

SPANISH

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The Department of Spanish and Portuguese provides instruction in the languages, literatures, and cultures of the Hispanic and Luso-Brazilian worlds. Courses in Portuguese and the requirements of the major are described under Portuguese; the names of faculty teaching Portuguese courses are included in the faculty roster.

The major in Spanish is a liberal arts major that offers a wide range of courses in the language, literatures, and cultures of the twenty Spanish-speaking countries in Europe, Latin America, and the Caribbean. Today, Spanish is the second language of the United States, one of the three most widely spoken languages in the world, and one of the five diplomatic languages of the United Nations. The program in Spanish offers students the opportunity to acquire thorough linguistic proficiency as well as in-depth knowledge of both cultural and literary topics. The major explores literature, history, philosophy, art, and cultural studies, and provides excellent preparation for careers in law, diplomacy, medicine, business, the arts, academics, journalism, and education.

COURSE NUMBERING

Courses numbered SPAN 110–199 include beginning and intermediate language courses designed to help students develop fluency in understanding, speaking, reading, and writing Spanish. Courses numbered SPAN 200–299 seek to provide students with a broad but solid introduction to the fields of Hispanic literatures and cultures while strengthening their linguistic competence. Courses numbered 300–499 allow students to perfect their linguistic and critical skills through study of a specific problem or issue, e.g., a literary genre, a type of literary or cultural representation, or a specific writer or text. Students desiring more information about either language or literature offerings should consult the director of undergraduate studies (DUS).

PREREQUISITE

Prerequisite to the major is SPAN 140, 142, or 145, or the equivalent through advanced placement or study abroad. Equivalent preparation to SPAN 140, 142, or 145 may be demonstrated by the test scores indicated below under "Language Courses and Placement Procedures."

LANGUAGE COURSES AND PLACEMENT PROCEDURES

Students with no previous formal or informal Spanish study ordinarily enroll in SPAN 110. Students who take SPAN 110 are strongly encouraged to continue with 120 in the following term. Students wishing to take intensive beginning Spanish may, with the instructor's permission, enroll in SPAN 125, which covers the same material as SPAN 110 and 120, but in one term. SPAN 132 and 142 are designed for heritage speakers and are available only to them. Admission to SPAN 132 and 142 is based on results of the departmental placement examination; interested students should contact the instructor.

All students, including native speakers, who have previously studied Spanish formally or informally must take the departmental placement examination in order to enroll

in a Spanish course. The only exception to this rule is made for students who have demonstrated advanced ability in the language by (1) receiving a score of 5 on either of the Spanish Advanced Placement tests; (2) receiving a score of 6 or 7 on the Advanced-Level International Baccalaureate examination; or (3) attaining a proficiency level of C1 in the Common European Framework of Reference for Languages. These students may enroll directly in any L5 course.

Information about the departmental placement examination and about preregistration procedures for Spanish L1–L4 language courses is available on the department website.

REQUIREMENTS OF THE MAJOR

Beyond the prerequisite, ten term courses numbered SPAN 200 or higher are required, five of which must be numbered SPAN 300 or higher. SPAN 491, The Senior Essay, counts as one of the ten required courses. A maximum of one course may be numbered SPAN 200–230. First-year seminars taught in Spanish count toward the major in the SPAN 231–299 range. A maximum of one course taught in English may be counted toward the major requirements.

Intensive major Students in the intensive major fulfill the requirements for the standard major, and take an additional two courses numbered SPAN 300 or higher.

SENIOR REQUIREMENT

Seniors write the senior essay in SPAN 491 in the spring of their senior year under the individual direction of a faculty adviser. Students expecting to complete their degree requirements in December write the senior essay in SPAN 491 in the fall of their senior year. Seniors in SPAN 491 are expected to submit their completed essay to the DUS by 4 p.m. on December 8 in the fall term, or by 4 p.m. on April 18 in the spring term. If the essay is submitted late without an excuse from the student's residential college dean, the penalty is one letter grade, though no essay that would otherwise pass will be failed because it is late.

ADVISING

Two majors Students electing Spanish as one of two majors should consult the DUS about a specialized course of study.

Courses in the Graduate School Juniors and seniors majoring in Spanish may, with permission of the instructor and the director of graduate studies, enroll in graduate literature courses in Spanish. A list of pertinent graduate courses is available at the office of the DUS.

STUDY ABROAD

Students at the intermediate level of language study are encouraged to apply to the eight-week summer language courses offered by Yale Summer Session in New Haven and Bilbao, Spain, or in Quito, Ecuador. Advanced students may apply for the five-week Yale Summer Session courses offered in Valencia, Spain, and in Quito, Ecuador. More information about these programs is available on the Yale Summer Session website. For information about the Year or Term Abroad program, see Academic Regulations, section K, Special Academic Programs. Students who wish to count courses taken abroad toward the major should consult with the DUS before going abroad.

SUMMARY OF MAJOR REQUIREMENTS

Prerequisite 1 course from SPAN 140, 142, 145, or equivalent

Number of courses 10 term courses (including senior requirement)

Distribution of courses 10 term courses numbered SPAN 200 or higher, 5 of which are numbered SPAN 300 or higher; max of one course numbered SPAN 200–230; max of one SPAN course taught in English

Senior requirement Senior essay (SPAN 491)

Intensive major 2 addtl courses numbered SPAN 300 or higher, totaling 12 term courses

Courses

* **SPAN 060b, First-Year Colloquium: Literary Studies in Spanish** Noel Valis
Introduction to the study of literature in general and to some of the most important texts in Hispanic literature. Selected texts in Spanish include short stories, essays, lyric, and theater. Open to students who have placed into L5 courses. Counts toward the requirements of the Spanish major with permission of the director of undergraduate studies. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. L5, HU

* **SPAN 100b, Spanish for Reading** María Pilar Asensio-Manrique
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 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 1½ Course cr

* **SPAN 125a, Intensive Elementary Spanish** Lourdes Sabé
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
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 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** Maripaz Garcia

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 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 students placed in the L5 level. Prerequisite: SPAN 140 or 145, or in accordance with placement results. L5 RP

*** SPAN 221a, Spanish Language and Culture through Art** Rosamaria Leon

An advanced course designed to increase student's fluency in oral and written skills. Through the exploration of five art themes relevant to Spanish speaking countries, students review advanced points of Spanish grammar, focus on vocabulary enrichment, and learn the basic principles of academic composition. The course approach for learning is a project-based model which introduces a wide variety of texts: readings, visual art, podcast, music, videos. Students are required to register for a recitation practice that consists of a weekly 40-minute conversation with students from Pontificia Universidad Católica del Perú. Prerequisite: AP with score of 5/ IB score of 7, Placement in L5 through Spanish Department placement exam or by having completed L4. L5, HU

* **SPAN 222a or b / LAST 222a or b, 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 / LAST 223a, 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 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. L5

* **SPAN 228a / ER&M 278a / LAST 228a, 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.) Prerequisite: SPAN 140 or 145, or in accordance with placement results. A maximum of one course in the 200-230 range may count as an elective toward the Spanish major. L5

SPAN 230a / ER&M 287a / EVST 229a / LAST 226a, Reading Environments: Nature, Culture, and Agency Luna Najera

Extreme weather, proliferation of species extinctions, climate migration, and the outbreak of pandemics can all be understood as instances of *koyaanisqatsi*, the Hopi word for life out of balance. They may also be viewed as indications that we are living in the age of the Anthropocene, a term in the natural and social sciences that acknowledges that human activities have had a radical geological impact on the

planet since the onset of the Industrial revolution. In this course we study relations between humans and other-than-humans to understand how we arrived at a life out of balance. We inquire into how binary distinctions between nature and culture are made, sustained, or questioned through a diversity of meaning-making practices in Spanish, Latin American, and indigenous literature, visual culture, and material culture. The indigenous artifacts studied include Popol Vuh, poetry, petroglyphs, and documentaries by indigenous people of the Amazon, which provide opportunities for asking pressing questions: To what extent does the nature and culture binary foreclose alternative possibilities for imagining ourselves and our relation to the world? Are there ways of perceiving our world and ourselves that bypass such binaries and if so, what are they? In the final weeks of the course, we draw from our insights to investigate where the nature/culture binary figures in present discussions of environmental catastrophes and rights of nature movements in Latin America. Taught in Spanish. Prerequisite: SPAN 140 or 145, or in accordance with placement results. L5

* **SPAN 243a / LAST 243a, Advanced Spanish Grammar** Terry Seymour

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. L5

SPAN 244b / 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. L5

SPAN 246a, Introduction to the Cultures of Spain Santiago Acosta

Study of various aspects of Spanish culture, including its continuing relation to the societies of Latin America. Examination of Spanish politics, history, religions, art forms, music, and literatures, from ancient times to the present. Primary sources and critical studies are read in the original. L5, HU

SPAN 247a / LAST 247a, Introduction to the Cultures of Latin America Santiago Acosta

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. L5, HU

* **SPAN 262b / LAST 262b, Studies in Spanish Literature II** Staff

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. L5, HU

* **SPAN 266a / LAST 266a, Studies in Latin American Literature I** Lisa Voigt

Cultural encounters in the New World as interpreted by authors of native American (Aztec and Inca) cultural traditions, the Spanish conquistadors and friars who encountered them and their heirs, and the Mexican creole nun (the now-world-famous

Sor Juana Inés de la Cruz) who gave voice to some of their traditions as she created a space for her own writing in the literary world. Their resonance and legacy today. L5, HU

*** SPAN 291a / HUMS 387a, Introduction to Digital Humanities I: Architectures of Knowledge** Alexander Gil Fuentes

The cultural record of humanity is undergoing a massive and epochal transformation into shared analog and digital realities. While we are vaguely familiar with the history and realities of the analog record—libraries, archives, historical artifacts—the digital cultural record remains largely unexamined and relatively mysterious to humanities scholars. In this course you will be introduced to the broad field of Digital Humanities, theory and practice, through a stepwise exploration of the new architectures and genres of scholarly and humanistic production and reproduction in the 21st century. The course combines a seminar, preceded by a brief lecture, and a digital studio. Every week we will move through our discussions in tandem with hands-on exercises that will serve to illuminate our readings and help you gain a measure of computational proficiency useful in humanities scholarship. You will learn about the basics of plain text, file and operating systems, data structures and internet infrastructure. You will also learn to understand, produce and evaluate a few popular genres of Digital Humanities, including, digital editions of literary or historical texts, collections and exhibits of primary sources and interactive maps. Finally, and perhaps the most important lesson of the semester, you will learn to collaborate with each other on a common research project. No prior experience is required. HU

*** SPAN 350a / LAST 351a, Borges: Literature and Power** Anibal González-Pérez

An introduction to the work of Jorge Luis Borges, focusing on the relation between literature and power as portrayed in selected stories, essays, and poems. Topics include Borges and postmodernity; writing and ethics; and Borges's politics. Works include *Ficciones*, *Otras inquisiciones*, *El aleph*, *El hacedor*, *El informe de Brodie*, and *Obra poética*. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

*** SPAN 371b / LAST 371b, Science and Fiction in Spanish American Narrative** Anibal 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 Schwebelin, Jorge Volpi, and Alejandro Zambra, and of utopias, dystopias and possible futures in Jorge Adolph, Jorge Baradit, Hugo Correa, Angélica Gorodischer, Francisco Ortega, Yoss, Yuri Herrera, and Carlos Yushimito. Related themes include: post-humanism, ecofiction, and sociopolitical satire. Course is taught in Spanish. Prerequisite: L4 Spanish or higher. L5, HU

*** SPAN 385b / LITR 434b, Cervantes & Don Quijote** Nicholas Jones

This course dedicates an entire semester to a close reading of the two parts of Miguel de Cervantes's novel *Don Quixote de la Mancha*. Announcing itself as a “true history,” yet, whose fictional devices clearly shine through, *Don Quixote* occupies the privileged space of first modern novel where, within its literary fabric(at)ions, a theory of the novel is devised. Our readings of *Don Quixote* examine how the classic novel inserts, parodies,

and transforms all previous literary and non-literary discourses to ingeniously invent a new narrative form. To contextualize Cervantes and his literary-historic tradition, this seminar also explores questions of erotic and literary desire, the role of madness and mental health, empire and the circulation of material culture and material wealth, the Edenic narrative and ecologies of the natural world, censorship and the Inquisition, the status of representation and performance, translation, as well as the constructions of class, gender, race, and nation. We also study the legacy of *Don Quixote* and its quixotic narratives through contemporary art, essays, films, novels, science fiction, and television. This course is taught in Spanish. L5, HU TR

*** SPAN 478a, Directed Readings and/or Individual Research** Staff

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, The Senior Essay** Staff

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