SPANISH 510 DEVELOPMENT OF SPANISH MEDIEVAL, RENAISSANCE, & GOLDEN AGE LITERATURE  
(3 Units) Thursday 3:30-6:00PM EDUC 535 KINKADE

“La Literatura Erótica Española en el Contexto de las Letras Europeas: 1200-1650.”

Lectura y análisis de la literatura erótica en España, sus orígenes en la literatura clásica greco-romana, especialmente Ovidio; influencias europeas (Andreas Capellanus, el Román de la rosa de Guillermo de Loris y Juan de Meung, el Pamphillus, los Fabliaux, el Decamerón de Boccaccio, los Canterbury Tales de Chaucer, las Cent nouvelles nouvelles, y el Heptamerón de Margarita de Angulema); y las obras españolas que más recogen y reflejan estas tradiciones: la Disciplina clericalis, Calila e Dimna, el Libro de los engaños, el Libro de buen amor, la novela sentimental de Eneas Silvio Piccolomini y Diego de San Pedro, la Celestina, el Amadís de Gaula, la Lozana Andaluza, la Diana de Jorge de Montemayor, las Novelas ejemplares de Cervantes y las Novelas ejemplares y amorosas de María de Zayas.

A través de un estudio y comparación de estas obras, buscaremos una definición de la literatura erótica en una escala temática que va desde el amor platónico hasta el pornográfico, sus características y arquitectura literaria, los criterios que rigen nuestra descripción y su aplicación a la literatura erótica española en contraste con la europea.

Todas las lecturas y su respectiva bibliografía se encuentran en el libro de texto. La nota para el semestre se ha de basar en 1) la participación activa e informada del estudiante durante el curso; 2) los resultados de un examen final; y 3) un ensayo que se entregará el último día de clase cuyo tema y extensión se han de concretar en consulta con el instructor; y 4) un resumen o sinopsis del curso.


SPANISH 541 TOPICS IN SPANISH-AMERICAN 19TH, 20TH & 21ST CENTURY LITERATURE  
(3 Units) Tuesday 3:30-6:00PM CHAVEZ 305 DURAN

“Border Communities and the Politics of Representation: Cultural Citizenship, Rights, and Epistemic Violence.”

Description and rationale:

This course will explore recent processes of cultural representation of borders in the Americas. While we will pay special attention to the US-Mexico border region, we will also look at the Mexico-Central America frontera. We will draw from a corpus of critical readings and primary sources which includes visual and written texts. It will seek to understand how, despite a bi-national rhetoric of sovereign respect, economic cooperation and eighteen years of NAFTA (and CAFTA in 2005) the construction of border representation in mainstream imaginaries continues to be fed with descriptions of illegality, injustice, and constant violence, and how these images seem to occupy a dominant and prevalent place in discussions about the border. Moreover, we will explore how the Mesoamerican confluence of displaced people, increased economic inequality, and social unrest is shaping Mexico’s southern border as yet another zone of crisis and generalized violence.

The course will examine three main interconnected aspects: first, the relationship between citizenship, globalization and human displacements. Here, we will study issues related to migratory flows, local and
regional identities, and the role of the State in these topics. Secondly, we will analyze the role of rights (human and otherwise) in border representations. The third aspect will be to interrogate the growing generalized acceptance that the border is a chaotic, lawless, (and once again) a war zone, where the exertion of control by force from the State seems highly justified on the basis of narratives that continue to represent the region as an unsafe and insecure space. Moreover, we will study how this attempt by the State to “secure” the border has initiated a number of parallel efforts that have in turn semi-officially sanctioned the exertion of violence by private individuals as a way to “protect” the nation against a presumed “alien invasion.”

Some of the research questions we will explore are: How has globalization impacted the notion of cultural citizenship in border communities? What has been the impact of recent national security policies on the topic of rights along the border regions? Looking at Arizona as one of the foci of legal and political reaction regarding border crossings, we will explore the impact of laws such as SB 1070 and HB 2281, as well as the role played by NGOs and other civil society actors in this process. How has the notion of “crossing” been affected by these developments? Besides the State what other actors have played significant roles in these discourses representing the border?

The “Global South,” which refers to a political consciousness that emerges from a shared experience of the negative effects of globalization, has recently become a significant category of critical cultural analysis within the Humanities and Social Sciences. While the term “Global South” has gained the most currency, many other theorists have recently analyzed the way in which contemporary capitalist globalization yields increased solidarity among grassroots political movements. Arjun Appadurai calls this trend “grassroots globalization” or “globalization from below;” Boaventura de Sousa Santos uses “subaltern cosmopolitanism” and “counter-hegemonic globalization;” Fernando Rosenberg refers to it as “alternative, southern cosmopolitanism” and Michael Hardt and Antonio Negri describe it simply as “the multitude.”

This course will critically examine these “new” concepts, considering their deep roots within hemispheric American political thought and tracing the way in which these ideas attempt to depart from the limitations of postcolonial theory. Questions driving this course will include: What is the Global South? What are the ramifications of a Global South paradigm for literary and cultural production in our contemporary moment of globalization? What does the Global South provide as an analytical filter that the postcolonial does not, and how can Global South scholarship avoid a totalizing category that veils local and internal inequalities?

The international solidarity politics embodied by the concept of the Global South are made possible through the immediacy of global communication. Venues like Facebook, Twitter and YouTube allow grassroots movements to spread their messages and to create alliances far beyond the confines of the nation-state. These political uses of social media sites have fed a growing perception of the Internet as a democratizing space in which the “hacktivist” and the “Twitter Revolutionary” appear as the new face of political resistance. Following a study of Global South theories and their roots, we will analyze cultural production from anti-globalization digital resistance movements with the following questions in mind: What are the issues in contemporary transnational solidarity politics and how does the “digital divide” between and within nations engage with this alternative topography? What readers or viewers do digital texts exclude? And does a global network of social movements participate in the creation of an exclusionary globaldigitally-lettered-Left?

Readings will include works by Arjun Appadurai, Jon Beasley-Murray, John Beverley, Aimé Césaire, W.E.B. Du Bois, Nestor García-Canclini, Edouard Glissant, Antonio Gramsci, Che Guevara, Frantz Fanon, Nicolás Guillén, Paul Gilroy, Michael Hardt and Antonio Negri, Alfred López, José Carlos Mariátegui, Vijay Prashad, Fernando
Este curso consiste en una visión general del sistema fonológico del español y de los análisis de éste ofrecidos por la fonología generativa. Se tratarán explicaciones diferentes del mismo fenómeno con el objetivo de familiarizar al estudiante con el análisis fonológico y con el progreso realizado por varias teorías fonológicas en la búsqueda de soluciones adecuadas. Dado lo necesario de un sólido conocimiento y un experto manejo de conceptos y herramientas de trabajo propias del análisis fonológico, una gran parte del curso se dedicará a introducir y familiarizar al estudiante con los mismos. La otra parte tendrá como objetivo la aplicación de tales conceptos y herramientas al sistema fonológico del español en base a estudios existentes y a sus contribuciones a la resolución de problemas fonológicos. Se presupone que el alumno posee un buen conocimiento a nivel descriptivo de la fonología y fonética del español.

COURSE DESCRIPTION

This course is an overview of the phonological system of Spanish and of existing analyses proposed for it by generative phonology. It covers alternative accounts of the data under study with the goal of introducing the student to phonological analysis and to recent advances in Spanish phonology. Given the need for a strong foundation and mastery of concepts and tools of phonological theory, the first part of the course will be devoted to a review/introduction of these concepts. The second part of the course focuses on the application of the tools and concepts of phonological analysis to the phonological system of Spanish through the study of extant analyses and their contributions to our understanding of Spanish phonology. A basic knowledge of the descriptive facts about the phonology of Spanish is assumed.

The goal of this course is to systematically examine methods, approaches, techniques and activities for the teaching of foreign languages and its use in the classroom. It will include an overview of learner strategies and cooperative learning, the use and adaptation of textbooks, and some of the journals available in the field. Participants will be introduced to second language acquisition theories, course design, lesson planning and testing, and have experience creating a cohesive instructional unit.

TEXTS:


OBJECTIVES:
1. To introduce students to issues in second language acquisition (SLA) research and to link such issues to the teaching of language in a classroom setting.

2. To become familiar with various methodologies and teaching approaches, and to examine them in the context of communicative language orientation.
3. To introduce and familiarize students with the following in light of a communicative language teaching framework: culture, grammar instruction, oral expression, comprehension (written and aural), and written expression.

4. To develop appropriate materials for the foreign language classroom with specific reference to topics listed in 2 and 3 above.

5. To address issues in language testing

**GRADING COMPONENTS**

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<tr>
<td>I. ACTIVE DISCUSSION</td>
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<td>IV. EXAMS</td>
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<td>V. PROFESSIONAL PORTFOLIO</td>
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**Portfolio must include the following items:** Two (2) Journal reviews, Three (3) class observations and a minimum of eight activities developed for your teaching, using methods reviewed in class

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**SPANISH 583B**  
**SPANISH PHONETICS II: THE STUDY OF SPEECH PERCEPTION AND ITS APPLICATION**  
(3 Units)  
Monday 3:00-5:30PM  
ILC 151  
SIMONET

This course serves as an introduction to the study of speech perception and spoken word recognition.

Firstly, we will examine the basics of speech perception from a linguistic perspective, such as the phenomena of categorical perception, compensation for coarticulation and audio-visual integration. An important aspect of this part will be to compare theories of speech perception in humans, such as the Motor Theory, the Direct Realist View and the General Approach.

Second, we will explore the nature of the interaction between speech perception and the mental lexicon as well as fundamental findings in the study of the structure of the lexicon. We will read about phenomena such as phoneme restoration and the Ganong effect. Additionally, in this module, we will explore our present knowledge of the complex interaction between sociolinguistic expectations, speech perception and lexical access.

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**SPANISH 584B**  
**SPANISH SOCIOLINGUISTICS II: LANGUAGE VARIATION**  
(3 Units)  
Wednesday 3:00-5:30PM  
PSYCH 309  
CARVALHO

This course is an introduction to the study of Hispanic sociolinguistics from a variationist perspective. Main theoretical and methodological issues will be discussed based on examples drawn from studies of variation in Spanish. Our main focus will be on the role of Spanish in its social context as the basis for understanding issues central to observation, description, and explanation of linguistic variation and change across time. This approach allows for a close examination of the straight correlations between linguistic variation (phonological, morphological, syntactic, lexical) and external constraints (pragmatic, social, and stylistic). Readings, exercises, and discussions will center on methods of data collection (e.g. sociolinguistic interview), variable rule analysis, and interpretation of quantitative and qualitative data. Students will write a final research paper based on original data collection and analysis.

Required readings will be based on:
8. Several articles on D2L.

Discussions will evolve around:

(a) issues of variation and aging, social class, gender, and style, both from macro and micro perspectives,
(b) the details of Goldvarb (entering tokens, running tests, interpreting results),
(c) close examination at sociolinguistic variables in Spanish (e.g., syllable-final /s/ weakening, present perfect, etc.).

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**SPANISH 696A**

**SPANISH PENINSULAR LITERATURE**

(3 Units) Tuesday 6:00-8:30PM MLNG 306 COMPITELLO

"The Urban Experience."

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**Introduction**

"The historical geography of capitalism has to be the central object of theoretical inquiry in the same way it is the nexus of political action." In this quote from David Harvey's seminal *The Urban Experience* (1989) we find a synthesis of Harvey's arguments about the central place that space and place must play in a rearticulated materialist theory and primordial role that the urban plays in the history of capital.

In this course we will examine the fundamental role of Harvey's work in critical geography and use his insights to explore the nature of the urban experience. This will enable us to construct a frame of analysis with which to contextualize and interrogate the particularly rich cultures produced in urban areas in relationship to the production of urban consciousness. We will situate Harvey's seminal contributions against the work of other scholars who have written significant work on the city and on cultural geography in general.

To undertake our analyses we will "read" a wide range of urban cultural productions from a variety of urban settings. We will scrutinize the role of architecture and urban design, the graphic arts and fashion, mass media and literature and see how they are mediated by the urban experience and also contribute to the construction of urban identity. We will pay particular attention to how film portrays the urban process. Examples will be drawn from the rich tradition of urban culture with particular attention given to recent urban developments in Latin America and Spain—the instructor's areas of specialization and American cities where there is a substantial Latino population. During the last weeks of the course each student, working alone or as part of a group, will present the findings of their research on a particular aspect of a specific urban space that relates to their own research specialization.
Objetivos del curso:

Este curso tiene como finalidad proporcionar un panorama general sobre las distintas áreas de estudio relacionadas con los orígenes y la evolución biológica de la capacidad de la especie humana para el lenguaje. Para ello repasaremos un conjunto de datos relevantes que provienen de disciplinas dispares: lingüística, biología, arqueología, psicología, genética, neurología, antropología, paleontología, etología y modelación matemática de procesos evolutivos. Al final del semestre los alumnos deberán ser capaces de evaluar, discutir y escribir con fundamento acerca de cuestiones relacionadas con los orígenes biológicos del lenguaje y demostrar su capacidad para mantenerse al día sobre los nuevos desarrollos en la disciplina.

El curso no requiere conocimiento previo de la disciplina y está abierto tanto a estudiantes de lingüística como de literatura.

Evaluación:

- Participación / discusión: 10%
- Presentaciones en clase (2): 30%
- Trabajo final: 60%

Materiales / libros de texto


El resto de las lecturas obligatorias y muchas de las opcionales le serán entregadas en formato electrónico al principio del curso a cada estudiante matriculado.