

# SPANISH AND PORTUGUESE

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*Professors:* Mary L. Pratt, Michael P. Predmore (Santiago in Winter; on leave Spring), Jorge Ruffinelli, Guadalupe Valdés, Yvonne Yarbrow-Bejarano (on leave)  
*Assistant Professors:* Claire Fox, Fernando Gómez, Richard Rosa, Lúcia Sá  
*Courtesy Professors:* John Felstiner, Roland Greene, Hans U. Gumbrecht, Ramón Saldívar  
*Courtesy Associate Professor:* James A. Fox  
*Courtesy Assistant Professor:* Paula Moya  
*Professor (Teaching):* María-Paz Haro  
*Senior Lecturers:* Susan Cashion (by courtesy), Irene Corso, Lyris Wiedemann (Portuguese Language Director)  
*Lecturers:* Claudia Angelelli, Jeffrey Bersett, Esmeralda Duarte, Diana García-Denson, Shelley Garrigan, Candy Guzmán, Caridad Kenna, Linda Koski, Patrice Marks, Alice Miano, Joan Molitoris, Consuelo Perales, Karyn Schell, Ana M. Sierra, Karen S. Sotelino, María Cristina Urruela, Hae-Joon Won, Douglas Young  
*Acting Assistant Professor:* Alicia Ríos  
*Visiting Professors:* J. Gordon Brotherston, Shirley Mangini (Winter), Lourdes Portillo (Spring), Cynthia Steele (Spring)  
*Writer-Artist-in-Residence:* Cherríe Moraga  
*Spanish Language Program Coordinator:* Alice Miano  
*Majors and Minors Coordinator:* Caridad Kenna

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/Chicano 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, Comparative Studies in Race and Ethnicity, El Centro Chicano, the Overseas Studies programs in Buenos Aires, Argentina, 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, Buenos Aires, 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/Chicano 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)

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, more if the major subject area is Latino/Chicano studies. 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, Caridad Kenna, or the undergraduate adviser, Professor Gómez. 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/Chicano 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/Chicano, 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 the undergraduate adviser (Professor Gómez) 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 BUENOS AIRES, ARGENTINA

The Stanford Program in Buenos Aires, Argentina requires the completion of Spanish 13 (second-year third-quarter Spanish) or the equivalent. Participation in the Stanford Program in Santiago during Winter Quarter is considered equivalent preparation. Stanford students participate in courses on Argentine economics, international relations, political science and culture. Buenos Aires serves as a living laboratory for students exploring the effect of national political, social, and economic issues on daily life in Argentina. Academic work and the experience of life in the capital will be strongly integrated. Cultural activities include art exhibits, ballet, opera, or symphony performances at the historic Teatro Colón, tango shows, and theater.

## STANFORD IN SANTIAGO, CHILE

The Stanford Program in Santiago, Chile requires one of year 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 Sá or Lyrís 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 B.A. AND M.A.

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

## STEP COTERMINAL TEACHING PROGRAM

The Department of Spanish and Portuguese, in cooperation with the Stanford Teacher Education Program (STEP) of the School of Education, offers a special course of study for students interested in becoming teachers. By following this course of study in Spanish Language, Literatures, and Cultures and enrolling in the STEP Coterminal Teaching Program, students can, after 5 years, receive a B.A. in Spanish and Portuguese, an M.A. in Education, and a California Teaching Credential.

The Spanish Language, Literatures, and Cultures curriculum consists of approximately 50 quarter units in addition to demonstrated proficiency in the language, defined as listening, speaking, reading, and writing at a level equivalent to advanced on the ACTFL Oral Proficiency Interview. This course of study fulfills all the major requirements of the Department of Spanish and Portuguese and includes coursework in linguistics and language diversity studies, the history of the Spanish-speaking world, and Spanish literature and cultures.

Students enrolled in the STEP Coterminal Teaching Program will also be expected to complete a series of core courses during their undergraduate years. These include one course in developmental psychology; one course in cognitive psychology; one course in the social foundations of education; one course on the role of race, class, and ethnicity in American society; a structured internship experience in a community-based organization serving youth and/or their families; and a teaching practicum offered by the School of Education.

For more information about this option, please consult Professor Valdés and/or the coordinator of the STEP Coterminal Teaching Program in CERAS 309 (725-6321).

## GRADUATE PROGRAMS

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

## MASTER OF ARTS IN SPANISH

This terminal M.A. 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 or Latino/Chicano literature and culture 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 M.A. 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*.

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 and Culture. 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 Latino/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 third week of Winter 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 completed 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 or Latino/Chicano 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 (120-399)
  - 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)
    - Latino/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

**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

*3-5 units, Aut (Haro)*

**144N. Stanford Introductory Seminar: Imagining Mexico Through Film and Literature—Social Types and Stereotypes**—Preference to freshman. How Mexico was/is perceived at the gates of modernity? The Little Mother, the Brute, the Peasant, Cantinflas, the Revolutionary Macho, the “Siesta,” the Pilgrim and Jesus at the Cross, the Violence, female submission, and other stereotypes are analyzed through with the tools of film and literature. GER:3a

*3-5 units, Win (Ruffinelli)*

**173N. Stanford Introductory Seminar: Literature, Consumption and Revolution in Cuba**—Preference to freshmen. How issues of consumption were articulated by Cuban authors and artists before, during, and after the revolution of 1959. How revolutionary discourse is constructed around the unstable relation between commerce and culture; the relation between the texts or works of art and their circulation and distribution; relationship between consumption and gender, racial, and sexual identity; commodification of the nation and nationalization of the commodities. Readings: José Martí, Fernando Ortiz, Reinaldo Arenas, Lezama Lima, Nancy Morejón; movies by Gutiérrez Alea; and the visual work of Wilfredo Lam. GER:3a

*3-5 units, Win (Rosa)*

**178N. Stanford Introductory Seminar: “Del Otro Lado”—Latino/a Performance Art in the U.S.**—(Same as Drama 17N.) Preference to freshmen. Introduction to works by U.S. Latino/a performance artists from the margins of the mainstream Euro-American theater world. How performance art serves as a dramatized essay for Latino/a artists, producing transgressive explorations of queer and national/ethnic identities. Artists: Luis Alfaro, Nao Bustamanat, the Coatlicue Theater Company, Guillermo Gómez-Peña, Celia Herrera Rodriguez, Ana Mendieta, Carmelita Tropicana. Creation/performance of a short original piece; performance viewings. GER:3a

*3 units, Win (Moraga)*

## 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 online during the summer, at <http://language.stanford.edu/SPANISH>, followed by Part II (oral), to be administered on campus (9/23). Students with a 4 or 5 on the AP Exam take the oral placement exam only. 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 written 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://language.stanford.edu/HOMEBACKGROUND>.

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 2A, 3, or 41C 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.

**1A.** *5 units, Aut, Win (Staff)*

**2A.** *5 units, Win, Spr (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)*

**41A,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; establish relationships with others; provide and obtain information; and express feelings, emotions, and opinions. To understand and interpret written and spoken language; to be aware of the social and cultural influences shaping the production of oral and written texts in the Spanish- and English-speaking worlds; and to present information, concepts, and ideas to an audience of listeners. Completion of 41C fulfills the University's language requirement. See *Summer Session Catalogue*, 2002. Enrollment limited to 15. No auditors.

*5-15 units, Sum (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)*

**11F,12F,13F. Second-Year Spanish, Feminist Studies Emphasis**—Open to all second-year Spanish students with an interest in global women's issues. The history and role of women in the Spanish-speaking world. Gender, political, social, and economic issues that women have encountered. Feminism within the social context of the Spanish-speaking world and the role of women in the struggle for gender equality and social justice. The depiction of women in Spanish literature and film, and women's voices in the fight for gender identity. The issue of gender within Hispanic cultures through the study of texts, readings, movies, music, Internet material, and other significant sources. The emerging role of women in guerrilla movements.

*4 units, Aut, Win, Spr (Marks)*

**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 (Staff)*

## 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 the first year of Spanish 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)*

**19M. Spanish for Heritage and Foreign Language Premed Students**—Designed for premed students who grew up in homes where Spanish is spoken or for students 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 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, 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 (Kenna)*

**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 (Kenna)*

## 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/101A,102A. Accelerated First-Year Portuguese**—Recommended for students with at least two years of formal study of a Romance language, preferably 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 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/101A. 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/102A. Accelerated First-Year Portuguese (Part 2)**—Continuation of 1A. Fast-paced. Recommended for students with a background in a Romance language. Emphasis is on speaking and oral comprehension proficiency and promoting 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/111A,112A. 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/111A. 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/112A 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. Fulfills University reading requirement for advanced degrees. Reading competence for research and courses in Luso-Brazilian studies. Overview of grammar. Literary, journalistic, and academic readings.

*3-4 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)*

**109. Practicum: Portuguese for Speakers of Spanish**—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.

*3-5 units, Aut (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.

*4 units, Win (Sierra)*

**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 (WIM)

4 units, Spr (Kenna)

**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 (Staff)

**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 (Staff)

**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

**35A,B. American Genesis: Indigenous Texts and their Resonance**—Focus on texts produced by the New World's original inhabitants dealing with genesis and cosmogony. Texts are considered in their broader literary and philosophical framework, and related to each other for evident paradigms, such as the multiple creations of world ages.

5 units, Win. Spr (Brotherston, Sá)

**124. Mexican and Chicano Cultural Perspectives**—Sociocultural and historical material from the Mexican-Chicano heritages. Art, current events, folklore, history, language, and literature topics are supplemented by slides, movies, tapes, and occasional field trips.

4 units, Spr (Gonzalez)

**126. Representations of Violence in Latin American Literature**—The use of violence as a topic in Latin American literary texts from the 20th century. How texts dealing with this motive organize a perception of reality that reflects upon and is reflected in conflicts and values that prevail in the societies where they emerge.

3-5 units, Spr (Rueda)

**133. 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. *El libro de buen amor*, *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes*, *El Burlador de Sevilla*, *Gacilaso*, *Cervantes*, *Gongora*, *Lope de Vega*, *Calderón*.

3-5 units, Spr (Kenna)

**136. 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 *García Lorca*. Emphasis is on texts related

to the "problem of Spain" within the democratic tradition of Spanish liberalism. (In English) GER:3a

3-5 units, Aut (Predmore)

**137. Spanish American Literature**—Introductory survey of major works from several periods and genres. Prerequisite: 13, 13B, or equivalent. GER:3a

3-5 units, Aut (Ruffinelli)

**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, Aut (Rosa)

**157. Transatlantic Literature**—Emphasis on the two-way exchange between the Iberian peninsula and Latin America preceding the 19th century. Analysis of classic texts and visual images that make a transnational or international community known as the Hispanic Atlantic. The associations between legality and literature, travel literature and historical writing, colonial writing, festive celebrations, and monastic mural painting. Readings: the Mayan book *The Popol Vuh*, Francisco de Vitoria, Vasco de Quiroga, Bernardo de Balbuena, Cervantes de Salazar, Inca Garcilaso de la Vega, Madre Castillo, Alvar Núñez Cabeza de Vaca, and Guamán Poma de Ayala. (Taught in English, readings in Spanish and English translations when available.) GER:3a

3-5 units, Win (Gómez)

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

3-5 units, Spr (Missana)

**171/271. The City and the Backlands: A Survey of 20th-Century Brazilian Literature**—The sertão, including some of the best known representatives of ciclo da seca and Guimarães Rosa. Different views of Brazil's largest cities, Rio de Janeiro and São Paulo. In English and/or Portuguese depending on student interest GER:3a, 4a.

3-5 units, Win (Sá)

**172E. Reading the Rain Forest**—The Amazon, one of the most debated regions of the world, is looked at from various perspectives and genres: indigenous narratives, travel writing, environmentalist studies, literature, and film. (In English) GER:3a, 4a

3-5 units, Aut (Sá)

**175Q. Sophomore Seminar: Latin American Heroes and Heroines in Film and Literature**

3-5 units, Win (Ruffinelli)

**191. Spanish Cinema: From Surrealism to the 80s**—The works of internationally known film directors such as Bunuel, Bardem, Berlanga, Gutierrez Aragon, Erice, Saura, Miro and Trueba. Includes Basque, Catalan and Galician cinema. The relationships of film and literature, and the sociopolitical realities of Spain GER:3a.

3-5 units, Aut (Haro)

**193Q. Stanford Introductory Seminar: Spaces and Voices of Brazil in Movies**—Preference to sophomores. Aspects of Brazilian culture seen through movies that portray different aspects of Brazil's five cultural-geographical regions. Focus is on the movies and complementary texts on Brazilian culture, to understand the forces that shaped the multicultural reality of modern Brazil.

3-5 units, Spr (Weidemann)

**194. Women in Film and Film by Women: A Different Gaze?**—Female representation in Hispanic films made from both male and female perspectives. Is there a distinctive “feminine approach” to film-making? How do female directors’ specific objectives, preoccupation and aesthetics differ? Are women looking at women projecting less stereotypical images? Are male directors becoming more sympathetic to the woman’s plight? Can a woman director be “one of the boys?” Selected Spanish, Latin American, and Chicano films. GER:3a  
3-5 units, Win (Haro)

**199. Individual Work**—Open only to students in the department, or by consent of the instructor. (Spanish and Portuguese)  
1-12 units (Staff)

## ADVANCED UNDERGRADUATES AND GRADUATES

### LANGUAGE, LINGUISTICS, AND THEORY

**205. Dialectology of the Spanish Language**—Focus is on the major varieties of Spanish as they are spoken in Spain and in the Americas. Introduction to dialect geography and to the study of social and regional variation from a sociolinguistic perspective.  
3-5 units, Spr (Valdés)

### LATIN AMERICAN LITERATURE

**226. The Letter of the Law**—The associations between the form of the letter, or literature, and the administration of a society, the legal or repressive culture. The official city of letters inside the societies of the Hispanic Atlantic in the Renaissance and Baroque periods (pre-19th century). The structures of discipline and punishment, reward, and neglect in relation to social goods and needs. Who is in a position to make law and order? How is the legal letter different from aesthetic letters? What is crime? Novels, plays, primers, and guidelines concerning the official culture of the law. Francisco de Vitoria, Juan de Hevia Bolaños, Manuel Fernández Ayala Aulestia, and Alonso de Zurita. (Taught in Spanish, readings in Spanish and English translations when available.)  
3-5 units, Win (Gómez)

**236. The Millennium Anxiety: Latin American Narratives in the 90s**—Focus on the new “New Narrative” from Latin America and its sense of apocalyptic catastrophe in the individual and the social realms. Texts from Mexico, Argentina, Uruguay, Columbia, Chile, Venezuela, and Cuba are read against the philosophical background of the end of history, postmodernism, and other contemporary theories.  
3-5 units, Aut (Ruffinelli)

**237. Border Writings**—Interdisciplinary seminar. Representations of the U.S.-Mexican border in critical theory, literature and films of the 1990s, written from both sides of the border. Texts in both Spanish and English. Final analytical essay and oral presentation.  
3-5 units, Spr (Steele)

**239. Chicano Cinema**—A cinematic investigation of ambiguity, its roots, and themes in Chicano/Mexican film. Chicano/Mexican film’s themes and treatment compared to North American film representation. Examination of formal challenges involved in constructing ambiguous characterization in feature length films. Analysis of selected documentary and narrative films, particularly those of Ripstein, Buñuel, Portillo and other directors.  
3-5 units, Spr (Portillo)

**240. Latin American Cultural Studies**—Debates concerning Latin American cultural studies following representative texts dealing with four issues: What do we understand by cultural studies? Why does the subject usually produce strong and personal responses? Is Latin American cultural studies a continuation and/or a break from what was done before? Which map(s) can we build to understand the beginnings, developments, and stages of this emergent field?  
3-5 units, Win (Ríos)

**244. The Utopian Tradition**—The theme and content of better worlds to come. What does it mean to imagine and make an ideal society? Where are these visions of an ideal society available in human history? How much do we like these visions of collective happiness? What is the dystopian vision? Selections from some classic authors situated in Western Europe, Latin America, and the U.S. from the 16th century to the present: Thomas More, Tommaso Campanella, Francis Bacon, Vasco de Quiroga, James Harrington, Antonio de León Pinelo, Aldous Huxley, George Orwell, Edward Bellamy, Stanislaw Lem, and feminist utopianism. Films. (In English)  
3-5 units, Spr (Gómez)

**258. Dictatorship and Its Aftermath in South America**—Three Latin American countries in the South Cone (Argentina, Chile, Uruguay) fell victim to military dictatorships during the 1970s and 1980s. Recovery from trauma, pain, and despair through social and intellectual means; prosecution of human rights abuses, development of grassroots movements such as Mothers (and Grandmothers) of Plaza de Mayo, and some high profile criminals (Pinochet) were brought to justice. Readings: *Memorias del Calabozo*, *El Cuarto Mundo*. Films: *Garage Olimpo* by Marco Bechis.  
3-5 units, Win (Ruffinelli)

**271. The City and the Backlands: A Survey of 20th-Century Brazilian Literature**—(Same as 171; see 171.)

**273/373. Seminar: Madrid, Modernity, Gender and Politics**—The lives and works of the women and men who were major players in the cultural and political arenas in Madrid. From the turn-of-the-century to 1936, especially the ’20s and ’30s. The vanguard art of the ’20s and the transition to engage literature at the onset of the Second Spanish Republic (1931-36). Gender bias faced by female intellectuals. Cultural centers for women, especially the Residencia de Señoritas and the Lyceum Club, and the residence for men, the Residencia de Estudiantes. How gender impacted on the relationships among intellectuals. Poets Ernestina de Champourcín, Josefina de la Torre, and Concha Mindez. Prose writers Rosa Chacel and Maria Teresa León. Painter Maruja Mallo. Excerpts from José Ortega y Gasset on vanguard art; Luís Buñuel, Rafael Alberti, Federica García Lorca, and José Moreno Villa on the Residencia de Estudiantes; and Gregorio Marañón, Concha Mindez and José Díaz Fernández on the subject of misogyny.  
3-5 units, Win (Mangini)

**275. Market and Culture in the Caribbean**—The ways the Caribbean has been imagined and lived through textual and cultural strategies, reacting and influencing political and economic scenarios. How the image of the Caribbean is constructed from different spatial and social locations and how the cultural landscape has recently been transformed. Issues: cultural geography; migration; urban problems; and popular cultures, race, and feminism.  
3-5 units, Aut (Rosa)

**279. Senior Seminar: Heroes or Villains? Transgression in Spanish Art, Film and Literature**—In Western culture, transgressive fictional characters such as Celestina, Lazarillo, and Don Juan have become the prototypes of the go-between, rogue, and womanizer. In art, Picasso and Miró shattered the aesthetic cannon of painting; and Buñuel and Almodóvar brought about surrealism and postmodernism in film. Contemporary fiction and film continue this tradition by depicting recurrent types of transgressors of both genders. They represent aesthetic, ideological, sexual, and other behaviors that sabotage accepted rules, yet exert tremendous magnetism on readers and viewers. Why? Writing intensive.  
3-5 units, Win (Haro)

**281. “Flor y Canto”: A Poetry Workshop**—Intensive poetry reading and writing explores the poet as philosopher and the poet as revolutionary. Texts: the philosophical meditations of pre-Columbian Aztec poetry known as “flor y canto,” and reflections on the poetry of resistance born out of the nationalist and feminist struggles of Latin America and Aztlán. Required 20-page poetry manuscript.  
5 units, Spr (Moraga)



## 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.

**300. Issues and Methods in the Teaching of Heritage Languages**—Focus on the teaching of Spanish as a heritage language to students raised in Spanish-speaking homes. The fundamental issues relating to the language abilities of heritage students, including aspects of language variation in the Spanish-speaking world, characteristics of English/Spanish bilingualism in the U.S., and the process of second dialect acquisition. Emphasis on the methods and techniques for developing the academic Spanish language skills of heritage-background students in a classroom setting.

3-5 units (Valdés) not given 2001-02

**307. Latin American Cultural Theories: 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, using concepts developed in the field of Cultural Studies with a more diachronic approach. Readings: the foundational statements by Andres Bello, José de Alencar, and José 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 Fernández Retamar's *Calibán*; Angel Rama's *Transculturación narrativa en América Latina*; and articles by Antonio Candido, Roberto Schwartz, Marilena Chaui, Jesús Martín Barbero, Nelly Richard, Beatriz Sarlo. (In English)

3-5 units, Aut (Sá)

**314. War and Press in Latin America**—The intricate relationship between these two fundamental factors in the construction of Latin American nations and states from Independence to present. The latest theories concerning both themes. Readings: Benedict Anderson, Roger Chartier, Gilles Deleuze, Anibal González, David Hall, Anthony Smith, and Paul Virilio. Students pursue case study according to their interests.

3-5 units, Aut (Rios)

**329. Globalization and Neoliberalism: Survival, Meaning, and Style in the Predatory Present**—Contemporary theory, ethnography, literature, and expressive culture for perspective on material and cultural dynamics set in motion by the neoliberal imperial project, and other practices of mobility and signification arising from globalization. Topics: what the term globalization refers to; the tension between the idea of culture as consumption and an economic system that creates radical scarcity; emergent practices of style as meaning making that presupposes neither community nor underlying code.

3-5 units, Aut (Pratt)

**333. The Verse Epic in the Americas**—From the Independence period onwards, there have been persistent attempts to write the "Great Song of America," i.e., a major poem commensurate with the longer history and the larger geography of the continent. The most conspicuous success in the genre has been Pablo Neruda's *Canto general* (1950), integral to which are original illustrations by Diego Rivera and David Siquieros. Neruda's poem as a yardstick for previous and subsequent verse epics in Spanish, and for comparable works in Portuguese and English.

3-5 units, Spr (Brotherston)

**335. Agonies of Historicity**—Focus on interrogating the apparent demise of the need for historical endeavors in a global modern society. Does the horizon of history inside and outside Stanford begin in the 19th

century, the so-called modern period? Is history history? Is history dead and meaningless? If so, how so? If not so, why? The different modalities or alternatives of historical accounts, e.g., official historiographies of the early modern period, Amerindian indigenous testimonies, lettered and visual formal festivities of imperial power, apocalyptic narratives, monastic chronicles, and travel writing. Classic accounts of historiography and their limitations. (Taught in English, readings in Spanish and English.)

3-5 units, Spr (Gómez)

**342. Liberalism: Politics and Literature in 19th-Century Latin America**—The relationships between poetic works and the creation of the new states in Latin America are formulated by focusing on the connections between the appropriation of the liberal tradition and its transformations by the elite and subaltern intellectuals, and the parallel process of imitating and transforming European literary models. Theoretical readings from debates on liberalism and studies on literary romanticism, and discussion of the works of Latin American writers.

3-5 units, Win (Rosa)

**371. Seminar: Latin American Writing, 1900-1945—Dialectics of Cosmopolitanism/Localism**—Major women poets, novelists, essayists: Ibarbourou, Mistral, de la Parra, and Storni, in dialogue with major male writers of the same period. Issues of gender and gender symbolization in relation to regionalist, vanguardist, and feminist movements.

3-5 units, Win (Pratt)

**373. Seminar: Madrid, Modernity, Gender, and Politics**—(Same as 273; see 273.)

3-5 units, Win (Mangini)

**378. Literature and Film of Chiapas**—Representations of struggles against colonialism, racism, and sexism in Chiapas during the second half of the 20th century, in Mexican literary and ethnographic texts, photographs from the 1950s, and in Ladino and Mayan literature, film, and photography from the 1990s. Readings in Spanish and English. Final analytical essay and oral presentation.

3-5 units, Spr (Steele)

**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.

## CHICANA/O STUDIES

**160A. Introduction to Chicana/o Studies**

5 units, Aut (Castillo)

## COMPARATIVE LITERATURE

**24Q. Stanford Introductory Seminar: Ethnicity and Literature**

3-5 units, Aut (Palumbo-Liu)

**171. Comparative Narrations of Race, Ethnicity, and Nation**

3-5 units (Palumbo-Liu) not given 2001-02

**202. Comparative Ethnic Autobiography**

5 units, Spr (Palumbo-Liu)

**310. Colloquium: The Transatlantic Renaissance**

5 units, Aut (Greene)

**315. Seminar: Globalization and Neoliberalism—Survival, Meaning and Style in the Predatory Present**—(Same as Spanish 329.)

5 units, Aut (Pratt)

**369E. The Disciplines of Literature***5 units, Win (White)*

## CULTURAL AND SOCIAL ANTHROPOLOGY

**70A. Cultures and Peoples of Mesoamerica***5 units, Spr (Fox Tree)***251. Cultural Studies***5 units, Win (Rosaldo)*

## DRAMA

**17N. Stanford Introductory Seminar: “Del Otro Lado”—Latina/o Performance Art in the U.S.—(Same as Spanish 178N.)***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)***168. Dance and Culture in Latin America***3-4 units, Spr (Cashion)*

## ENGLISH

**168C. Introduction to Chicana/o Literature***5 units, Spr (Moya)***359. Seminar: Transnational Poetics—(Same as Comparative Literature 359F.)***not given 2001-02*

## LATIN AMERICAN STUDIES

**105/205. Mexican Culture and Identity***5 units, Win (Bartra)***116/216. Urban Cultures in Latin America***5 units, Aut (Reguillo)***181/281A,B,C. The New Latin American Cinema: The Democratic Alchemist****181A/281A. El Nuevo Cine Latinoamericano I: The Seeds***3-5 units, Aut (Birri)***181B/281B. El Nuevo Cine Latinoamericano II: The Humus***3-5 units, Win (Birri)***181C/281C. El Nuevo Cine Latinoamericano III: The Flower and the Fruits***3-5 units, Aut (Birri)***192/292. Public Space and Political Culture in Latin America***5 units, Win (Reguillo)*

## SPECIAL LANGUAGES PROGRAM

**174A,B,C. Beginning Quechua***3 units (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

**211. Poetry of Pablo Neruda***3-5 units, Win (Predmore)*

This file has been excerpted from the *Stanford Bulletin*, 2001-02, pages 613-622. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at [arod@stanford.edu](mailto:arod@stanford.edu) with changes, corrections, updates, etc.