SPANISH AND PORTUGUESE

82–90 Wall Street, 203.432.5439, 203.432.1151
http://span-port.yale.edu
M.A., M.Phil., Ph.D.

Chair
R. Howard Bloch

Director of Graduate Studies
Rüdiger Campe

Professors Rolena Adorno, Roberto González Echevarría, Aníbal González-Pérez, K. David Jackson, Noël Valis

Associate Professor Leslie Harkema

Senior Lector I Ame Cividanes

FIELDS OF STUDY
Fields include Spanish Peninsular literature, Spanish American literature, Portuguese and Brazilian literatures.

The doctoral program offers: (1) a concentration in Spanish specializing in a single field of study (medieval, Renaissance/Golden Age, modern Spanish Peninsular, colonial Spanish American, contemporary Spanish American); (2) a joint concentration in Spanish and Portuguese offering the student the opportunity to work in both the Luso Brazilian and Spanish/Spanish American fields, with a specialization in either of the two fields. In addition, the department participates in (1) a combined Ph.D. program in Spanish and Portuguese and African American Studies offered in conjunction with the Department of African American Studies and (2) a combined Ph.D. program in Spanish and Portuguese and Renaissance Studies offered in conjunction with the Renaissance Studies Program.

SPECIAL ADMISSIONS REQUIREMENTS
Thorough command of the language in which the student plans to specialize and a background in its literature, as well as command of at least one of the two additional languages in which the student will need to fulfill requirements, are required.

Application must include scores from the General Test of the GRE, a personal statement, and an academic writing sample in the language of the proposed specialization, not to exceed twenty-five pages in length. Students whose native language is not English must submit scores of the Test of English as a Foreign Language (TOEFL).

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE
The department requires two years of course work, sixteen term courses, a grade of Honors in at least two of these courses each year, and a minimum grade average of High Pass. Course work includes two required courses, SPAN 500, History of the Spanish Language, and SPAN 790, Methodologies of Modern Language Teaching, and four courses taken outside the department. Also required is a reading knowledge of Latin and a second language, which may be Portuguese or another language-literature. In the third year, the student is expected to pass the qualifying examination (written and oral components) and submit and receive approval of the dissertation prospectus. Upon completion of all predissertation requirements, including the dissertation prospectus, students are admitted to candidacy for the Ph.D.

Participation in the department’s teaching and pedagogy program is a degree requirement. It consists of taking the required course SPAN 790 in the second year and teaching four courses during the third and fourth years of study. At least three of these must be courses in the beginning language sequence; viewed as an integral part of the course of study for the doctorate, this program includes supervision by the director of the language program and course directors. The fourth course may be a literature or culture course taught through a teaching fellowship.

COMBINED PH.D. PROGRAMS
Spanish and Portuguese and African American Studies
The Department of Spanish and Portuguese also offers, in conjunction with the Department of African American Studies, a combined Ph.D. in Spanish and Portuguese and African American Studies. For further details, see African American Studies.

Spanish and Portuguese and Renaissance Studies
The Department of Spanish and Portuguese also offers, in conjunction with the Renaissance Studies Program, a combined Ph.D. in Spanish and Portuguese and Renaissance Studies. For further details, see Renaissance Studies.

MASTER’S DEGREES
M.Phil. See Degree Requirements under Policies and Regulations.
M.A. (en route to the Ph.D.) The M.A. en route is awarded upon the satisfactory completion of eight term courses and the language requirements (Latin and one other language).

COURSES

PORT 960a, World Cities and Narratives Staff
Study of world cities and narratives that describe, belong to, or represent them. Topics range from the rise of the urban novel in European capitals to the postcolonial fictional worlds of major Portuguese, Brazilian, and Spanish American cities. Conducted in English.

PORT 964a, Machado de Assis: The Literary World K. David Jackson
A study, in translation, of the novelistic world of J.M. Machado de Assis (1839–1908), considered the master of the Brazilian novel, examining his philosophical stance (skepticism and Menippean satire), narrative innovations (use of graphics, emblems, emptying content, etc.), social critique, encyclopedic referentiality, and contributions to modern prose. We read selected short stories and novels as well as critical essays and studies of Machado’s five major novels (called “Carioca quintet”). Students with Portuguese may read in the original.

SPAN 601a / CPLT 950a, Latin American Gender Debates and Feminist Traditions Moira Fradinger
This seminar is an introductory overview of Latin American gender debates and feminist traditions since the turn of the twentieth century up to today’s conversations around gender identity, human rights, gendered violence, and decolonial feminisms. The seminar consists of three basic units: (1) women’s social movements from anarchism to the Mothers of the Plaza de Mayo, to indigenous feminisms and the regional debate around practical and strategic gender needs; (2) local theories of patriarchy and gendered violence; (3) new gender identity laws, the discussion around sexual diversity and sexual difference, and the transgender movement today (this unit includes the analysis of one autobiography, two literary texts, and four cinematic representations). We study texts written in Latin America, at times read in comparison with some European and North American texts, and we look at their migration outside the region. The majority of texts are in Spanish, though there will be as many translations as possible for those who read more comfortably in English. Seminar meetings are conducted in Spanish.

SPAN 629b / CPLT 673b, Golden Age Theater Roberto González Echevarría
The development and apogee of the Spanish comedia, as well as contemporary minor subgenres such as the auto sacramental and the entremés. Exploration of how the theater synthesizes post-Garcilaso lyric, the commedia dell’arte, renaissance epic, the romancero, Spanish history, and the European renaissance literary tradition. Works by Cervantes, Lope de Vega, Tirso de Molina, Guíllén de Castro, Mira de Amescua, Juan Ruiz de Alarcón, Luis Quiones de Benavente, Pedro Calderón de la Barca, and Sor Juana Inés de la Cruz. Comparison with English and French theater is encouraged.

SPAN 660b / CPLT 675b, El Quijote en español Roberto González Echevarría
A detailed and contextualized reading of Cervantes’s masterpiece conducted entirely in Spanish. The study of this iconic text familiarizes students with its literary and cultural values and Cervantes’s language.

SPAN 698a / CPLT 602a, Caribbean Baseball: A Cultural History Roberto González Echevarría
A study of the origins and evolution of baseball in the Caribbean (Cuba, Dominican Republic, Puerto Rico) in the context of the region’s political and cultural history and its relationship with the United States. The course begins with a consideration of the nature of games and the development and dissemination of sports by imperial powers since the nineteenth century: soccer and rugby by the UK, tennis by France, and basketball and baseball by the United States. Topics to be considered: nationalism, the role of race, popular culture, the development of the media, the rise of stars and famous teams, the importance of the Negro leagues, access of Caribbean players to the major leagues, the situation in the present.

SPAN 751a, Spain in the 1920s Noël Valis
This course explores the cultural, literary, and artistic richness and contradictions of Spain in the 1920s, a society in transition, with a largely agricultural economy and a hunger for the modern. Topics include the promise of modernity; mass culture, celebrity, and the artist; gay literature and the growing visibility of homosexuality as a sign of modernity; women in the public sphere and in culture; the emergence of film; dictatorship, class, and the artist; and urban space. Authors, artists, and texts include Ramón del Valle-Inclán (Luces de bohemia), Pedro Salinas (Víspera del gozo), José Ortega y Gasset (La deshumanización del arte), Federico García Lorca (“Oda a Walt Whitman”), Álvaro Retana (Las “locas” de postín), Luis Buñuel (Las Hurdes), Buñuel and Salvador Dalí (Un chien andalou y L’Age d’or), Rosa Chacel (Estación. Ida y vuelta), Carmen de Burgos (“El artículo 438”), Alberto Insúa (El negro que tenía el alma blanca), and more. Conducted in Spanish.

SPAN 752b, Theorizing Iberia Leslie Harkema
In recent years, the term “Iberian Studies” has emerged conjointly with a number of proposals to reconceptualize the field of peninsular literary and cultural studies. Generally speaking, these proposals call for a shift away from the monolingual, nation-based canons of “Spanish” and “Portuguese” literature and toward a comparative approach that places Spanish and Portuguese literatures in dialogue with each other and with Catalan, Galician, Basque, and other peninsular traditions. While this development responds in part to contemporary trends in literary studies and to cultural and political realities in the Iberian Peninsula today, it also draws on the historical precedent of Iberianism, a movement that involved a number of Iberian intellectuals and artists in the last half of the nineteenth century and the first decades of the twentieth. In this course we analyze primary works from this historical period alongside some of the most recent interventions in the Iberian Studies debate. Primary readings include works by Antero de Quental, Oliveira Martins, Rosalía de Castro, Emilia Pardo Bazán, Miguel de Unamuno, Joan Maragall, Enric Prat de la Riba, and Miguel Torga, among others. Secondary texts include...
work by Joan Ramon Resina, César Domínguez, Joseba Gabilondo, Kirsty Hooper, Mario Santana, Robert Patrick Newcomb, Roberta Johnson, and Silvia Bermúdez. Texts are provided in the original language, and in translation when appropriate. Seminar discussion takes place in Spanish or Portuguese, depending on the linguistic abilities of each student. Students may submit written work in Spanish or Portuguese.

SPAN 790b, Methodologies of Modern Language Teaching  Ame Cividanes
Preparation for a teaching career through readings, lectures, classroom discussions, and presentations on current issues in foreign/second language acquisition theory and teaching methodology. Classroom techniques at all levels. In Spanish.

SPAN 914a / CPLT 960a, Microliteratures: The Margins of the Law  Jesus Velasco
Examining marginal writing in manuscripts and printed books from the Middle Ages and the early modern period, we interrogate the productive relations between law and culture. We focus on a wide array of sources from the Iberian Peninsula and the Mediterranean. Likewise, we consider different legal systems.

SPAN 936b, Millennials: Twenty-First-Century Latin American Narrative  Aníbal González Perez
This course deals with a new group of Spanish American writers whose breakout works were published early in the twenty-first century. Topics include postnationalism, the Crack and McOndo groups, cyberliterature (blogs, social networks), and genre fiction (noir novels, science fiction). Readings of novels and short stories by Mario Bellatin, Roberto Bolaño, Yuri Herrera, Rodrigo Rey Rosa, Cristina Rivera Garza, Santiago Roncagliolo, Andrés Neuman, Pola Oloixarac, Ena Lucía Portela, Juan Gabriel Vásquez, and Jorge Volpi. In Spanish.

SPAN 940a, Lezama Lima and Modern Tradition  Roberto González Echevarría
A close reading of Lezama's monumental novel Paradiso in the context of the poetics of the Orígenes group.