SPANISH (SPAN)

* SPAN 100b, Spanish for Reading  Staff
Overview of fundamental grammar structures and basic vocabulary through comprehensive reading and translation of texts in various fields (primarily humanities and social sciences, and others as determined by student interest). No previous knowledge of Spanish needed. Conducted in English. No preregistration required. Does not satisfy the Yale College language requirement.

* SPAN 110a or b, Elementary Spanish I  Staff
For students who wish to begin study of the Spanish language. Development of basic skills in understanding, speaking, reading, and writing through a functional approach to the teaching of Spanish grammar. Includes an introduction to the cultures (traditions, art, literature, music) of the Spanish-speaking world. Audiovisual materials are incorporated into class sessions. Conducted in Spanish. To be followed immediately by SPAN 120.  L1 RP 1½ Course cr

SPAN 120a or b, Elementary Spanish II  Staff
Further development of understanding, speaking, reading, and writing skills. Class sessions incorporate short authentic texts in Spanish, audiovisual materials, and film. Cultural topics of the Spanish-speaking world (traditions, art, literature, music) are included. Conducted in Spanish. After SPAN 110 or in accordance with placement results. Admits to SPAN 130 or 145.  L2 RP 1½ Course cr

* SPAN 125a, Intensive Elementary Spanish  Maria-Lourdes Sabe Colom
An intensive beginning course in spoken and written Spanish that covers the material of SPAN 110 and 120 in one term. Conducted in Spanish. Admits to SPAN 130 or 145. Not open to students who have completed SPAN 110 or 120.  L1, L2 RP 2 Course cr

SPAN 130a or b, Intermediate Spanish I  Staff
Development of language proficiency in listening, speaking, reading, and writing through communicative activities rather than a sequence of linguistic units. Authentic Spanish language texts, films, and videos serve as the basis for the functional study of grammar and the acquisition of a broader vocabulary. Cultural topics are presented throughout the term. Prerequisites: Conducted in Spanish. Admits to SPAN 140.  L3 RP 1½ Course cr

* SPAN 132a, Spanish for Heritage Speakers I  Sybil Alexandrov
A language course designed for students who have been exposed to Spanish—either at home or by living in a Spanish-speaking country—but who have little or no formal training in the language. Practice in all four communicative skills (comprehension, speaking, reading, writing), with special attention to basic grammar concepts, vocabulary building, and issues particular to heritage speakers. This course meets during Reading Period: the period between the last week of classes and finals week. Admission in accordance with placement results.  L3

SPAN 140a or b, Intermediate Spanish II  Staff
Continuation of SPAN 130. Development of increased proficiency in the four language skills. Greater precision in grammar usage, vocabulary enrichment, and expanded cultural awareness are achieved through communicative activities based on authentic Spanish-language texts, including a short novel. Conducted in Spanish. Admits to L5 courses.  L4 RP 1½ Course cr

* SPAN 142b, Spanish for Heritage Speakers II  Sybil Alexandrov
Continuation of SPAN 132. Examination of complex grammar structures; consideration of problems particular to heritage speakers through the reading of both literary and journalistic texts. Practice in all communicative skills (comprehension, speaking, reading, writing). After SPAN 132 or in accordance with placement results.  L4 RP

* SPAN 145b, Intensive Intermediate Spanish  Staff
An intensive intermediate course in spoken and written Spanish that covers the material of SPAN 130 and 140 in one term. Conducted in Spanish. Admits to L5 courses. Not open to students who have completed SPAN 130 or 140.  L3, L4 RP 2 Course cr

SPAN 150a or b, Advanced Oral and Written Communication in Spanish  Staff
Instruction in refining reading, writing, aural, and oral skills. Students reach proficiency at the advanced high level (according to ACTFL guidelines) in the four language skills of listening, speaking, reading, and writing. Conducted in Spanish. Open to heritage speakers placed at the L5 level. Prerequisite: SPAN 140 or 145, or in accordance with placement results.  L5 RP

* SPAN 222a / LAST 222a, Legal Spanish  Mercedes Carreras
An introduction to Spanish and Latin American legal culture with a focus on the specific traits of legal language and on the development of advanced language competence. Issues such as human rights, the death penalty, the jury, contracts, statutory instruments, and rulings by the constitutional courts are explored through law journal articles, newspapers, the media, and mock trials. Enrollment limited to 18. A maximum of one course in the 200-230 range may count as an elective toward the Spanish major.  L5

* SPAN 223a or b / LAST 223a or b, Spanish in Film: An Introduction to the New Latin American Cinema  Margherita Tortora
Development of proficiency in Spanish through analysis of critically acclaimed Latin American films. Includes basic vocabulary of film criticism in Spanish as well as discussion and language exercises. Enrollment limited to 18.  L5

* SPAN 226b / LAST 226b, Spanish for the Medical Professions  Mercedes Carreras
Topics in health and welfare. Conversation, reading, and writing about medical issues for advanced Spanish-language students, including those considering careers in medical professions. Enrollment limited to 18.  L5
* **SPAN 227a / LAST 227a, Creative Writing** Maria Jordan
An introduction to the craft and practice of creative writing (fiction, poetry, and essays). Focus on the development of writing skills and awareness of a variety of genres and techniques through reading of exemplary works and critical assessment of student work. Emphasis on the ability to write about abstract ideas, sentiments, dreams, and the imaginary world. Enrollment limited to 18. A maximum of one course in the 200-230 range may count as an elective toward the Spanish major. 1.5

* **SPAN 228a or b, Borders & Globalization in Hispanophone Cultures** Luna Najera
The borders that constitute the geographical divisions of the world are contingent, but they can have enormous ordering power in the lives of people and other beings. Human-made borders can both allow and disallow the flow of people and resources. Like geographical borders, social borders such as race, caste, class, and gender can form and perpetuate privileged categories of humans that restrict access of excluded persons to natural resources, education, security, and social mobility. Thus, bordering can differentially value human lives. Working with the premise that borders are sites of power, in this course we study bordering and debordering practices in the Hispanic cultures of Iberia, Latin America, and North America, from the 1490s to the present. Through analyses of a wide range of texts students will investigate the multiple ways in which social, cultural, and spatial borders are initiated, expressed, materialized, and contested. Some of the questions that will guide our conversations are: What are social borders and what are the processes through which they perdure? How do the effects of local practices that transcend borders (e.g., environmental pollution, deforestation) change our understanding of borders? How does globalization change discourse about borders? (To be conducted in Spanish.) 1.5

* **SPAN 243a or b / LAST 243a or b, Advanced Spanish Grammar** Staff
A comprehensive, in-depth study of grammar intended to improve students’ spoken and written command of Spanish. Linguistic analysis of literary selections; some English-to-Spanish translation. Enrollment limited to 18. 1.5

**SPAN 244b / LAST 120b / LAST 244b, Writing in Spanish** Margherita Tortora
Intensive instruction and practice in writing as a means of developing critical thinking. Recommended for students considering courses in literature. Analysis of fiction and nonfiction forms, techniques, and styles. Classes conducted in a workshop format. 1.5

**SPAN 247a / LAST 247a, Introduction to the Cultures of Latin America** Lisa Voigt
A chronological study of Latin American cultures through their expressions in literature and the arts, beginning in the pre-Columbian period and focusing on the period from the nineteenth century to the present. Emphasis on crucial historical moments and on distinctive rituals such as fiestas. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the major in Spanish. 1.5, HU

**SPAN 261a / LAST 261a, Studies in Spanish Literature I** Jesus Velasco
An introduction to Spanish prose, drama, and lyric poetry from their medieval multicultural origins through the Golden Age in the seventeenth century. Readings include El Cid, La Celestina, Conde Lucanor, and works by Miguel de Cervantes and Calderón de la Barca. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the major in Spanish. 1.5, HU

* **SPAN 262b / LAST 262b, Studies in Spanish Literature II** Jesus Velasco
An introduction to Spanish prose, drama, and lyric poetry from the eighteenth century to the present, centered on the conflict between modernity and tradition and on the quest for national identity. Texts by Gustavo Adolfo Bécquer, Emilia Pardo Bazán, Antonio Machado, Federico García Lorca, Ramón Sender, and Ana María Matute, among others. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the major in Spanish. 1.5, HU

* **SPAN 323a / WGSS 403a, Women Writers of Spain** Noel Valis
The development of women’s writing in Spain, with a focus on the modern era. Equal attention to the sociohistorical and cultural contexts of women writers and to the narrative and poetic strategies the authors employed. Some readings from critical and theoretical works. 1.5, HU

* **SPAN 358a / LAST 358a, Contemporary Spanish Caribbean Literature** Aníbal González-Pérez
Introduction to contemporary literature from Cuba, Dominican Republic, and Puerto Rico, through prose and poetry works by representative authors: Nicolás Guillén, Alejo Carpentier, José Lezama Lima, Antonio José Ponte, Ena Lucía Portela, Juan Bosch, José Alcántara Almánzar, Rita Indiana, Luis Palés Matos, Luis Rafael Sánchez, Mayra Santos-Febres, Luis Negrón. Topics include colonialism and postcoloniality; race, gender, and nation; Cuba’s Special Period; and the Puerto Rican debt crisis. Prerequisites: SPAN 140, 142, 145, or equivalent. 1.5, HU

* **SPAN 371a / LAST 371a, Science and Fiction in Spanish American Narrative** Aníbal González-Pérez
A study of the speculative incorporation of scientific ideas and themes in contemporary Spanish American fiction from Argentina, Chile, Cuba, Dominican Republic, Ecuador, and Peru. Readings and discussions of early and mid-20th-century precursors, such as Jorge Luis Borges, Adolfo Bioy Casares, Leopoldo Lugones, Pablo Palacio, and Clemente Palma; of late-20th to early 21st-century examples of “technowriting” in Samantha Schweblin, Jorge Volpi, and Alejandro Zambra; and of utopias, dystopias and possible futures in Jorge Adolfo, Jorge Baradit, Hugo Correa, Angélica Gorodischer, Francisco Ortega, Yoss, Yuri Herrera, and Carlos Yushimito. Related themes include: post-humanism, ecoscience, and sociopolitical satire. Course is taught in Spanish. Prerequisite: L4 Spanish or higher. 1.5, HU

**SPAN 404a / ANTH 264a / ARCG 264a, Aztec Archaeology and Ethnohistory** Oswaldo Chinchilla Mazariegos
An anthropological and ethnohistorical examination of the Aztec civilization that dominated much of Mexico from the fourteenth century until the Spanish Conquest of 1521. 10
* **SPAN 478a and SPAN 479b, Directed Readings and/or Individual Research**  Noel Valis

Individual study under faculty supervision. The student must submit a bibliography and a written plan of study approved by the faculty adviser to the director of undergraduate studies. No reading or research course credit is granted without prior approval from the director of undergraduate studies. The student must meet with the instructor at least one hour a week. A final examination or essay is required.

* **SPAN 491a or b, The Senior Essay**  Noel Valis

A research project completed under faculty supervision and resulting in a paper of considerable length, in Spanish.