

SPANISH AND PORTUGUESE

Emeriti: (Professors) Fernando Alegría, Aurelio M. Espinosa, Jr., Bernard Gicovate, Isabel Magaña Schevill, Sylvia Wynter

Chair: Yvonne Yarbrow-Bejarano

Professors: Mary L. Pratt (on leave 2000-01), Michael P. Predmore, Jorge Ruffinelli, Guadalupe Valdés, Yvonne Yarbrow-Bejarano

Assistant Professors: Claire Fox, Fernando Gómez, Richard Rosa (on leave 2000-01), Lúcia Sá

Professor (Teaching): María-Paz Haro

Courtesy Professors: John Felstiner, Hans U. Gumbrecht, Ramón Saldivar

Courtesy Associate Professor: James A. Fox

Courtesy Assistant Professor: Paula Moya

Senior Lecturers: Lyris Wiedemann (Portuguese Language Director); Susan Cashion (by courtesy), Irene Corso

Lecturers: Claudia Angelelli, Jeffrey Bersett, José Cartagena-Calderón, Diana Garcia, Shelley Garrigan, Clémence Jouët-Pastré, Caridad Kenna, Patrice Marks, Alice Miano, Joan Molitoris, Consuelo Perales, Karen Schell, Ana M. Sierra, María-Cristina Urruela, Hae-Joon Won, Douglas Young

Acting Assistant Professor: Alicia Rios

Writer-Artist-in-Residence: Cherríe Moraga

Visiting Professors: Gordon Brotherston, Luisa Campuzano, John Dagenais

Spanish Language Coordinator: Alice Miano

Majors and Minors Coordinator: José Cartagena-Calderón

Undergraduate Advisers: Michael Predmore, Lúcia Sá

Graduate Adviser: Yvonne Yarbrow-Bejarano

The department is committed to four main educational purposes: (1) to provide students with expert training in the Spanish and Portuguese languages at all levels and to enable them to develop their skills in these languages according to their goals and interests; (2) to acquaint students with the literatures and cultures of the Spanish and Portuguese speaking world (Iberia, Latin America, the United States) in terms of both contemporary realities and 1,000 years of written and oral tradition; (3) to prepare undergraduates for advanced study in Iberian, Latin American, and Luso-Brazilian languages, literatures, and cultures and/or in language education, and (4) to provide doctoral students with advanced training as research scholars and teachers, in preparation for careers as university teachers or related roles.

The faculty represent a broad range of interests and approaches. In general, the department's programs are characterized by: (1) a commitment to undergraduate and graduate teaching at the highest intellectual level, (2) a strong interdisciplinary focus that combines the study of literature with that of other forms of cultural expression, (3) a sociohistorical perspective on language, literature, and culture, (4) an effort to maintain a balance among Latin American, Iberian, and U.S. Latino fields, and (5) language study tailored to a range of educational intellectual goals and native and non-native experience with the Spanish and Portuguese languages.

The department works closely with the Center for Latin American Studies, El Centro Chicano, the Overseas Studies programs in Santiago, Chile, and Puebla, Mexico, and selected overseas programs in Spain. It makes extensive use of the resources of the language laboratory and the Language Center. The University library maintains world class collections in Latin American and Iberian Studies and one of the largest research archives in the country in Chicano history and literature. The Hoover Library is a valuable resource for particular research topics on Spanish and Latin American intellectual history. Department faculty teach in the School of Education. Comparative Literature, Comparative Studies in Race and Ethnicity, Drama, Feminist Studies, Film Studies, Introduction to the Humanities Program, and Modern Thought and Literature. The department houses a Brazilian Writer-in-Residence program developed in cooperation with the Brazilian Ministry of Culture, and hosts visiting faculty from Spain and Latin America on a regular basis.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

Students who declared a Spanish major prior to June 1, 1996 should see the former requirements found in previous versions of the *Stanford Bulletin* or in the department's *Undergraduate Handbook*, or see the undergraduate adviser.

The major in Spanish is designed to enable students to develop a concentration in a particular area of interest, accompanied by basic work in two secondary areas. Students are normally expected to declare the major during the sophomore year, but it is possible to declare during the junior year as well, particularly after overseas study at Santiago or Puebla.

The major in Spanish requires 50 units *in addition to* completion of second-year Spanish (13, 13B or equivalent). Course work for the major is grouped under the following subject areas:

1. Latin American/Caribbean studies (including Brazil)
2. Iberian Studies (including Portugal)
3. U.S. Latino studies
4. Language in the Spanish-speaking world
5. Luso-Brazilian language and culture

Students are required to take *four* courses in one of these areas, *two* courses in a second and *one* in a third. Course work for the major must include:

One quarter of Portuguese language (counts for area 5 above)

Spanish 101, Structure of Spanish (counts for area 4 above)

Spanish 140, Methods of Literary and Cultural Analysis (counts for area 1, 2, or 3 above)

One writing intensive course

Spanish 278, Senior Seminar (writing intensive optional)

All courses in the department numbered 100 or above count toward the major. With the consent of the student's adviser, up to 10 units of relevant course work outside the department and up to 10 units of course work done in English may be counted toward the major. With the consent of the adviser, up to 25 units of relevant course work taken abroad may be counted toward the major. Courses taken credit/no credit do not count toward the major.

How to Declare a Major—Students interested in declaring a Spanish major should see the Majors and Minors Coordinator, José Cartagena-Calderón, or one of the undergraduate advisers, Professors Fox and Rosa. General information on the major is available in the department reception area, Building 260, room 214.

Double Majors—The major in Spanish and Portuguese is designed to combine readily with a second major in another field and with study abroad. Students may not count the same course to fulfill requirements in both majors.

Intensive Summer Program—Stanford University offers first-year intensive language and conversation courses in Spanish during the summer. For further information, contact the department or the Summer Session office.

Courses for Heritage Language Speakers—The department offers a series of second- and third-year courses especially designed for students who grew up in homes where Spanish is spoken and who wish to develop their existing linguistic strengths. The suffix "B" in course numbers below indicates these courses.

Proficiency Notation—Seniors are encouraged to qualify by examination (given every Spring Quarter) for the departmental Language Proficiency Notation on their transcript, which certifies foreign language competence. For further information, contact Alice Miano, Spanish Language Coordinator, or Lyris Wiedemann, Portuguese Language Director.

MINORS

The department offers two minor concentrations. With the consent of the student's adviser, up to 10 units of relevant course work outside the department, and up to 15 units of relevant course work taken abroad, may count toward the following minors:

LANGUAGE AND CULTURE STUDIES

This minor is intended for students who wish to focus on developing advanced linguistic competence in Spanish and/or Portuguese, or who wish to combine acquisition of linguistic competence with the study of the literature, thought, culture, or language systems of the Spanish- or Portuguese-speaking world.

Requirements—Thirty units of course work at the level of Spanish 11 or above, and/or in Portuguese at any level. Students must take at least three courses in one of the following subject areas:

1. Latin American and Iberian Studies: recommended are Spanish 130, 131, 132, 133 and 134; and 150, 151, 160, 161.
2. U.S. Latino Studies: recommended are Spanish 11B, 12B, 13B, 132, and courses in the 280 series.
3. Advanced Language: any combination of second-year Spanish and/or first- and second-year Portuguese, plus a selection of 100- and 200-level language courses. Recommended: Spanish 203, 204, 205, 206, 207.
4. Luso-Brazilian Language and Culture: recommended are Portuguese 11A, 12A, 133, 134, 170, and 171.

CULTURE AND AREA STUDIES

This minor is intended for students who wish to study the literature, culture, or thought of the Spanish- and Portuguese-speaking world without necessarily acquiring proficiency in Spanish or Portuguese language. Students choosing this minor are strongly encouraged to take language courses in Spanish or Portuguese, including reading courses (such as Spanish 50 or Portuguese 50). Such courses count toward, but are not required for, this minor.

Requirements—Thirty units of course work in Latin American, Iberian, U.S. Latino, or Luso-Brazilian literature, culture, language, and thought studied in the original or in translation at the level of Spanish 11 or above.

HOW TO DECLARE A MINOR

For minors in the School of Humanities and Sciences, students must complete their declaration of the minor no later than the last day of the quarter two quarters before degree conferral. For example, a student graduating in June (Spring Quarter) must declare the minor no later than the last day of Autumn Quarter of senior year. Students declaring a minor should meet with the majors and minors coordinator. General information about the minor is available in the reception area of the department, Building 260, room 214.

HONORS PROGRAM

Spanish and Portuguese majors in the junior year, with a grade point average (GPA) of 'B+' or better in all major courses, may apply to the honors program. Honors students are eligible to participate in the honors college at the beginning of their senior year. Students should submit an application for the honors program and a proposal outline by the end of Winter Quarter of the junior year. Each honors student must write an honors essay of 20 to 25 pages under the direction of a faculty member who serves as adviser. Work on the essay normally begins in the Spring Quarter of the junior year and must be completed by the end of the third week of March of the senior year. Consult an undergraduate adviser (Professors Fox or Rosa) for additional information on the honors program.

OVERSEAS STUDIES

All majors are strongly encouraged to study abroad. To transfer credits from programs abroad, consult the Office of the Registrar. Depending on course selections, up to 25 units of course work taken abroad may be applied toward the major and 15 units toward the minor in Spanish. Students planning study abroad, or returning from study programs, are encouraged to consult with the majors and minors coordinator or an undergraduate adviser to coordinate the course work from abroad with their degree program.

Both the department and Bechtel International Center maintain information banks on study abroad programs. Stanford sponsors the following options:

STANFORD IN SANTIAGO, CHILE

The Stanford Program in Santiago, Chile requires one year of college Spanish, with preference given to students with more advanced language preparation. Course work there is done entirely in Spanish. Detailed information, including curricular offerings, is listed in the "Overseas Studies" section of this bulletin, or at the Overseas Studies Program (OSP) office in Sweet Hall. Internships and research opportunities may be arranged for two-quarter students.

STANFORD IN PUEBLA, MEXICO

The Stanford Program in Puebla, Mexico requires preparation through the level of Spanish 13 (second year third-quarter Spanish) or the equivalent. The minimum required preparation is completion of Spanish 11 (second year first-quarter Spanish) or its equivalent by the time of enrollment in the Puebla program. Students who have completed Spanish 11 prior to Autumn Quarter but have not yet completed Spanish 13 are required to enroll in Spanish 12 or a higher course at Stanford during the Autumn Quarter prior to participation in the Puebla program. Course work at Puebla is done entirely in Spanish with regular courses at the Universidad de las Americas. Detailed information, including curricular offerings, is found in the "Overseas Studies" section of this bulletin, or at the Overseas Studies Program (OSP) office in Sweet Hall. Research opportunities may be arranged.

BRAZIL AND PORTUGAL

The University maintains a relationship with the Universidade Estadual do Rio de Janeiro in Brazil. Students interested in study in Brazil or Portugal, should contact Professor de Sá or Lyris Wiedemann.

SPAIN

The Department of Spanish and Portuguese recommends study in Spain with the Hamilton College Academic Year in Spain program, administered by the Department of Romance Languages of Hamilton College in cooperation with faculty members of Williams and Swarthmore colleges. Two distinguishing features of this program are: (1) Spanish must be spoken at all times, both in and outside of class; all students are required to sign a pledge to this effect before their arrival in Madrid; (2) the arrangement of independent study projects in lieu of regular courses. The program is based in Madrid, where the cultural, educational, social, and geographical benefits are optimal.

An additional excellent program recommended by the department is the Madrid campus of St. Louis University. This program has many of the features of the Hamilton College program. In addition, it has its own buildings and facilities located on the outskirts of the University of Madrid campus. This is the only U.S. overseas studies program in Spain which has received full accreditation by the Spanish authorities.

Students interested in study in Spain should consult Professors Haro or Predmore for information.

TEACHING CREDENTIALS

For information concerning the requirements for teaching credentials, see the "School of Education" section of this bulletin and the credentials administrator, School of Education.

COTERMINAL A.B. AND A.M.

The requirements for the coterminal A.B. are the same as those outlined below for the A.M. No course can count for both the A.B. and A.M. degrees. Contact Graduate Admissions at the Registrar's Office for information.

GRADUATE PROGRAMS

University requirements for the A.M. and Ph.D. degrees are discussed in the "Graduate Degrees" section of this bulletin.

MASTER OF ARTS IN SPANISH

This terminal A.M. degree program is for students who do not intend to continue their studies through the Ph.D. degree. Students in this program may not apply concurrently for entrance to the Ph.D. program.

Students must complete a minimum of 45 graduate-level units, 36 of which must have a grade point average (GPA) of 'B' or above.

Requirements—One linguistics course (203, 204, 205, 206, 207); one course in language pedagogy; one course in literary or cultural theory; two 200-or-above courses in Latin American literature and two 200-or-above courses in Peninsular literature; and reading knowledge of one foreign language other than Spanish (preferably Portuguese). Independent study courses (299, 399), and cross-listed courses originating outside the department may not be used to fulfill requirements except by permission of the graduate adviser.

In addition, students may take approved courses in related fields such as classics, comparative literature, education, history of art, linguistics, modern thought, and philosophy.

DOCTOR OF PHILOSOPHY

The requirements of the Ph.D. are: (1) 90 units of graduate-level course work with a grade point average (GPA) of 'B' or above. Units completed toward the A.M. degree can be counted for the Ph.D.; (2) one course in Spanish linguistics, one course on methods of teaching Spanish, and one course on introduction to literary theory; (3) a reading knowledge of Portuguese and one other foreign language; (4) the qualifying paper, the comprehensive, and the University oral examinations, as described below; (5) teaching of three to five courses in the department; (6) completion of a dissertation. Independent study courses (299, 399) and cross-listed courses originating outside the department may not be used to fulfill requirements except by permission of the graduate adviser. For basic residency and candidacy requirements, see the "Graduate Degrees" section of this bulletin. For further information, consult the department's *Graduate Student Handbook*.

Newly admitted students are required to take an oral proficiency examination in Spanish by the third week of Autumn Quarter to determine the level of previous preparation. The student is required to remedy deficiencies indicated by this examination before a teaching assignment is awarded. In preparation for teaching, Ph.D. candidates must take Spanish 301, and/or Spanish 300 in the first year.

In consultation with the adviser, students select one major field of study from the following: (1) Spanish Literature of the Golden Age, (2) Modern Spanish Literature, (3) Spanish-American Literature to Independence, (4) Spanish-American Literature of the 19th and 20th Centuries, (5) Chicano Literature. In addition, candidates select two secondary areas of study outside the major field from the following: (1) Spanish Medieval Literature, (2) Spanish Literature of the Golden Age, (3) Modern Spanish Literature, (4) Spanish-American Literature of the Colonial Period, (5) Spanish-American Literature from Independence, (6) Chicano Literature, (7) Literary Theory, (8) Linguistics, (9) Spanish-American Film, (10) Brazilian Literature.

At least four courses must be taken in the major field of study. At least two courses must be taken in each secondary area. Students whose major field is in Spanish-American or Chicano Literature must choose one secondary area in Peninsular literature and vice versa. One secondary area of concentration may be taken outside the department in consultation with the adviser.

In addition to the department's course offerings, students may take relevant courses with the approval of their adviser in other departments and programs, such as the graduate programs in Comparative Literature, Feminist Studies, History, Humanities, or Modern Thought and Literature. It is also possible to complete a minor in another department with approval of the adviser. Normally, not more than 25 units are taken outside the department.

After the first year of study, the student's progress is evaluated by the faculty to determine whether continuation to the Ph.D. is recommended and whether there are particular areas where improvement is needed. For this evaluation, students submit a research paper of approximately 20 pages by the first week of Autumn Quarter of the second year. The requirements for this paper are outlined in the *Graduate Student Handbook*.

If approval of the qualifying paper is granted, the student should file a formal application for candidacy no later than the end of the second year, as prescribed by the University. Course requirements are usually com-

pleted by the third year of study. A written comprehensive examination on the major field and secondary areas is then taken. The examination is based on a list of readings, selected in consultation with the adviser, which integrates major and secondary topics in both Peninsular and Latin American Studies. At this time, students hand in a long research paper to be evaluated by the faculty. For further details, consult the *Graduate Student Handbook*.

Following the comprehensive examination, students should find a topic requiring extensive original research and request that a member of the department serve as dissertation adviser. The student must complete the Reading Committee form and request that the chair approve a committee to supervise the dissertation. The committee may advise extra preparation within or outside the department, and time should be allowed for such work. The University oral examination usually takes place one or two quarters after passing the comprehensive examination. The oral examination covers plans for the dissertation based on a prospectus approved by the committee (15 to 20 pages), and may be taken in English, Spanish, or Portuguese.

The dissertation must be submitted to the reading committee in substantially final form at least four weeks before the University deadline in the quarter during which the candidate expects to receive the Ph.D. degree. Ph.D. dissertations must be completed and approved within five years from the date of admission to candidacy. Candidates taking more than five years must apply for reinstatement of candidacy.

Ph.D. MINOR

For a minor in Spanish or Portuguese, the student must complete 25 units, with a grade point average (GPA) of 'B' or above, selected from courses numbered 200 or higher.

Students who choose a minor in another department should consult with advisers in that department.

JOINT Ph.D. PROGRAMS

The Department of Spanish and Portuguese participates in the Graduate Program in Humanities leading to a joint Ph.D. degree in Spanish and Humanities. For a description of that program, see the "Interdisciplinary Studies in Humanities" section of this bulletin.

COURSES

(WIM) indicates that the course meets the Writing in the Major requirements.

OVERVIEW

1. Stanford Introductory Seminars, freshman preference (110N-119N)
2. First- and Second-Year Language (1-99)
3. Advanced and Specialized Language (100-129)
4. Literature, Culture, Linguistics, and Theory (130-399)
 - a) Undergraduate Courses (130-199)
 - b) Courses for Advanced Undergraduates and Graduates (200-299)
 - Language, Linguistics, and Theory (200-212)
 - Peninsular Literature (213-239)
 - Latin American Literature (240-279)
 - Chicano Literature (280-289)
 - Individual Work (299)
5. Graduate Seminars (300-399)
 - Linguistics, Methodology, and Literary Theory (300-313)
 - Peninsular Literature (314-339)
 - Latin American Literature (340-369)
 - Luso-Brazilian Literature (370-379)
 - Chicano Literature (380-389)
 - Individual Work (399)
 - Dissertation Research (802)

Courses bearing the suffix "E" are taught in English and do not assume competence in another language. All other courses require some knowledge of Spanish or Portuguese, and may be given in those languages or bilingually.

STANFORD INTRODUCTORY SEMINARS

110N. Stanford Introductory Seminar: Introduction to Chicana/o Literature and Visual Art—Preference to freshman. Hands-on introduction to the methods and topics of archival research on the visual and verbal arts and their socio-historical context. Students develop original research projects using the digital archive “Chicana Art,” and the Special Collections in Green Library, which house the papers of major Chicana/o artists, writers, activists, and intellectuals. Slide/presentations by invited artists and presentations by students on their research. GER:3a,4b (DR:3 or 7)

3-5 units, Aut (Yarbro-Bejarano)

111N. Stanford Introductory Seminar: Contemporary Spain—The Challenge of Change, from Fascism to Democracy (1939 to Present)—Preference to freshmen. The years marked by experimentation and change in many areas of life in Spain. Society and culture from postwar times and the transition years, from the Franco regime to the present democratic state. Students research projects on the topics and issues; discussions. Prerequisite: AP (4-5) in Spanish language or literature, or equivalent knowledge. GER:3a (DR:7)

3-5 units, Aut (Haro)

112N. Stanford Introductory Seminar: The U.S.-Mexico Border Region in Film and Literature—Preference to freshmen. Targeted at students who are heritage speakers of Spanish, or who have scored a 4 or 5 on the AP exam in Spanish. Introduces the wide range of cultural production about the border region, highlighting the U.S. and Mexican viewpoints. Topics: free trade, the maquila system, interethnic relations, women’s issues, and migration. Readings from novels and essays by Chicana/o, Mexican, and Anglo authors. Weekly screenings of movies and videos from classic Hollywood and Mexican study productions to independent features produced in the border region. Assignments stress the development of basic skills in literary and visual analysis, and oral production. (In Spanish and English) GER:3a,4b (DR:3 or 7)

3-5 units, Spr (Fox)

114N. Stanford Introductory Seminar: Lyric Poetry—Preference to freshmen. Aimed at students with considerable competence who may be interested in increasing their language skills. Introduction to the basic elements and expressive devices of lyric poetry: multidimensional language, denotation, connotation, image, metaphor, symbol, allegory, paradox, irony, meaning, idea, rhythm, and meter. These primary elements of poetry are studied through representative poems of outstanding poets of Spain and Latin America of the late 19th and early 20th century: G. A. Bécquer, Rosalía de Castro, Rubén Darío, Miguel de Unamuno, Antonio Machado, García Lorca, Pablo Neruda, and Gabriela Mistral. (In English and Spanish) GER:3a (DR:7)

3-5 units, Spr (Predmore)

175Q. Stanford Introductory Seminar: Latin American Heroes and Heroines in Film and Literature—Preference to sophomores. Focus is on several historical periods in Latin America as seen through cinema and literature. Latin American cinema reenacts historical situations and expresses “Latin American perspectives, ideologies, and how Latin America would like to be remembered in history. Silent films on the independence of Chile (“The Husar of Death,” by P. Sienna); and the cinematic representation of other crucial moments and figures (the Colombian “Violence” era in the 50s, Peronism in Argentina, the Massacre of Tlatelolco in Mexico; and historical figures, e.g., San Martín, Eva Perón, and singer Carlos Gardel in Argentina, Sandino in Nicaragua; Che Guevarra in Cuba; Frida Kahlo in Mexico, and Princess Joaquina in Brazil). Students compare fictional accounts to more conventional history books and discover in film a special form of historiography. (In Spanish and English)

3-5 units, Win (Ruffinelli)

193Q. Stanford Introductory Seminar: Spaces and Voices of Brazil—Preference to sophomores. Introduces the fundamental aspects of

Brazilian culture through a general view of Brazil’s five cultural-geographical regions and an analysis of figures which contributed to shape the image of modern Brazil. Discussions are fostered by analysis of materials covering: Carmen Miranda, Lula, Antônio Carlos Jobim, Jorge Amado, Zelia Gatai, Pelé, Chico Mendes, Benedita da Silva, Chico Buarque de Holanda, etc.

3-5 units, Spr (Wiedemann)

LANGUAGE PROGRAM

SPANISH

Note—Students registering for the first time in a first- or second-year course must take a placement test if they had any training in Spanish before entering Stanford. All entering students who have not taken the Advanced Placement (AP) Exam and received a score of 4 or 5 must take Part I (written) of the placement test on-line during the summer, at <http://language3.stanford.edu/SPANISH>, followed by Part II (oral), to be administered on campus (9/24). Consult the Stanford Language Center for further information or <http://language.stanford.edu/>.

Completion of Spanish 2A, 3, or 9C, or Portuguese 1B fulfills the University language requirement.

Students who have never studied Spanish before should enroll in Spanish 1. Students who have studied Spanish before entering Stanford should take the placement test to determine the appropriate course for them. Students who have passed the AP exam with a 4 or 5 are exempted from the test, and are eligible for 10 units of credit in Spanish. Some of these students are prepared to enter the 100-level courses, others need to enroll in one of the second-year courses (11, 12, 13). These students may determine their own placement or consult a department adviser to determine the most appropriate course for them.

Students who grew up in homes where Spanish is spoken should take the placement test for the special series of courses (11B, 12B, 13B) designed for home background speakers. The bilingual series fulfills the language requirement at Stanford. The placement exam can be found at <http://language3.stanford.edu/HOMEBACKGRUND>.

A grade of ‘C’ or better is required to enter the next higher course in the language sequence. Language courses cannot be repeated for credit. Auditors are not permitted in language courses.

FIRST YEAR

1,2,3. First-Year Spanish—By the end of the sequence, students are able to engage in interactions with speakers of Spanish for a variety of purposes and contexts using socially and culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing opinions. Students will understand and interpret the written and spoken language on a variety of topics; manifest an awareness of the social and cultural influences shaping the production of oral and written texts in the Spanish- and English-speaking world; and present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics. Completion of 3 fulfills the University’s language requirement.

5 units, Aut, Win, Spr (Staff)

1A,2A. Accelerated First-Year Spanish—Completes the first-year language sequence in two rather than three quarters. Recommended only for students who have previous knowledge of Spanish or a strong background in another Romance language. 2A fulfills the University language requirement.

5 units, Aut, Win, Spr (Staff)

9A,B,C. Intensive First-Year Spanish—Stanford graduate students restricted to 9 units may take two or three courses in the series for a total of 9 units, or one course for 5 units. Upon completion, students are able to engage in interaction with speakers of Spanish for a variety of purposes and in a variety of contexts, using socially and culturally appropriate forms for participating in conversations; establish relationships with others; provide and obtain information; and express feelings, emotions, and opinions. Students will understand and interpret written and spoken

language on a variety of topics; manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the Spanish- and English-speaking worlds; and present information, concepts, and ideas to an audience of listeners on a variety of academic topics. Completion of 9C fulfills the University's language requirement. See the *Summer Session Catalogue*, 2001. Enrollment limited to 15. No auditors.

5-15 units, Sum (Staff)

10. Beginning Oral Communication—For students who have completed or are currently taking Spanish 2 and who wish to devote additional class time to developing pronunciation, usable vocabulary, and speaking skills. May be repeated once for credit.

2 units, Aut, Win, Spr (Staff)

SECOND YEAR

11C,12C,13C. Second-Year Spanish, Cultural Emphasis—Students become aware of and are able to use socioculturally appropriate language in a variety of situations, formal and informal, academic and professional. Greater emphasis is placed on the presentational language, giving academic presentations and writing reports on topics of interest to students who develop the ability to comprehend and interpret oral and written language. Can be taken in any quarter.

4 units, Aut, Win, Spr (Staff)

11R,12R,13R. Second-Year Spanish, Emphasis on International Relations—Content-based approach, focusing on politics in the Spanish-speaking world and international relations; and the Hispanic world today, geographically, socially, and economically. Develops correct usage in contemporary Spanish through the reinforcement of reading, writing, listening, and speaking abilities. Primary texts from Latin America and Spain. Activity-based method. Fieldwork projects for an optional unit.

4-5 units, Aut, Win, Spr (Angelelli, Urruela)

FOR HERITAGE LANGUAGE STUDENTS

11B,12B,13B. A special series designed for students who grew up in homes where Spanish is spoken, and who wish to develop their existing linguistic strengths.

11B. Second-Year Spanish for Heritage Language Students—Emphasis is on developing the ability to successfully communicate orally or in writing with persons with whom students come into personal contact. Intensive and extensive reading of selected texts.

4-5 units, Aut (Staff)

12B. Written and Spoken Language for Heritage Language Students—Emphasis is on developing the ability to understand, interpret, and critically analyze a variety of print and non-print materials, e.g., movies, radio and television broadcasts, short novels, short stories, and newspaper editorials. Extensive reading of texts from a number of fields and disciplines. Writing of summaries and reviews. Prerequisite: 11B or consent of instructor.

3-5 units, Win (Staff)

13B. Multipurpose Communication for Heritage Language Students—Emphasis is on developing the bilingual students' abilities to use the oral and written language appropriately for a variety of purposes, focusing on the development of styles and registers used in more formal settings. Prerequisite: 12B or consent of instructor.

3-5 units, Spr (Staff)

15. Intermediate Oral Communication—For students who have completed or are enrolled in any second-year Spanish course, and for students trained in grammar oriented courses who wish to improve oral skills. Develops appropriate speech strategies and communicative proficiency in Spanish, creating opportunities to act out everyday life situations encountered in a Spanish-speaking environment. Listening and reading materials are used to develop interpretive abilities and knowledge of cultural context. May be repeated once for credit.

3 units, Aut, Win, Spr (Staff)

18M,19M. Spanish for Heritage Language Pre-Med Students—Designed for pre-med students who grew up in homes where Spanish is spoken or who have learned Spanish as a foreign language and possess a considerable command of Spanish. Focus is on developing the ability to provide information on health-related topics to Spanish speakers in the U.S. Students should enroll in both quarters to be able to communicate effectively with native speakers, one course per quarter. Students participate in the organization and delivery of information on preventive health care in a workshop setting to a Spanish-speaking community outside campus.

3-4 units, Win, Spr (Sierra)

50. Reading Spanish—For students who have already taken Spanish for at least one full year or have superior reading proficiency in another Romance language. Emphasis is on the comprehension of academic texts. Fulfills University reading requirements for advanced degrees if students earn at least a grade of 'B.'

3 units, Spr (Sierra)

99. Language Specials—With consent of department only. See instructor for section number.

1-5 units (Staff)

100. Advanced Oral Communication—For students who have completed second-year Spanish or who have oral skills above the intermediate level. Interactive activities require students to persuade, analyze, support opinions, and gather and interpret others' points of view. Focus is on vocabulary enrichment with emphasis on idiomatic expressions. Cultural, literary, political, and journalistic readings stimulate discussion about issues related to the Spanish-speaking world. May be repeated once for credit. Prerequisite: 13 or equivalent.

3 units, Aut, Win, Spr (Staff)

103B. Advanced Spanish for Heritage Language Students—Enrollment limited to students who grew up in homes where Spanish is spoken or who have had extensive experience (e.g., 3-5 years residence) in Spanish-speaking countries. Develops competence in Spanish for academic and professional purposes, including giving presentations, writing essays, and discussing academic subjects.

4 units, Aut (Cartagena-Calderón)

104B. Special Topics in Advanced Grammar and Composition for Heritage Language Students—Grammar and composition workshop intended for heritage language speakers with advanced oral and written language skills, who wish to improve their ability to communicate in Spanish through writing. The mechanics of writing (written accents, spelling, syntax, etc.) and the art of writing itself (brainstorming, planning, outlining, drafting, editing, and rewriting), introduce the more complex aspects of Spanish grammar. Provides students with the necessary skills to successfully undertake courses that require strong competence in academic Spanish. Students are encouraged to take such a course during the quarter of instruction.

3-4 units, Win (Cartagena-Calderón)

PORTUGUESE

FIRST YEAR

1,2,3. First-Year Portuguese—For students with no prior study of Portuguese or Spanish. By the end of the first-year sequence of the Portuguese language program, students are able to engage in interactions with speakers of Portuguese for a variety of purposes and in a variety of contexts using socially and culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings, emotions, and opinions. Students will understand and interpret written and spoken language on a variety of topics; manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the Portuguese-speaking world; and present information, concepts, and ideas to

an audience of listeners or readers on a variety of academic topics. Completion of 3 fulfills the University's language requirement.

1. First-Year Portuguese (Part 1)—Normal paced. Follows a proficiency-oriented approach, emphasizing speaking and oral comprehension. Students learn the language as they contrast Brazilian culture with their own. Lab.

5 units, Aut (Staff)

2. First-Year Portuguese (Part 2)—Continuation of 1. Normal-paced. Emphasizes speaking and oral comprehension proficiency and promotes the beginning of development of reading and writing skills. Lab. Prerequisite: 1.

5 units, Win (Staff)

3. Second-Year Portuguese (Part 3)—Continues emphasizing speaking and oral comprehension proficiency and the development of reading and writing skills. Literary and journalistic readings, studying of Brazilian popular music, and viewing short documentaries are the basis for discussions on Brazilian culture and current events. Lab. Prerequisite: 2 or equivalent.

5 units, Spr (Staff)

1A,2A. Accelerated First-Year Portuguese—Recommended for students with at least two years of formal study of a Romance language. By the end of the first-year sequence of the Portuguese language program, students are able to engage in interactions with speakers of Portuguese for a variety of purposes and in a variety of contexts using socially and culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing opinions. Students will understand and interpret written and spoken language on a variety of topics; manifest a growing awareness of the social and cultural influences shaping the production of oral and written texts in the Portuguese-speaking world; and present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics. Completion of 2A fulfills the University's language requirement.

1A. Accelerated First-Year Portuguese (Part 1)—Fast-paced. Follows a proficiency-oriented approach, emphasizing speaking and oral comprehension. Students learn the language as they contrast Brazilian culture with their own. Lab.

3-5 units, Aut, Win, Spr (Wiedemann)

2A. Accelerated First-Year Portuguese (Part 2)—Continuation of 1A. Fast-paced. Recommended for students with a background in a Romance language. Emphasizes speaking and oral comprehension proficiency and promotes the beginning of reading and writing skills development. Literary and journalistic readings, Brazilian popular music, and short documentaries are the basis for discussions on Brazilian cultural aspects and current events. Prerequisite: 1A or equivalent.

3-5 units, Aut, Win, Spr (Wiedemann)

SECOND YEAR

11A,12A. Accelerated Second-Year Portuguese—By the end of the second-year sequence of the Portuguese language program, students are able to engage in interactions with speakers of Portuguese belonging to different sociolinguistic groups, using socially and culturally appropriate forms. Students will understand and interpret written and spoken language on a variety of topics; judge, discuss, and defend points of view; work in increasing depth on academic topics of their own interest in the target language; and present original information, concepts, and ideas to an audience of listeners or readers on a variety of genres and with an array of different purposes.

11A. Accelerated Second-Year Portuguese (Part 1)—Fast-paced. Three of the five cultural-geographical regions of Brazil are studied as a means of developing listening, speaking, reading, and writing proficiency. The regions are contrasted through discussions fostered by viewing movies, plays, short stories, journalistic materials, Brazilian popular music, and by listening to speakers from each region. Prerequisite: first-year sequence, equivalent, or consent of instructor.

3-5 units, Aut, Win, Spr (Wiedemann)

12A Accelerated Second-Year Portuguese (Part 2)—Continuation of 11A. Fast-paced. Provides further development of listening, speaking, reading, and writing proficiency. Two of the five cultural-geographical regions of Brazil and other Portuguese-speaking areas are studied and contrasted through discussions fostered by viewing movies, reading longer texts of different genres, Brazilian popular music, and listening to speakers from each region. Prerequisite: 11A, or consent of instructor.

3-5 units, Aut, Win, Spr (Wiedemann)

50. Reading Portuguese—For students with superior reading proficiency in Spanish. Reading competence for research and courses in Luso-Brazilian studies. Overview of grammar. Literary, journalistic, and academic readings. Fulfills University reading requirement for advanced degrees.

3 units, Spr (Staff)

100. Advanced Portuguese Conversation—Conversation practice recommended as a supplement to the second-year sequence. Prerequisite: 12A, equivalent, or consent of instructor.

2-3 units, Spr (Staff)

109A. Practicum: Portuguese for Speakers of Spanish (Part 1)—Recommended for graduate students of literature. Accelerated introduction to Portuguese for speakers of Spanish. Follows a proficiency-oriented approach, emphasizing speaking and oral comprehension. Students learn the language as they contrast Brazilian culture with their own. Lab. Prerequisite: advanced reading competence in Spanish.

3-4 units, Aut (Wiedemann)

109B. Practicum: Portuguese for Speakers of Spanish (Part 2)—Continuation of 109A. Emphasizes speaking, oral comprehension, and reading proficiency, and promotes the beginning of the development of writing skills.

2-3 units, Win (Wiedemann)

ADVANCED AND SPECIALIZED LANGUAGE

Only courses bearing the suffix "E" are given in English and do not require competence in Spanish or Portuguese. Otherwise, the following courses are taught in the Spanish or Portuguese language, and competence at the level of Spanish 13 or Portuguese 12A is required. Completion of three courses at the 100 level is normally required for undergraduates to enroll at the 200 level. 300 level courses are graduate seminars.

101. Structure of Spanish—Advanced study, designed to help students understand the grammatical system of Spanish and how it functions. A description and analysis of the main topics of Spanish grammar: types of clauses, relative pronouns, verb aspect and tenses, review of prepositions, *ser* and *estar*, etc. Exercises (prepared in advance) inform discussion.

3-5 units, Aut (Angelelli)

102. Composition and Writing Workshop—Focus is on individual development of the ability to write in Spanish. Emphasis is on style and diction, and on preparing and writing essays on literary topics. Non-Spanish majors or minors may choose topics more closely related to their studies for projects. Prerequisite: two years of college Spanish, bilingual Spanish series at Stanford, or equivalent. GER:3a (DR:7) (WIM)

4 units, Spr (Haro)

110. Introduction to Translation—Designed to familiarize students with basic translation skills and strategies. A variety of text types illustrate different types of translation (general, technical, medical, legal). Service learning component provides an opportunity to put into practice the translation principles discussed. Prerequisites: 101 and 102B; advanced command of Spanish and English.

4 units, Win (Angelelli)

121L,122L. Spanish for Legal Professions—Open only to law students and designed for lawyers who need to work with Spanish-speaking

clients. Legal terminology is combined with a review and practice of grammar for adequate oral and written expression in legal situations. Comparison of the Common Law and Roman Law systems, and some issues where the two legal systems might not correspond. Uses legal documents and materials. Law semester calendar.

3-5 units (*Angelelli*)

121M,122M,123M. Spanish for Medical Students—(Same as Health Research and Policy 280, 281, 282.) Geared to achieve a practical and rapid command of spoken Spanish. Topics: the human body, hospital procedures, diagnostics, food, and essential phrases for on-the-spot reference when dealing with Spanish-speaking patients. Series can be taken independently, depending on the level of prior knowledge.

3 units, *Aut, Win, Spr (I. Corso)*

125. Spanish for the Professions—Third-year level, aimed at students who wish to continue developing their Spanish language skills in relation to their particular discipline of study. Written and oral presentations required. Prerequisite: 13, 13B, or equivalent.

4-5 units (*Staff*)

LITERATURE, CULTURE, LINGUISTICS, AND THEORY UNDERGRADUATE

130,131,132,133,134,135. Cultural Perspectives—For students interested in the culture of Spanish and Portuguese speakers. Readings and topics for discussion and composition include socio-cultural and historical material from Spain, Portugal, Brazil, Spanish America, Dominican Republic, and the Mexican-Chicano, Puertorriqueño, and Cubano heritages. Art, current events, folklore, history, language, and literature topics are supplemented by slides, movies, tapes, and occasional field trips.

130. Spanish Cultural Perspectives—GER:3a (DR:7)

4 units, *Spr (Haro)*

131. Spanish American Cultural Perspectives

4 units, not given 2000-01

132. Mexican and Chicano Cultural Perspectives

4 units, *Win (Gonzalez)*

133E. Portuguese Cultural Perspectives

4 units, not given 2000-01

134. Brazilian Cultural Perspectives

4 units (*Sá*) not given 2000-01

135. Caribbean Cultural Perspectives

4 units, not given 2000-01

140. Introduction to Methods of Literary and Cultural Analysis—For students with little or no background in literary analysis. The basic terminology of literary theory and critical approaches to literature through textual analysis. Emphasis varies with instructor. Prerequisite: 13, 13B, or equivalent.

3-5 units, *Win (Gómez)*

141. Contemporary Spanish Women Writers—The speed of change and unique vitality of contemporary Spain is illustrated by studying women, particularly in the literary arena. Works by prominent women narrators of Franco's era (Matute, Martín Gaité). Novels by the new generations of women writers (Tusquets, Montero, Mayoral, Ortiz, Etxebarria) who are transforming their experiences, values, and ideologies into a new literature about the complex relationships among gender, creativity, and social mores. The feminist consciousness, how it has developed to this day, and how it is changing to face the challenges of our world. GER:3a,4c (DR:7†)

3-5 units, *Win (Haro)*

143E. Latinos/as and Popular Culture in the United States—The impact of Latino (and some Latin American and occasionally Spanish) artists on popular culture in the U.S.; the role of the music industry in the construction of "Latin" culture in the national imaginary since the early 20th century; the strategies employed by Latino artists to resist and/or contribute to, sometimes simultaneously, the commodification of Latino

cultures; and the implications of these issues for the cultural citizenship of Latinos as they reinvent their cultural, social, political, and economic identities. (In English)

3-5 units, *Win (Negrón)*

150,151. Spanish Literature—Basic introduction to Spanish Peninsular literature. Sequence deals with major works from several periods and genres, preparing for more specialized 200-level courses. Prerequisite: 13, 13B, or equivalent.

150. Spanish Literature I—The spirit of Spain in its early literature. Medieval and Golden Age masterpieces that establish and reflect Spain's unique identity (Christians, Jews, Moors) and create its traditions. Close reading of *El libro de buen amor*, *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes*, *El Burlador de Sevilla*, Garcilaso, Cervantes, Góngora, Lope de Vega, Calderón.

3-5 units, *Aut (Cartagena-Calderón)*

151E. Introduction to Modern Peninsular Spanish Literature—Representative works of Spanish literature from the 1830s to the 1930s: Larra, Espronceda, Bécquer, Rosalía de Castro, Galdós, Unamuno, Valle-Inclán, Machado, and Lorca. Emphasis is on a close reading of the texts in relation to the "problem of Spain" within the democratic tradition of Spanish liberalism. (In English) GER:3a (DR:7)

3-5 units, *Win (Predmore)*

160,161. Spanish American Literature—Introductory survey of major works from several periods and genres. Prerequisite: 13, 13B, or equivalent.

160E. Latin America before Independence—Historical view of mostly pre-U.S. Americas, focusing on pre-independence/pre-19th century Latin America. Major themes: indigenous culture and colonial mutations under Spanish domination. Glyph culture, literary and legal documents, maps and paintings, official historical documents and critical scholarship. Emphasis is on areas covered by Stanford Overseas Program. (In English) GER:3a,4a (DR:2 or 7)

3-5 units, not given 2000-01

161. Latin American Literature—Continuation of 160, from independence to the present. Readings from a range of genres including essay, poetry, short story, and the novel. GER:3a,4a (DR:2 or 7)

3-5 units, *Spr (Ruffinelli)*

168E. Chilean Studies: Modern Chilean Culture through Music, Film, and Literature 1945-1997—(Same as Latin American Studies 120.) Recommended for students planning to attend the Santiago program and open to all students. Introduction to the history, culture, politics, and literature of Chile, mainly in the 20th century. (In English)

3-5 units, *Spr (Missana)*

170,171. Brazilian Literature—Introductory survey of major works from several periods and genres.

170. Brazilian Literature I—Survey of Brazilian literature, from the Colonial Period through the 19th century. Authors: Gregório de Matos, Tomás Antonio Gonzaga, Antonio Gonçalves Dias, José de Alencar, Nísia Floresta, Bernardo Guimarães, and Machado de Assis.

3-5 units, not given 2000-01

171. Brazilian Literature II—Survey of 20th-century Brazilian literature, fiction, poetry, and essays. Themes: "the urban gaze" (Mário de Andrade, Oswald de Andrade, Patrícia Galvão, Manuel Bandeira, Clarice Lispector, Dalton Trevisan, and Ledusha) and "regional (dis)locations" (Euclides da Cunha, Gilberto Freyre, Raquel de Queirós, Graciliano Ramos, João Cabral de Melo Neto, João Guimarães Rosa, and Márcio Sousa). (In Portuguese or English, depending on the students' fluency.)

3-5 units, not given 2000-01

172E. Reading the Rain Forest—For decades, the Amazon has been one of the most debated regions of the world. The Amazon is looked at from various perspectives and genres: indigenous narratives, travel-

writing, environmentalist studies, literature, and film. (In English) GER:3a,4a (DR:2 or 7)

3-5 units, Aut (*Sá*)

174E. The Picaresque Novel—Picaresque fiction is viewed as one of Spain's primary contributions to world literature. Surveys key works of Iberian fiction written in the picaresque mode: Jaume Roig's *Spill*, *Lazarillo de Tormes*; Mateo Alemán's *Guzmán de Alfarache*; Quevedo's *Buscón*; and Cervantes's *Coloquio de los perros*. What constitutes a literary genre (and is the picaresque novel one)? What are the critical problems associated with first person and especially pseudo-autobiographical narrative? What are the relations among society, myth, folklore, and literature? How do Spanish picaresque fictions of the Golden Age fit into the larger scheme of roguish fictions stretching from Antiquity to the present? (In English)

3-5 units, Spr (*Dagenais*)

179E. Teatro America Workshop: The Theater of Native/Chicano America—The contributions of indigenous Americans to Native American, Chicano, and Latin American popular, radical, and grassroots theater. (In English) GER:3a,4b (DR:3 or 7)

5 units, Spr (*Moraga*)

180E. Introduction to Chicana/o Cultural Studies—Interdisciplinary examination of key literary and visual texts and issues in the chicana and chicano culture. (In English) GER:3a (DR:7)

5 units, Win (*Yarbro-Bejarano, Rosaldo*)

192. Contemporary Spanish Cinema II: The New Generation of Film-Makers—The Spanish cinema of the last decade. Beyond the post-war traumatic memories, political discourse, urban comedy, and "movida madrileña," a new generation of film-makers offers a modern and diverse way of making films and story telling. The emergence of women directors. Films by Alejandro Amenabar, J. J. Bigas Luna, Isabel Coixet, Alex de la Iglesia, Chus Gutiérrez, Julio Medem, and Imanol Uribe. GER:3a (DR:7)

3-5 units, Win (*Haro*)

193. Only Almodóvar—The *enfant terrible* of the 80s, whose eccentric, hilarious, gender bending melodramas helped reinvent post-Franco Spain; and a box-office success and the winner of national and international awards, including the Oscar for the Best Foreign Film 2000. Is he really the genius critics rave about? Is his cinematography as unique, outrageous, and transgressive as people say? The themes, characters, places, objects, cinematic perspectives, and aesthetics of some of Almodóvar's most emblematic films.

2-3 units, Spr (*Haro*)

194. Women in Film and Films by Women: A Different Gaze?—The traditional female representations in Spanish films made from the male perspective. The work of women directors who have broken through the male dominated field. Is there a distinctive "feminine approach" to film making in the Hispanic world? How do female directors' specific objectives, preoccupations, and aesthetics differ? Are women looking at women projecting less stereotypical images? Are male directors more sympathetic to the woman's plight today? Can a woman director be just "one of the boys?" Selected Latin American and chicano films. GER:3a (DR:7)

3-5 units, Aut (*Haro*)

199. Individual Work—Open only to students in the department, or by consent of professor. (Spanish and Portuguese)

1-12 units (*Staff*)

ADVANCED UNDERGRADUATES AND GRADUATES

LANGUAGE, LINGUISTICS, AND THEORY

203. History of the Spanish Language—The development of the Spanish language from its earliest days to the present. Focus is on the historical circumstances in which the growth of the Spanish language took place, and on the phonological, morphological, and syntactic changes that took place during of this development.

3-5 units, Aut (*Valdés*)

206. Spanish Use in Chicano Communities—The significance and consequences of language diversity in the culture and society of the U.S. Using Spanish-English Chicano bilingual communities, focuses on the experiences of non-English background individuals in this country. GER:4b (DR:3)

3-5 units, Spr (*Valdés*)

PENINSULAR LITERATURE

225E. Theater, Society, and Politics in 20th-Century Spain—The two major 20th-century Spanish dramatists: Ramon del Valle-Inclán and Federico García Lorca. The innovative, avant-garde nature of their major plays (symbolism, expressionism, realism) and the dramatists' engagement with fundamental social and political issues of the times (feudalism, the newly emerging liberal state, women's protest, class struggle, civil war). (In English)

3-5 units, Aut (*Predmore*)

LATIN AMERICAN LITERATURE

216. The Classical Tradition, Political Ideology, and Literature in 20th-Century Latin America—20th-century Latin America exhibited diverse forms of classical tradition, from *cesarismo* as ideological support of the illustrious tyrant, to the subversion of the classical myths by writers who revised the false images of women. The material provides coherence to a mosaic which, until now, was fragmented.

3-5 units, Spr (*Campuzano*)

230. Contemporary Fiction in Democratic Spain—Post-Franco Spain (1975-2000) has been marked by a diversity of artistic and literary forms that run parallel to unprecedented political and social freedoms. Under the dominant paradigm of Postmodernism, the last two generations of writers (Javier Marias, Juan José Millas, Antonio Muñoz Molina, Arturo Perez Reverte, Soledad Puértolas, Montserrat Roig, etc.) have expanded the restrictive boundaries of realist fiction to include populist and self-reflective and antirealist forms. Chronicles, memoirs, metahistorical accounts, documentaries, and film scripts have enriched the novel and contributed to a hybridization of prose genres that mirror the hesitant identities of a democratic Spain.

3-5 units (*Haro*) not given 2000-01

247. Cuba: Forty Years in Poetry and Film—Since 1959, Cuba has developed an important corpus of poetry and film. Focus is on the tensions between individual needs and collective dreams in the works of well known poets (N. Guillen, J. Lezema Lima, Nancy Morejon, R. Fernandez Retamar, E. Diego, C. Vitier, the Nueva Trova, etc.), and on films (*Los días del agua*, *Memorias del subdesarrollo*, *Lucia*, *Fresa y chocolate*, and the controversial Mexican-Cuban documentary *Quien diablos es Juliette?*).

3-5 units, Spr (*Ruffinelli*)

251. Legal Culture and Repression in Continental America—Continental America from Early Modernity (16th century) until today: the legal scholarship, literary studies, history, philosophy, sociology, Spanish/Hispanic studies, and Chicano/Latin studies. Primary sources: indigenous texts, Spanish Indian law, post-independence legalities from N. and S. America, and literature from the U.S. Supreme Court.

3-5 units, Win (*Gómez*)

253E. The Modern Imagination and Mexico's Ancient Books—America as a continent is still discovering evidence of how things were before Europe invaded: the language, art, music, astronomy, medicine, written page. The “codices” or pre-Cortesian books of Mexico constitute a privileged chapter of world literature, complementing a repertoire of inscriptions and sculpture; and offer a direct window on the early culture and civilization of America revealing the ways and philosophies of being, and may serve as guidelines into the future. Together with the corpus of transcriptions in Post-Cortesian and alphabetic texts, the codices today have a political function for native communities in defending culture and territory; and, through the practice of mural painting, express political resistance throughout central Mexico and in the barrios of California. They serve as a creative resource among novelists, poets, artists, film makers, and musicians. Working from direct analysis of the codices, an examination of their original functions and significance, and their impact on modern life. (In English) GER:4a (DR:2)

3-5 units, Aut (Brotherston)

256. One Hundred Years of Moving Images from Latin America—A century of Latin American filmmaking through close watching/reading of ten of the most important films made in the continent, from Chilean “El Húsar de la Muerte” (silent) to Cuban “Strawberry and Chocolate” and Brazilian “Central do Brasil.” Focus is on the creativity of filmmaking and on the different ways these films represent social, political, and subjective realities in Latin America.

3-5 units, Aut (Ruffinelli)

258. International Baroque—Baroque is the international culture of Southern Europe and Latin America and the aesthetics of late or peripheral modernity inside an expanding world-system paradigm. The material contextualizes objects of culture and classic literature on both sides of the Atlantic within a political and economic framework, including a component of art history. Readings: Calderón de la Barca, Lope de Vega, Baltasar Gracián, Estebanillo González, Quevedo, Juana Inés de la Cruz. (In Spanish)

3-5 units, Spr (Gómez)

269. Borges—Short stories, poetry, and essays by the Argentinean Borges. His works as literature and as a paradigm for the subsequent generation, utilizing film adaptations of the short stories to make comparisons between two different aesthetic expressions.

3-5 units, Win (Ruffinelli)

272. Black Literature in Brazil—Afro-Brazilian fiction and poetry. Focus is on 19th- and 20th-century writers, from the abolitionist Luiz Gama, to Machado de Assis, Lima Barreto, and contemporaries like Luiz Cuti, Marilene Felinto, Alberto Mussa, and Edmilson Pereira. (In English or Portuguese, depending on students' fluency.)

3-5 units, Win (Sá)

298. Senior Seminar: Pan-American Movements—Recommended for students working on honors theses. At various moments in the history of Latin America, intellectuals have proposed the goal of continental unity. How does the Pan-American ideal relate to the project of nation-building? Survey of Pan-American visions ranging from 19th- and early 20th-century leaders and intellectuals (Bolívar, Bello, Martí, and Vasconcelos) to contemporary figures (García Márquez, Galeano, Castillo, Saldívar). GER:4a (DR:2) (WIM)

3-5 units, Win (Fox)

CHICANO STUDIES

299. Individual Work—Open to department undergraduates or graduates by consent of professor. May be repeated for credit. (In Spanish and Portuguese)

1-12 units, any quarter (Staff)

GRADUATE SEMINARS

Open to undergraduates with consent of instructor.

307E. Latin American Cultural Theory: A Historical Perspective—How has Latin America defined itself over time? How have its intellectuals dealt with questions related to race, class, and culture? Examples from different regions and moments of the Latin American experience offer some answers, using concepts developed in the field of “Cultural Studies” with a more diachronic approach. Readings: the foundational statements by Andres Bello, Jose de Alencar, and Jose Martí; the racial theories of Gilberto Freyre; Oswald de Andrade's “Manifesto Antropofago;” Carpentier's definition of “lo real maravilloso;” texts by Ernesto Che Guevara; Augusto Boal's *Teatro do Oprimido*; Roberto Fernandez Retamar's *Caliban*; Angel Rama's *Transculturation narrativa en America Latina*; and articles by Antonio Candido, Roberto Schwartz, Marilena Chaui, Jesus Martin Barbero, Nelly Richard, Beatriz Sarlo, etc. (In English)

3-5 units, Aut (Sá)

309. Language Teaching Practicum—Based on the new departmental Spanish language learning objectives, develops the graduate teaching assistants' ability to teach in the department, helping them expand their range of teaching strategies. Participants focus on translating the department's objectives for first-year Spanish into activities and exercises for their classes. Issues of classroom management, materials design, and measurement. Active participation is required for all teachers of first-year Spanish.

1 unit, Aut, Win, Spr (Valdés, Angelleli)

310E. Life in the Megalopolis: Mexico City and São Paulo—Cultural responses to life in two of the world's largest cities. Socio-anthropological texts, poetry and fiction, film and video, popular music, and visual arts. (In English)

3-5 units, Win (Sá)

313. The Colonial Condition—Pre-19th century Latin America and the Iberian peninsula. What are the intersections and limitations between historicity and textuality? The Maya and Aztec worlds, the historical relationship between law and literature, visual and non-visual communication, subaltern knowledge, and gender differences. Texts: the *Popol Vuh*, the *Codex Mendoza*, Solórzano y Pereira, Vasco de Queiroga, Felipe Guamán Poma de Ayala, Madre Castillo, Bernardo de Balbuena, Cervantes de Salazar, Diego de Valadés.

3-5 units, Spr (Gómez)

327. Literary and Cultural Theories—A study, through representative texts of contemporary literary and cultural theory, of the major issues and problems within the field of literary studies today. Two major methodological themes: the idea of truth and the relationship between history, literature, and narration. Different approaches to theory and criticism within the philosophical, anthropological, postmodern, Marxism, feminist, and cultural debates.

3-5 units, Aut (Rios)

328. Nation(s) and Citizenship(s): Modernity, Postmodernity, and Globalization—Benedict Anderson's *Imagined Communities* opened a debate about three major issues: the building up of the notions of nation and citizenship, the place of the New World in the nationalistic polemics, and the role of press and capitalism in shaping the Occidental National States. Using this book as a point of departure, reviews the most important ideas around these issues going beyond Modernity, the frame where Anderson's debate is located. The different Latin American texts (national romances, chronicles, and essays) where students can put into “practice” the theoretical tools discussed.

3-5 units, Aut (Rios)

336E. Major Trends in Spanish Poetry: Machado, Jiménez, Lorca—Trends and developments in 20th-century poetry in the context of

Restoration Spain (1871-1930), and against the background of the democratic tradition of Spanish liberalism. Emphasis is on close stylistic analysis and such concepts as the Generation of 1898, Modernism, Krausism, pure poetry, and symbolic systems.

3-5 units, Win (*Predmore*)

344E. Decolonizing the Middle Ages—Colonialism occurs across space and time. Europe's imperialist expansion into Africa and the "New World" was accompanied by a mastering and subjugation of Europe's own history, creating a colonized past it calls, rather unimaginatively, "The Middle Ages." Many of the same discursive categories used to describe the inhabitants of subjugated continents are used to describe this Middle Age: primitive, brutish, violent, uncivilized, backward, dark. Temporal colonization through texts by Dante, Petrarch, Columbus (*Libro de profecias*), and other historiographical and prophetic texts to help understand and critique the role of a colonized Middle Age within the larger European colonial project.

3-5 units, Spr (*Deagenais*)

369. The U.S.-Mexico Border Region—Interdisciplinary seminar, emphasizing recent scholarship in the field of border studies. Topics: the maquiladora industry, cross-border organizing, mass media in the border region, free trade, immigration; and critical theory, arts, and literature about border identities. (Readings in Spanish and English)

3-5 units, Win (*Fox*)

370. Narratives of Women and Crisis in 1990s Cuba—In comparison to other Latin American literature, that of Cuban women is characterized in the 70s and 80s by the presence of an abundant amount of narratives. In the 90s, when the country experienced a drastic economic crisis which resounded in all spheres of life, it created a mini-boom of female narratives of change and resistance. Texts and their relationship to the most recent history of Cuba.

3-5 units, Spr (*Campuzano*)

380E. Critical Concepts in Chicana/o Literature—Metacritical interrogation of received notions about Chicana/o creativity, and how its canon and genealogies have been constructed and reconstructed over time. "Foundational" texts (*With a Pistol in His Hand*, *Y No se lo Tragó la Tierra*), and cultural nationalist/neoindigenist manifestos. Poetry and theater have been formulated as configuring genealogies that were later disrupted by Chicana feminist/lesbian critiques and writings. This literary history is questioned by highlighting women's essential participation from the beginning in theorizing and writing (which co-existed with sexism), by examining alternative subjects and genealogies, and by studying recently published early women-authored novels.

3-5 units, Spr (*Yarbro-Bejarano*)

399. Individual Work—Exclusively for Spanish and Portuguese departmental graduate students engaged in special work, by consent of professor.

1-12 units, any quarter (*Staff*)

AFFILIATED DEPARTMENT OFFERINGS

See the respective department listings for course descriptions.

COMPARATIVE LITERATURE

210. Women Writers of Early Modern Europe

4-5 units, Spr (*Middlebrook*)

300. The Theory of the Text

5 units, Win (*White*)

369E. The Disciplines of Literature

5 units, Aut (*Gumbrecht, Schnapp*)

CULTURAL AND SOCIAL ANTHROPOLOGY

72. Dance and Culture in Latin America

3-4 units, Spr (*Cashion*)

88A. Race and Ethnicity in Mexico

5 units, Spr (*Vaughn*)

261B. Theories of the Postcolonial

5 units, Spr (*Pandya*)

DRAMA

17N. Stanford Introductory Seminar: (Re)viewing Valdez in the Year 2000

3 units, Win (*Moraga*)

177. Playwriting: Writing for Performance—The Fundamentals

5 units, Win (*Moraga*)

178. Intensive Playwriting

5 units, Spr (*Moraga*)

DANCE

42. Dances of Latin America

1 unit, Aut (*Cashion*)

43. Afro-Brazilian and Afro-Peruvian Dance

1 unit, Aut (*Cashion*)

ENGLISH

359. Transnational Poetics

4-5 units, Aut (*Saldívar*)

SPECIAL LANGUAGES PROGRAM

174A,B,C. Beginning Quechua

3 units, Aut, Win, Spr (*Fajardo*)

OVERSEAS STUDIES

These courses are approved for the Spanish major and taught at the campus indicated. Students should discuss with their major advisers which courses would best meet educational needs. Course descriptions can be found in the "Overseas Studies" section of this bulletin or in the Overseas Studies Program office, 126 Sweet Hall.

SANTIAGO

164S. Social Heterogeneity in Latin America—(Same as Overseas Studies 111.)

5 units, Aut (*Valdés*)

166S. Cultural Modernization: The Case of Chile—(Same as Overseas Studies 118X.)

5 units, Win (*Fuenzalida*)

290Z. Modernization and Culture in Latin America—(Same as Overseas Studies 120X.)

5 units, Aut (*Subercaseaux*)