEMENT EVALUATIONS SPRING 2007 SCHEDULE

## REQUIRED COURSE PLACEMENT

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

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

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

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

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

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

**S H L - SPANISH AS A HERITAGE LANGUAGE PROGRAM:** Spanish classes 111, 112, 211, and 212 with sections numbered in the 150s are designated for students who grew up in a Spanish-speaking environment (Spanish was spoken in the home and community by parents or grandparents, family friends, 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:

MONDAY AND TUESDAY NOVEMBER 20 AND 21, 2006

MONDAY THROUGH FRIDAY NOVEMBER 27 – DECEMBER 1, 2006

THURSDAY AND FRIDAY JANUARY 4 AND 5, 2007

MONDAY THROUGH FRIDAY JANUARY 8 - 12, 2007

## TESTING OUT OF A LANGUAGE COURSE

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

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

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

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

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

For more information and to obtain registration forms contact the **University Testing Center**, located in the **Woodward Hall, room 140C**. Their phone number is 277-5345.

## COURSE CHALLENGES

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

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

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

### THIS IS WHAT YOU HAVE TO DO:

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

# LANGUAGE INSTRUCTION COURSES

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

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

### SPANISH 111 -- 150, 151    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, ON THE FOLLOWING DATES:

MONDAY AND TUESDAY    NOVEMBER 20 AND 21, 2006

MONDAY THROUGH FRIDAY    NOVEMBER 27 - DECEMBER 1, 2006

THURSDAY AND FRIDAY    JANUARY 4 AND 5, 2007

MONDAY THROUGH FRIDAY    JANUARY 8 - 12, 2007

### SPANISH 112 -- 150, 151, 152, 153, 154    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 -- 150, 151, 152, 153, 154    INTERMEDIATE SPANISH AS A HERITAGE LANGUAGE    (3 CREDIT HOURS EA.)

### SPANISH 212 -- 150, 151, 152, 153, 154, 155    INTERMEDIATE SPANISH AS A HERITAGE LANGUAGE    (3 CREDIT HOURS EA.)

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.

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

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

◆◆ MANDATORY PREREQUISITE: SPANISH PLACEMENT EVALUATION ◆◆

### SPANISH PLACEMENT EVALUATION SCHEDULE

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

MONDAY AND TUESDAY NOVEMBER 20 AND 21, 2006

MONDAY THROUGH FRIDAY NOVEMBER 27 - DECEMBER 1, 2006

THURSDAY AND FRIDAY JANUARY 4 AND 5, 2007

MONDAY THROUGH FRIDAY JANUARY 8 - 12, 2007

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

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

### SPANISH 104 - OO1 ELEMENTARY SPANISH CONVERSATION (1 CREDIT HOUR)

STAFF W 12 - 12:50 PM

An intensive oral practice in the basic structure and vocabulary presented in 201 and 202.

◆◆ COREQUISITE: SPANISH 201 OR 202 OR 211 OR 212 OR 276 ◆◆

### SPANISH 201 INTERMEDIATE SPANISH (3 CREDIT HOURS)

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

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

### SPANISH 202 INTERMEDIATE SPANISH (3 CREDIT HOURS)

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

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

SPANISH 276 - 001 ACCELERATED INTERMEDIATE SPANISH (6 CREDIT HOURS)  
STAFF M T W T H 5:30 - 6:45 PM

An intensive one-semester course designed especially for language majors and enthusiastic students. Equivalent to 201 and 202. May count for the language requirement for graduate students in some departments and for Arts & Sciences distribution requirement. (Inquire with your department.) Textbook: *Vistas*, Student Activity Manual and Multimedia CD.

♦♦ COURSE PREREQUISITE: SPANISH 102 OR 275 OR AN EQUIVALENT OR A PLACEMENT EVALUATION ♦♦

## UNDERGRADUATE COURSES

### ♦♦♦♦ SPANISH 301 ♦♦♦♦

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

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

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

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



SPANISH 301 – 001 & 010 CULTURA DEL CONO SUR (3 CREDIT HOURS EACH)

ERIN AMASON-MONTERO SECTION 001 M W F 9–9:50 AM / SECTION 010 M W F 10–10:50 AM

En este curso vamos a estudiar varios aspectos de los temas más sobresalientes del Cono Sur (Chile, Argentina, Uruguay) por medio de la historia, breves lecturas y la cinematografía. Unos ejemplos de estos temas serán el rol del gaucho y el huaso en el folklore, el tango, el candombe y la guerra sucia. Se basarán las notas finales en la participación activa en clase, pruebas, ensayos cortos y dos exámenes.

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

SPANISH 301 – 002 MEDICINA TRADICIONAL EN MEXICO (3 CREDIT HOURS)

SAGRARIO CRUZ-CARRETERO T T H 9:30 – 10:45 AM

El curso analizará algunos aspectos de la rica variedad de la medicina tradicional en México. Constará de 5 unidades en donde abordaremos los siguientes temas: 1. Introducción. Historia de la Antropología Médica en México (Época prehispánica, Época colonial, Época contemporánea); 2. El concepto salud enfermedad (Las enfermedades en la concepción tradicional y alopática) 3. Los terapeutas tradicionales (Curanderos, Chamanes, neochamanes y mediums, Culebreros, Parteras, Curanderos, graniceros y migración, Los merolicos); 4. La relación entre médico alópatas y médicos tradicionales; 5. La legalización de la medicina tradicional en México. Se evaluará con 2 exámenes parciales y con un trabajo final de investigación

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

SPANISH 301 – 003, 004, 008, 009 & 011 CULTURE OF SPAIN / SPANISH AMERICA (3 CREDIT HOURS)

STAFF SECTION 003 M W F 11–11:50 AM / SECTION 004 M W F 1–1:50 PM

EMIL CRAWFORD SECTION 008 M W F 3–3:50 PM / SECTION 011 M W 5:30–6:45 PM

KIMBERLE LÓPEZ SECTION 009 T T H 2–3:15 PM

This course is a general introduction to Hispanic culture, from Spain, Spanish America, and in the United States. There are two textbooks for the semester, and each comes with two DVDs. The textbooks are *Hispanidades: España: La Primera Hispanidad*, by David Curland, Robert Davis, and Luis Verano, and *Hispanidades: Latinoamérica y los EE.UU.*, by David Curland, Robert Davis, and Francisco Lomelí. These two books and the accompanying DVDs draw on Mexican author Carlos Fuentes's video series "El espejo enterrado", which traces the history of Spain, Spanish America, and Latino presence in the United States. The lessons focus on different aspects of Hispanic culture, history, language, and literature. Each chapter includes a literary selection, grammar review, and exercises pertaining to the DVD segment and readings. Students will be expected to read the materials, watch the DVDs, be prepared for class discussions, prepare exercises, write essays, and do other written and oral work toward the goal of improving the four skills of reading, writing, listening, and speaking while enhancing knowledge of history and culture.

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

**SPANISH 301 – 005 EL LEGADO CULTURAL INCA (3 CREDIT HOURS)**  
**SARA GUENGERICH MWF 12 – 12:50 PM**

Este curso estudiará la cultura incaica, su apogeo, caída y su legado cultural sobre los pueblos andinos de hoy. Leeremos piezas narrativas coloniales como mitos de origen y leyendas provenientes de la tradición oral andina y otras escritas desde un punto de vista español. De igual modo, analizaremos el arte y arquitectura Inca por medio de imágenes y videos de las famosas ruinas de Machu Picchu, Sacsayhuamán y otras. Finalmente veremos el video *Guns, Germs and Steel* para comprender los diversos factores que contribuyeron a la caída de este imperio. El objetivo principal del curso es continuar el desarrollo de las habilidades en la lectura, escritura y el habla en español. La nota se basará en la participación activa en la clase, composiciones, listas de vocabulario, breves pruebas de literatura y una presentación oral final.

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

**SPANISH 301 – 006 & 007 CINE DE TEXTOS EN ESPAÑOL (3 CREDIT HOURS EACH)**  
**CARMEN HOLGUIÍN-CHAPARRO SECTION 006 TTh 11:00 AM – 12:15 PM / SECTION 007 TTh 12:30 – 1:45 PM**

Hoy en día el cine tiene una importancia innegable, y uno de los aspectos más ricos de su importancia está en su relación con la literatura, pues es otra forma de acercamiento a este arte. Este curso está diseñado para explorar de manera sencilla la relación entre el cine y la literatura en español. En esta clase estudiaremos algunos de los autores más representativos de España y América Latina, cuyas obras han sido llevadas al cine. Vamos a comparar y contrastar el texto literario con su adaptación en el cine y a observar los aspectos culturales que surgen de la historia, entre otras actividades. La nota del curso se basará en una participación activa, tanto en la lectura como en el cumplimiento de las tareas y en las discusiones de clase. Habrá además presentaciones orales, tareas breves y dos exámenes de análisis, no de memoria (de mitad de semestre y final).

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

**SPANISH 302 – 001 & 006 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)**  
**MARY COPPLE SECTION 001 TTh 9:30 – 10:45 AM / SECTION 006 TTh 12:30 – 1:45 PM**

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

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

**SPANISH 302 – 002 & 005 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)**  
**THEODORE WALKER SECTION 002 MWF 11 – 11:50 AM / SECTION 005 MWF 10 – 10:50 AM**

This course is designed to empower students as writers of Spanish. We will read literary selections that will serve as a basis for critical thought, class discussion, and informal and formal weekly writing exercises. Students will have the opportunity to rewrite, for the sake of coherence and grammar, these papers. The process of writing a short term paper will be conducted throughout the semester to be turned in at semester's end. Text: *De lector a escritor. 2<sup>nd</sup> ed.* Michael D. Finneman and Lynn Carbón. Heinle & Heinle, 2001.

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

**SPANISH 302 – 003 & 007 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS EACH)**  
**TERESA DOVALPAGE SECTION 003 MWF 5:30 – 6:45 PM / SECTION 007 MWF 1 – 1:50 PM**

La transición "de lector a escritor" como indica el título de nuestro libro de texto, es un paso fundamental en el desarrollo de la comunicación por escrito. Este curso incluye lecturas cortas que contienen narración, descripción, reportaje, argumentación y exposición, así como ejercicios con los que se pondrán en práctica los conceptos estudiados. Aprenderán también cómo organizar sus proyectos de escritura de una manera lógica. Se hará énfasis en la redacción, así como en la gramática y la ortografía de los textos.

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

**SPANISH 302 – 004 DEVELOPING SPANISH WRITING SKILLS (3 CREDIT HOURS)**  
**STAFF SECTION 004 MWF 9 – 9:50 AM**

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

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

**SPANISH 307 – 001 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS)**  
**MARY B. QUINN T TH 9:30 – 10:45 AM**

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

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

**SPANISH 307 – 002 & 006 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS EACH)**  
**VERÓNICA CALVILLO SECTION 002 T TH 12:30 – 1:45 PM / SECTION 006 T TH 2 – 3:15 PM**

En este curso, a través de una introducción a la literatura de España y de Hispanoamérica, nos enfocaremos en conceptos y técnicas literarias como herramientas para ayudarnos a leer, comprender y analizar textos (poesía, narrativa y teatro). El estudiante podrá leer y discutir críticamente los diferentes géneros que nos ofrece la literatura por medio de participación activa individual y de grupo. También, se escribirán ensayos críticos para desarrollar esa destreza. La calificación final constará de tareas, pruebas cortas, composiciones, participación activa y un examen final comprensivo del contenido del curso. El libro requerido para la clase es *Aproximaciones al estudio de la literatura hispánica* (última edición).

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

**SPANISH 307 – 003 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS)**  
**SUSAN RIVERA M W 5:30 – 6:45 PM**

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

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

**SPANISH 307 – 004 & 005 INTRODUCTION TO HISPANIC LITERATURE (3 CREDIT HOURS EACH)**  
**DAVID BRIGGS SECTION 004 M W F 10 – 10:50 AM / SECTION 005 M W 4 – 5:15 PM**

This course is a general introduction to the literature of the Spanish speaking world. Poetry, drama, and narrative are the genres studied. While a literal understanding of the works is a basic goal, critical thinking will be applied to the analysis of the works as well in order to derive an individual perspective of the material. The evaluation of the course is based on classroom participation, quizzes, exams, oral presentations, and short essays. The course is taught in Spanish. The required text is *Aproximaciones al estudio de la literatura hispánica*. 5th edition.

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

**SPANISH 350 – 001 & 002 SPANISH PHONETICS (3 CREDIT HOURS)**  
**DAMIÁN V. WILSON SECTION 001 M W F 10 – 10:50 AM / SECTION 002 M W F 11 – 11:50 AM**

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, Latin America and New Mexico. We will also address common pronunciation problems faced by learners of Spanish as a second or foreign language.

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

**SPANISH 351 – 001 INTRODUCCIÓN A LA LINGÜÍSTICA DEL ESPAÑOL (3 CREDIT HOURS)**  
**JENNY DUMONT T TH 5:30 – 6:45 PM**

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

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

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

**EARL BROWN SECTION OO1 MWF 1 – 1:50 PM / SECTION OO2 MWF 11 – 11:50 AM**

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, 3rd edition*. Chicago: McGraw Hill.

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

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

**MARÍA DOLORES GONZALES T TH 9:30 – 10:45 AM**

In this class we will examine, from a sociolinguistic perspective, Spanish of the Southwest and its use by Chicanos, Latinos, and Mexicanos. We will focus on the socio-political, historical, and cultural factors that have contributed to language maintenance and language shift. The structure of the class will be based on 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 English Only Movement’s agenda? d) what is the relationship between language and identity? and e) do linguistic prejudices influence language attitudes and language use? We will also discuss, language and power, code-switching and Spanglish. Students will be required to complete a community-based linguistic research project by applying what they learned during the semester. Students must be willing to have daily attendance and be prepared for class discussions.

♦♦ **REQUISITO PREVIO: ESPAÑOL 302, 350 o 352** ♦♦

**SPANISH 412 – OO1 SURVEY OF SPANISH PENINSULAR LITERATURE II (3 CREDIT HOURS)**

**SUSAN RIVERA M W 4 – 5:15 PM**

En este curso estudiaremos algunas de las obras más significativas de la literatura española desde el siglo XVIII hasta principios del XX junto con los principales movimientos estilísticos a los que pertenecen. El objetivo principal de la clase es aprender a leer, interpretar, y analizar un texto literario; las metas del curso incluyen la lectura crítica y el desarrollo de un lenguaje técnico aplicable a un texto. Se espera que alcancen una comprensión completa y profunda de los textos tanto a un nivel literal como literario. Discutiremos y analizaremos las lecturas desde varios puntos de vista -- estético, social, político, cultural, etc. -- para penetrar en los aspectos esenciales que revelan la compleja realidad del mundo español pero que asimismo son de interés universal. Otro objetivo fundamental es que lleguen a apreciar y disfrutar de la literatura como una obra de arte.

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

**SPANISH 423 – OO1 CERVANTES: THE QUIJOTE (3 CREDIT HOURS)**

**ANTHONY J. CÁRDENAS M W F 10 – 10:50 AM**

This class will offer a detailed study of Cervantes's masterpiece Don Quijote. We will consider the novel's various meanings for both our time and that of the author. An excellent reading knowledge of Spanish is highly recommended although some accommodation may be made for students with lower proficiency. Course requirements will include exams, and active participation for all. Additional requirements for graduate students include class presentations, and a final paper.

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

SPANISH 429 / 629 – 001 ESPAÑA LITERARIA (3 CREDIT HOURS)  
ANTHONY J. CÁRDENAS MWF 12 – 12:50 - RESTRICTED -

El propósito de esta clase es recorrer en las últimas dos semanas de mayo de 2007 las tierras y los pueblos de España en que vivieron los autores que escribieron y actuaron los personajes poblando ciertas de las obras que hemos leído en clases como Español 411, 423, y 519. Empezando en

Alcalá de Henares, pasando por Toledo a Talavera de la Reina, volviendo al Toboso, luego a los molinos de viento en Consuegra, y de allí a Córdoba, Iteja y sola, Granada, Málaga y sus playas, Sevilla, Carmona, Mérida, Trujillo, Guadalupe, Salamanca, Avila, Segovia, Ágreda, volviendo a Alcalá de Henares por Zaragoza, viviremos y respiraremos el ambiente en que leeremos selecciones de las obras escritas en estos lugares. Requisito para entrar en la clase es haber tomado 307 como mínimo, y se aconseja haber tomado una clase de literatura peninsular a nivel 400. Estas clases se pueden tomar en la primavera de 2007. Esta clase se reunirá tres veces por semana durante la primera mitad del semestre de primavera, es decir por 8 semanas en preparación para el viaje, luego se continuará a partir del 14 hasta el 27 de mayo en España. Para más información consúltese el sitio en la red <http://www.unm.edu/~spanport/literaria/> Para entrar en esta clase se requiere el permiso del Profesor Cárdenas que se consigue consultando con él También, pueden obtener los costos aproximados del viaje consultando con él.

♦♦ REQUISITO PREVIO: SPANISH 302 AND 307 ♦♦

SPANISH 429 – 002 SPANISH PENINSULAR CULTURE & LITERATURE - (3 CREDIT HOURS)  
CERVANTES AND ZAYAS: MARGINAL SUBJECTS / MARGINAL GENRE  
MARY B. QUINN TTH 12:30 – 1:45 PM

In his prologue to the *Novelas Ejemplares*, Miguel de Cervantes claims, “yo soy el primero que he novelado en lengua castellana . . . y éstas [novelas] son mías propias, no imitadas ni hurtadas; mi ingenio las engendró . . . .” In this course we will ask in what way Cervantes’s collection of short stories is breaking new ground. Unfettered by the courtly shackles of poetry or the public shackles of the theater, how does the originality of the *novela* genre provide him the freedom to give complex voice to new kinds of characters (lower classes, women, rogues, gypsies, etc.) in literature? In our reading of *Novelas Ejemplares*, we shall pay attention to the way that Cervantes subverts stable identities and, in so doing, criticizes Spanish society. Like Cervantes before her, María de Zayas also takes advantage of this minor literary form in order to depict Spain’s marginal classes. *Zayas* focuses in particular on the many injustices suffered by women in the distinctly misogynistic culture of the Spanish Baroque. Of significant importance in her work is the role of the female body as a space for both compliance and resistance to male hegemony. In reading her *Desengaños Amorosos*, we shall focus on the fluid discourses of violence and gender and how they offer nuanced commentary on the subordination of women. For both Cervantes and Zayas, therefore, we shall study the space of cultural contention provided by the new genre of the Baroque *novela*.

♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦

SPANISH 430 – 001 SPANISH AMERICAN SHORT STORY (3 CREDIT HOURS)  
JUDY MALOOF TTH 4 – 5:15 PM

En este curso estudiaremos el cuento latinoamericano contemporáneo. Leeremos cuentos de autores de diferentes regiones incluyendo México, Centro América, Sur America, y el Caribe. Los autores incluyen Juan Rulfo, Jorge Luis Borges, Julio Cortázar, Rosario Castellanos, Rosario Ferré, José Donoso, Ángeles Mastretta, entre otros. Vamos a estudiar la relación entre el texto literario y el contexto socio-histórico y cultural. La nota final se basará en la participación, una presentación oral, dos ensayos escritos, un examen del medio curso y un examen final.

♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦

SPANISH 432 – 001 SPANISH AMERICAN LITERATURE SURVEY II (3 CREDIT HOURS)  
MIGUEL LÓPEZ TTH 5:30 – 6:45 PM

Survey of Spanish American literature from the late nineteenth century through the twentieth century. Periods covered include Modernismo, Vanguardismo, Boom and Post-Boom. Readings from anthology *Huellas de las Literaturas Hispanoamericanas* (Second Edition), and Rosario Castellanos' *Balún Canán*. Requirements include written essays; oral presentations; midterm and final exams; reading and discussion.

♦♦ COURSE PREREQUISITES: SPANISH 302 AND 307 ♦♦

**SPANISH 438 – 001 MEXICAN LITERATURE: NOVELA Y CINE DE LA REVOLUCIÓN MEXICANA (3 CREDIT HOURS)**  
**MIGUEL LÓPEZ T TH 2 – 3:15 PM**

Este es un estudio dirigido en torno a la llamada "Novela de la Revolución" con el objetivo de esclarecer sus repercusiones en la literatura mexicana. En el curso leeremos obras de Mariano Azuela, *Los de abajo*, Juan Rufo, *Pedro Páramo*, y *El llano en llamas*, Elena Garro, *Los recuerdos del porvenir*, Carlos Fuentes, *La muerte de Artemio Cruz*, Angeles Mastretta, *Arráncame la vida*, Y los filmes Sabina Berman, *Entre Villa y una mujer desnuda* y *Como agua para chocolate*. Requirements include written essays; oral presentations; midterm and final exams; reading and discussion.

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

**SPANISH 449 / 549 – 001 SOCIOLINGÜÍSTICA Y GÉNERO (3 CREDIT HOURS)**  
**ALEJANDRA BALESTRA M W 5:30 – 6:45 PM**

En esta clase se brinda una introducción al estudio de la lengua, desde una perspectiva sociolingüística y enfocándose en la variable social género (entendemos género como construcción social: masculino/femenino). No es necesaria una preparación previa en lingüística porque se presentará las nociones básicas en la clase, pero los estudiantes con algún conocimiento de lingüística probablemente sacarán más beneficios de este curso. El curso se enfoca en la lengua española aunque se leerán artículos sobre otras lenguas, con descripciones del discurso de mujeres y hombres de distintos países. Esta clase además brindará una introducción a algunos de los temas principales de la teoría feminista, tal como se la ve desde la sociolingüística. Por último, esta clase presenta a los estudiantes varios conceptos sociolingüísticos útiles en los estudios de lengua y de género (entre otros se verán los conceptos de estilo, dialecto estándar, dialecto no estándar, comunidad de habla, bilingüismo, competencia comunicativa y cortesía). La clase se ofrece en español pero es obligatorio que los estudiantes puedan leer en inglés.

♦♦ **REQUISITO PREVIO: ESPAÑOL 350 O 351** ♦♦

**SPANISH 479 – 001 CHICANO/A AUTOBIOGRAPHY (3 CREDIT HOURS)**  
**TEY DIANA REBOLLEDO T TH 12:30 – 1:45 PM**

We will study the autobiographies of major Chicano/a writers such as seen in the oral tradition "The Californio Testimonials", as well as in the writings of Fabiola Cabeza de Baca, Cleofas Jaramillo, Oscar Zeta Acosta, Richard Rodríguez, and Norma Cantú. We will also read autobiographical essays. Short reaction papers, a midterm exam, a term paper, and oral presentations will be required.

♦♦ **COURSE PREREQUISITES: SPANISH 301 AND 307** ♦♦

## GRADUATE COURSES

**SPANISH 547 – 001 SPANISH OF THE SOUTHWEST (3 CREDIT HOURS)**  
**MARÍA DOLORES GONZALES T 4 – 6:30 PM**

En este curso seminario examinaremos desde una perspectiva sociolingüística el desarrollo del español usado por gentes de descendencia hispana-mexicana-latina en el suroeste. Examinaremos los factores históricos, políticos, sociales y culturales que han afectado dicho desarrollo tomando en cuenta temas como: el aislamiento, la relación entre lenguas y poder, la variación regional y social, y el cambio de código. Se requiere como proyecto final una investigación original, en la comunidad, enfocado en uno de los temas discutidos en clase, las cuales han influido el mantenimiento de español y/o el desplazamiento al inglés.

♦♦ **REQUISITO PREVIO: ESPAÑOL 350, 371 RECOMENDADO: ESPAÑOL 546 O 549** ♦♦

**SPANISH 549 / 449 – 001 SOCIOLINGÜÍSTICA Y GÉNERO (3 CREDIT HOURS)**  
**ALEJANDRA BALESTRA M W 5:30 – 6:45 PM**

En esta clase se brinda una introducción al estudio de la lengua, desde una perspectiva sociolingüística y enfocándose en la variable social género (entendemos género como construcción social: masculino/femenino). No es necesaria una preparación previa en lingüística porque se presentará las nociones básicas en la clase, pero los estudiantes con algún conocimiento de lingüística probablemente sacarán más beneficios de este curso. El curso se enfoca en la lengua española aunque se leerán artículos sobre otras lenguas, con descripciones del discurso de mujeres y hombres de distintos países. Esta clase además brindará una introducción a algunos de los temas principales de la teoría feminista, tal como se la ve desde la sociolingüística. Por último, esta clase presenta a los estudiantes varios conceptos sociolingüísticos útiles en los estudios de lengua y de género (entre otros se verán los conceptos de estilo, dialecto estándar, dialecto no estándar, comunidad de habla, bilingüismo, competencia comunicativa y cortesía). La clase se ofrece en español pero es obligatorio que los estudiantes puedan leer en inglés.

**SPANISH 549 – OO2 PIDGINS AND CREOLES (3 CREDIT HOURS)**  
**J. CLANCY CLEMENTS MW 2 – 3:15 PM**

This course focuses on the structure of pidgins and creoles and the social conditions under which they are created. We begin by examining the different theories of pidgin and creole genesis (monogenesis, polygenesis, bioprogram, substrate, mutual linguistic accommodation, creole prototype), and follow this up with an examination of pidgin and creole development, focusing on the stages of development and the linguistic and extralinguistic factors that influence it. Moreover, the issues related to language planning in pidgins and creoles will be discussed. Topics include the elaboration of spelling systems vocabulary expansion. The remainder of the course will be dedicated to studying key structures in pidgins and creoles of different geographical areas (Atlantic and Indian Ocean, Asia, and the Pacific islands) and to the study of the origins and development of such structures. Course requirements include various assignments, in-class presentations, a paper project, and/or a final take-home exam. Apart from a course packet, the text used in the course: *Pidgins and Creoles: An Introduction*, by Arends, Jacques et al. (1994, Amsterdam: John Benjamins).

**SPANISH 578 – OO1 HISPANO LITERATURE OF THE SOUTHWEST (3 CREDIT HOURS)**  
**TEY DIANA REBOLLEDO W 4 – 6:30 PM**

We will survey Hispano literature beginning with Cabeza de Vaca, Villagra, 19th century literature and contemporary writers such as Sabine Ulibarrí, Rudolfo Anaya, Pat Mora, Denise Chavez, and Margarita Cota-Cárdenas. Short response essays, mid-term exam, oral presentations and a final paper will be required.

**SPANISH 629 – OO1 ESPAÑA LITERARIA (3 CREDIT HOURS)**  
**ANTHONY J. CÁRDENAS MWF 12 – 12:50 - RESTRICTED -**

El propósito de esta clase es recorrer en las últimas dos semanas de mayo de 2007 las tierras y los pueblos de España en que vivieron los autores que escribieron y actuaron los personajes poblando ciertas de las obras que hemos leído en clases como Español 411, 423, y 519. Empezando en

Alcalá de Henares, pasando por Toledo a Talavera de la Reina, volviendo al Toboso, luego a los molinos de viento en Consuegra, y de allí a Córdoba, lejana y sola, Granada, Málaga y sus playas, Sevilla, Carmona, Mérida, Trujillo, Guadalupe, Salamanca, Avila, Segovia, Ágreda, volviendo a Alcalá de Henares por Zaragoza,

viviremos y respiraremos el ambiente en que leeremos selecciones de las obras escritas en estos lugares. Requisito para entrar en la clase es haber tomado 307 como mínimo, y se aconseja haber tomado una clase de literatura peninsular a nivel 400. Estas clases se pueden tomar en la primavera de 2007. Esta clase se reunirá tres veces por semana durante la primera mitad del semestre de primavera, es decir por 8 semanas en preparación para el viaje, luego se continuará a partir del 14 hasta el 27 de mayo en España. Para más información consúltese el sitio en la red <http://www.unm.edu/~spanport/literaria/> Para entrar en esta clase se requiere el permiso del Profesor Cárdenas que se consigue consultando con él También, pueden obtener los costos aproximados del viaje consultando con él.

**SPANISH 639 – OO1 SPANISH AMERICAN REGIONALIST NOVEL/ LA NOVELA DE LA TIERRA (3 CREDIT HOURS)**  
**KIMBERLE LÓPEZ TH 4 – 6:30 PM**

This course emphasizes the detailed textual analysis of a corpus of canonical (MA list) novels beginning with the Regionalism of the first decades of the twentieth century and continuing into the mid - century, tracing the trajectory from a concern with defining national boundaries in the 1920s to a concern with a Pan-Latin American identity in the Boom. The focus of the course is the theme of the telluric novel (novela de la tierra), that is, novels in which the representation of the geographic setting is fundamental to the narrative. We will read *Doña Bárbara*, *La vorágine*, *Don Segundo Sombra*, *Los pasos perdidos*, and *La casa verde*, as well as selected critical articles and chapters from Carlos Alonso's book on modernity and autochthony in the novela de la tierra. Students will be expected to read and participate in all class discussions and contribute with the preparation of discussion questions. Written work will include a series of essays answering discussion questions with textual analysis of the novels.

**SPANISH 639 – OO2 LATIN AMERICAN WOMEN WRITERS: A NARRATIVE OF RESISTANCE (3 CREDIT HOURS)**  
**JUDY MALOOF M 4 – 6:30 PM**

In this course we shall study the narrative of contemporary Latin American women writers such as Isabel Allende, Laura Esquivel, Luisa Valenzuela, Rosario Castellanos, Rosario Ferré and others. We shall examine the articulation of gender, race, and class relations in short stories and novels by these writers from Mexico, South America, and the Caribbean. We will look at issues related to the role of women in Latin American Society and how these writers subvert and resist the subordination of women in a patriarchal social order. We will also view several films based on the novels of Latin American women writers and compare the written text to the visual representation. Students will be required to give an oral presentation and write a final paper.

# PORTUGUESE COURSES

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

**LÍGIA BEZERRA SECTION 001 MWF 1 - 1:50 PM & TTh 12:30 - 1:45 PM**

**MICHELLE LIMA-HENRIQUE SECTION 002 MWF 11 - 11:50 AM & TTh 11:00 AM - 12:15 PM**

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

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

**RICARDO MOREIRA MWF 1 – 1:50 PM & TTh 12:30 – 1:45 PM**

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

## **PORTUGUESE 312 / 512 - 001 CULTURE AND CONVERSATION (3 CREDIT HOURS)**

**MARGO MILLERET MW 4 – 5:15 PM**

This course will help students improve their Portuguese language skills and cultural understanding of Brazil. In order to achieve this goal, students will listen and practice their pronunciation of Brazilian Portuguese. They will read key works about Brazilian culture and customs. They will analyze and perform dramatic scenes that focus on key communication skills or speech acts in Brazilian Portuguese. They will use digital video recorders in order to assist them in speaking and performing better. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 276** ♦♦

## **PORTUGUESE 416 / 516 - 001 BRAZILIAN CINEMA (3 CREDIT HOURS)**

**LEILA LEHNEN T 5:30 – 8 PM**

This course focuses on the development of the Brazilian film industry during the later half of the 20th century. Special attention is dedicated to contemporary Brazilian cinema. The New Brazilian Cinema emerged in the mid-nineties and has received international critical acclaim with films such as Walter Salles "Central Station" (1998) and Fernando Meireles and Kátia Lunds "City of God" (2002). The course posits cinematic production in the context of Brazilian socio-historical development. Class will be conducted in English and all films are in Portuguese with English subtitles. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 311** ♦♦

## **PORTUGUESE 458 / 558 – 001 BRAZILIAN LITERARY SURVEY II (3 CREDIT HOURS)**

**LEILA LEHNEN TTh 4 – 5:15 PM**

This course will employ cultural materials and literary texts in order to illustrate Brazilian society during the period from the early years of the 20th century to the contemporary period. Students will read different literary texts from varying genres, focusing on poetry and prose. We will also watch several films in this class and discuss trends in the different arts (fine arts, architecture, music). Class assignments will include written homework assignments, a mid-term and a final exam. Class will be conducted in Portuguese. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 311** ♦♦

## **PORTUGUESE 461 – 001 GRADUATE PORTUGUESE STUDIES (3 CREDIT HOURS)**

**MARGO MILLERET MWF 1 – 1:50 PM**

This class is designed to teach Portuguese in an intensive format that will cover the basic elements of Portuguese grammar and vocabulary in one semester. Students must be willing to invest time outside the classroom in self-study and come to class prepared to engage in active conversation in order to practice material learned outside of class. Final projects will be based on a comparative research topic linking the students' interests with those in the Portuguese-speaking world. Designed for graduate students with previous language experience in Spanish.

**PORTUGUESE 512 / 312 - 001 CULTURE AND CONVERSATION (3 CREDIT HOURS)**  
**MARGO MILLERET MW 4 – 5:15 PM**

This course will help students improve their Portuguese language skills and cultural understanding of Brazil. In order to achieve this goal, students will listen and practice their pronunciation of Brazilian Portuguese. They will analyze and perform dramatic scenes that focus on key communication skills or speech acts in Brazilian Portuguese. They will use digital video recorders in order to assist them in speaking and performing better. Reading materials will address Brazilian culture and customs. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 276** ♦♦

**PORTUGUESE 516 / 416 - 001 BRAZILIAN CINEMA (3 CREDIT HOURS)**  
**LEILA LEHNEN T 5:30 – 8 PM**

This course focuses on the development of the Brazilian film industry during the later half of the 20th century. Special attention is dedicated to contemporary Brazilian cinema. The New Brazilian Cinema emerged in the mid-ninety nineties and has received international critical acclaim with films such as Walter Salles “Central Station” (1998) and Fernando Meireles and Kátia Lunds “City of God” (2002). The course posits cinematic production in the context of Brazilian socio-historical development. Class will be conducted in English and all films are in Portuguese with English subtitles. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 311** ♦♦

**PORTUGUESE 558 / 458 – 001 BRAZILIAN LITERARY SURVEY II (3 CREDIT HOURS)**  
**LEILA LEHNEN T TH 4 – 5:15 PM**

This course will employ cultural materials and literary texts in order to illustrate Brazilian society during the period from the early years of the 20th century to the contemporary period. Students will read different literary texts from varying genres, focusing on poetry and prose. We will also watch several films in this class and discuss trends in the different arts (fine arts, architecture, music). Class assignments will include written homework, oral presentations, a mid-term and a final exam. Class will be conducted in Portuguese. ♦♦ **COURSE PREREQUISITE: PORTUGUESE 311** ♦♦