

**FALL 2018**  
***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: Introduction to Portuguese for Business** **6 cr. hrs.**

Portuguese 275 is a Portuguese language proficiency course that has been designed with emphasis on Portuguese for the Business Profession. The course will be taught both in class and online. The course will use a customized version of the textbook, two online platforms (My Portuguese Lab-MPL- as the workbook for the textbook and [www.learn.unm.edu](http://www.learn.unm.edu)) and a series of different materials, such as news pieces, economic reports, media, etc. to promote the learning of Brazilian Portuguese. The course will be conducted in Portuguese through the use of communicative activities aimed at developing the four language skills: speaking, listening, reading, and writing.

**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 301.004 & 005: Medical Spanish I: Medical Spanish & Public Health****3 cr. hrs. each**

**Instructor: Verónica Plaza**     **301.004 TR 11:00 – 12:45 AM & 301.005 TR 9:30 – 10:45 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 205 or Placement Exam**

**SPAN 306.001: Health & Healing in Hisp Lit****3 cr. hrs.**

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

Esta introducción a la literatura está informada por los principios de la Medicina Narrativa que está transformando las relaciones entre pacientes y profesionales de salud. La Medicina Narrativa ha visto esta transformación cuando los médicos, enfermeros y otros cuidadores desarrollan su capacidad de atender, representar y afiliarse con otros seres humanos por estudiar la literatura y las artes usando la lectura cuidadosa o sea “close reading.” La clase también es apropiada para estudiantes contemplando cualquier otra carrera. Leeremos narrativas, poesía, teatro, ensayos y veremos cine. Muchos textos tratarán temas del nacimiento, muerte, sufrimiento, salud, acceso al cuidado médico y medicinas tradicionales, pero también veremos muchos textos de otros teams. Los requisitos incluyen la lectura, discusión, composición, exámenes y otros ejercicios escritos. La asistencia es esencial como también la participación.

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

**SPAN 439.001: Medical Spanish II: Narrativas en Medicina****3 cr. hrs.**

**Instructor: Verónica Plaza**     **MWF 9:00 - 9:50 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 were used 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 SPAN 301, SPAN 302 & 306 or 307**

**SPAN 439.002: Spanish Medical Interpretation Practice****3 cr. hrs.**

**Instructor: Verónica Plaza**     **MWF 10:00 - 10:50 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. Students will practice with medical scenarios that an interpreter encounters while on the job to develop sight, consecutive, and simultaneous interpreting skills.

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

## ONLINE COURSES

**PORT 101.040: Elementary Spanish I****\*\*2nd 8-week course\*\*****3 cr. hrs.**

**Instructor: TBA**

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. **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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### 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 102.41: Elementary Spanish II

3 cr. hrs.

*Instructor: TBA*

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

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 202.040: Intermediate Spanish II**

**3 cr. hrs.**

**Instructor: Sarah Peceny**

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.

### **SPAN 301.040: Cultura Hispanoamericana**

**3 cr. hrs.**

**Instructor: Marina Todeschini**

En esta clase estudiaremos diferentes aspectos de la cultura hispanoamericana como lo son su cultura e historia, su folklore 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, Centroamérica y España.

### **SPAN 302.040: Developing Spanish Writing Skills**

**3 cr. hrs.**

**Instructor: David Paez**

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.

### **SPAN 307.040 & .041: Introduction to Hispanic Literature**

**3 cr. hrs. each**

**Professors: 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: Carlos Enrique Ibarra**

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**



## UNDERGRADUATE SPANISH COURSES

### SPAN 301.001: Revista: charla y escritura 3 cr. hrs.

*Professor: Carmen J. Holguín Chaparro TR 2:00 – 3:15 PM*

En este curso nos dedicaremos a reforzar las competencias comunicativas tomando como materia prima la cultura latinoamericana. El material que se trabajará en este curso posee una gran carga cultural que intentaremos aprehender mediante un análisis que nos ayude a contextualizarlo y para ello se podrá utilizar cualquier recurso extra: cortometrajes, videos, canciones, poemas y más. Así pues, leeremos, hablaremos, escucharemos y escribiremos en español cuidando la gramática y la ortografía con atención los contenidos de los materiales expuestos. La nota del curso se basará en la participación activa en clase, la lectura a tiempo de los textos del curso, la escritura de comentarios y ensayos; exámenes y tareas y al menos una presentación oral y una en grupo.

### SPAN 301.002: Letras afrocaribeñas 3 cr. hrs.

*Professor: Eleuterio Santiago-Díaz TR 12:30– 1:45 PM*

Letras afrocaribeñas: cuentos, poesías, canciones y más This course explores the Afro-Caribbean social and cultural experience as represented in short stories, poetry, songs, films, and other art forms produced by artists from the Hispanic Caribbean (Cuba, Puerto Rico, and Dominican Republic). Students will have the opportunity to strengthen their skills for oral and written expression.

### SPAN 301.003: Los gitanos de España 3 cr. hrs.

*Instructor: David Briggs MWF 10:00 – 10:50 AM*

Este curso examinará el enigmático grupo de los gitanos de España. La trayectoria histórica y cultural de los gitanos se conocerá tanto a través de la literatura como de otros materiales. A través de lecturas, vídeos, documentales y música el estudiante conocerá aspectos importantes de la historia de los gitanos, así como algunas de sus costumbres españolas, sus oficios de trabajo, sus ritos religiosos y su posición social como minoría marginalizada. El curso se enfoca en las cuatro destrezas del lenguaje: escuchar, hablar, leer y escribir.

### SPAN 301.006: El Surrealism español 3 cr. hrs.

*Instructor: Theodore Walker MWF 11:00 – 11:50 AM*

This Spanish 301 course will focus on the work of three very intimate friends who were also pioneers of Spanish Surrealism: Federico García Lorca, Luis Buñuel, and Salvador Dalí. Using primarily the prose and poetry of Federico García Lorca as our text, as well as the films of Luis Buñuel and the art of Salvador Dalí we will enter the magical realm of Surrealism, which has been called the most important artistic movement of the 20th century. Students who wish to explore other Spanish, Latin-American and other Surrealists will have the opportunity to do so in their presentations during the semester. The final grade will be based on attendance, participation, compositions, and presentations.

### SPAN 302.001-006: Developing Spanish Writing Skills 3 cr. hrs. each

*Instructors:*

*Juliana Clark 302.001 TR 9:30- 10:45 AM & 302.002 TR 11:00 - 12:15 PM*

*Catalina Marshall 302.003 MWF 2:00 - 2:50 PM*

*Carlos E. Ibarra 302.004 MWF 10:00 – 10:50 AM*

*Diego Bustos 302.005 TR 12:30 – 1:45 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.

**SPAN 307.001-002: Introduction to Hispanic Literature****3 cr. hrs. each***Professors:**Mary Quinn***307.001 MWF 10:00 - 10:50 AM***Miguel López***307.002 MWF 1:00-1:50 PM**

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: Intro Sound Patterns Spanish****3 cr. hrs.***Instructor:**David Paez***TR 11:00—12:15 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.

**SPAN 351.001-003: Intro Spanish Linguistics****3 cr. hrs. each***Instructors:**Karol Ibarra***351.001 MWF 10:00 – 10:50 AM & 351.002 MWF 12:00 – 12:50 PM***Prof. Richard File-Muriel***351.003 T 2:00 – 4:30 PM**

This course provides students with the basic knowledge of linguistics that will serve to study the Spanish language, as well as to teach Spanish language classes. The course covers some of the main subareas of Spanish: phonetics and phonology (sound system), morphology (word formation), syntax (sentence structure), semantics (meaning of words and sentences), pragmatics (meaning in context), and dialectal variation. At the end of the course, students will be prepared to explore in more depth topics of contemporary Hispanic linguistics. **Prerequisite: SPAN 302**

**SPAN 352.001 - 002: Advanced Grammar****3 cr. hrs.***Instructor:**Josefina Bittar***352.001 TR 9:30 – 10:45 AM & 352.002 TR 12:30 – 1:45 PM**

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. **Pre- or corequisite: SPAN 302**

**SPAN 371.001: Spanish of the Southwest****3 cr. hrs.***Professor: Damian Wilson***TR 11:00 – 12:15 PM**

Focusing on speech communities of Spanish speakers of the Southwest, this course presents 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. We will also explore political ideologies revolving around language given that this is an election year. Through participation in class activities and assignments, especially the final project, students will enhance their academic capabilities. **Prerequisite: SPAN 350L OR 351**

**SPAN 375.001: Southwestern Hispanic Folklore 3 cr. hrs.***Professor: Santiago Vaquera T 4:00 – 6:30 PM*

The purpose of this course is to explore central issues in the study of folklore by introducing students to a range of traditional verbal art, custom, and material culture from the US Southwest, in particular, New Mexico. Central issues include the dynamics of tradition, creativity and artistic expression, personal and group identity, and making everyday experience meaningful. Folklore is the culture that takes shape in everyday social life. It encompasses knowledge and beliefs transmitted in traditional forms by word of mouth or by customary examples.

**SPAN 411.001: Survey of Spanish Peninsular Literature I 3cr. hrs.***Professor: Anthony Cárdenas TR 5:30- 6:45 PM*

An introduction to several of the most important texts - poetry, narrative, and theater -- of Medieval, and Golden Age Spain. Quizzes, student class presentations, and two exams. **Prerequisite: SPAN 302 and 307**

**SPAN 431.001: Spanish American Literature Survey I 3 cr. hrs.***Professor: Kimberle López TR 2:00 - 3:15 PM*

This course focuses on applying critical reading and writing skills to texts generated in and about Spanish America from the colonial period through the nineteenth century. We will examine European, indigenous and mestizo historical and fictional texts that debate issues surrounding the conquest and colony, and later independence and national formation. Our study will focus on representations of ethnic, racial, class, cultural, and gender identity. Requirements include reading and discussion, written and oral assignments, exams, research essays and a final project. **Prerequisite: SPAN 302 and 307**

**SPAN 439.003: Afro-Caribbean Literature 3 cr. hrs.***Professor: Eleuterio Santiago-Díaz TR 9:30- 10:45 AM*

In this course we will explore the representation of Afro-Hispanic subjectivities and cultures in the literature produced by Cuban, Puerto Rican and Dominican writers, with particular emphasis on how Afro-Caribbean peoples have defined themselves or have been represented by others as racial subjects. A selection of literary texts, films, and music will provide the basis for the discussion of race, identity, and cultural politics in the Hispanic Caribbean. **Prerequisite: SPAN 302 and 307**

**SPAN 439.004: Voces de Nuevo Mexico 3 cr. hrs.***Professor: Anna Nogar TR 11:00- 12:15 PM*

In this course, we will explore the people, history and culture of New Mexico through the voices of the people who live here. Foregrounding our conversations about and with nuevomexicanos are readings informing us of the literary and sociopolitical history of New Mexico, from the 19th-century on, with specific focus on the time period from World War Two to the present day. We will be particularly attuned to questions of cultural identity, language usage and context, points of contact with hegemonic structures, cultural consumption (among other points) in conversing with nuevomexicano baby boomers. What do these voices have to tell us? How do we ask? What is the nature of our listening? And how can we understand what we are told?

Students must be prepared for an out-of-class paired interview experience comprising the core requirement for the course. Readings are REQUIRED, and will include a reading packet and books.

**Prerequisite: SPAN 302 and 307**

**SPAN 445.001/545.001: The sound patters of Spanish 3 cr. hrs.***Professor: Richard File-Muriel W 2:00- 4:30 PM*

In this course we examine both current and long-standing issues in Spanish phonetics and phonology.

**Prerequisite: SPAN 350L or 351 or LING 301 or LING 302 or LING 303 or LING 304 or SHS \*303**

**SPAN 479.001: Border Mixes 3 cr. hrs.***Professor: Santiago Vaquera W 4:00- 6:30 PM*

Through the examination of a wide-ranging mix of cultural texts, this course considers the construction of diverse “imaginative geographies” in border spaces, or in contact zones. We will center 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. In our exploration of these texts, we will

investigate in particular how writers confront, contest, or understand of how border place is layered — haunted— with the traces of the past. **Prerequisite: SPAN 302 and 307**

## UNDERGRADUATE PORTUGUESE COURSES

### PORT 311.002: Culture & Conversation

3 cr. hrs.

*Professor: Leila Lehnen*

*TR 2:00- 3:15 PM*

The goal of this course is twofold: (a) to help students deepen their understanding of Brazilian society and culture; (b) to help students develop their writing skills in various genres. These objectives will be accomplished through the use of materials that focuses on cultural topics of relevance to the Brazilian context.

**Prerequisite: PORT 276 or 277**

### PORT 457.001/557.001: Encounters with the New World I

3 cr. hrs.

*Professor: Leila Lehnen*

*TR 3:30- 4:45 PM*

This course will study how Brazilian society and culture through the relationships between various ethnic, cultural and social groups during different time periods of Brazilian history. Students will read different texts, watch documentaries and films, as well as look at artwork and musical production from several historical epochs, including the contemporary period. The purpose of the course is to trace the ways in which writers, artists, filmmakers and musicians understood/understand and communicate(d) their views about Brazil and its peoples. **Prerequisite: PORT 311 or 312**

## GRADUATE SPANISH COURSES

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

3cr. hrs.

*Professor: Kathryn McKnight*

*TR 8:00 - 9:15 AM*

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 examine scholarly projects as models of disciplinary thinking and research, identifying their conceptual framework, and use of close reading to interpret the meaning of literary and cultural artifacts and their response to the times in which they were created. We apply research methods to canonical works of poetry, theater, and narrative from the Luso-Hispanic world, and to 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 541.001: Research on Teaching Spanish

3cr. hrs.

*Professor: Eva Rodríguez González* *F 2 - 4:30 PM (hybrid)* **\*\*1st 8-week course\*\***

SPAN 541 is an introduction to the fundamental principles of effective Spanish language instruction. This course prepares graduate teaching assistants at the Department of Spanish and Portuguese to teach first and second year of Spanish at the post-secondary college level. The course is based on theory, research and current practices in the teaching and learning of Spanish. The course has been designed to prepare students to create Spanish lesson plans, teaching activities, develop teaching materials, develop assessment instruments, incorporate technology in language instruction, and conduct research in the classroom. Students also learn how to evaluate their own teaching practices in the Spanish language classroom via collaboration, observation and reflection of different teaching practices.

**SPAN 545.001/445.001: Sound Patterns of Spanish** **3cr. hrs.***Professor: Richard File-Muriel* *W 2:00- 4:30 PM*

In this course we examine both current and long-standing issues in Spanish phonetics and phonology.

**Prerequisite:** SPAN 350L or 351 or LING 301 or LING 302 or LING 303 or LING 304 or SHS \*303

**SPAN 546.001: Hispanic Sociolinguistics** **3cr. hrs.***Professor: Naomi Shin* *M 2:00 - 3:45 PM (hybrid)*

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. In addition to discussing relevant literature and prominent themes in sociolinguistics and Hispanic sociolinguistics, students will learn tools that are commonly used to do sociolinguistic research. **Prerequisite:** SPAN 351 or LING 301

**SPAN 551.002: Graduate Problems – Intro to Hispanic Linguistics** **3cr. hrs.***Professor: Richard File-Muriel* *T 2 - 4:30 PM*

An introduction to the phonology, morphology, syntax and dialectology of the Spanish language.

**SPAN 578.001: SW Lit Critical Regionalism** **3cr. hrs.***Professor: Anna Nogar* *R 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 completed in Spanish; it is expected that students will be able to participate fully in Spanish.

**SPAN 629.001: Senses of the Spanish Baroque** **3cr. hrs.***Professor: Mary Quinn* *MW 2:00 - 3:15 PM*

This course will explore the experience of the senses in Baroque Spain and its empire. Engaging the growing interdisciplinary scholarship on the senses, we will think about how paintings, music, literature, architecture and other sounds, sights, tastes and smells were both shaped by and helped to shape their cultural surroundings. As we read a range of works (from literature, history, art history, theory, musicology, food studies, and more), we will look for answers to the following questions: How do senses mediate experience? How were people affected by and how did they affect their sensory environment? Did people in the early modern period hear, see, taste, touch, or smell differently? And, how do the answers to these questions influence the works of art that artists produced? How, for example, were aural, visual, olfactory, gustatory and tactile images used in literature and to what end? How were all the senses engaged during city and court celebrations and how was the sensorial experience of such celebrations described in historical documents? How were the senses used to describe (and to colonize) the New World? Is it possible to recover the taste, touch, sights, and sounds of the 17th century?

As we think about these questions, we will challenge sensory hierarchies and be particularly sensitive to the differences between our present moment (which privileges sight) and the seventeenth century (which engaged sight and sound in equal measure). We will read theories of Spanish seventeenth-century aesthetics (which focus on the play of the senses, *desengaño*, and theatricality), of spectacle, of metaphor and synesthesia, and of the emerging field of soundscapes. Artists/writers/composers will include: Velázquez, Zurbarán, Cervantes, Lope de Vega, Calderón de la Barca, Góngora, Quevedo, María de Zayas, Sebastián Durón, and Tomás Luis de Victoria. Coursework comprises: weekly readings and participation, in-class presentations, and a 20-page research paper.

**SPAN 639.001: Span Am Lit: Novela de la tierra****3cr. hrs.***Professor: Kimberle López**TR 5:00 - 6:15 PM*

This course focuses on detailed textual analysis of a corpus of canonical (MA list) novels beginning with the Regionalism of the early decades of the twentieth century and continuing into the mid-century, tracing the trajectory from defining national boundaries in the 1920s to the development of a pan-Latin American identity in the Boom. The focus of the course is the theme of the telluric novel (novela de la tierra, de la selva, de la pampa, del llano), in which the representation of the geographic setting is fundamental to the novel. 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 participate in discussions in class and on Blackboard Learn and collaborate on writing discussion questions, essay questions and exam questions. Written work will include a series of essays and a final exam modeled on the MA comps.

**SPAN 639.002: From Bracero to Dreamer: Images of Border Crossing****3cr. hrs.***Professor: Miguel López**W 4:00 - 6:30 PM*

For a century, the image of the displaced Mexican and Central American immigrant has occupied the pen and lens of authors and filmmakers, bringing to light questions of citizenship and belonging on both sides of the border. In this seminar, we will focus on the representation of border crossing topoi in earlier and contemporary works such as Daniel Venegas, Don Chipote o cuando los pericos mamen; Tomás Rivera, Y no se lo tragó la tierra; Arturo Islas, The Rain God; Alejandro Morales, The Rag Doll Plagues; Rosario Sanmiguel, Bajo el puente; Alicia Alarcón, La migra me hizo los mandados; Alicia Gaspar de Alba, Sangre en el desierto; and Sonia Nazario, La travesía de Enrique. Along with the aforementioned primary texts, we will engage postcolonial theory to analyze and produce interpretations of contemporary representations of this topic. Course grade will be based on a research essay, presentations, and class activities and discussions.

## GRADUATE PORTUGUESE COURSES

**PORT 514.001: Brazil's (Post)Dictatorship****3cr. hrs.***Professor: Leila Lehen**TR 3:30- 4:45 PM*

This class will take an interdisciplinary look at the last fifty years of Brazilian history by examining the events of the dictatorship (1964-1985) and its aftermath (1985-present). The course will focus on the topics of repression, opposition and post-transitional Brazilian society, politics and culture dealing with themes such as gender, race and civil society. The course will provide students with a wide range of learning materials about these topics, such as lectures documentary and narrative films, articles, posters, artwork, and literary works of prose and theater.

**PORT 516.001: Brazilian Cinema****3cr. hrs.***Professor: Jeremy Lehen**F 1:00 - 3:30 PM (hybrid) \*\*2nd 8-week course\*\**

This course focuses on the development of Brazilian cinema during the later half of the 20th century. Special attention will be dedicated to contemporary Brazilian cinema. The New Brazilian Cinema emerged in the midnineteen nineties and has received international critical acclaim with films such as City of God (Fernando Meireles and Kátia Lund, 2002), Tropa de Elite (José Padilha, 2007), and Aquarius (Kleber Mendonça Filho, 2016). The course posits cinematic production in the context of Brazilian socio-historical development and will deal with different topics such as race, gender, the urban space etc.