

SPANISH AND PORTUGUESE

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Courses given in Spanish and Portuguese have the subject codes SPANLIT and PORTLIT. For courses in Portuguese and Spanish language instruction with the subject codes PORTLANG and SPANLANG, see the “Language Center” section of this bulletin. For a complete list of subject codes, see Appendix.

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 Lusio-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 with the Center for Latin American Studies, Comparative Studies in Race and Ethnicity, El Centro Chicano, the Overseas Studies program in Santiago, Chile, and 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 research topics in Spanish and Latin American intellectual history; it holds one of the largest and most important collections of Spanish Civil War materials in the world. 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

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 in Santiago, Chile, or in Spain.

The major in Spanish requires 50 units in addition to completion of one of the second-year language sequences, or equivalent:

SPANLANG 11C, 12C, 13C or SPANLANG 11R, 12R, 13R, Second-Year Spanish: Cultural Emphasis

SPANLANG 21B, 22B, 23B, Second-Year Spanish for Heritage Language, or a combination of the above second-year language courses.

Course work for the major is grouped under the following subject areas; students are required to take four courses in one of these areas, two courses in a second, and one in a third.

1. *Latin American/Caribbean Studies (including Brazil)*—This field includes the study of oral and textual aesthetic production of indigenous peoples and the intellectual and literary productions of the periods that followed the conquest: colonial, and 18th, 19th, and 20th centuries in the Hispanic and Portuguese countries that formed the Latin American continent. Students can choose areas of expertise, but they are also encouraged to take panoramic courses covering literary themes across the centuries and countries. The concentration on literature is predominant, but cinema is also an important cultural tool to understand how Latin Americans see themselves. SPANLIT 160 and 161 are required for students who choose this subject area as their primary emphasis within the major.
2. *Iberian Studies (including Portugal)*—This field is designed for students who want to acquire a command of the major languages and literatures of the Iberian Peninsula, Spanish, Portuguese, and Catalán, against the background of 1,000 years of literary and cultural history. Emphasis is on the study of language, literature, and film. Students are encouraged to take core introductory courses, special topics courses within the department, and related literary traditions in the Romance languages and other fields such as History and Art. SPANLIT 133 and 136 are required for students who choose this subject area as their primary emphasis within the major.
3. *U.S. Latino/Chicano Studies*—This field offers students the opportunity to study the cultural productions of Mexican and Latin American peoples living in the United States. Emphasis is on language, literature, performance, visual art, and film in sociohistorical context. In addition to core introductory courses and special topics courses within the department, students are encouraged to take courses in other departments and programs such as English, CSRE, History, Art, Political Science, and Education, within the limits set on courses outside the department counting towards the major. SPANLIT 180 is required for students who choose this subject area as their primary emphasis within the major.
4. *Language in the Spanish-speaking World*—This field is designed for students who want to acquire advance linguistic competence in the Spanish-speaking world through the areas of second language or dialect acquisition, Spanish dialectology, language use in the Chicano community, and theory and issues in the study of bilingualism from a sociolinguistic perspective. Related courses in Linguistics are encouraged. SPANLIT 205 and 206 and SPANLANG 100 and 102 are required for students who choose this subject area as their primary emphasis within the major.

Course work for the major areas must include:

1. At least one quarter of Portuguese language
2. SPANLANG 101. Structure of Spanish
3. SPANLIT 140. Introduction to Methods of Literary and Cultural Analysis (counts for area 1, 2, 3)

- SPANLIT 278, Senior Seminar (WIM)
- SPANLANG 102, or one writing intensive course (WIM).

All courses in the department numbered 101 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. All courses must be taken for a letter grade. SPANLANG 100, Advanced Oral Communication, does not count towards 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, or the Director of Undergraduate Studies, Lisa Surwillo.

Double Majors—The major in Spanish and Portuguese is designed to combine 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 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.

MINORS

The minors in Spanish and Portuguese are for students who want to develop advanced linguistic competence in Spanish 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 worlds. 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 these minors. All courses must be taken for a letter grade in order to count towards the minor. Courses other than those listed as eligible may only count toward the minor with the approval of the Director of Undergraduate Studies.

MINOR IN SPANISH

Requirements—30 units of course work at the level of SPANLANG 11 or above, or in Portuguese at any level. Students must take at least three courses in one of the following subject areas; eligible courses change annually:

- Latin American and Iberian studies: SPANLIT courses numbered 103-199; and SPANLIT courses numbered 213-279
- U.S. Latino/Chicano studies: SPANLANG 21B, 22B, 23B; SPANLIT courses numbered 280-290
- 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 207

MINOR IN PORTUGUESE

Requirements—30 units of course work in Portuguese at any level, and in courses related to Portugal, Brazil, or other Lusophone cultures either within or outside the department. Courses not listed below must be approved by the Director of Undergraduate Studies to count toward the minor. Students must take at least two courses at the 100 level or higher related to Brazil or Portugal, choosing from one or more of the following subject areas:

- Luso-Brazilian language, literature, and culture; suggested courses: PORTLANG 101, 102; PORTLIT 193Q; HISTORY 276
- Latin American/Caribbean studies courses that include Lusophone components; suggested courses: SPANLIT 167, 240; CSRE 192
- Iberian studies courses that include Lusophone components; suggested courses: SPANLIT 136, 218
- U.S. Latino/Chicano studies that include Luso-Brazilian immigration groups, as available
- Language in the Portuguese speaking world: any Portuguese language courses

Consult with the Coordinator of the Portuguese Language Program, Lyris Wiedemann, or the Director of Undergraduate Studies for more information on recommended courses. Minors must be approved by the Director of Undergraduate Studies. To apply for either of these minors or for more information, see undergraduate student services in the Division of Literatures, Cultures, and Languages.

MINOR IN LITERATURE

An undergraduate minor in Literature is offered through the Division of Literatures, Cultures, and Languages and includes courses offered through the Department of Spanish and Portuguese and the Language Center. Students should consult the "Division of Literatures, Cultures, and Languages" section of this bulletin for further details about the minor and its requirements.

MINOR IN MODERN LANGUAGES

An undergraduate minor in Modern Languages is offered through the Division of Literatures, Cultures, and Languages and includes courses offered through the Department of Spanish and Portuguese and the Language Center. Students should consult the "Division of Literatures, Cultures, and Languages" section of this bulletin for further details about the minor and its requirements.

HONORS PROGRAM

Spanish and Portuguese majors with a grade point average (GPA) of 3.3 (B+) or better in major courses may apply to the honors program in Spring Quarter of the junior year. Students should submit an application for the honors program and a proposal outline and may enroll for 2 units of credit in SPANLIT 199, Honors Thesis Seminar, for the drafting or revision of the thesis proposal and preliminary research. Honors students are encouraged to participate in the honors college coordinated by the Division of Literatures, Cultures, and Languages and offered at the end of the summer before the senior year. In Autumn Quarter of the senior year, students must enroll in DLCL 189, a 5-unit seminar that focuses on researching and writing the honors thesis. Students then enroll for 5 units of credit in SPANLIT 199 while composing the thesis during Winter Quarter. Each honors student must write an honors essay of 20-25 pages under the direction of a faculty member who serves as adviser, and the completed thesis must be submitted by the end of Winter Quarter. A total of 10-12 units are awarded for completion of honors course work, independent study, and the finished thesis. Consult the undergraduate adviser 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 on study abroad programs. Stanford sponsors the following options.

STANFORD IN SANTIAGO, CHILE

The Stanford Program in Santiago, Chile, requires one year of college Spanish to begin study in Autumn Quarter, one year plus one quarter to begin in Winter Quarter, and completion of two years to begin in Spring Quarter. 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 Bing Overseas Studies Program web site at <http://osp.stanford.edu>. Internships and research opportunities may be arranged for two quarter students.

BRAZIL AND PORTUGAL

The University maintains a relationship with the Universidade Estatal do Rio de Janeiro in Brazil at the graduate level. Students interested in study in Brazil or Portugal should contact 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. It has its own facilities located on the outskirts of the University of Madrid campus. 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.

Another 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. It has its own facilities located on the outskirts of the University of Madrid campus. This is the only U.S. overseas studies program in Spain that has received full accreditation by the Spanish authorities.

A third program recommended by the department is the Center for Cross-Cultural Studies, located in two privately-owned buildings close to the University of Seville where its students are encouraged to take classes. This program offers courses, internships, and a program of language exchange with student native speakers.

Students interested in study in Spain should consult Professor Predmore.

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.

For University coterminal degree program rules and application forms, see <http://registrar.stanford.edu/shared/publications.htm#Coterm>.

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 are also 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 or the coordinator of the STEP Coterminal Teaching Program in CERAS 309; (650) 725-6321 or (650) 725-0652.

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 AND PORTUGUESE

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 3.0 or above.

The requirements for the M.A. are:

1. One linguistics course (LINGUIST 203, 204, 205, 206, 207), one course in language pedagogy, and one course in literary or cultural theory
2. Two 200-or-above courses in Latin American or Latino/Chicano literature and culture
3. Two 200-or-above courses in Peninsular literature or Luso-Brazilian literature
4. Reading knowledge of one foreign language other than Spanish (preferably Portuguese for students concentrating in Spanish)

Independent study courses (SPANLIT 299, 399) and crosslisted courses originating outside the department may not be used to fulfill requirements except by permission of one of the graduate advisers, Yvonne Yarbro-Bejarano, Michael Predmore, or Jorge Ruffinelli.

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. 135 units of graduate-level course work with a grade point average (GPA) of 3.0 (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 examination, and the University oral examination, as described below
5. Teaching of three to five courses in the department
6. Completion of a dissertation

Independent study courses (299, 399) and crosslisted courses originating outside the department may not be used to fulfill requirements except by consent 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 APPLING 201 and/or SPANLIT 300 in the first year.

In consultation with the adviser, students choose 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 choose 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, called the qualifying paper, 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 3.0 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.

Students interested in literature and literary studies should also consult course listings in the departments of Asian Languages, Classics, Comparative Literature, English, French and Italian, German Studies, and Slavic Languages and Literatures, in the Program in Modern Thought and Literature, and in the Division of Literatures, Cultures, and Languages.

OVERVIEW

1. Stanford Introductory Seminars, freshman and sophomore preference
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

The following courses in Spanish and Portuguese language instruction represent a typical sequence for three years of Spanish and Portuguese language study. Majors and prospective majors should consult the requirements for a B.A. in Spanish or Portuguese above. For descriptions, other information, and additional courses including special emphasis, intensive, summer, and activity courses at the Yost House, see the "Language Center" section of this bulletin.

SPANLANG 1,2,3. First-Year Spanish

5 units, Aut, Win, Spr (Alexander, A; Nissler, P; Staff)

SPANLANG 11C,12C,13C. Second-Year Spanish: Cultural Emphasis

4-5 units, Aut, Win, Spr (Guzman, C; Kenna, C; Perales, O; Urruela, M; Won, H; Zaragoza, A; Staff)

SPANLANG 100. Advanced Oral Communication

3 units, Aut, Win, Spr (Rondinel, S)

SPANLANG 101. The Structure of Spanish

3-5 units, Aut, Win (Sierra, A)

SPANLANG 102. Composition and Writing Workshop—WIM

3-5 units, Win (Kenna, C)

PORTLANG 1,2,3. First-Year Portuguese

5 units, 1: Aut (McIntyre, S) 2: Win, (Delgado, A) 3: Spr (Staff)

PORTLANG 11A,12A. Accelerated Second-Year Portuguese

11A: 3-5 units, Aut (McIntyre, S), Win, Spr (Delgado, A)

12A: 3-5 units, Aut (Wiedemann, L), Win, Spr (Delgado, A)

STANFORD INTRODUCTORY SEMINARS

SPANLIT 107N. Latin American Women: Novels and Films—Stanford Introductory Seminar. Preference to freshmen. New trends. Focus is on the relationship between literature and cinema in the late 20th century. Artists include Valeria Sarmiento, Maryse Systach, Lucrecia Martel, Beatriz Flores, Ana Poliak, Albertina Carri, and Ana Ines Roque.

3-5 units, Win (*Ruffinelli, J*)

SPANLIT 114N. Lyric Poetry—Stanford Introductory Seminar. Preference to freshmen. For students with considerable competence in Spanish. Elements and expressive devices of lyric poetry: multidimensional language, denotation, connotation, image, metaphor, symbol, allegory, paradox, irony, meaning, idea, rhythm, and meter. Poets of Spain and Latin America of the late 19th and early 20th century including G. A. Bécquer, Rosalía de Castro, Rubén Darío, Miguel de Unamuno, Antonio Machado, García Lorca, Pablo Neruda, and Gabriela Mistral. In English and Spanish.

3-5 units, Spr (*Predmore, M*)

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.

3-5 units, Spr (*Valdés, G*)

SPANLIT 116N. New World Creation Narratives—Stanford Introductory Seminar. Indigenous narratives from Middle America, Amazonia, Anasazi, and the Andes recount how the world began while detailing their own environments and realities. Readings in translation include *Legends of the Suns*, *Popol vuh*, *Watunna*, *Finding the Center*, and *The Huarochiri Manuscript*. What they say provides insight into the cultural foundations of Latin America. GER:DB-Hum

3-4 units, Aut (*Brotherston, J*)

SPANLIT 178N. From Inside the First World: Women of Color Playwrights Re-mapping the U.S.—(Same as DRAMA 17N.) Stanford Introductory Seminar. Preference to freshmen. From the 60s to the present. Playwrights who create an aesthetic and political space outside the geopolitics of white capitalist patriarchy through social issues including the legacy of slavery and forced immigration, dislocation and relocation, diasporic ties, indigenous inheritance, sexuality, self-censorship, and the war on terror. Students create and perform in public short dramatic pieces informed by the playwrights' style and subject matter. GER:DB-Hum, EC-AmerCul

3 units, Win (*Moraga, C*)

PORTLIT 193Q. Spaces and Voices of Brazil through Films—Stanford Introductory Seminar. Preference to sophomores. Brazilian culture through films that portray its five cultural-geographical regions. Focus is on movies and complementary texts on Brazilian culture to understand the forces that shaped the multicultural reality of modern Brazil.

3-4 units, Aut (*Wiedemann, L*)

LITERATURE, CULTURE, LINGUISTICS, AND THEORY

UNDERGRADUATE

SPANLIT 121. Chicana/o Nations and Cultural Productions—The idea of Aztlán, the mythical place of origin of the Aztec peoples, as paradigm for a Chicana/o nation. Representations of the idea of the nation in literature and film. How writers and filmmakers transform, redefine, or criticize constructions of the Chicana/o nation and U.S. national culture.

3-5 units, Win (*Minich, J*)

SPANLIT 122. Muslims, Barbarians, and Sexual Deviants: The Self and the Other in Cervantes' Writings—Cervantes' Spain as a vast empire with ethnic diversity and cultural creativity. His characters, including transvestites, queers, heretics, war foes, and immigrants. Readings from *Don Quixote*, *Persiles*, the *Exemplary Novels*, theater, and poetry. Comparisons with present-day texts.

3-5 units, Win (*Builes, R*)

SPANLIT 123. The Struggle for Modernity—Processes of national construction in literature, essays, and paintings of the 19th- and 20th-century democratic tradition of Spanish liberalism. The relationship between modernization and literary practices, art as a means of social intervention, the possibility of capturing in a literary text the interests of the different historical protagonists, the relationship between femininity and modernity, and the emergence of new historical subjects acting as protagonists and authors of works of art.

3-5 units, Spr (*Sanjuan-Pastor, M*)

SPANLIT 133. Honor, Treason, Religion, and Sex in Early Spain—The spirit of Spain in its early literature. Medieval and Golden Age masterpieces that establish and reflect Spain's identity, and create its traditions. Christians, Jews, and Moors. Works include: *El libro de buen amor*, *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes* and *El Burlador de Sevilla*. Writers include Gacilaso, Cervantes, Gongora, Lope de Vega, and Calderón.

3-5 units, Aut (*Kenna, C*)

SPANLIT 136. Introduction to Modern Peninsular Spanish Literature—Representative works of Spanish literature from 1800-1936, including Moratín, Larra, Espronceda, Bécquer, Galdós, Machado, and García Lorca. Franco's notion that Spain is different as a point of departure to examine definitions and redefinitions of Spain and Spaniards. In Spanish. GER:DB-Hum

3-5 units, Win (*Surwillo, L*)

SPANLIT 140. Introduction to Methods of Literary and Cultural Analysis—Focus is on the question of the limits of the literary through textual analysis of dramatic and nonfiction works. Sources include canonical Latin American and peninsular Spanish pieces from 1500 to the present, and culturally significant texts such as the Edict of Expulsion, Civil War materials, and current newspaper essays. In Spanish.

3-5 units, Aut (*Surwillo, L*)

SPANLIT 160. Survey of Latin American Literature from Pre-Columbian times to Independence.—Pre-conquest literatures in translation; Spanish chronicles of discovery, voyages, and conquest; the legal, historical, and cultural status of indigenous and African populations; literature of the Baroque; and the literature of creole emancipation. Authors include Netzahualcóyotl, Cristóbal Colón, Bernal Díaz del Castillo, Bartolomé de las Casas, Guamán Poma, Sor Juana Inés de la Cruz, and Simón Bolívar.

3-5 units, Aut (*Schroeder, P*)

SPANLIT 161. Survey of Latin American Literature after Independence—Topics include romantic allegories of the nation; modernism and postmodernism; avant garde poetry; regionalism; indigenist literature; magical realism and the literature of the boom; and testimonial narrative. Authors include Andrés Bello, Rubén Darío, Gabriela Mistral, Pablo Neruda, Dulce María Loynaz, Vicente Huidobro, César Vallejo, Nicolás Guillén, Horacio Quiroga, Jorge Luis Borges, José María Arguedas, Gabriel García Márquez, Julio Cortázar, Octavio Paz, Rosario Castellanos, Nancy Morejón, and Rigoberta Menchú. GER:DB-Hum

3-5 units, Win (*Schroeder, P*)

SPANLIT 167. Latin American Short Stories, 20th Century—(Graduate students register for 267.) A theory of the short story. Authors include Machado de Assis, Jorge Luis Borges, Clarice Lispector, João Guimarães Rosa, and Julio Cortázar.

3-5 units, Win (*Hatoum, M*)

SPANLIT 180E. Introduction to Chicana/o Studies—(Same as CHICANST 180E, CSRE 180E.) Historical and contemporary experiences that have defined the status of Mexican-origin people living in the U.S. Topics include the U.S./Mexico border and the borderlands; immigration and anti-immigration sentiment; literary and cultural traditions; music; labor; historical perspectives on Mexicans in the U.S. and the Chicano movement; urban realities; gender relations; political and economic changes; and inter- and intra-group interactions. Sources include social science and humanities scholarship.

5 units, Spr (Yarbro-Bejarano, Y; Palafox, J)

SPANLIT 193. The Cinema of Pedro Almodóvar—One of the most recognizable current auteur directors in Europe: his hybrid and eclectic visual style, blurring of frontiers between mass and high culture, attention to questions of sexuality, and centering of usually marginalized characters. Films from his early work to award-winning recent periods. Prerequisite: ability to understand spoken Spanish.

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

SPANLIT 199. Individual Work—Open only to students in the department, or by consent of instructor.

1-12 units, Aut, Win, Spr, Sum (Staff)

ADVANCED UNDERGRADUATES AND GRADUATE STUDENTS

LANGUAGE, LINGUISTICS, AND THEORY

SPANLIT 205. Spanish Dialectology—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, G)

SPANLIT 207. Theory and Issues in the Study of Bilingualism—(Same as EDUC 149/249.) 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)

3-5 units, Aut (Valdés, G)

PENINSULAR LITERATURE

SPANLIT 213. Spanish Cinema in the Second Half of the 20th Century—Cinema's shaping of the national imaginary and its articulation of collective memories suppressed during the Franco dictatorship. Directors include Buñuel, Saura, Almodóvar, Amenábar, and Medem.

3-5 units, Win (Resina, J)

SPANLIT 215. The Novel in the Franco Era—The reassertion of the novel in Spain in the 50s and 60s despite the exile of prestigious writers in 1939 and the dismal quality of works published in the 40s. The recuperation of this genre and formation of an audience. Authors include Camilo José Cela, Ana María Matute, J. Amat-Piniella, Rafael Sánchez Ferlosio, Llorenç Villalonga, Luis Martín Santos, Juan Benet, María Aurélia Capmany, and Juan Goytisolo.

3-5 units, Win (Resina, J)

SPANLIT 218. Spanish Realism: Priests, Prose, and Anticlericalism—The rapid social and cultural changes in which 19th-century novelists wrote; the anti-clerical stance as marker of society's attempts to modernize. Why were monks and priests reviled by many Spanish novelists? How and why did they re-write Spanish history around these figures? What was the role of the church and religious men in modern society? Questions of individualism, property, and labor in novels by major Iberian prose realists. In Spanish.

3-5 units, Spr (Surwillo, L)

SPANLIT 222. The Problem of Two Spains: Literature and Society in 19th-Century Spain—Representative literary figures including Larra, Espronceda, Zorrilla, Rosalía de Castro, Bécquer, and Galdós. Modern lyric poetry and the modern realist novel against the background of Napoleonic invasions, the loss of overseas colonies, two Carlist civil wars, and frustrated attempts to establish the First Spanish Republic.

3-5 units, Aut (Predmore, M)

SPANLIT 223. Literature and Society in Early 20th-Century Spain—The first three decades of the 20th century. Works by Unamuno, Valle-Inclán, Baroja, Azorín, A. Machado, and Lorca. Historical themes: the disaster of 1898, social and political conditions (*oligarquía y caciquismo*) of Restoration Spain (1875-1930), Carlism, civil war, and the rise of the Second Spanish Republic. Readings of literary texts focus on ideology and literary structure.

3-5 units, Win (Predmore, M)

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, M)

SPANLIT 278. Senior Seminar: Contemporary Spanish Women Writers—The speed of change and vitality of contemporary Spain illustrated by literary women. Works by prominent women narrators of Franco's era such as Matute and Martín Gaité. Novels by new generations of women writers such as Tusquets, Montero, Mayoral, Ortiz, and Etxebarria, who are transforming their experiences, values, and ideologies into literature about relationships among gender, creativity, and social mores. Feminist consciousness, how it has developed, and how it is changing to face challenges. WIM

3-5 units, Win (Haro, P)

LATIN AMERICAN LITERATURE

SPANLIT 240. Brazilian and Spanish American Novellas—(Graduate students register for 340.) The novella as literary genre in contemporary Latin American fiction. Texts by Clarice Lispector, Mario Vargas Llosa, and Adolfo Bioy Casares.

3-5 units, Spr (Hatoum, M)

SPANLIT 255. Magical Realism: Gabriel García Márquez—A complex and confusing term in criticism and literary history: magical realism. Novels, short stories, and film adaptations of Gabriel García Márquez. Topics include the fantastic, *real maravilloso*, fiction versus reality, and documentary.

3-5 units, Win (Ruffinelli, J)

SPANLIT 257. Chilean Novels and Chronicles: Roberto Bolaño and Pedro Lemebel—(Graduate students register for 358.) Bolaño and Lemebel represent alternative trends in the Chilean narrative of resistance: the exile and gay literature, introducing humor, irony, politics, and bombarding the establishment while simultaneously renewing it.

3-5 units, Spr (Ruffinelli, J)

SPANLIT 267. Latin American Short Stories, 20th Century—(Same as 167; see 167.)

3-5 units, Win (Hatoum, M)

SPANLIT 270. Poetry and Politics in Latin America—Aesthetic and political expression in Latin America during the 20th century. The exclusion of political poetry from the canon, and the need to include it. Poets include Vallejo, Neruda, Cardenal, Gelman, and Vilarino.

3-5 units, Spr (Ruffinelli, J)

SPANLIT 273. Literary and Cultural Criticism in Latin America—A panoramic vision for observers who observe while being observed. Debates about critical and conceptual production from 20th-century Latin America. Writers include: founders of modern criticism such as Pedro Henríques Ureña, Alfonso Reyes, José Carlos Mariátegui, and Jorge Luis Borges; protagonists of the change of paradigms such as Angel Rama, Antonio Cornejo Polar, Antonio Candido, and Carlos Fuentes; and those who transformed literary into cultural criticism such as Néstor García Canclini, Jesús Martín Barbero, Beatriz Sarlo, and Carlos Monsiváis.

3-5 units, *Aut (Rincón, C)*

SPANLIT 275. Cuban Cinema after the Revolution—Chronology and analysis of film trends in Cuba since the 1959 Revolution. How the aesthetic and ideological dimensions coincide with or contradict the official cultural policies of the state. Directors include Tomás Gutiérrez Alea, Humberto Solás, Sara Gómez, Julio García Espinosa, Santiago Álvarez, Fernando Pérez, Pastor Vega, and Juan Carlos Tabío.

3-5 units, *Spr (Schroeder, P)*

SPANLIT 281. Flor y Canto: Poetry Workshop—(Same as DRAMA 179F.) Poetry reading and writing. 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. GER:DB-Hum

3-5 units, *Spr (Moraga, C)*

LATINO/CHICANO LITERATURE

SPANLIT 287. Teatro America Workshop: The Theater of Native/Chicano America—(Same as DRAMA 179A.) A Chicana feminist and indigenist approach to the theory and practice of performance. Introduction to writing for the stage. Readings include plays, stories, and performance texts by Chicano/a and Native American writers. Public performance. Prerequisite: consent of instructor. GER:DB-Hum

5 units, *Spr (Diaz-Sanchez, M)*

SPANLIT 289. The Body in Chicana/o Cultural Representations—What cultural representations show about how the body is socially situated, constructed, and interpreted through race, gender, sex, class, and ability. Social meanings of the body as depicted in Chicana/o literature, film, and visual art. The body as: location of knowledge and resistance; target and challenger of racism, misogyny, class oppression, and homophobia; conforming or refusing to conform to discourses of the ideal citizen; and as site and agent of desire. Writers and artists may include Manuel Muñoz, Lourdes Portillo, Delilah Montoya, and Cherríe Moraga.

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

INDIVIDUAL WORK

PORTLIT 299. Individual Work—Open to department undergraduates or graduate students by consent of professor. May be repeated for credit.

1-12 units, *Aut, Win, Spr, Sum (Staff)*

SPANLIT 299. Individual Work—Open to department advanced undergraduates or graduate students by consent of professor. May be repeated for credit.

1-12 units, *Aut, Win, Spr, Sum (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—(Same as APPLING 203.) Teaching Spanish to students raised in Spanish-speaking homes. Issues include language variation in the Spanish-speaking world, English/Spanish bilingualism in the U.S., and second dialect acquisition. Techniques for developing the academic Spanish language skills of heritage students.

3-5 units, *not given this year*

PENINSULAR LITERATURE

SPANLIT 320. Spanish Romantic Theater: Romanticisms in Canonical and Popular Plays from 1800-1850—Theater as the space where Spaniards witnessed and represented the cultural, political, and social transformations of the period. Theories of Spanish romanticism. Research, book reviews and the pedagogical challenges of teaching theater to undergraduates. Sources include romantic plays from the first half of the 19th century, including canonical works, translations, and popular pieces that have not received recent critical attention.

3-5 units, *Win (Surwillo, L)*

SPANLIT 321. Novel of Memory—The relationship between narrative and historical and collective memory; how people and societies imagine themselves in time. How Spaniards since Franco have demanded the recuperation of their historical memory, implying an official sequestration of the past. Memory as a recurrent theme in Spanish literature since the 1960s. Sources include theoretical texts by Halbwachs, Nora, and Ricoeur, and novels by Rodoreda, Vázquez Montalbán, Marsé, Marías, Chacón, and Moncada.

3-5 units, *Aut (Resina, J)*

SPANLIT 324. Modern Catalán Literature—The recent resurgence of Catalán and cultural production centered in Barcelona. Writers from the 20th-century canon, including Maragall, d'Ors, Pla, Sagarra, Rodoreda, Espriu, and Benet i Jornet. In Spanish.

3-5 units, *Spr (Resina, J)*

LATIN AMERICAN LITERATURE

SPANLIT 340. Brazilian and Spanish American Novellas—(Same as 240; see 240.)

3-5 units, *Spr (Hatoum, M)*

SPANLIT 347. Spanish Colonial Writing and Native Sources—Spanish version of conquest in America as a pillar of Europe's master narrative, yet challenged by indigenous history and philosophy. The consequent tensions between native sources and works by Motolinia, Gómara, and Sahagún in New Spain, and Ávila, Murúa, and Garcilaso in Peru. In Spanish.

3-5 units, *Aut (Brotherston, J)*

SPANLIT 348. The Major Works of Gabriel García Márquez—The international genealogies found in his work, and his development as journalist and novel writer. Focus is on his interventions in the traditional economy of realism, national allegory, detective story, historical novel, and romance, as the remaking of literary history, including postcolonial and postmodernist fiction. Sources include his glosses and comments in *El Universal* in Cartagena, the column *La Jirafa* in *El Heraldo* in Barranquilla, *Vivir para contarla*, and *Memoria de mis putas tristes*.

3-5 units, *Aut (Rincón, C)*

SPANLIT 358. Chilean Novels and Chronicles: Roberto Bolaño and Pedro Lemebel—(Same as 257; see 257.)

3-5 units, *Spr (Ruffinelli, J)*

CHICANO LITERATURE

SPANLIT 389E. Race and Sex in Cultural Representations—The intersections of race, gender, sex, and politics. Sources include critical texts and cultural representations. Emphasis is on young, queer cultural workers of color. How is desire racialized? How is racial difference produced through sex and what is the function of sex in racial formation? How are pleasure and desire reconciled with power structures? How do texts reinforce or contest stereotypes and the ideal bodies of national identity? Is it desirable to envision a bridging of queer communities of color? In English.

3-5 units, *Win (Yarbro-Bejarano, Y)*

INDIVIDUAL WORK

PORTLIT 399. Individual Work—For Spanish and Portuguese department graduate students only. Prerequisite: consent of instructor.

1-12 units, Aut, Win, Spr, Sum (Staff)

SPANLIT 399. Individual Work—For Spanish and Portuguese department graduate students only. Prerequisite: consent of instructor.

1-12 units, Aut, Win, Spr, Sum (Staff)

COGNATE COURSES

See respective department listings for course descriptions and General Education Requirements (GER) information. See degree requirements above or the program's student services office for applicability of these courses to a major or minor program.

CHICANST 121C. Chicana/o Film Practices—(Same as CSRE 121C.)

5 units, Aut (Campos, D)

CHICANST 165G. American Dreams: Mexican Americans, Immigration since 1964, and the Middle Class—(Same as CSRE 165G.)

5 units, Win (Gonzalez, M)

CHICANST 181S. U.S.-Mexico Borderlands in Comparative Perspective—(Same as CSRE 181S.)

5 units, Spr (Palafox, J)

DANCE 42. Dances of Latin America

2 units, Spr (Cashion, S)

DANCE 43. Afro-Peruvian Dance

1 unit, Aut (Staff)

DLCL 377. Topics in Literature and Culture

3-4 units, Aut (Bohrer, K)

DRAMA 177/277. Playwriting

5 units, Win (Moraga, C)

DRAMA 178/278. Intensive Playwriting

5 units, Spr (Moraga, C)

FRENGEN 259. Self-Reflexivity Historicized, or the Emergence of the Second-Order Observer—(Same as COMPLIT 259.)

3-5 units, Win (Gumbrecht, H)

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.

SANTIAGO

SPANLIT 164S. Social Heterogeneity in Latin America—(Same as SOC 111S.) GER:DB-SocSci

5 units, Aut (Valdés, T)

SPANLIT 166S. Artistic Expression in Latin America—(Same as LATINAM 118X.)

5 units, Win (Albornoz, C)

SPANLIT 290Z. Modernization and Culture in Latin America—(Same as ANTHSCI 104X.)

5 units, Aut (Subercaseaux, B)