

SPANISH AND PORTUGUESE

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

Chair: To be announced

Professors: Mary L. Pratt (on leave), Michael P. Predmore (Santiago, Chile, in Winter), Jorge Ruffinelli, Guadalupe Valdés, Yvonne Yarbrow-Bejarano

Assistant Professors: Fernando Gómez (Puebla, Mexico, in Winter), Richard Rosa (on leave), Lúcia Sá

Professor (Teaching): María-Paz Haro

Courtesy Professors: John Felstiner, Roland Greene, Hans U. Gumbrecht, Ramón Saldívar

Courtesy Associate Professor: James A. Fox

Courtesy Assistant Professor: Paula Moya

Senior Lecturers: Susan Cashion (by courtesy), Irene Corso, Lyris Wiedemann

Visiting Professors: J. Gordon Brotherston, Debra A. Castillo (Winter, Spring)

Visiting Associate Professor: Alicia Ríos

Visiting Assistant Professor: Gonzalo Aguilar (Autumn)

Visiting Lecturer: Karina Galperín (Winter)

Artist-in-Residence: Cherríe Moraga

Spanish Language Program Coordinator: Alice Miano

Portuguese Language Coordinator: Lyris Wiedemann

Majors and Minors Coordinator: Linda Koski

Department Offices: Building 260

Mail Code: 94305-2014

Department Phone: (650) 723-4977

Email: deleon@stanford.edu

Web site: <http://www.stanford.edu/dept/span-port/>

Courses given in Spanish and Portuguese have the subject codes PORTLANG, PORTLIT, SPANLANG, and SPANLIT. For a complete list of subject codes, see Appendix B.

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 (SPANLANG 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)
SPANLIT 101. Structure of Spanish (counts for area 4 above)
SPANLIT 140. Introduction to Methods of Literary and Cultural Analysis (counts for area 1, 2, or 3 above)

One writing intensive course

SPANLIT 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, Linda Koski, or the undergraduate adviser, Fernando 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.

Courses for Heritage Language Speakers—The Language Center offers a series of second- and third-year courses specially designed for students who grew up in homes where Spanish is spoken and who wish to develop their existing linguistic strengths. See the "Language Center" section of this bulletin for these courses. The suffix 'B' in course numbers indicates these courses.

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 SPANLIT 130, 131, 132, 133 and 134; and 150, 151, 160, 161.
2. U.S. Latino/Chicano Studies: recommended are SPANLANG 11B, 12B, 13B, SPANLIT 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: SPANLIT 203, 204, 205, 206, 207.
4. Luso-Brazilian Language and Culture: recommended are PORTLANG 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 SPANLANG 50 or PORTLANG 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 SPANLANG 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 non-Stanford 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 SPANLIT 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 attend the Universidad Torcuato di Tella, taking 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. Detailed information, including curricular offerings, is found in the "Overseas Studies" section of this bulletin or on the Overseas Studies Program web site at <http://osp.stanford.edu>.

STANFORD IN SANTIAGO, CHILE

The Stanford Program in Santiago, Chile, requires one year of college Spanish to begin study in Autumn, one year plus one quarter to begin in Winter, and completion of two years to begin in Spring. Course work in Santiago is done entirely in Spanish, with the opportunity to attend classes at Chilean universities during Spring Quarter. Detailed information, including curricular offerings, is listed in the "Overseas Studies" section of this bulletin, or on the Overseas Studies Program web site at <http://osp.stanford.edu>. Internships and research opportunities may be arranged for two quarter students.

STANFORD IN PUEBLA, MEXICO

The Stanford Program in Puebla, Mexico, has a dual language requirement, with completion of SPANLIT 13 or equivalent for Economics and Political Science classes, or completion of SPANLIT 3 for other courses. Stanford students attend classes with peers at the Universidad de las Américas-Puebla, where all classes are taught in Spanish. Detailed information, including curricular offerings, is found in the "Overseas Studies" section of this bulletin, or on the Overseas Studies Program web site at <http://osp.stanford.edu>. Internships and 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 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 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, (650) 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 (LINGUIST 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 (SPANLIT 299, 399) and cross-listed courses originating outside the department may not be used to fulfill requirements except by permission of the graduate adviser, Yvonne Yarbro-Bejarano.

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 SPANLIT 301, and/or SPANLIT 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 satisfies the Writing in the Major requirements.

OVERVIEW

1. Stanford Introductory Seminars, freshman preference (110N-119N)
2. 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)
3. 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.

SPANISH AND PORTUGUESE LANGUAGE COURSES

For courses in Spanish or Portuguese language instruction with the subject code SPANLANG or PORTLANG, see the "Language Center" section of this bulletin.

SPANISH HOUSE

For courses offered at Spanish House, see Spanish Language Courses in the "Language Center" section of this bulletin.

STANFORD INTRODUCTORY SEMINARS

SPANLIT 101N. Visual Studies and Chicana/o Art—Stanford Introductory Seminar. Preference to freshmen. Analysis of images as well as issues of context and spectatorship. Who is seen and not seen in different visual contexts? Whose gaze is privileged? Which aspects of the historical past get circulated as visual representations and which do not? Whose fantasies are fed by which visual images? In what circumstances is looking and returning the gaze an act of political resistance? How do people interact with images to make and remake the world in the shape of their own desires and fantasies? GER:3a.4b
3-5 units, Spr (Yarbro-Bejarano)

SPANLIT 110Q. Introduction to Chicana/o Literature and Visual Art—Stanford Introductory Seminar. Preference to sophomores. Major themes and aesthetics in a sociohistorical context, with emphasis on gender representation. Use of the artist and writer archives in Green

Library's Special Collections; bibliographic searches for secondary materials. Class sessions in the Special Collections seminar room. Student-chosen research projects; in-class presentations; annotated bibliography. Guest lecturers from among writers researched

3-5 units, Spr (Yarbro-Bejarano)

SPANLIT 111N. Contemporary Spain: The Challenge of Change—Stanford Introductory Seminar. Preference to freshmen. The years marked by experimentation and change in 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. AP (4-5) in Spanish language or literature, or equivalent knowledge. GER:3a

4 units, Aut (Haro)

SPANLIT 115N. Growing up Bilingual—Stanford Introductory Seminar. Preference to freshmen. How do people become bilingual? When and how do people use two languages in their everyday lives? What kinds of bilinguals are there? Intended for students who have grown up in bilingual communities or households, or who have studied Spanish formally for three or more years at the secondary level. Field project involving students studying in nearby Latin community. GER:4b

3-5 units, Spr (Valdés)

SPANLIT 130N. Reading the Rain Forest: Visions of the Amazon—Stanford Introductory Seminar.

3-5 units, not given 2002-03

LITERATURE, CULTURE, LINGUISTICS, AND THEORY**UNDERGRADUATE****SPANLIT 16I. American Genesis Spanish Language Section**

1-2 units (Staff)

SPANLIT 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, A: Win, B: Spr (Brotherston, Sá)

SPANLIT 42. Dances of Latin America—(Enroll in DANCE 42.)

2 units, Win (Cashion)

SPANLIT 43. Afro-Brazilian and Afro-Peruvian Dance—(Enroll in DANCE 43.)

2 units, Win (Cashion, Izquierdo)

SPANLIT 99. Individual Work

1-20 units

SPANLIT 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. (WIM)

4 units, Win (Haro)

SPANLIT 105. Grupo Folklórico los Decanos—(Enroll in DANCE 105.)

1 unit, Win, Spr (Cashion)

SPANLIT 106E. Women Writers in the Spanish-Speaking World—Analysis of commonalities and differences in fiction by modern writers from Argentina, Chile, Mexico, and the U.S. How is the treatment of gender and sexuality affected as it intersects with race, class, culture, and sociohistorical context? GER:3a

3-5 units, Win (Yarbro-Bejarano)

SPANLIT 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, Aut (Rueda)

SPANLIT 133. Spanish Literature I—Literature of Iberia from the Middle Ages to the early modern period. Critical approaches to both periods and to the periodization itself. Readings include: Iberian Arabic and Hebrew poetry; *Cantar de Mio Cid*; Juan Ruiz, *Libro de buen amor*; Fernando de Rojas, *La Celestina*; lyric poetry; *Lazarillo de Tormes*; *Abencerraje*; mystical poetry; Lope de Vega, *Fuenteovejuna*; Góngora, *Soledades*; Calderón de la Barca, *La vida es sueño*; Cervantes, *Don Quijote*.

3-5 units, Win (Galperín)

SPANLIT 136. Literature and Society in 19th- and Early 20th-Century Spain—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, Spr (Predmore)

SPANLIT 137E. Contemporary Mexican Cultural Production—Interdisciplinary. The internal political, social, and economic situation of contemporary Mexico and a critique of national myths centered in the geographic and imaginary space of Mexico City. Modes of cultural production such as movies, photography, *crónicas*, and novels to propose a portrait of Mexico City as a literary trope and as a contradictory and constantly reimagined cultural space.

3-5 units, Win (Ruiz)

SPANLIT 140. Introduction to Methods of Literary and Cultural Analysis—Goal is to introduce students to concepts of literary and cultural analysis. Theoretical articles on literary and cultural approaches including close reading, Marxism, sociology of literature, feminism, and gender and cultural studies. Latin American and Spanish short narrative and poetical texts. Focus is on developing approaches to understand and write critical essays. Prerequisite: 13, 13B, or equivalent.

3-5 units, Aut (Ríos)

SPANLIT 141. Contemporary Spanish Women Writers—The speed of change and vitality of contemporary Spain is illustrated by studying literary women. Works by prominent women narrators of Franco's era such as Matute and Martín Gaité. Novels by the new generations of women writers such as Tusquets, Montero, Mayoral, Ortiz, and Etxebarria, who are transforming their experiences, values, and ideologies into a new literature about the relationships among gender, creativity, and social mores. Feminist consciousness, how it has developed, and how it is changing to face challenges. GER:3a,4c

3-5 units, Win (Haro)

SPANLIT 142A. Fiction in Democratic Spain—Post-Franco Spain, 1975-2000, has been marked by artistic and literary forms that run parallel to political and social freedoms. Under the paradigm of postmodernism, the last two generations of writers (Javier Marías, Juan José Millás, Antonio Muñoz Molina, Arturo Pérez Revete, Soledad Puértolas, Montserrat Roig) have expanded the restrictive boundaries of realist fiction to include populist, self-reflective, and antirealist forms.

3-5 units, Spr (Haro)

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

3-5 units, Win (Sá)

SPANLIT 180E. Introduction to Chicana/o Cultural Studies—(Same as CASA 150C.) Interdisciplinary. Key literary and visual texts and issues in the chicana/o culture. (In English) GER:3a,4b

5 units, Win (Rosaldo, Yarbro-Bejarano)

SPANLIT 192. Spanish Films of the 90s: The New Generation of Film Directors—A new breed of directors, including many women, offers students modern, dynamic, and diverse ways of making films, story telling, and reflecting on contemporary society. Among them: Alejandro Amenábar, Iciar Bollain, Isabel Coixet, Alex de la Iglesia, Chus Gutiérrez, and Julio Medem. Prerequisite: ability to understand spoken Spanish. GER:3a

3-5 units, Aut (Haro)

SPANLIT 193. Only Almodóvar—Prerequisite: ability to understand spoken Spanish.

3 units, Spr (Haro)

SPANLIT 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

SPANLIT 207. Theory and Issues in the Study of Bilingualism—For graduate students. Key issues in the study of bilingualism from a sociolinguistic perspective. Emphasis is on typologies of bilingualism, the acquisition of bilingual ability, description and measurement, and the nature of societal bilingualism. Prepares students to work with bilingual students and their families and to carry out research in bilingual settings. (SSPEP)

3-4 units, Aut (Valdés)

SPANLIT 208. Literary Theory—Primarily for Spanish majors. Literary theory as a model of intelligibility or referentiality. Theory as any matrix or frame where things fit together meaningfully; literary as bringing attention to the plasticity of literature. Form, function, ideology, interplay of texts and contexts, aesthetics and politics, fiction and nonfiction, historicity and textuality. Formalism, narratology, structuralism, philology, reader-response theory, neohistoricism, deconstruction, genre studies, gender studies, colonial Latin American studies. Decoding and interpretation. Emphasis is on the institutional meanings of Spanish and *Latinidad* as articulated in the U.S. Role of the humanities and university life in the global village.

3-5 units, Aut (Gómez)

PENINSULAR LITERATURE

SPANLIT 221. Jews, Moors, and Witches: Art and Violence in Early Modern Iberia—The spirit of Spain in its early literature. Medieval and Golden Age masterpieces that establish and reflect Spain's 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*, Garcilaso, Cervantes, Gongora, Lope de Vega, Calderón.

3-5 units, Win (Galperín)

SPANLIT 225E. Theater, Society, and Politics in 20th-Century Spain—Ramón del Valle-Inclán and Federico García Lorca. The avant garde nature of their major plays and their engagement with social and political issues of the times including feudalism, the emerging liberal state, women's protest, class struggle, and civil war. Symbolism, expressionism, and realism.

3-5 units, Spr (Predmore)

LATIN AMERICAN LITERATURE

SPANLIT 250. Transculturation, Hybridity and Heterogeneity: Paradigms in Latin American Cultural Thought—Since the 80s, there have been three major paradigms in Latin American cultural thought: transculturation, hybridity, and heterogeneity. Examination of these paradigms through their main exponents: Fernando Ortiz, Angel Rama, Néstor García Canclini, and Antonio Cornejo Polar. How to explain Latin

American culture, and how to account for the factors and problems that have always surrounded it.

3-5 units, *Win (Ríos)*

SPANLIT 254S. Mexico Through Eisenstein, Buñuel, and Rulfo—Filmmaker Luis Buñuel was an iconoclast, innovator, and artist who brought Surrealism to the cinema in his early films, while experimenting with characters, story lines, and the craft of filmmaking. Focus is on his complete works, from the avant garde films (*L'âge d'or*), the Mexican period (*Los olvidados*, *El ángel exterminador*), the Spanish period (*Tristana*), to the French films (*Le charme discret de la bourgeoisie*).

3-5 units, *Win (Ruffinelli)*

SPANLIT 259. Theater Production—Aim is to stage a play from the Spanish, Latin American, or U.S. Latino Spanglish traditions, with high production values given limited time and budget. The play as a literary text. Required brief final paper reflecting upon student's experience with the production.

1-60 units, *Spr (Castillo)*

SPANLIT 265S. 20th-Century Latin American Short Stories and Short Films: A Dialogue on Brevity—What makes a short story? Why are short films sometimes better than feature films? Brevity as a peculiar form both in literature and cinema. The short form as a specific genre or subgenre. No fewer than ten short stories and ten films.

3-5 units, *Spr (Ruffinelli)*

SPANLIT 267. The Enigma—The relationship between knowledge and the law, as seen in new strategies in literature from Argentina and Chile. Focus is on the use of the enigma subject in novels and short stories.

3-5 units, *Aut (Aguilar)*

SPANLIT 273E. Writing in the City: Latin American Urban Fiction—A literary journey through Spanish-American and Brazilian cities, focusing on representations of modernity (city landscapes, technological advances, media, social exclusions, and changing social and interpersonal relationships). Authors from the 1860s to the 1970s including Blest Gana (Chile), Aluísio Azevedo (Brazil), Patrícia Galvão (Brazil), Roberto Arlt (Argentina), Salvador Novo (Mexico), Juan Carlos Onetti (Uruguay), Carlos Fuentes (Mexico), Guillermo Cabrera Infante (Cuba), Mario Vargas Llosa (Peru), and Clarice Lispector (Brazil). GER:3a

3-5 units, *Spr (Sá)*

SPANLIT 276. The Revolutionary Subject in Latin American Culture—Literary and visual representations of the revolutionary subject in historical moments when the struggle for political power surfaces in the aesthetic realm. Focus is on Mexico (1910-20), Cuba (1959 and after), and Argentina (60s). Literary works, documentaries, and feature films.

3-5 units, *Aut (Aguilar)*

LATINO/CHICANO LITERATURE

SPANLIT 282. Creative Non-Fiction Writing Workshop

3-5 units, *Spr (Moraga)*

SPANLIT 283. Post-Revolutionary Mexican Novel—The rapport between literary, historical, and sociocultural systems in the context of recent Mexican writing. The nature and role of history and/or propaganda in the literature. How post-revolutionary Mexican prose represents a struggle for a new conception of Mexico as a geographical and socio-historical entity, and a new mode of writing and use of language. Essays by Vasconcelos, Reyes, and Paz, selections from Guzmán's memoirs of the Revolution, and novels by Fuentes, Rulfo, Saínz, Garro, Poniatowski, and Castellanos.

3-5 units, *Win (Castillo)*

INDIVIDUAL WORK

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

1-20 units, any quarter (Staff)

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

1-20 units, any quarter (Staff)

GRADUATE SEMINARS

Open to undergraduates with consent of instructor.

LINGUISTICS, METHODOLOGY, AND LITERARY THEORY

SPANLIT 300. Issues and Methods in the Teaching of Heritage Languages—Focus is 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, *Win (Valdés)*

SPANLIT 302. Culture, National Identity, and World Modernity—(Enroll in LATINAM 288.)

5 units, *Win (Ortiz)*

SPANLIT 309. Language Teaching Practicum

1 unit (Staff)

PENINSULAR LITERATURE

SPANLIT 328. Nation(s) and Citizenship(s): Modernity, Postmodernity, and Globalization—Benedict Anderson's *Imagined Communities* posed three fundamental problems: the construction of the notions of nation and citizenship; the place of the New World in national polemics; and the role of print capitalism in the formation of the occidental nation states. Beyond modernity, the frame where Anderson locates his work. Texts include Latin American romances, novels, chronicles, images, and essays; selection depends upon student interest.

3-5 units, *Aut (Ríos)*

SPANLIT 336. Early 20th-Century Peninsular Spanish Poetry—Poetry in Restoration Spain, 1871-1930, against the background of the democratic tradition of Spanish liberalism. Emphasis is on stylistic analysis and concepts such as the Generation of 1898, Modernism, Krausism, pure poetry, and symbolic systems.

3-5 units, *Aut (Predmore)*

SPANLIT 338. About Ortega y Gasset—José Ortega y Gasset (1883-1955), arguably a central European intellectual figure. How vital is Ortega's legacy in the U.S. today? The issues, problems and situations, friends and enemies, blindness and insights that informed his intellectual production. Issues include the relationship between intelligence and life; the discipline of philosophy; the constitution of literature; historicity and textuality; history and empire; human and civil rights; competing geographies of knowledge production during and after Ortega's lifetime. Two levels of engagement: detailed and descriptive, and axiological or evaluative.

3-5 units, *Aut (Gómez)*

LATIN AMERICAN LITERATURE

SPANLIT 356. After Immigration—Recent Latin American immigration to the United States through the perspectives of individuals who have arrived in the U.S., and of those who remained in their countries of origin. Focus is on Michael Jones-Correa's study of Latinos in New York, *Between Two Nations*, films such as *Nueva York* and *Jardín de Edén*, Latin American authors such as Carlos Fuentes, Ana Lydia Vega, and Ariel Dorfman, and U.S. Latinos such as Julia Alvarez, Francisco Goldman, and Cristina García.

3-5 units, *Win (Castillo)*

SPANLIT 358S. The Latin American Novel in the the 90s: Bolaño, Fresan, Volpi, Gamboa—Four accomplished and original novelists, who gave shape to Latin American literature in the 90s. They belong to four national literatures, México, Chile, Argentina, and Colombia, but they also belong to the de-territorialized Latin American culture.

3-5 units, Spr (Ruffinelli)

SPANLIT 364. The Mexican Codices: An Introductory Reading—The pre-European books or codices of Mexico form a neglected chapter of world literature. Aim is to introduce these texts and the principles of reading, in both the formal and general senses.

3-5 units, Spr (Brotherston)

SPANLIT 365. The 19th-Century Latin American Critical Essay—The tradition of the essay of ideas from the time of Simón Rodríguez, Andrés Bello, and Domingo Faustino Sarmiento. By the end of the 19th century, the place of the thinkers of the lettered city had changed. The transformation of the *letrado* into an intellectual in figures including José Martí, Soledad Acosta de Samper, Corinda Matto de Turner, and José Enrique Rodó.

3-5 units, Spr (Ríos)

LUSO-BRAZILIAN LITERATURE

PORTLIT 273S. Writing in the City: Latin American Urban Fiction

3-5 units, Spr(Sá)

PORTLIT 373. Avant Garde Poetry in Brazil: *Modernismo* and After—The 20th-century flowering of Brazilian poetry and its formal and not-so-formal transgressions. Poets include Mário de Andrade, Oswald de Andrade, Patrícia Galvão, Manuel Bandeira, Carlos Drummond de Andrade, João Cabral de Melo Neto, Haroldo de Campos, Augusto de Campos, Décio Pignatari, Adélia Prado, and Hilda Hilst.

3-5 units, Win (Sá)

CHICANO LITERATURE

SPANLIT 389E. Race and Sex in Cultural Representations—Representations by Latinas/os of race, ethnicity, sexuality, and identity in writing, visual art, performance, film/video, and music. How are the intersections between race and sexuality represented? How is desire racialized in these representations? How do these representations contest the ideal body of American and/or Latina/o national identity? (In English)

5 units, Spr (Yarbro-Bejarano)

SPANLIT 390. Latin American Critical Thinking: Angel Rama—Angel Rama, an influential Latin American literary critic, explained not only the new Latin American novel but also the literary system in which literature is produced. His theories of the lettered city and narrative transculturation.

3-5 units, Win (Ruffinelli)

INDIVIDUAL WORK

PORTLIT 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)

SPANLIT 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)

OVERSEAS STUDIES

Courses approved for the Spanish and Portuguese majors and taught overseas can be found in the “Overseas Studies” section of this bulletin, or in the Overseas Studies office, 126 Sweet Hall.

PUEBLA

SPANLIT 213S. Graphic History

3 units, Win (Gómez)

SPANLIT 220S. Intellectual Life in Modern Mexico

3-5 units, Win (Gómez)

SANTIAGO

SPANLIT 225. Major Trends, Developments, and Transatlantic Influences in Modern Hispanic Poetry—(Same as LATINAM 225X.)

3-5 units, Win (Predmore)

This file has been excerpted from the *Stanford Bulletin*, 2002-03, pages 607-613. Every effort has been made to insure 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 with changes, corrections, updates, etc.