

**FALL 2016**  
***COURSE DESCRIPTIONS***  
**DEPARTMENT OF SPANISH AND PORTUGUESE**

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## SPANISH PLACEMENT EXAM

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

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

Spanish Placement  
Exam available  
online at:  
[spanport.unm.edu](http://spanport.unm.edu)

### Placement at the 100 & 200 level:

There are two Spanish language programs that are academic equivalent in every way except for the instructional approach:

**SSL - SPANISH AS A SECOND LANGUAGE PROGRAM:** Spanish classes 101, 102, 201, and 202 are designed for students of Spanish whose native home language is not Spanish.

**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.

Students will only receive credit for **SPAN 101 or SPAN 111**. Credit **will not** be awarded to both courses.  
Students will only receive credit for **SPAN 102 or SPAN 112**. Credit **will not** be awarded to both courses.  
Students will only receive credit for **SPAN 201 or SPAN 211**. Credit **will not** be awarded to both courses.  
Students will only receive credit for **SPAN 202 or SPAN 212**. Credit **will not** be awarded to both courses.

### Placement at the 300 level:

Students who place into Spanish 301 *must* contact **Dr. Carmen Julia Holguín-Chaparro** ([cjhch@unm.edu](mailto:cjhch@unm.edu)) or Academic Advisor, **Kate Merrill** ([kateem@unm.edu](mailto:kateem@unm.edu)) **before enrolling** in a Spanish course(s).

**Are you following the sequence of Spanish language courses and there has been a lapse of time since you took your last Spanish class?**

- 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 Spanish Placement Exam again.

# LANGUAGE INSTRUCTION

## 100 & 200 Spanish & Portuguese Courses

### Spanish as a Second Language Program (SSL)

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

#### **SPAN 101: Elementary Spanish I**

**3 cr. hrs.**

Spanish 101 is the first 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 (task-based oriented). The course introduces basic grammatical or vocabulary knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking) and provides the student with exposure to the target language and culture in different Spanish-speaking countries and/or situations.

**Mandatory Prerequisite: Spanish Placement Exam. See page 2 for more information.**

*Students will only receive credit for SPAN 101 OR SPAN 111. Credit will not be awarded to both courses.*

#### **SPAN 102: Elementary Spanish II**

**3 cr. hrs.**

Spanish 102 is the second 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 (task-based oriented). The course continues to develop basic grammatical or vocabulary knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking) and provides the student with exposure to the target language and culture in different Spanish-speaking countries and/or situations.

**Prerequisite: SPAN 101 OR equivalent OR Placement Exam.**

*Students will only receive credit for SPAN 102 OR SPAN 112. Credit will not be awarded to both courses.*

#### **SPAN 201: Intermediate Spanish I**

**3 cr. hrs.**

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 (task-based oriented) and engages students in the practice of the four language skills (listening, reading, writing, speaking) with a strong focus on speaking and writing. Cultural competence is also present and assessed throughout multiple real-life scenarios. **Prerequisite: SPAN 102 OR equivalent OR Placement Exam.**

*Students will only receive credit for SPAN 201 OR SPAN 211. Credit will not be awarded to both courses.*

#### **SPAN 202: Intermediate Spanish II**

**3 cr. hrs.**

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 methodology (task-based oriented) and engages students in the practice of the four language skills (listening, reading, writing, speaking) with more emphasis on reading and writing. Cultural competence is also present and assessed throughout multiple real-life scenarios. **Prerequisite: SPAN 201 OR an equivalent OR Placement Exam.**

*Students will only receive credit for SPAN 202 OR SPAN 212. Credit will not be awarded to both courses.*

### Spanish as a Heritage Language (SHL)

*This program's lower level division Spanish courses are designated for students who have a cultural connection to the Spanish language.*

#### **SPAN 111: Elementary Spanish as a Heritage Language I**

**3 cr. hrs.**

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

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reading and writing, students will learn conversational skills that will allow them to fulfill basic social needs in Spanish.

**Prerequisite: Spanish Placement Exam.**

*Students will only receive credit for SPAN 111 OR SPAN 101. Credit will not be awarded to both courses.*

**SPAN 112: Elementary Spanish as a Heritage Language II** **3 cr. hrs.**

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.

**Prerequisite: SPAN 111 or equivalent or Placement Evaluation**

*Students will only receive credit for SPAN 112 OR SPAN 102. Credit will not be awarded to both courses.*

**SPAN 211 & 212: Intermediate Spanish as a Heritage Language I & II** **3 cr. hrs. 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.

**Prerequisite SPAN 211: SPAN 112 or equivalent or Placement Exam**

**Prerequisite SPAN 212: SPAN 211 or equivalent or Placement Exam**

*Students will only receive credit for SPAN 211 OR SPAN 201. Credit will not be awarded to both courses.*

*Students will only receive credit for SPAN 212 OR SPAN 202. Credit will not be awarded to both courses.*

## Portuguese Language

**PORT 101: Elementary Portuguese I** **3 cr. hrs.**

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 and 102 or PORT 275. Credit will not be counted for all three courses.**

**PORT 102: Elementary Portuguese II** **3 cr. hrs.**

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 and 102 or PORT 275. Credit will not be counted for all three courses.**

**PORT 275: Intensive Beginning Portuguese** **6 cr. hrs.**

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 and 102 or PORT 275. Credit will not be counted for all three courses.**

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**PORT 276: Intensive Intermediate Portuguese****6 cr. hrs.**

This course is the intermediate sequence of accelerated coursework for students who have completed PORT 275 or PORT 102. PORT 276 is a hybrid course that meets for 3 credit hours in the classroom as well as 3 online course credit hours. During class time, coursework is taught using a communicative approach that concentrates on developing the student's spoken Portuguese. Classroom instruction is coupled with online work, from grammar activities to online chat sessions aimed at developing the student's control of written Portuguese both in formal and informal registers. Grades are based on exams, class preparation and participation, online exercises, writing, and assignments. **The class meets 2 or 3 days a week in the classroom depending on the semester offered.** Prerequisite: PORT 275 or 102.

**PORT 277: Intensive Portuguese for Spanish Speakers****6 cr. hrs.**

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.**

## MEDICAL SPANISH COURSES

**SPAN 202.001: Intermediate Spanish II – Intro to Medical Spanish****3 cr. hrs.****Instructor: TBA**

Intro Medical Spanish 202 is a specific section of a regular Spanish 202. Spanish 202 is the fourth of a four semester series for students whose home native language is other than Spanish. This course section is taught with a communicative-based methodology (task-based oriented) and engages students in the practice of the four language skills (listening, reading, writing, speaking) using medical related vocabulary. Cultural competence is also present and assessed throughout multiple medical learning scenarios.

**Prerequisite: SPAN 201 OR an equivalent OR Placement Exam.***Students will only receive credit for SPAN 202 OR SPAN 212. Credit will not be awarded to both courses.***SPAN 301.004 & 007: Medical Spanish I: Medical Spanish & Public Health****3 cr. hrs.****Instructor: Verónica Plaza**      **301.004 MWF 9:00 – 9:50 AM & 301.007 MWF 8:00 – 8:50 AM**

The Medical Spanish 301 is a course tailored for native speakers and/or students with three years of college level Spanish. This course will help students to continue developing their four language skills (listening, speaking, reading, and writing) through a comprehensive introduction to the field of Medical Spanish terminology, Health Communication and Public Health. The course provide a learning environment where students can learn to conduct medical encounters in Spanish through a portfolio of clinical cases with social, emotional, and physical dimensions using role plays, case analysis and public health data.

**Prerequisite: SPAN 202: Intro to Medical Spanish or Placement Exam****SPAN 439.001: Medical Spanish II: Narrativas en Medicina****3 cr. hrs.****Instructor: Verónica Plaza**      **TR 8:00 - 9:15 AM**

The course reading list explores the role of narrative in improving understanding of patients and the patient experience in the health-illness process. Standardized medical encounters and patients narratives will use to examining the complexities of the clinical communications thought the study of different models of clinical communication. The course uses a combination of problem based and team based learning methodology.

**Pre-requisites: Medical Spanish 301, SPAN 302 & 307****SPAN 439.002: Spanish Medical Interpretation Practice****3 cr. hrs.****Instructor: Verónica Plaza**      **TR 9:30 - 10:45 AM**

This is a course for students who are interesting in preparing and practice for Spanish Medical interpretation Certification exams. The course discussion will cover interpreter code of ethics, and the role of the interpreter

in different healthcare settings. To develop sight, consecutive, and simultaneous interpreting skills, students will practice with medical scenarios that an interpreter encounters while on the job.

**Prerequisite:** SPAN 301 Medical Spanish I, SPAN 439 Medical Spanish II, SPAN 302 and 307

## ONLINE SPANISH COURSES

### SPAN 101.040: Elementary Spanish I

3 cr. hrs.

**Instructor:** TBA

Spanish 101 is the first 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 (task-based oriented). The course introduces basic grammatical or vocabulary knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking) and provides the student with exposure to the target language and culture in different Spanish-speaking countries and/or situations.

**Mandatory Prerequisite:** Spanish Placement Exam. See page 2 for more information.

Students will **only** receive credit for SPAN 101 OR SPAN 111. Credit will not be awarded to both courses.

### SPAN 101.041: Elementary Spanish I

3 cr. hrs.

**Instructor:** TBA

**\*\*2nd 8 week course\*\***

Spanish 101 is the first 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 (task-based oriented). The course introduces basic grammatical or vocabulary knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking) and provides the student with exposure to the target language and culture in different Spanish-speaking countries and/or situations.

**Mandatory Prerequisite:** Spanish Placement Exam. See page 2 for more information.

Students will **only** receive credit for SPAN 101 OR SPAN 111. Credit will not be awarded to both courses.

### SPAN 101.042: Elementary Spanish I

3 cr. hrs.

**Instructor:** TBA

**\*\*2nd 8 week course\*\***

Spanish 101 is the first 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 (task-based oriented). The course introduces basic grammatical or vocabulary knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking) and provides the student with exposure to the target language and culture in different Spanish-speaking countries and/or situations.

**Mandatory Prerequisite:** Spanish Placement Exam. See page 2 for more information.

Students will **only** receive credit for SPAN 101 OR SPAN 111. Credit will not be awarded to both courses.

### SPAN 102.40: Elementary Spanish II

3 cr. hrs.

**Instructor:** TBA

Spanish 102 is the second 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 (task-based oriented). The course continues to develop basic grammatical or vocabulary knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking) and provides the student with exposure to the target language and culture in different Spanish-speaking countries and/or situations.

**Prerequisite:** SPAN 101 OR equivalent OR Placement Exam.

Students will **only** receive credit for SPAN 102 OR SPAN 112. Credit will not be awarded to both courses.

### SPAN 301.041: Cultura Hispanoamericana

3 cr. hrs.

**Instructor:** Ana Gabriela Hernández Gonzalez

En esta clase estudiaremos diferentes aspectos de la cultura hispanoamericana como lo son su folclore y sus costumbres, las relaciones de género, la violencia y los problemas sociales y políticos. Mediante el acercamiento a cuentos y películas los estudiantes se formarán una idea de las estructuras sociales y culturales de Hispanoamérica y obtendrán un mejor entendimiento del español en distintos contextos. El estudiante recorrerá, por medio de esta clase online, semejanzas y diferencias sociales y lingüísticas entre el Cono Sur,

Colombia, México y España. Los estudiantes deberán leer y ver una película semanalmente, contestar los cuestionarios de comprensión y gramática, los blogs de opinión así como realizar 3 composiciones formales.

**Prerequisite: SPAN 202 or 212 or Placement Exam**

**SPAN 302.040: Developing Spanish Writing Skills**

**3 cr. hrs.**

**Instructor: Diego Bustos**

The main 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 exercises and essays throughout the semester with a focus on composition and organization as well as grammar and vocabulary. Reading selections from various texts in Spanish will provide models for expressive language, themes, organization and critical thinking. This approach will include exposure to Spanish and Spanish American cultures and practice of communication within a cultural context. Grade will be based on an active participation along with essays, written exercises, quizzes, exams, homework, and other varied activities. The textbook for this class is *Taller de escritores: Grammar and Composition for Advanced Spanish* by Guillermo Bleichmar and Paula Cañón (Boston: Vista, 2012.) The course will be conducted in Spanish. **Prerequisite: SPAN 202 or 212 or 276**

**SPAN 307.040: Introduction to Hispanic Literature**

**3 cr. hrs.**

**Professor: Carmen J Holguín Chaparro**

The main goal of this course is to provide a first approach to the Hispanic literature in four key genres: narrative, poetry, drama, and essay. The course will present a varied sample of works by Spanish and Spanish American authors. The selected texts will be discussed following the fundamental concepts of literary analysis presented at the beginning of each genre. Reading and discussions will be complemented with compositions, oral presentations, exams, quizzes, homework, and other varied exercises. The active participation will be a crucial components of the evaluation. Most of the readings as well as genre introduction are included in the textbook for this class: *Aproximaciones al estudio de la literatura hispánica* by Carmelo Virgilio, L. Teresa Valdivieso, and Edward H. Friedman (New York: McGraw-Hill, 2012. 7th edition.) The course will be conducted in Spanish. **Course Prerequisite: SPAN 301 AND Pre- OR Corequisite SPAN 302**

**SPAN 352.040: Advanced Grammar**

**3 cr. hrs.**

**Instructor: David Paez**

We will look at the meanings of grammatical categories and constructions in Spanish, in some cases explicitly drawing contrasts with English. We have three interrelated goals. First, 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/invariant, 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. **Course Prerequisite/Corequisite: SPAN 302**

**SPAN 430.040: Span Am Short Story**

**3 cr. hrs.**

**Professor: Kimberle López**

This fully online course examines short stories by well-known writers from various Spanish-speaking countries, including Jorge Luis Borges, Julio Cortázar, Juan Rulfo, Carlos Fuentes, Gabriel García Márquez, Rosario Castellanos, Luisa Valenzuela, Isabel Allende, Rosario Ferré, and Elena Garro. The theme of the course is identity, with units focusing on gender, race, ethnicity, social class, and cultural identity. Students will be responsible for reading stories and analyzing them critically in assignments and short essays, exams, and online discussions. **Course Prerequisite/Corequisite: SPAN 302 & 307**

**SPAN 479.040: Borderlands**

**3 cr. hrs.**

**Professor: Santiago Vaquera**

This class serves as an introduction to the field of Border studies and centers on discussions of the borderlands in cultural theory and practice. "Borderlands" is understood as a transcultural space filled with physical, cultural, economic, political, and mythical elements. **Prerequisite: SPAN 302 and 307**

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## UNDERGRADUATE SPANISH COURSES

### SPAN 301.001 & 010: Versos y escritura

3 cr. Hrs.

**Instructor: Natalie Smith** 301.001 MW 4:00 – 5:15 PM 301.010 MW 5:30 – 6:45 PM

El objetivo del curso es reforzar las competencias básicas del español utilizando como principal material de trabajo poemas de diferentes autores latinoamericanos. Los autores estudiados representan movimientos artísticos y literarios del Siglo XX hasta el presente. La evaluación se basa en la participación activa, las discusiones en grupos pequeños, presentaciones informales, composiciones cortas que incluyen comentarios críticos sobre las obras leídas y ensayos. **Prerequisite: SPAN 202 or 212 or Placement Exam**

### SPAN 301.008: Religión e identidad

3 cr. hrs.

**Instructor: Linda González** TR 11:00– 12:15 PM

En esta clase estudiaremos algunos interesantes pasajes de la literatura castellana de la Edad Media y del Renacimiento temprano. Trabajaremos diferentes aspectos de la cultura de ese tiempo y las relaciones que se establecían entre cristianos, judíos, y musulmanes. Los textos leídos ofrecerán una representación de las posibles actitudes hacia la limpieza de sangre. La nota de la clase se basará en la participación activa, el cumplimiento de las tareas y la escritura de ensayos entre otros elementos que la clase implementará. En esta clase estudiaremos pasajes de la literatura medieval castellana y temprano Renacimiento para estudiar aspectos de la cultura y las relaciones entre Cristianos, Judíos, y Musulmanes. Los textos leídos ofrecerán una representación de las posibles actitudes hacia la limpieza de sangre.

**Prerequisite: SPAN 202 or 212 or Placement Exam**

### SPAN 301.009: Cultura del flamenco

3 cr. hrs.

**Instructor: David Briggs** 301.003 TR 2:00 – 3:15 PM

Este curso estudiará la cultura y la historia del arte flamenco por medio del cine, la pintura y cualquier otra manifestación artística visual. Se estudiará la fotografía de Elke Stolzenberg, la pintura de John Singer Sargent y Julio Romero de Torres entre otros; se verán varias de las películas que reflejan las obras de Lorca. Además se estudiará la poesía, la narrativa y el drama en cuanto que se relacionan al flamenco. El curso se enfoca en las cuatro destrezas del lenguaje: el escuchar, el hablar, la lectura y la escritura. La evaluación del curso se basará en ensayos, pruebas, exámenes, presentaciones orales y un proyecto final. Se enseñará en español.

**Prerequisite: SPAN 202 or 212 or Placement Exam**

### SPAN 301.011: La mujer en la Edad Media

3 cr. hrs.

**Instructor: Linda González** TR 12:00– 1:45 PM

En este curso estudiaremos el papel social de la mujer dentro del contexto histórico y cultural de la Edad Media española, para ellos nos serviremos entre otras fuentes, de su representación en la literatura. Trataremos de observar la transición femenina del espacio cerrado del hogar al espacio público social. Algunos temas de discusión serán: la mujer soltera y los derechos matrimoniales, los tipos de comunidades seculares y religiosas, la regulación sobre las propiedades y adquisición de bienes. También, discutiremos textos de las primeras escritoras castellanas y la manera en que ellas establecen un espacio para la mujer como autora. La nota de la clase se basará en la participación activa, el cumplimiento de las tareas y la escritura de ensayos entre otros elementos que la clase implementará. **Prerequisite: SPAN 202 or 212 or Placement Exam**

### SPAN 302.001-005: Developing Spanish Writing Skills

3 cr. hrs. each

**Instructors:**

**Bryn Campbell** 302.001 MWF 11:00- 11:50 AM & 302.002 MWF 12:00 - 12:50 PM

**Diego Bustos** 302.003 TR 9:30 - 10:45 AM

**Juliana Clark** 302.004 MWF 2:00 – 2:50 PM

**Theodore Walker** 302.005 TR 5:30 – 6:45 PM

The main 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 exercises and essays throughout the semester with a focus on composition and organization as well as grammar and vocabulary. Reading selections from various texts in

Spanish will provide models for expressive language, themes, organization and critical thinking. This approach will include exposure to Spanish and Spanish American cultures and practice of communication within a cultural context. Grade will be based on class attendance and active participation along with essays, written exercises, quizzes, exams, homework, and other varied activities. The textbook for this class is *Taller de escritores: Grammar and Composition for Advanced Spanish* by Guillermo Bleichmar and Paula Cañón (Boston: Vista, 2012.) The course will be conducted in Spanish.

**Prerequisite: SPAN 202 or 212 or 276**

**SPAN 307.001-004: Introduction to Hispanic Literature**

**3 cr. hrs. each**

**Instructors:**

<b>Prof. Mary Quinn</b>	<b>307.001</b>	<b>TR 12:30 – 1:45 PM</b>
<b>Prof. Carmen J Holguín Chaparro</b>	<b>307.002</b>	<b>MW 5:30 - 6:45</b>
<b>Theodore Walker</b>	<b>307.003</b>	<b>MWF 10:00-10:50 AM</b>
<b>Prof. Susan Rivera</b>	<b>307.004</b>	<b>TR 2:00 – 3:15 PM</b>

The main goal of this course is to provide a first approach to the Hispanic literature in four key genres: narrative, poetry, drama, and essay. The course will present a varied sample of works by Spanish and Spanish American authors. The selected texts will be discussed in class following the fundamental concepts of literary analysis presented at the beginning of each genre. Reading and discussions will be complemented with compositions, oral presentations, exams, quizzes, homework, and other varied exercises. Class attendance and active participation will be crucial components of the evaluation. Most of the readings as well as genre introduction are included in the textbook for this class: *Aproximaciones al estudio de la literatura hispánica* by Carmelo Virgilio, L. Teresa Valdivieso, and Edward H. Friedman (New York: McGraw-Hill, 2012. 7<sup>th</sup> edition.) The course will be conducted in Spanish. **Course Prerequisite: SPAN 301 AND Pre- OR Corequisite SPAN 302**

**SPAN 350.001-00: Spanish Phonetics**

**3 cr. hrs. each**

**Instructors:**

**Prof. Richard File-Muriel & David Paez**

**350.001 M 4:00—6:30 PM with Lab: W 3:00-4:00 PM**

**350.005 M 4:00—6:30 PM with lab: W 4:00-5:00 PM**

**Prof. Richard File-Muriel & Karol Ibarra-Zetter**

**350.003 M 4:00—6:30 PM with lab: R 2:00-3:00 PM**

**350.004 M 4:00—6:30 PM with lab: R 3:00-4:00 PM**

Students will learn fundamental concepts related to the sound patterns of Spanish, such as Phonetics, Phonology, Laboratory Phonology, and Sociophonetics and receive hands on training in a laboratory setting.

**Course Prerequisite: SPAN 301 AND Pre- OR Corequisite SPAN 302**

**SPAN 351.001-003: Intro Spanish Linguistics**

**3 cr. hrs. each**

**Instructors:**

**Rebeca Martinez 351.001 TR 11:00 – 12:15 PM**

**Karol Ibarra-Zetter 351.002 TR 9:30 – 10:45 AM**

**Prof. Rosa Vallejos Yopan 351.003 MW 2:00 – 3:15 PM**

El objetivo de este curso es proporcionar a los estudiantes el conocimiento básico de la lingüística que les servirá tanto para el estudio de la lengua española como para la enseñanza de la misma. El curso abarca algunas de las subáreas principales de la lingüística: la fonología (el sistema de sonidos), la morfología (la formación de las palabras), la sintaxis (la estructura de las oraciones), y la semántica (el significado de las palabras y oraciones). Asimismo, también hablaremos sobre las principales zonas dialectales y la situación del español en los Estados Unidos. Al final del curso los estudiantes estarán preparados para explorar temas más avanzados de lingüística hispánica. **Requisito previo: SPAN 302**

**SPAN 352.001 - 002: Advanced Grammar**

**3 cr. hrs.**

**Instructor:**

**Josefina Bittar 352.001 MWF 10:00 – 10:50 AM & 352.002 MWF 10:00 – 10:50 AM**

We will look at the meanings of grammatical categories and constructions in Spanish, in some cases explicitly drawing contrasts with English. We have three interrelated goals. First, 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/invariant, 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. **Course Prerequisite/Corequisite: SPAN 302**

**SPAN 371.001: Spanish of the Southwest**

**3 cr. hrs.**

*Professor: Damian Wilson TR 2:00- 3:15 AM*

Focusing on speech communities of Spanish speakers of the Southwest, this course will present a survey of scholarly research in linguistic history, sociolinguistics, sociology of the language, and Spanish as a heritage language. The overarching goal is to familiarize the students with the sociopolitical history of Spanish in the Southwest and how it has been researched. What is the past, the present, and the future situation for Spanish in the Southwestern region? How has contact with English affected the speech community? While most of the readings will focus on New Mexico, we will also look at research on neighboring states (CA, AZ, NV, CO, TX). Topics covered will include bilingual practices such as code-mixing, language attitudes, socio-historical factors in language transmission, and dialectal features of the Spanish of the Southwest. Through participation in class activities and assignments, especially the final project, students will enhance their academic capabilities. **Prerequisite: SPAN 302 and 307**

**SPAN 411.001: Survey of Spanish Peninsular Literature I**

**3cr. hrs.**

*Instructor: Mary Quinn TR 9:30- 10:45 AM*

The course will serve as a general introduction to Spanish literature of the medieval and early modern periods. Beginning with the mozabarcic jarchas and continuing until the death of Calderón de la Barca in 1681, it will emphasize the tension between the multicultural / trilingual Peninsula and the rising hegemony of Christian, Castilian Spain. We will focus on the way in which momentous events like the discovery of America; the Inquisition; the expulsions of Jews, Muslims, and moriscos; the Reformation and the Counterreformation affected literary production. **Prerequisite: SPAN 302 and 307**

**SPAN 431.001: Spanish American Literature Survey I**

**3 cr. hrs.**

*Professor: Kathryn McKnight TR 11:00- 12:15 PM*

In this class, we study the debates, conflicts, and creativity of the Spanish-American cultural scene from the 1400s to the 1800s. We read European and indigenous texts, historical and fictional narratives, visual art, poetry, and essays. 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 analyze how authors use verbal and visual texts to construct identity; define difference, and imagine society or the nation, and how these texts manifest narrative politics; cultural symbolism, and transculturation. Students use team-based learning to develop critical thinking and interpret works in their historical contexts. Requirements include careful daily preparation, participation in team-work during class time, frequent short writing assignments, two 5-page papers, and two exams. **Prerequisite: SPAN 302 and 307**

**SPAN 435.001: Modern Spanish American Fiction**

**3 cr. hrs.**

*Professor: Leila Lehnen TR 12:30- 1:45 PM*

Este curso examinará la ficción contemporánea de diferentes países hispanoamericanos. El curso se enfocará en narrativas (cuentos, novelas, novelas cortas, entre otros tipos de textos de ficción) que lidian con temas relacionados a los derechos humanos en América Latina en los siglos veinte y veintiuno. Estudiantes completarán varias actividades cortas de escritura, incluyendo una de escritura creativa. **Prerequisite: SPAN 302 and 307**

**SPAN 479.001: Literature of New Mexico**

**3 cr. hrs.**

*Professor: Anna Nogar TR 11:00- 12:15 PM*

This course will examine how literature concerning New Mexico and its inhabitants has evolved over the course of four hundred years. Using readings, class collaboration and discussions as our tools, we will construct a historical and political context through which we will interpret the literary works we will read. Beginning in the early 16th century with the accidental exploration of New Mexico by Alvar Núñez Cabeza de Vaca, the course

progresses chronologically moving from the colonial period, through the 19th century and into the contemporary period. Thematically, we will focus on the colonial-era contact experienced during the exploration and settlement of New Mexico; the dynamic changes in politics and crisis of identity (echoing those of Latin America) of the territorial period; the expressivity of New Mexico's rich autochthonous folklore and humor; and the conceptualization of identity and place in contemporary literary production. All work for the class is to be completed in Spanish. **Prerequisite: SPAN 302 and 307**

## UNDERGRADUATE PORTUGUESE COURSES

### PORT 311.002: Culture & Conversation

3 cr. hrs.

*Professor: Jeremy Lehnen*

*TR 12:30- 1:45 PM*

The objective of this course is trifold: (a) students will gain a general introduction to Brazilian culture and contemporary issues, (b) students will develop their written communication skills, and (c) students will improve their spoken Portuguese. These objectives will be accomplished through the use of materials that focus on cultural production that thematizes topics of relevance to contemporary Brazil. Grades will be based on the development of a variety of primarily creative works such as a poem, micro-story, mock radio interview and a short video, as well as preparation and participation in the class. **Prerequisite: PORT 276 or 277**

### PORT 414.001/514.001: Power to the People: Social Justice in Brazilian Culture

3 cr. hrs.

*Professor: Leila Lehnen*

*TR 3:30- 4:45 PM*

What is social justice? What does culture have to do with social justice? This course examines how Brazilian culture confronts issues of social justice and injustice. Brazil is a profoundly unjust society, though in recent years, social injustice has lessened. As a result, Brazilian culture has broached both social injustices and has made claims for lessening these disparities. This course asks some of the following questions: What are the social injustices that Brazilian culture represents? How does it deal with these injustices? How can culture become a tool of empowerment for underprivileged social sectors? We will deal with several cultural forms such as music, cinema and media production, painting, graphic narratives, and literature. Some of the themes the course will address are: race, gender, class, indigenous rights, animal rights, ecocriticism.

### PORT 417.002/517.002: Brazilian Popular Music

3cr. hrs.

*Professor: Jeremy Lehnen*

*TR 2 -3:15 PM*

This course provides a survey of Brazilian popular music and popular culture from the 20th and 21st centuries. This course will concentrate on the developments of Brazilian popular culture from the second half of the 20th century to the contemporary period. We will study Brazilian popular music and other cultural manifestations in relation to the country's social, political and historical contexts. **Prerequisite: Port 311 or 312**

## GRADUATE SPANISH COURSES

### SPAN 502.001: Proseminar: Research and Critical Methodology

3 cr. hrs.

*Professor: Kathryn McKnight*

*TR 2 - 3:15 PM*

Required course for graduate students in literature in the Department of Spanish and Portuguese. Introduction to the fundamentals of conducting research in literature. Topics covered include how to define a research question based on a theoretical framework, how to identify, access, and evaluate secondary sources by using electronic databases, how to organize a paper, and how to cite bibliographic information according to MLA guidelines. We build a theoretical approach to research within a cultural studies framework, based on theoretical works by Jonathan Culler, Raymond Williams, and Michel Foucault. We apply research methods to canonical works of poetry, theater, and narrative from the Luso-Hispanic world, and a research project that students carry out for another class. Requirements include class participation, brief oral presentations on literary and critical texts, written

assignments including an explication, articulation of research questions, definition of theoretical terms, an annotated bibliography, outline and abstract, and an oral presentation of a final project.

**SPAN 515.001: Spanish Medieval Paleography** **3 cr. hrs.**

*Professor: Anthony Cárdenas* *W 5:00- 7:30 PM*

La clase examinará la letra vernácula española desde el siglo trece hasta el dieciséis tal como se ve en los restos de las obras clásicas de la época medieval española desde el Poema de mio Cid hasta y pasando más allá de la Celestina. Durante el curso de la clase, se discutirá nociones de la gramática histórica y cómo vino el español de latín. Además se practicará la producción de varios tipos de ediciones desde la llamada paleográfica a la normalizada. Finalmente, como proyecto final de la clase se producirá una edición quasi-diplomática utilizando las normas empleadas por el Hispanic Seminary of Medieval Studies que se publicará colaborativamente con el nombre de todos los participantes en la Text and Concordances Series de la misma institución.

**SPAN 522.001: SEM/SP POET: POSTROMAN/98** **3 cr. hrs.**

*Professor: Susan Rivera* *R 4:00- 6:30 PM*

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

**SPAN 541.001: Research on Teaching Spanish** **3 cr. hrs.**

*Professor: Eva Rodríguez González* *M 4 - 6:30 PM*

This course introduces graduate students to classroom-based research as a method of improving language teaching and learning at the postsecondary level. The course is designed to prepare students to critically evaluate published research in Spanish/Portuguese second/third language acquisition and to design their own research studies. Students will gain hands-on experience doing research in college classrooms and/or other college learning environments. The course will examine strengths and challenges of different approaches to classroom research, as well as ethical issues. Students will be trained on how to ethically conduct research involving human subjects. We will search for and posit research questions, evaluate and decide on the appropriate type of research (quantitative vs. qualitative) and examine the full range of testing tools (from linguistic surveys to (in)formal interviews to quasi-experimental studies). Students will develop their own testing tools and conduct their own experiments on a topic that is of interest to them.

**SPAN 546.001: Hispanic Sociolinguistics** **3 cr. hrs.**

*Professor: Naomi Shin* *T 2:00- 4:30 PM*

Linguistic variation of Spanish in relation to internal, social, regional and situational factors. Topics include variation theory, language contact, language and social factors, such as gender and social class. The practical application of sociolinguistic approaches will be introduced. Prerequisite: SPAN 351 or LING 301

**SPAN 578.001: Southwest Literary Critical Regionalism** **3cr. hrs.**

*Professor: Anna Nogar* *W 2:00- 4:30 PM*

This course examines literary narrative written by and about Mexican Americans in the American Southwest at a graduate level. By reading literary works from California, New Mexico and Texas that were written over the course

of 120 years, we will develop a comprehensive, historically-and geographically- contextualized framework for it by reading critical works alongside the primary texts. We will think about the motives for these works' creation, the national and individual identities expressed through them, as well as the resistive perspectives many of these texts enact. Thematically, we will examine the dynamic changes in politics and crisis of identity (echoing those appearing in Latin American literature of the period) of the territorial period; the expressivity of regional autochthonous folklore and humor; and the conceptualization of place in contemporary literary production. Though many of the readings are in English, the course is conducted in Spanish and all work for the class is to be completed in Spanish; it is expected that students will be able to participate fully in Spanish.

**SPAN 639.002: El cuento hispanoamericano**

**3cr. hrs.**

*Professor: Kimberle López*

**F 2 - 4:30 PM**

In this course we will read canonical short stories, including those from the MA reading **list for the concentration in Hispanic Literature**. We will discuss short narratives by master storytellers from many regions of Spanish America, including Rubén Darío, Horacio Quiroga, María Luisa Bombal, Jorge Luis Borges, Julio Cortázar, Juan Rulfo, Carlos Fuentes, Gabriel García Márquez, Augusto Monterroso, Rosario Castellanos, Elena Garro, Isabel Allende, Rosario Ferré, and Luisa Valenzuela. We will compare and contrast the cuentos within their sociohistorical and literary contexts with attention to the representation of race, class, and gender. In class discussions, we will practice the techniques of close reading and textual analysis. Students will read and discuss the narratives and write a series of textual analyses, as well as taking exams modeled on the MA comps.

## GRADUATE PORTUGUESE COURSES

**PORT 517.002/417.002: Brazilian Popular Music**

**3cr. hrs.**

*Professor: Jeremy Lehnen*

**TR 2 -3:15 PM**

This course provides a survey of Brazilian popular music and popular culture from the 20th and 21st centuries. This course will concentrate on the developments of Brazilian popular culture from the second half of the 20th century to the contemporary period. We will study Brazilian popular music and other cultural manifestations in relation to the country's social, political and historical contexts.

**PORT 514.001/414.001: Power to the People: Social Justice in Brazilian Culture**

**3 cr. hrs.**

*Professor: Leila Lehnen*

**TR 4:00- 5:15 PM**

What is social justice? What does culture have to do with social justice? This course examines how Brazilian culture confronts issues of social justice and injustice. Brazil is a profoundly unjust society, though in recent years, social injustice has lessened. As a result, Brazilian culture has broached both social injustices and has made claims for lessening these disparities. This course asks some of the following questions: What are the social injustices that Brazilian culture represents? How does it deal with these injustices? How can culture become a tool of empowerment for underprivileged social sectors? We will deal with several cultural forms such as music, cinema and media production, painting, graphic narratives, and literature. Some of the themes the course will address are: race, gender, class, indigenous rights, animal rights, ecocriticism.