

SPANISH AND PORTUGUESE

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Courses given in Spanish and Portuguese have the subject codes SPANLIT and PORTLIT. For courses in Catalan, Portuguese, and Spanish language instruction with the subject codes CATLANG, 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, Portuguese, and Catalan 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 Iberian Peninsula from the Middle Ages to the present, of the Spanish and Portuguese speaking countries of Latin America, and of the Spanish-speaking communities of the United States; (3) to prepare undergraduates for advanced study in those areas 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 in 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 large scope including Iberian, Latin American, and U.S. Latino/Chicano fields; and (4) language study tailored to a range of intellectual goals and native and non-native experience with the Spanish, Portuguese, and Catalan languages.

The department works with the Freeman Spogli Institute for International Studies, the Mediterranean Studies and Iberian Studies programs, the Center for Latin American Studies, Comparative Studies in Race and Ethnicity, El Centro Chicano, and several overseas programs in Spain and Latin America. 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 Iberian 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 Studies in Race and Ethnicity, Drama, Feminist Studies, Film Studies, Introduction to the Humanities Program, and Modern Thought and Literature. The department houses the Ginebre Serra Visiting Chair in Catalan Studies, and hosts visiting faculty from the Iberian Peninsula and Latin America on a regular basis.

UNDERGRADUATE PROGRAMS BACHELOR OF ARTS

The major in Spanish is designed to acquaint students with the diversity of literary and cultural traditions from the Iberian Peninsula and Spanish- and Portuguese-speaking Latin America. Optional courses permit students to develop a concentration in an area of interest, or to enhance their knowledge of the areas they come to know through the core courses. Students are normally expected to declare the major during the sophomore year, but it is possible to declare during the junior year as well.

The major in Spanish requires 56 units of course work. Courses must be taken for a letter grade and a maximum of 20 units of course work from abroad may be applied towards the major. At the discretion of the Director of Undergraduate Studies, up to 10 units of course work from outside the department, clearly related to the study of literature and culture in the areas and traditions taught by the department, may be counted towards the degree.

The core courses (requirements 1, 2, and 3 below) may not be taken abroad. Exceptional cases for any of these requirements must be referred to the Director of Undergraduate Studies who, in consultation with the chair, makes a final decision.

PREREQUISITES

Students planning to declare the major must have complete the second-year sequence of Spanish language courses through SPANLANG 13, or equivalent. SPANLANG 101 is recommended.

GENERAL COURSE REQUIREMENTS

- Two Writing in the Major (WIM) courses are required and these are prerequisites for every subsequent course in the major; concurrent enrollment is allowed.
 - SPANLANG 102 (5 units)
 - SPANLIT 120 (3 units)
- Core courses in literature. Students are required to take:
 - SPANLIT 157. Introduction to Medieval and Early Modern Iberian Literatures
 - SPANLIT 136. Introduction to Modern Iberian Literature
 - SPANLIT 161. Introduction to Modern Latin American Literature
- Core course in culture, history, and civilization. Choose at least one:
 - SPANLIT 130. Cultural Perspectives in Iberia
 - SPANLIT 131. Cultural Perspectives in Latin America
- A senior seminar, SPANLIT 278 or 278A. Topics vary. Two options are offered per year.
- Up to two courses of introductory language classes may be applied towards the major, such as CATLANG 1A and 2A or PORTLANG 1A and 2A. This is recommended but not required.
- Any additional 100- or 200-level Spanish or Portuguese literature courses above 103 to complete the required 56 units. One course above 103 and one core course, or consent of the instructor, are prerequisites for 200-level courses. When choosing courses, students are encouraged to consult the Director of Undergraduate Studies who makes recommendations about a course of study related to the student’s academic interests. IHUM courses taught at least partially by a faculty member of the department may count towards these electives.

Course work for the major is grouped under the following tracks, from which students may choose the courses necessary to complete the required units.

- Iberian Studies*—This track is designed for students who want to acquire a command of the major languages and literatures of the Iberian Peninsula, Spanish, Portuguese, and Catalan, against the background of 1,000 years of cultural history and the societies where these languages arose. Emphasis is on the study of language, literature, and film to gain knowledge of a complex society and its cultural traditions.
- Latin American Studies (including Brazil)*—This track 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 the 18th, 19th, and 20th centuries in the Spanish- and Portuguese-speaking countries of the Latin American continent.

3. *U.S. Latino/Chicano Studies*—This track offers students the opportunity to study the cultural productions of the people of Mexican and Latin American origin living in the United States. Emphasis is on language, literature, performance, visual art, and film in sociohistorical context.
4. *Language in the Spanish-speaking World*—This track is designed for students who want to acquire advanced 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.

How to Declare a Major—Students interested in declaring a Spanish major should see the Director of Undergraduate Studies.

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 courses 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 5 units of relevant course work outside the department, and up to 10 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 minors coordinator or the Director of Undergraduate Studies. To apply for either of these minors or for more information, see the undergraduate student services office in the Division of Literatures, Cultures, and Languages.

MINOR IN SPANISH

30 units of course work taken for a letter grade. Up to 5 units of coursework outside the department may count towards the minor, with the approval of the minors coordinator. Up to 10 units of course work from abroad may be applied towards the minor.

Requirements—

1. SPANLANG 102.
2. A 100- or 200-level course in Iberian literature.
3. A 100- or 200-level course in Latin American literature.
4. Any additional 100- or 200-level courses in literature and culture to complete 30 units. IHUM courses taught at least partially by a faculty member of the department count towards these electives.

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 minors coordinator or 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:

1. Luso-Brazilian language, literature, and culture. Suggested courses include: PORTLANG 101, 102; PORTLIT 193Q; HISTORY 276.
2. Iberian studies courses that include Lusophone components. Suggested courses include: SPANLIT 136, 218, 278.
3. Latin American courses that include Lusophone components. Suggested courses include: SPANLIT 167, 240; CSRE 192.
4. Courses that include Luso-Brazilian immigration groups.
5. Language in the Portuguese-speaking world; any Portuguese language course.

Consult with the minors coordinator or the Coordinator of the Portuguese Language Program, Lyris Wiedemann, for more information on recommended courses. Minors must be approved by the minors coordinator or the Director of Undergraduate Studies.

MINOR IN LITERATURE AND MINOR IN MODERN LANGUAGES

The Division of Literatures, Cultures, and Languages offers two undergraduate minor programs, the minor in Literature and the minor in Modern Languages. These minors draw on literature and language courses offered in this and other literature departments. See the “Literatures, Cultures, and Languages” section of this bulletin for further details about these minors and their 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 SPANLIT 189B, 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 189A 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. Students who do not enroll in a 189B course in the junior year may enroll in SPANLIT 189B in Spring Quarter of the senior year while revising the thesis, if approved by the thesis adviser. A total of 10-12 units are awarded for completion of honors course work, independent study, and the finished thesis. Students should consult their undergraduate advisers for additional information on the honors program.

STUDY ABROAD

All majors are encouraged to study abroad. To transfer credits from non-Stanford programs abroad, consult the Office of the University Registrar. Depending on course selections, up to 20 units of course work taken abroad may be applied toward the major and 10 units toward the minor in Spanish or Portuguese. Students planning to study abroad, or returning from study programs, are encouraged to consult with the Director of Undergraduate Studies, the minors coordinator, or an undergraduate adviser to coordinate the course work from abroad with their degree program.

The department and Bechtel International Center maintain information on study abroad programs. Stanford supports the options listed below and credits course work taken in academically sound programs, although the department does not sponsor any one in particular. Students considering different options are encouraged to speak with the Chair of the department or the Director of Undergraduate Studies.

STANFORD IN SANTIAGO, CHILE AND MADRID, SPAIN

The Bing Overseas Studies programs in Santiago, Chile and Madrid, Spain require one year of college-level Spanish (SPANLANG 3). Course work is primarily in Spanish. Information and course offerings, are listed in the “Overseas Studies” section of this bulletin or at <http://osp.stanford.edu>. Internships and research opportunities may be arranged for two quarter students.

SPAIN

The Department of Spanish and Portuguese recommends study in Spain with the Barcelona Consortium administered by Brown University, with which Stanford is associated. This program combines courses at the program’s center with open access to courses at three Barcelona universities: Universitat Pompeu Fabra, University of Barcelona, and Autonomous University of Barcelona. Visiting faculty from Brown, Chicago, and Northwestern complement the offerings of these three major universities. Admission is competitive, presupposing competence in Spanish at the time of application. An introductory, three-week program in Mediterranean culture and Barcelona history prior to the beginning of the semester familiarizes students with the history and culture of the area.

The department also supports 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. Spanish must be spoken at all times, in and outside class, and students are required to sign a pledge to this effect before their arrival. See <http://www.hamilton.edu/academics/hcays>.

Other programs are also recognized by the department, and students are encouraged to discuss their interests with the Chair or with the Director of Undergraduate Studies.

BRAZIL AND PORTUGAL

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

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 56 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, 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 course in literary or cultural theory
2. Two 200 or above courses in Latin American (including Brazilian) or Latino/Chicano literature and culture
3. Two 200 or above courses in Iberian Studies
4. One 300-level course in Iberian Studies and one in Latin American (including Brazilian)
5. Reading knowledge of Portuguese or Catalan for students concentrating in Spanish, or Spanish or Catalan for students concentrating in Portuguese.

Independent study courses (SPANLIT 299, 399) and crosslisted courses originating outside the department may not be used to fulfill requirements except by permission of the Director of Graduate Studies.

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 on introduction to literary theory, which may be fulfilled with COMPLIT 369.
3. A reading knowledge of Portuguese and Catalan, or one of these 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 Director of Graduate Studies in consultation with the student's graduate adviser. For 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 may elect to take APPLING 201 in the first year.

In consultation with the adviser, students choose one major field of study from the following:

1. Medieval and Early Iberian Literature
2. Modern Iberian Literature and Film
3. Latin American Literature to Independence
4. Latin American Literature and Culture of the 19th and 20th Centuries, including Brazil
5. Chicano Literature and Culture.

In addition, candidates choose two secondary areas of study outside the major field from any of the above

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 Latin American or Latino/Chicano Literature must choose one secondary area in Iberian literature and vice versa.

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, Linguistics, or Modern Thought and Literature. It is also possible to complete a minor in another department with approval of the adviser. Not more than 20 units should be 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 Iberian 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, Portuguese, or Catalan, depending on the committee's composition.

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, the Department of Philosophy, 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)
 - Iberian 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)
 - Iberian Literature (314-339)
 - Latin American Literature (excluding Brazil) (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, PORTUGUESE, AND CATALAN LANGUAGE COURSES

The following courses represent a typical sequence for three years of Spanish or Portuguese language study, or two years of Catalan. Majors and prospective majors should consult the requirements for a B.A. in Spanish 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; Catoira, L; Del Carpio, C; Flores, F; Junguito, M; Méndez Barletta, L; Miano, A; Ortiz Cuevas, C; Sánchez, K; Reinhold, V; Urruela, M)

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

4-5 units, Aut, Win, Spr (Burgos Jara, C; Catoira, L; Guzmán, C; Kenna, C; Méndez Barletta, L; Molitoris, J; Ortiz Cuevas, C; Perales, O; Schmidt, S; Urruela, M)

SPANLANG 100. Advanced Oral Communication

3 units, Aut, Win, Spr (Perales, O)

SPANLANG 101. The Structure of Spanish

3-5 units, Aut (Valdés, G)

SPANLANG 102. Composition and Writing Workshop

3-5 units, Aut (Staff)

SPANLANG 102B. Composition and Writing Workshop for Heritage Language Students—WIM

3-5 units, Win (Miano, A)

PORTLANG 1,2,3. First-Year Portuguese

5 units, 1: Aut (Sotelino, K), 2: Win (Delgado, A), 3: Spr (Staff)

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

3-5 units, Aut, Win, Spr (Delgado, A)

PORTLANG 101. Reading Brazil

3-4 units, Aut (Delgado, A)

PORTLANG 102. Brazil in Text: Advanced Grammar and Composition—WIM

3-4 units, Win (Wiedemann, L)

PORTLANG 103. Advanced Conversation: Brazil Today

3 units, Spr (Wiedemann, L)

CATLANG 1A,2A. Accelerated First-Year Catalan

5 units, 1A: Aut, 2A: Win (San Juan Pastor, M)

CATLANG 11A, 12A. Accelerated Second-Year Catalan

3-5 units, 11A: Spr (San Juan Pastor, M), 12A: not given this year

STANFORD INTRODUCTORY SEMINARS

SPANLIT 101N. Visual Studies and Chicana/o Art—Stanford Introductory Seminar. Preference to freshmen. Images, context, and spectatorship. Who is seen and not seen in visual contexts? Whose gaze is privileged? Which aspects of the past are circulated as visual representations? 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:DB-Hum, EC-AmerCul

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

SPANLIT 104N. Race and Slavery in Literature of the Nineteenth-Century Spanish Empire—Stanford Introductory Seminar. Preference to freshmen. How race, slavery, and abolition were discussed in the Spanish context and how this differed from parallel debates in the Anglo-American world. 19th-century writers from Cuba and Spain who questioned the validity of race as a concept and the morality of colonial slavery. Sources include Cuban and Spanish novels, plays, and poetry, and authors who may include Sab, Cecilia Valdez, Don Alvaro, Carolina Coronado, and Christopher Schmidt-Nowara. GER:EC-GlobalCom

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

SPANLIT 108Q. Latin American Cinema: Politics and Aesthetics—Stanford Introductory Seminar. Preference to sophomores. What is cinema? What makes a film work as drama or art? How is a story presented to an audience for a political and social interest? Is society or the individual more important for these films? Films since the 60s about the Cuban revolution, the Argentinean dirty war, the Falkland Islands war, the disappeared in Chile and Uruguay, political science fiction, transnational cinema, and horror fantasy.

3-4 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 119N. Buenos Aires, Havana, Mexico City: Modernism and the Latin American City—Preference to freshmen. The influence of architectural, artistic, and literary modernism on three Latin American cities during the 50s. The urban planning theories of Le Corbusier as adopted by architects including Clorindo Testa, Mario Pani, and Ricardo Porro. Authors include Le Corbusier, Marshall Berman, Jane Jacobs, Julio Cortázar, Guillermo Cabrera Infante, and Carlos Fuentes. Films: *I Am Cuba*, *Los Olvidados*, and *Sucedió en Buenos Aires*.

3-4 units, *Win (Gallo, R)*

SPANLIT 178N. Del Otro Lado: Latina/o Performance Art in the U.S.—(Same as DRAMA 17N.) Stanford Introductory Seminar. Preference to freshmen. Works by U.S. Latina/o performance artists from the margins of the mainstream Euro-American theater world. How performance art serves as a dramatized essay, producing transgressive explorations of queer and national and ethnic identities. Artists: Luis Alfaro, Nao Bustamante, the Coatlicue Theater Company, Guillermo Gómez-Peña, Celia Herrera Rodríguez, Ana Mendieta, and Carmelita Tropicana. Creation and performance of a short original piece; performance viewings. 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 120. Introduction to Literary and Scholarly Research—Strategies and tactics for research and writing in the humanities; focus is on the Spanish-speaking world. How to write a research proposal; how to conduct research online and in the library; annotated bibliographies; bibliographical essays; rhetorical strategies; and common logical fallacies. WIM

3 units, *Win (Surwillo, L)*

SPANLIT 124. Beyond Spanglish: Bilingual Chicana/o Cultural Productions—The use of Spanglish by those who embrace it as part of a cultural identity and those who oppose it as a denigration of Spanish and English languages. Sociolinguistic perspectives on language mixing.

3-5 units, *Aut (Madrigal, D)*

SPANLIT 125. The Forms of Wonder—The representation of wonder in early colonial texts written by European chroniclers, its problematic re-appropriation by the magic realist novel, and eventual exhaustion within Latin American literature.

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

SPANLIT 130. Cultural Perspectives in Iberia—Historical trends and cultural tropes in the Iberian Peninsula. Topics and authors vary.

3-5 units, *not given this year*

SPANLIT 131. Cultural Perspectives in the Luso-Hispanic Americas—Major theoretical debates about the construction of Latin American identities, from the 19th century to the present. Readings by writers, poets, philosophers, and historians, including Rodo, Retamar, O'Gorman, Vasconcelos, Henríquez-Ureña, Ramos, Paz, Carpentier, Lezama Lima, Borges, and Fuentes.

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

SPANLIT 136. Survey of Modern Iberian Literature—1800 to the present. Topics include: romanticism; realism and its variants; the turn of the century; modernism and the avant garde; the Civil War; and the second half of the 20th century. Authors may include Mariano José de Larra, Gustavo Adolfo Bécquer, Rosalía de Castro, Benito Pérez Galdós, Joan Maragall, Eugeni d'Ors, Antonio Machado, Fernando Pessoa, Federico García Lorca, Salvador Espriu, Mercè Rodoreda, António Lobo Antunes, Manuel Rivas, Bernardo Atxaga, and Josep Maria Benet i Jornet. GER:DB-Hum

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

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 works 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, *Spr (Surwillo, L)*

SPANLIT 157. Introduction to Medieval and Early Modern Iberian Literatures—(Same as PORTLIT 157.) Topics may include: lyric poetry and poetic performance; Jewish and Muslim literatures; the development of Castilian, Catalan, and Portuguese prose; the Valencian golden age; texts of the Renaissance and Baroque; the literature of imperial expansion into Africa, Asia, and the Americas. Authors may include: Alfonso X, Gonzalo de Berceo, Calderón de la Barca, Luis de Camões, Miguel de Cervantes, Cristóbal Colón, Luis de Góngora, Ramon Llull, Ausiàs March, Joanot Martorell, Fernão Mendes Pinto, Bernardim Ribeiro, Fernando de Rojas, Juan Ruiz, Garcilaso de la Vega, and María de Zayas. In Spanish.

3-5 units, *Aut (Barletta, V)*

SPANLIT 161. Survey of Latin American Literature—From independence to the present. Topics include romantic allegories of the nation; modernism and postmodernism; avant garde poetry; regionalism versus cosmopolitanism; indigenous and indigenist literature; magical realism and the literature of the boom; Afro-Hispanic literature; and testimonial narrative. Authors may include Rubén Darío, Gabriela Mistral, Pablo Neruda, Vicente Huidobro, César Vallejo, Jorge Luis Borges, José María Arguedas, Gabriel García Márquez, Octavio Paz, Rosario Castellanos, Nancy Morejón, Rigoberta Menchú, Joaquim Machado de Assis, and Clarice Lispector. GER:DB-Hum

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

SPANLIT 180E. Introduction to Chicana/o Studies—(Same as CHIC-ANST 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. GER:DB-Hum, EC-AmerCul

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

SPANLIT 189A. Honors Research—Senior honors students enroll for 5 units in Winter while writing the honors thesis, and may enroll in 189B for 2 units in Spring while revising the thesis. Prerequisite: DLCL 189.

5 units, Win (Staff)

SPANLIT 189B. Honors Research—Open to juniors with consent of adviser while drafting honors proposal. Open to senior honors students while revising honors thesis. Prerequisites for seniors: 189A, DLCL 189.

2 units, Spr (Staff)

SPANLIT 193. The Cinema of Pedro Almodóvar—The evolution of Spain's most recognizable director from marginal, transgressive amateur cinema to polished visual style. The deliberate blurring of frontiers between mass and high culture; his use of metafilmic allusions and attention to sexuality, extreme experiences, and marginal characters. From his early work to recent award-winning films. Prerequisite: spoken Spanish. GER:DB-Hum

3-5 units, Spr (Resina, J)

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

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

ADVANCED UNDERGRADUATES AND GRADUATE STUDENTS

LANGUAGE, LINGUISTICS, AND THEORY

SPANLIT 206. Language Use in the Chicano Community—(Same as EDUC 242, APPLING 206.) The significance and consequences of language diversity in the culture and society of the U.S. Experiences of non-English background individuals through focus on Spanish-English bilingual communities.

3-5 units, Spr (Valdés, G)

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

IBERIAN LITERATURE

SPANLIT 215/315. Nineteenth-Century Spanish Serials—Focus is on the serial novel *María o la hija de un jornalero* by Wenceslao Ayguals de Izco, which tackled contemporary social concerns including the death penalty, prisons, Catholic church, empire, slavery, and the decline of the aristocracy. Form and content; and similarities in reading behaviors and strategies between the 19th and 21st centuries. Students simulate 19th-century subscription practices and receive weekly electronic installments.

3-5 units, Win (Surwillo, L)

SPANLIT 216. Other Words: Crypto-Muslims in Early Modern Iberia—Literature by and related to the large minority community of Muslim converts to Christianity in early modern Spain and Portugal. Introduction to literature in *Aljamiado* (Ibero-Romances written in Arabic script). Theoretical bases for the study of Muslim discourse in the West. Authors include Jaume Bleda, Miguel de Cervantes, Iça de Gebir, Lope de Vega, el Mançebo de Arévalo, Francisco Núñez Muley, and Juan de Ribera.

3-5 units, Spr (Barletta, V)

SPANLIT 224. The Spanish Republic, the Civil War, and the Aftermath—The significance of the civil war in Spanish, European, and world history. The International Brigades. The effect of war on the literary and cultural life of the country and the response of writers from Spain (Alberti, Lorca, Machado) and Latin America (Guillén, Neruda, Vallejo). Literary protest during the Franco regime by Aleixandre, Alonso, Cela, and Sender.

3-5 units, Aut (Predmore, M)

LATIN AMERICAN LITERATURE

SPANLIT 240. Brazilian and Spanish American Novellas—(Same as PORTLIT 240.) 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 242. The Rise of the Latin American Novel and Its Reception in Spain—60s Latin American novels that changed the paradigm in Spanish language novel writing. Focus is on Vargas Llosa (*La ciudad y los perros*), García Márquez (*Cien años de soledad*), Cortázar (*Rayuela*), and Donoso (*El obscuro pájaro de la noche*), emphasizing their critical reception in Spain from 1960 to 1980, as expressed in the collection *La llegada de los bárbaros* and related critical works.

3-5 units, Spr (Ruffinelli, J)

SPANLIT 244. The Formation of a Nation—(Same as PORTLIT 244.) Hispanic American and Brazilian processes of independence. Topics include: D. João VII in Rio de Janeiro; Rio as capital of a vanishing empire; English protection; agricultural economy and the role of slavery; the relation between the manor house and cities. Focus is on themes of a dependent economy, based on exportation of agricultural products and estate domination; case study of the Canudos war in the hinterland of Bahia. Challenges in the 20th century: dictatorships and the dilemmas of democracy in a globalized world.

3-5 units, Win (Costa-Lima, L)

SPANLIT 249. Reading Cinema Today—The relationship between cinema and literature, from the point of view of film movements and authors crucial to the constitution of a new film language. Syntactic and stylistic innovations that have led the complexity of image movement to a breaking point. Image time which transformed the traits of the classic cinema. Changes in film aesthetics. Texts include Rohmer, Deleuze, Tarkovski, Bazin, Buñuel, Morin, Metz, Godard, Bresson, and Robbe-Grillet.

3-5 units, Win (Sánchez, C)

SPANLIT 278. Senior Seminar: 1640, Revolution, and the Iberian Baroque—Iberian Baroque literature in the context of revolutions in Portugal and Catalonia. The relation between art and nationalist politics. Authors include: Pedro Calderón de la Barca, Alexandre de Ros, Francesc Fontanella, Luis de Góngora, Francisco Manuel de Melo, Francisco Quevedo, Jaume Romeu, António de Saldanha, António de Sousa de Macedo, and António Vieira. In Spanish. May be repeated for credit. WIM

3-5 units, Win (Barletta, V)

SPANLIT 278A. Senior Seminar: Freud in Latin America—The reception of Freudian writings and psychoanalytic theory in Latin America in the early 20th century. Readings including Honorio Degado (Peru), Martínez Estrada (Argentina), and Paz and Ramos (Mexico). WIM

3-5 units, Spr (Gallo, R)

LATINO/CHICANO LITERATURE

SPANLIT 282. Creative Non-Fiction Writing Workshop

3-5 units, Spr (Moraga, C)

SPANLIT 286/386. The Films of Lourdes Portillo—Focus is on the representation of Latina/o identity, human rights, social justice, and Latin American realities. Formal features, emphasizing experimentation with the documentary form. Films include: *After the Earthquake*; *Señorita Extraviada*; *Las Madres: The Mothers of Plaza de Mayo*; *La Ofrenda*; *The Days of the Dead*; *The Devil Never Sleeps*; *Corpus*.

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

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, Aut (*Yarbro-Bejarano, Y*)

BRAZILIAN LITERATURE

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

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

PORTLIT 244. The Formation of a Nation—(Same as SPANLIT 244; see SPANLIT 244.)

3-5 units, Win (*Costa-Lima, L*)

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 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.

IBERIAN LITERATURE

SPANLIT 314. Poetic Form and Performance: The Medieval Iberian Lyric—Poetic composition and performance in relation to language and social life in medieval Iberia. How performative genres mediate the processes by which the social is shaped and reconfigured. Themes of love, suffering, body, power, gender, and death. Texts include: Andalusian *muwashshahat* and *azjal* in Spanish, Galician-Portuguese *cantigas*, *Razón de amor*, Castilian *cancionero* poetry, and the Valencian *segle d'or*.

3-5 units, Win (*Barletta, V*)

SPANLIT 315. Nineteenth-Century Spanish Serials—(Same as 215; see 215.)

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

SPANLIT 324. Modern Catalan Literature—The recent resurgence of Catalan 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, Aut (*Resina, J*)

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, Spr (*Predmore, M*)

LATIN AMERICAN LITERATURE

SPANLIT 357. The Novel and Latin American Sociopolitical History—(Same as PORTLIT 357.) The modern European conception of literature as in Schlegel's *Fragments* and the break with the belles lettres tradition. Topics include: the 19th-century gap between Europe and Latin American society; absence of middle classes and rise of the intellectual in spheres of power; colonial heritage; role of positivism (Comte) and evolutionism, including Sarmiento's *Facundo* and Euclides da Cunha's *Os Sertões*; documentalism and national identity; slow growth of intellectual presence. Notable exception: Machado de Assis' novels *D. Casmurro* and *Esau e Jacó*.

3-5 units, Win (*Costa-Lima, L*)

SPANLIT 386. The Films of Lourdes Portillo—(Same as 286; see 286.)

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

BRAZILIAN LITERATURE

PORTLIT 357. The Novel and Latin American Sociopolitical History—(Same as SPANLIT 357; see SPANLIT 357.)

3-5 units, Win (*Costa-Lima, L*)

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.

ANTHSCI 103/262C. Cultural Diversity, Ethnicity, and Governance in Indigenous Latin America

3-5 units, Spr (*Karp-Toledo, E*)

CHICANST 165G. American Dreams: Mexican Americans, Immigration since 1964, and the Middle Class—(Same as CSRE 165G, SOC 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 43. Afro-Peruvian and Afro-Brazilian Dance

1 unit, Win (*Cashion, S*)

DLCL 189. Honors Thesis Seminar

5 units, Aut (*Surwillo, L*)

DRAMA 177/277. Playwriting

5 units, Win (*Moraga, C*)

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

OSPSANTG 42. Women's Representation in the Cinema of the Southern Cone

3 units, Win (*Staff*)

OSPSANTG 56. Contemporary Chilean Women Writers

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

OSPSANTG 104X. Modernization and Culture in Latin America

5 units, Aut (*Subercaseaux, B*)

OSPSANTG 111. Social Heterogeneity in Latin America

5 units, Aut (*Valdés, T*)

OSPSANTG 118X. Artistic Expression in Latin America

5 units, Win (*Albornoz, C*)

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