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NOTE:

MAJORS in Spanish may take one PORTUGUESE (PORT 1103) or CATALAN (CTLN 1103) Language course to count as ELECTIVE for the MAJOR IN SPANISH.
This course is an intensive introduction to Catalan, a Romance language spoken by more than eight million people in northeastern Spain (Catalonia, Valencia, the Balearic Islands, and a portion of eastern Aragon in the province of Huesca), the Principality of Andorra, the southwestern French region of Roussillon in the Department of the Eastern Pyrenees, and in the town of Alghero on the island of Sardinia. Emphasis will be given in class to the development of oral/aural communicative skills, grammar, reading, writing and culture. Prior study of another Romance language through the intermediate level is highly recommended.

Students will be evaluated based upon their performance on a number of quizzes and tests, written assignments (exercises and essays), as well as daily preparation, class participation, and overall progress in developing communication skills in Catalan. Evaluation: Oral Progress/Proficiency, Class Participation, Preparation: 15%; Written Assignments including the Research Paper, Pop Quizzes: 20%; Tests: 35%; Exam I (Midterm): 15%; Exam II (Final): 15%.

**MAJORS in Spanish** may take one PORTUGUESE (PORT 1103) or CATALAN (CTLN 1103) Language course to count as ELECTIVE for the MAJOR IN SPANISH.
SPANISH COURSES

SPAN 3340- ADVANCED CONVERSATION. (MAJOR: Elective; AXLE: INT; Pre-req: SPAN 3301W and 3302 or equivalent)

01- MWF 1:10-2:00  Heraldo Falconí (Heraldo.Falconi@vanderbilt.edu)
02- MWF 11:10-12:00 Sarah Delassus (sarah.s.delassus@vanderbilt.edu)

This class is an advanced conversation class that will offer an intra-cultural approach contrasting Spanish, Spanish American and US perspectives. This is a content-based course that focuses primarily on the development of advanced oral language skills. The class format will consist of class discussions, debates, oral presentations, interviews and electronic discussions on contemporary issues. This class is designed for students with a high level of proficiency, especially those returning from a study abroad program. Some of the issues covered in this class will be gender relations, cultural identity, social relations, value systems, religion and education.

The most important part of a student's grade will reflect his/her linguistic improvement throughout the semester, but understanding of the contents discussed is considered an integral part of the course, and will therefore be assessed as well. By the end of the course, students will have improved their oral language proficiency and achieved a greater familiarity with Hispanic cultural, economic and history-related topics.

Please note that this course is an advanced conversation class that will discuss controversial issues and ideas. Grade distribution: In-class performance (2 grading periods): 16%; Oral exams (3): 27%; Roundtables: 18%; Final present.: 15%; Interview: 15%; Tasks: 9%.

SPAN 3345- SPANISH FOR BUSINESS AND ECONOMICS. (MAJOR: Elective; AXLE: INT; Pre-req: SPAN 331W and 3302 or equivalent)

Lori Catanzaro (lori.catanzaro@vanderbilt.edu); MWF 11:10; 12:10-1:00

Este curso tiene por objetivo perfeccionar las destrezas lingüísticas escritas y orales para poder comunicarse mejor en español en el mundo profesional empresarial. Asimismo, se espera que los estudiantes adquieran una base de conocimientos de terminología y conceptos fundamentales en el mundo de los negocios. Para llegar a este fin, se estudia vocabulario especializado y temas relacionados a la economía global, la empresa, a la gerencia, la banca y la contabilidad, los recursos humanos, los bienes y servicios, el marketing, las finanzas, la importación y la exportación en el contexto de la actualidad económica global. También, los estudiantes explorarán el desarrollo y la actualidad económica de Latinoamérica y España a través de lecturas, noticias e investigación individual y estudiarán elementos y contextos culturales para que el/la estudiante sepa responder y seguir el protocolo indicado en determinadas situaciones profesionales. En su preparación, el/la estudiante se encargará de preparar varias investigaciones y presentaciones orales, documentos oficiales y traducciones, correspondencia comercial, una entrevista ejecutiva y la creación de un plan y lanzamiento de un negocio nuevo.

SPAN 3360- Spanish Civilization. (MAJOR: Elective; AXLE: INT; Pre-req: SPAN 3301W and 3302 or equivalent)

Dr. Maria Paz Pintané (maria.p.pintane@vanderbilt.edu); TR 1:10-2:25 PM

This course focuses on the culture and civilization of Spain from its origins to the present through an interdisciplinary approach. During the first part of the semester we will pay special attention to the history of Spain as a frame of reference to contextualize the texts, forms, and symbols that have become part of the Spanish cultural identity. Likewise, the course will pay special attention to contemporary Spanish society and the conflicts that arise with its historical legacy. Among other topics, we will analyze and discuss the varied cultural identity that is born with the autonomousities in post-Franco democratic Spain; the changes in society with the new immigration policies; the artistic representations of the past in the cinema; youth and popular culture; the economic crisis and the creation of new political parties. To achieve these objectives, in addition to the textbook, we will read fragments of historical texts and newspaper articles extracted from national and regional newspapers that will be presented in class. Finally, we will discuss five contemporary films that offer a new perspective of historical events.

Evaluation: Exams: 25%; Final essay & presentation: 30%; Short film analysis: 25%; Participation and homework: 20%.

SPAN 3375- Film and Culture in Latin America (MAJOR: Elective; AXLE: P; Pre-req: SPAN 3303)

Dr. Anna Castillo (a.castillo@vanderbilt.edu); TR 9:35-10:50

Have you ever wanted to be a better movie critic? This class provides an introduction to the basic tools of film analysis as we consider how cinematography, staging, editing, and sound influence a film’s portrayal of politics, popular culture, and representations of identity. Students implement these new analytical skills throughout the course as they learn to think like directors and ultimately produce an original story board project. Through an overview of Southern Cone cinema from the 1960s to the present day (with particular emphasis on Argentina and Brazil), we study how film aesthetics affect the circulation of ideas in the region. Each weekend, students typically watch a film—at their own convenience—and complete a related, short writing assignment. Evaluation criteria: informal writing assignments (10%), film aesthetics quiz (10%), presentations (15%), midterm (15%), two film reviews (20%), storyboard (20%), and final portfolio (20%). Conducted in Spanish. Brazilian films will have English subtitles.

SPAN 3385- Creative Writing and Advanced Grammar. (MAJOR: Elective; AXLE: INT; Pre-req: SPAN 3303)

Dr. Victoria C. Gardner (victoria.c.gardner@vanderbilt.edu); MWF 1:10-2:00 pm

In this course students learn effective writing in Spanish by integrating advanced grammatical concepts, a rich and varied vocabulary, and a selection of writing techniques. From character profiling to plots and setting, students will produce creative, lively, and stimulating short stories, essays, poems, or other forms of textual discourse. In order to expand their writing abilities and reinforce understanding of skills, students will practice writing following model reading assignments. Fundamentally, usage of appropriate grammar components and rich lexical skills are the underpinning of this course.

SPAN 3830- SPANISH FOR THE MEDICAL PROFESSION (MAJOR: Elective; AXLE: INT; Pre-req: SPAN 3301-3302)

Lori Catanzaro (lori.catanzaro@vanderbilt.edu); MWF 10:10-11:00

El curso presenta al estudiante avanzado de español las herramientas lingüísticas y culturales esenciales del estudio de la anatomía humana, las enfermedades crónicas y más comunes (prevención, detección, síntomas y pruebas diagnósticas, tratamiento y seguimiento), además de un estudio comprensivo, análisis y discusión del estado actual de salud de la población latina en el país con respeto al bienestar físico y mental, la política pública y el sistema de cuidado sanitario actual en Los Estados Unidos. Ofrece un profundo contexto cultural para que el futuro proveedor de cuidado de salud pueda comunicarse con y tratar apropiadamente no sólo lingüísticamente sino también culturalmente a su paciente latino. Gran parte de la experiencia es el servicio a la comunidad, el cual ofrecerá al estudiante la oportunidad de observar, ayudar e implementar sus destrezas tanto lingüísticas como culturales y aprender de la comunidad hispana en Nashville por su interacción directa con pacientes en el contexto clínico. Evaluación oral final (cumulativo): 10%; Informe presentado y escrito: 10%; Pruebas (4): 40%; Investigaciones (2): 15%; Pronunciación y participación en clase: 10%; Reportajes orales y escritos de su trabajo de servicio, asistencia y evaluación de su supervisor/a: 15%

SPAN 3891-SPECIAL TOPICS IN HISPANIC CULTURE-Nashville en Español. (MAJOR: Elective; Pre-req: SPAN 3303). **Open only to students who have studied abroad**.

Dr. Chalene Helmuth (chalene.helmuth@vanderbilt.edu) TR 11:00-12:15

Nashville en español encourages the growth of transformative immersive experiences initiated during a study abroad experience through exploration of the Spanish-speaking community in Nashville. This course addresses the need for students returning from studying abroad to explore, within a formal academic environment, some of the issues and questions raised by their personal experience abroad. Under the guidance of the faculty member, students will explore the dynamic flow of the lives of Spanish-speaking residents in Davidson County. Students can expect to spend time interviewing and engaging with members of this community, providing students a variety of opportunities to develop their language proficiency and to acquire greater skills in cross-cultural communication. Coursework will culminate in an Immersion Project. Participation and presentations: 25% Research and written work: 40% Final project: 35%

SPAN 3893-01-SPECIAL TOPICS LITERATURE- Reading Gender in Medieval Iberian Literature. (MAJOR: Literature; Pre-req: 3303)

Dr. Luis F. González López (lf.lopez@vanderbilt.edu); TR 1:10-2:25

In pre-Modern texts, female characters were traditionally represented in artistic creations by male authors. With the advent of gender (or gendered) studies and, even more recently, the #MeToo movement, gender dynamics have come into sharper focus, allowing modern readers to account for gendered subjectivities. This course seeks to explore the ways in which female characters were portrayed in pre-Modern literature to address the following questions: In what way do male authors project their gender anxieties upon their female characters? Do female characters have a voice? If so, do they advocate for themselves and seek to advance their own interests and rights? Or, conversely, are they simply compelled to rehearse the traditional discourses of the patriarchal social system, and by doing so, perpetuating the male-created and male-oriented society? To answer these and other questions, we will study some of the most representative texts of the pre-Modern period. We hope to explore and find meaningful connections between pre-Modern ideologies and contemporary social movements that have helped shape the way our society perceives the world and the gender relations.

Evaluation: Mid-term: 15%; Final exam: 20%; Essay I: 10%; Essay II: 15%; Presentation: 20%; Participation: 20%
SPAN 4320-PHONOLOGY. (MAJOR: Linguistics; AXLE: SBS; Pre-req: SPAN 3301-3302)

Dr. Philip D. Rasico (Philip.d.Rasico@vanderbilt.edu); TR 1:10-2:25

Spanish 4320: Phonology consists of the study of phonological theory and the practical application of its principles to everyday spoken Spanish. It is, in other words, the scientific analysis of the sounds of Spanish and of the ways in which native speakers organize and use these sounds as a system of verbal communication. The primary goal of this course is to enable students to improve their pronunciation of Spanish through an analysis of the nature and production of Spanish sounds and of pronunciation problems frequently experienced by non-native speakers. The course will provide a general introduction to the nature of human language, how speech sounds are produced and function discretely as a component of a linguistic system, and how the sounds of Spanish differ in nature, distribution and function from those of English and other human languages. Also considered are pronunciation problems due to spelling differences. Both standard and dialectal pronunciations of Spanish will be examined. Evaluation: Daily Attendance, Active Participation & Preparation: 10%; Written Assignments /Transcription Exercises 10%; Tests (2): 30%; Exams (2): 50%.

SPAN 4330- WORDS & STEMS. (MAJOR: Linguistics; AXLE: SBS; Pre-req. SPAN 3301-3302)

Cynthia Wasick (Cynthia.Wasick@vanderbilt.edu); MW 2:10-3:25

What is a word? How can it be defined? How are individual words formed and incorporated into a language? How do we conceptualize meaning? How might that concept change over time? What is the relationship to form and meaning? What is grammar? What is the relationship of words to grammar? How do words reflect a speaker's mental grammar? Are complex words formed by combining morphemes into hierarchical structures or by applying Word Formation Rules which map one word or stem to another? Where does morphology "live" in the grammar? These theoretical questions will be addressed in the course by studying word structure and meaning in human language through the morphological principals governing the creation of noun, verb, adjective, and adverb along with the formation of the underlying stems. We will apply the theory behind word and stem formation using a comparative analysis of how English and Spanish speakers create words and meaning. Assessment of students will consist of quizzes, written homework and problem sets, discussion and analysis of select readings and research articles, and an oral presentation.
SPAN 4355: SPANISH IN SOCIETY. (MAJOR: Linguistics; AXLE: SBS)

Cynthia Wasick (Cynthia.Wasick@vanderbilt.edu); MWF 11:10; 12:10

This course deals with the connection between Spanish and the social groups that speak it. We will look at the roles of region, social status, gender, and ethnicity in accounting for differences in the way that Spanish is spoken. We will also examine the relationship between language variation and linguistic change. Language in interaction will be explored, particularly as it functions to shape the identities of speakers. An example of a topic related to language in interaction is variation in the way that the second person pronouns usted, tú, and vos are used.

We will pay particular attention to what happens when Spanish comes into contact with other languages: with English in the U.S. and with indigenous languages of Latin America. Related to language contact are the phenomena of code-switching, borrowing, and the formation of pidgins and creoles. From a sociological standpoint, language contact will be looked at in terms of language maintenance, shift and death. These topics, in turn, will lead us to explore the larger issue of language planning and policy.

In addition, we will look at the situation of gender neutral language modification and the emerging use of non-binary gender markers as applied to Spanish.

Finally, we will touch on what has been called “critical sociolinguistics.” This type of sociolinguistics deals with approaches to the relationship between language and power. Important aspects of this relationship are the notions of ‘language attitudes,’ ‘linguistic stigmatization,’ ‘prestige’ and ‘linguistic prejudice’. We will try to understand why some native speakers of Spanish say that they do not speak a “good Spanish,” why a Peruvian bilingual may be ashamed of being a Quechua speaker, but a Paraguayan bilingual will be proud of being able to speak Guarani fluently. Similarly, we will try to understand why there is currently an English-Only movement in the U.S., and what strategies members of the movement are using to restrict the use of Spanish and other foreign languages to specific domains of life.

Throughout the course, we will be examining linguistic material primarily from Latin America and the U.S. As the topics suggest, sociolinguistics is a broad field, subsuming within it approaches that are ethnolinguistic, sociological, psycholinguistic and linguistic in a narrower sense.

Evaluation: (1) three partial exams (two take-home exams plus one non-cumulative take-home final): 60%; (2) two short 3-4 page research papers / reaction papers: 20%; (3) oral presentation and discussion of a scholarly article 10%; (4) class participation, including attendance, class discussion on readings, additional written daily homework assignments, worth 10%.

SPAN 4420- SPANISH AMERICAN LITERATURE FROM THE CONQUEST TO 1900. (MAJOR: Literature; AXLE: HCA; Pre-req: SPAN 3303)

Dr. Jose A. Cardenas Bunsen (jose.cardenas-bunsen@vanderbilt.edu); MWF 12:10-1:00

A survey of the development of the Latin American literary tradition of the Colonial period from the encounter of Native Americans and Europeans to the birth of the modern national states. Selections from the letters, travels logs and other writings by Christopher Columbus, Hernán Cortés, Bartolomé de las Casas, Simón Bolívar, Sor Juana Inés de la Cruz, among others.

Evaluation: Five short responses during the semester; One final paper; participation.
SPAN 4425- SPANISH AMERICAN LITERATURE FROM 1900 TO THE PRESENT. (MAJOR: Literature; AXLE: HCA; Pre-req: SPAN 3303)

Dr. Ruth Hill (ruth.hill@vanderbilt.edu); TR 11:00 – 10:50

This course surveys major movements, genres, and authors in the history of Latin American literature and culture from the late-nineteenth century to the late-twentieth century. Genres range from drama to poetry, essay, short story, and novel. Movements include modernism, indigenismo, magical realism, neoindigenismo, and Gothic fiction.

Grading based on four papers (5 pp. each) and active participation in class discussions in Spanish. NOTE: Because no computers, phones, or tablets are to be used during class, students are required to print out readings and buy hard copies of required books.

SPAN 4465- THE THEORY AND PRACTICE OF DRAMA (MAJOR: Literature; AXLE: HCA; Pre-req. SPAN 3303)

Dr. Christina Karageorgou Bastea (christina.karageorgou@vanderbilt.edu); MWF 11:10-12:00

Overview of the development of contemporary Spanish drama, starting with the important playwrights of the nineteenth century, el Duque de Rivas (Don Álvaro o la fuerza del sino) and José Zorrilla (Don Juan Tenorio) and continuing with 20th century writers who transformed the Spanish scene, such as Valle-Inclán and Federico García Lorca, among others.

Evaluation:
- Reading reactions: four 800-1000 word mini interpretive essays
- Presentation: one 20-minute oral exposition
- Final essay: 1500-1800 word research essay
- Drama writing and performing: one-act drama written and interpreted by students

SPAN 4690- ALTERITY AND MIGRATION IN SPAIN. (MAJOR: Literature; AXLE: HCA; Pre-req. SPAN 3303)

Dr. Michelle Murray (michelle.murray@vanderbilt.edu); MWF 10:10-11:00

This course will explore migration in contemporary Spain, from the emigration of Spaniards during the Franco era to the international immigration of workers from the global South since the late 1980s. This class will study migration through diverse works of literature — theater, poems/songs, narrative, personal testimony, and a graphic novel/comic. Grades will be determined through class participation, presentations, a midterm take-home exam, reflections, mini-analyses, and a final essay.
SPAN 4720- LITERARY GENRES AND NATIONAL IDENTITIES IN LATIN AMERICA
(MAJOR: Literature; AXLE: Perspectives; Pre-req. SPAN 3303)

Dr. Ruth Hill (ruth.hill@vanderbilt.edu); TR 9:35 – 10:50

This course adopts a transnational and interdisciplinary approach to the essay and its role in forging national and regional identities in the Americas, from the early nineteenth century forward. We will read selections from essays in anthropology, literature, natural sciences, environmental studies, economics, and political science on such topics as race, gender and sexuality, genetics, economic and environmental inequalities. Authors may include Simón Bolívar, J.H. McCulloh, Jaquira Díaz, Thomas Jefferson, José Martí, Francisco Bulnes, Toni Morrison, Alexis de Tocqueville, José Vasconcelos, Samuel Morton, Elena Poniatowska, and Domingo Sarmiento. Grading based on four papers (5 pp. each) and active participation in class discussions in Spanish. **NOTE: Because no phones, computers, or tablets are to be used during class, students are required to print out brief essays and buy hard copies of required books.**

SPAN 4725- JUNGLE NARRATIVES IN LATIN AMERICA (MAJOR: Literature; AXLE: HCA; Pre-req. SPAN 3303)

Dr. Jose A. Cardenas Bunsen (jose.cardenas-bunsen@vanderbilt.edu); MWF 10:10-11:00

This course examines narratives about journeys to the Latin American jungle in poetry, fiction, anthropology, and the visual arts. Particular focus is placed on their relation to imperialism and their connection to nature, the law, and issues of identity. Readings by Alvar Núñez Cabeza de Vaca, *Narrative*; Juan León Mera, *Cumandá*; Rómulo Gallegos, *Canaima*; José Eustasio Rivera, *The Vortex*; Borges, *The Ethnographer*; Alejo Carpentier, *The Lost Steps*; Mario Vargas Llosa, *The Storyteller*, and others. Evaluation: One short mid-term paper; one final conclusive paper; participation.

SPAN 4741- SPANISH AMERICAN LITERATURE OF THE POST BOOM ERA (MAJOR: Literature; AXLE: Perspectives; Pre-req. SPAN 3303)

Dr. Anna Castillo (a.castillo@vanderbilt.edu); TR 11:00-12:15

Nearly fifty years since the culmination of the Spanish American Boom, scholars still struggle to identify what makes the literature of the Post-Boom period cohere. Whether a rejection or mere reshaping of the characteristics associated with Boom authors, literary production since the 1970s can be characterized by a sharpened focus on race, sexual orientation, gender, and class. In this course, we read some of the most heralded authors of the period, including Alejandro Zambra, Gabriela Cabezón Cámara, Manuel Puig, Reinaldo Arenas, and Pedro Lemebel. Assignments in this class strive to be as contemporary as its subject matter. As such, you’ll have the opportunity to create blog posts and podcasts, conduct Skype interviews, and participate in the latest forms of literary critique. By considering its many modalities—narrative, poetry, essay, film, and more—we’ll explore what makes today’s literature “contemporary.” Evaluation criteria: preparation and participation (15%), 3 short reviews (15%), discussion leader (15%), 2 critical essays (30%), Skype interview (10%), and reflective podcast (15%).
PORTUGUESE COURSES

PORT 2203- INTERMEDIATE PORTUGUESE. (MAJOR: Core; AXLE: INT; Pre-req. PORT 1103 or professor placement)

Dr. Benjamin Legg (benjamin.legg@vanderbilt.edu); MWF 10:10-11:00

Students in this course will continue to develop language skills obtained in Intensive Elementary Portuguese, and gain more skill with writing, reading and higher level grammar use. Students will learn more about the various Portuguese-speaking communities of the world, and gain some initial exposure to Brazilian literature through the reading and performance of a play. Grammar content will be focused on different tenses and uses of the subjunctive. Prerequisite of PORT 1103 or professor placement.

Grade criteria: Tests-20%, Writing Assignments-25%, Oral Assignments-25%, Final Exam-15%, Participation-10%, Online Homework-5%.

PORT 3301- PORTUGUESE COMPOSITION AND CONVERSATION. (MAJOR: Core; AXLE: INT; Pre-req. PORT 2203 or professor placement)

Dr. Benjamin Legg (benjamin.legg@vanderbilt.edu); MWF 11:10-12:00

Students will transition from intermediate to advanced language skills through a study of the arts in the Portuguese-speaking world. In this course students will reinforce grammar and vocabulary learned in the first year of Portuguese language study, and will learn more about writing style, differences in register for both written and spoken language, and regional/dialectical variations in grammar and vocabulary. Students will be expected to write a variety of compositions and make several presentations about the arts. Prerequisite PORT 2203 or professor placement.

Grade criteria: Writing Assignments- 30%, Presentations-30%, Final Portfolio-20%, Quizzes and Homework-10%, Participation-10%.

PORT 3303- INTRODUCTION TO LUSO-BRAZILIAN LITERATURE (MAJOR: Core; AXLE: HCA; Pre-req: PORT 3301 or 3302)

Dr. Emanuelle Oliveira (emanuelle.oliveira@vanderbilt.edu); TR 1:10-2:25

Introduction to Luso-Brazilian Literature, is an introduction to Luso-Brazilian literature through the analysis of literary texts and films. Classes will be conducted entirely in Portuguese. Students must have successfully concluded Portuguese 2203 or higher (or acquired a solid command of the Portuguese language elsewhere). If you have any questions about your language proficiency, please speak to your instructor. TR 1:10-2:25

Grading system: 2 class presentations (20%); 1 midterm paper (6 pages, 30%); 1 final paper (6 pages, 30%); class participation (10%); homework (5%); attendance (5%).
This course will explore the end of Portugal's African colonial empire and its impact on new postcolonial identities in Angola, Mozambique, Cabo Verde, Guinea-Bissau and São Tomé, as well as in Portugal itself. Questions of national and racial identity, migration, and the varied uses of history will be central to discussions. Students will read theoretical texts by Gilberto Freyre, Amilcar Cabral, and others, as well as literary works by Lídia Jorge, Mia Couto, Ondjaki, Paulina Chiziane, Pepetela, Ungulani Ba Ka Khosa, and many more. Students will also analyze cinematic works by Flora Gomes and Miguel Costa.

Grade criteria: Final paper-50%, Response Papers-20%, Presentations-20%, Participation-10%
Contact:

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