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IMPORTANT INFORMATION ABOUT THE MINOR IN SPANISH:

REQUIREMENTS FOR MINORS (18 HOURS)

CORE COURSES- 9 HOURS
- SPAN 3301W
- SPAN 3302 or AP-5
- SPAN 3303

ELECTIVE COURSES- 6 HOURS
LITERATURE COURSES- 3 HOURS

Note:
- Core courses must be completed at Vanderbilt University or Maymester;
- Minors can take abroad a maximum of 6 hours of SPAN.

IMPORTANT INFORMATION ABOUT THE MAJOR IN SPANISH:

REQUIREMENTS FOR MAJORS (30 HOURS)

CORE COURSES- 9 HOURS
- SPAN 3301W
- SPAN 3302 or AP-5
- SPAN 3303

ELECTIVE COURSES- 9 HOURS
LINGUISTIC COURSE- 3 HOURS
LITERATURE COURSES- 9 HOURS

Note:
- Majors in Spanish may take ON CAMPUS one PORTUGUESE or CATALAN Language course to count as ELECTIVE;
- Majors in Spanish may count a pre-approved directed INTERNSHIP in a SPANISH speaking country as an elective;
- Core courses must be completed at Vanderbilt University or Maymester;
- Minors can take abroad a maximum of 12 hours of SPAN.
SPANISH COURSES

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

01- Sarah Delassus (sarah.s.delassus@vanderbilt.edu; MWF 1:10-2:00
02- Heraldo Falconi (h.falconi@vanderbilt.edu); TR 1:10-2:25

This intensive class is aimed at motivated students wishing to Major or Minor in Spanish and who want to be engaged in a fast-paced course. Depending on students’ areas of interest and study, the instructor might choose to focus on some topics over others.

Students will build on their vocabulary and will exit the class with a knowledge that will allow them to tackle topics and issues of the real world. This class will be a content-based language course, taught in Spanish focusing primarily on the development of advanced oral language proficiency through a wide range of authentic materials (articles, short videos, documentaries, series, movies.) Students should expect to improve their understanding and fluency in Spanish as well as the development of effective strategies for oral communication on the given topics through a wide range of activities such as pair, group, and whole class discussions, role-plays, presentations, and interviews. These activities will enable students to discuss, analyze, and develop a final portfolio project.

Please note that this course is an advanced conversation class that will discuss various issues and ideas. Some of the topics discussed in class will be controversial and the material studied and investigated may contain strong and disturbing descriptions, images and language.

SPAN 3345- SPANISH IN BUSINESS AND THE GLOBAL ECONOMY (MAJOR: Elective; AXLE: INT; Pre-req: SPAN 331W and 3302 or equivalent)

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

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 explotarán 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. Evaluación: Pronunciación EN TODO EL TRABAJO HABLADO: 5%; Participación/tareas (noticiero diario/debate): 10%; El clima económico (contenido, gramática, pronunciación): 10%; Entrevista ejecutiva / (contenido y diseño): 10%; Pruebas (4): 40%; Perfil de empresa (contenido, gramática, pronunciación): 10%; Proyecto final (contenido, gramática, pronunciación):15%
SPAN 3375- Film and Culture in Latin America  (MAJOR: Elective; AXLE: P; Pre-req: SPAN 3303)

Dr. Anna Castillo (anna.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 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. Students typically watch each film—at their own convenience—and complete a related, short writing assignment. We study nine films and dedicate a series of three classes to each one. Evaluation criteria: informal writing assignments (15%), film aesthetics quiz (10%), presentations (15%), midterm (15%), two film reviews (20%), storyboard (20%), and final reflection (5%). Conducted in Spanish. Brazilian films will have English subtitles.

SPAN 3365-Film and Recent Cultural Trends in Spain. (MAJOR: Elective; AXLE: INT; Pre-req: SPAN 3303)

Dr. Andres Zamora (andres.zamora@vanderbilt.edu); TR 1:10-2:25 PM

The course is an exploration of Spanish cinema from 1973, two years before the end of Franco’s dictatorship, to the present, including its role on the construction of cultural trends and a new national identity. It will be organized around two parallel axes: chronology (the historical evolution of Spanish movies against the political, social, and cultural developments in Spain) and thematics (the different issues favored or promoted by films throughout this period). We will watch fourteen films, tentatively among them El espíritu de la colmena (Víctor Erice 1973), Carmen (Carlos Saura 1983), Mujeres al borde de un ataque de nervios (Pedro Almodóvar 1988), ¡Átame! (Pedro Almodóvar 1989), El día de la bestia (Alex de la Iglesia 1995), Amantes (Vicente Aranda 1991), Tesis (Alejandro Amenábar 1995), Barrio (Fernando León de Aranoa 1998), Todo sobre mi madre (Pedro Almodóvar 1999), Solas (Benito Zambrano 1999), Te doy mis ojos (Iciar Bollain 2003) and Ocho apellidos vascos (Emilio Martínez Lázaro 2014). After watching each film, we will dedicate the class sessions to analysis, discussions, oral presentations, and lectures. We will read brief accounts of the historical period covered and some articles, reviews, and book excerpts on individual movies. The students will take a take-home midterm exam and a take-home final. They will also deliver one oral presentation and will write a five-page final paper. Class participation will constitute a very important component of the final grade. Some of the films may contain strong language, sexually explicit scenes, violence, and drug use.
SPAN 3830- SPANISH, HEALTH AND SOCIETY (MAJOR: Elective; AXLE: INT); Pre-req: SPAN 3301-3302)

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

(OLD) 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 publica 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.

Evalúación 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 3893 SPECIAL TOPICS IN HISPANIC LIT. INDIANS, BLACKS, AND COWBOYS

Dr. Jose Cardenas-Bunsen (email) MWF 11:10-12

SPAN 3893 SPECIAL TOPICS IN HISPANIC LIT. BORDERS OF IDENTITY

Dr. Ruth Hill (ruth.hill@vanderbilt.edu); MW 11:30-12:25
SPAN 3893 SPECIAL TOPICS IN HISPANIC CULTURE. LITERATURE AND CULTURE OF SPAIN THROUGH FILM (MAJOR: Literature)

Miguel Herranz, (miguel.a.herranz@vanderbilt.edu); TR 11:10-12:25

REPRESENTATIONS OF THE SEVEN DEADLY SINS IN THE SPANISH 20TH & 21ST CENTURIES’ CULTURE
In this course, we will explore representations of the seven deadly sins in the Spanish 20th and 21st culture, and how they relate to the Spanish identity. Using this idea as the main thread of our selection, we will analyze how the depiction of these sins is engrained in the Spanish cultural production that portray different historical periods. We will focus, primarily, in literature and cinema, but we will also bring music and visual arts into the picture. The class will be organized thematically around pride, greed, lust, envy, gluttony, wrath, and sloth. Readings may include full texts or excerpts from Vicente Blasco Ibáñez’s Cañas y barro, Fernando Fernán Gómez’s Las bicicletas son para el verano, Carmen Laforet’s Nada, Daniel Valdés’ Bálame el agua, José Ángel Mañas Historias del Kronen, Najat el Hachmi’s La hija extranjera, and David Trueba’s Cuatro amigos. Some of the movies will be Carlos Saura’s La caza, Fernando Trueba’s Belle Epoque, Raúl Arévalo’s Tarde para la ira, or Imanol Uribe’s Dias contados. In addition, we will read critical and historical essays to help better understand the always difficult to decipher Spanish identity.

SPANISH 4320: PHONOLOGY
Dr. Philip D. Rasico (philip.d.rasico@Vanderbilt.Edu) TR 11:10-12:25

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 understanding of 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 natural (i.e. human) languages. Also considered are pronunciation problems due to spelling differences. Both standard and dialectal pronunciations of Spanish will be examined.

Text (Required)*

*The text will be available on Brightspace for download by students enrolled in the class.

SPAN 4340 HISTORY OF THE SPANISH LANGUAGE
Dr. Philip D. Rasico (philip.d.rasico@Vanderbilt.Edu) TR 9:35-10:50

This course will examine in significant detail the evolution of the Spanish (Castilian) language from its Vulgar Latin roots to its modern forms. Emphasis will be given to the analysis of the development of the sounds of Spanish (the phonological system), with some additional consideration of word formation (morphological development) in the language, within the context of the historical and cultural background of the Iberian Peninsula. The impact of non-Roman languages and cultures upon Castilian, as well as relevant aspects of the evolution of various non-Castilian languages and dialects of Spain, will also be considered.
This course deals with the connection between the Spanish language and society. 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 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.

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 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.

Lastly, we will examine neopronouns and the implications of the gender neutral movement breaking with the genderic binary (masculine/feminine) model in the Spanish language.

Throughout the course, we will read linguistic material from Latin America, the U.S. and Spain. As the topics suggest, language in society, or sociolinguistics, is a broad field, subsuming within it approaches that are ethnolinguistic, sociological, psycholinguistic and linguistic in its narrower sense. For this reason, the authors of the articles and book chapters that we will read will come from several different disciplines, although all of them will be rooted in the social sciences.

Required readings for the course will be in both Spanish and English.

There will be two take-home partial written exams in Spanish.

There will be short reaction papers of 2-3 pages assigned. One of the written reactions will be on a scholarly article.

Class lectures and discussions will be conducted in Spanish.

REQUIRED TEXTS:

ADDITIONAL READINGS Other readings may be located on Brightspace and on reserve (*).

GRADING
Midterm Partial Exam........................................ 30%
Final Partial Exam.........................................30%
Reaction papers.............................................20%
Discussion/Homework/Participation..........20%
SPAN 4550- THE THEORY AND PRACTICE OF LITERARY TRANSLATION (MAJOR: Literature; AXLE: HCA; Pre-req. SPAN 3303)

Dr. Earl L. Fitz (earl.e.fitz@vanderbilt.edu); TR 1:10-2:25

This course focuses on both the theory and the practice of literary translation. Examples of the theoretical questions taken up are the following: what happens in the process of translation? What is lost, what is gained? Why? What are we really reading when we read a translation? Can stylistic issues be legitimately discussed when working with a translated text? Why does Gregory Rabassa regard the translator as a text's most discerning reader? What is the ultimate justification of translation? While the first third of the course (the theoretical part) will be devoted to a discussion of Steiner's After Babel: Aspects of Language and Translation, the remainder of our time will be devoted to the actual translation of Spanish and Portuguese texts, primarily poetry (traditionally regarded as the most difficult literary genre to translate successfully). Students will be translating their own texts (from either Spanish or Portuguese into English) and then discussing the process of their translation with the rest of the class. We will also discuss the relative merits of extant translations of canonical Brazilian and Spanish American poetry. The course will be taught in Spanish. Written work may be done in either Spanish or Portuguese. If all written work is done in Portuguese, a student may request a variance to count it toward the Spanish & Portuguese major or a Portuguese minor as a Portuguese course.

SPAN 4730- MODERN LATIN AMERICA POETRY

Dr. Christina Karageorgou Bastea (christina.karageorgou@Vanderbilt.Edu) TR 11:10-12:25

SPAN 4741-SPANISH AMERICAN LITERATURE OF THE POST-BOOM ERA

Dr. William Luis William.luis@vanderbilt.edu TR 1:10-2:25

The novel of the Post Boom period, of the 1970s to the present, is a reaction to the formal and linguistic experimentation known to the writers of the Boom novel, which popularized Spanish American literature throughout the world. The Post Boom is characterized by writers of different genders, races, sexual preferences, who write about popular culture, issues pertaining to women, race relations, politics, and testimonies about people who have been kept silent. In this course, we will read works such as Manuel Puig's Boquitas pintadas, Me llamo Rigoberta Menchú, Laura Esquivel's Como agua para chocolate, Reinaldo Arenal's Viaje a La Habana, and Daisy Rubiera Castillo's Reyita, sencillamente. We will also analyze films pertaining to novels of this literary period.
SPAN 4755- LATINA AND LATIN AMERICAN WOMAN WRITER

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

Students in this course interrogate the concept of “women’s lit”—a phrase employed to foster readership for women writers that has paradoxically restricted the academic study of their publications. Latin American and U.S. Latina graphic memoirists, poets, documentarians, and novelists inspire class discussions and essays about the heterogenous ways to narrate femininity and, more specifically, the place of physical disabilities in the panorama of experiences coded as feminine. Major assessment criteria include short writing assignments, participation in “fishbowl” discussions, and drawing and critiquing one’s own diary comic. (The course requires only the most rudimentary of artistic skills: creativity.) Conducted in Spanish.

SPAN 4760- LITERATURE AND MEDICINE (MAJOR: Literature; AXLE: P; Prereq. SPAN 3303)

Dr. Benigno Trigo (benigno.trigo@vanderbilt.edu ); MWF 1:10-2:00

What are some of the social meanings of the representation of disease in literature and in medicine? We will answer this question by way of Puerto Rico, an un-incorporated territory of the United States. We will trace the shifts in the configuration of four related public health crises on that Caribbean island as they are represented in both medical literature and fiction from the nineteenth to the twenty-first centuries: tropical disease, AIDS and Zika. We will shift our focus from the concerns of military doctors with hygiene during the nineteenth century to the disquiet of late-twentieth century psychologists and cultural anthropologists with the so called Puerto Rican Syndrome. We will study disease as something more than a biological event, putting it in the context of colonization, self-government, and modernization. And we will focus on both creative and medical texts in Spanish to suggest the ways in which disease is both an empirical and a symbolic event, the result of both biological causes and of socially determined preconceptions and beliefs.

SPAN 9250 Self Writing in Latin America

Dr. Benigno Trigo (benigno.trigo@vanderbilt.edu ); W 3-3:50

We will trace a modern history of self-writing in Latin America beginning with a representative work from the mid-nineteenth century. We will study a number of topics raised by this two-hundred year old practice. Among the topics we will discuss are the construction of the national subject, of the masculine and the feminine subject, of the modern experimental subject, and of the othered or subaltern subject. We will engage questions regarding the nationalist function of autobiography, the traps and promises of testimonial writing, the rhetorical nature of self-writing, the aporias of the Romantic autobiographical subject, the effect of the body on self-writing, and the possibility of writing identity as a transgression and even a separation from familiar cultural values and from the mother tongue. We will study examples of this genre from the following writers: Francisco Manzano, Teresa de la Parra, Elena Poniatowska, Rigoberta Menchú, Juan Rivera Alias Juanito Xtravaganza, and Mayra Santos Febres.
IMPORTANT INFORMATION ABOUT THE MINOR IN PORTUGUESE:

REQUIREMENTS FOR MINORS (15 HOURS)

CORE COURSES: 9 HOURS
- PORT 2203
- PORT 3301 or 3302
- PORT 3303

At least one of the following two courses (3 credits)
- PORT 4420 or PORT 4425

At least one course from among the following courses
- PORT 4350 or PORT 4420 or PORT 4425 or PORT 3892

IMPORTANT INFORMATION ABOUT THE MAJOR IN SPANISH & PORTUGUESE:

REQUIREMENTS FOR MAJOR (33 HOURS)

SPAN CORE COURSES- 9 HOURS
- SPAN 3301W
- SPAN 3302 or AP-5
- SPAN 3303

PORT CORE COURSES- 9 HOURS
- PORT 2203
- PORT 3301 or 3302
- PORT 3303

- At least two Spanish courses numbered between: 3320-3330, 3355-3385, 4400-4980 or 3835, 3891 or 3893.

- At least two of the following Portuguese courses: 4350, 4420, 4425, 3892, 7070, 7071, and 9520.

- One additional elective to be chosen from the courses listed previously.
PORTUGUESE COURSES

For more information about PORT 1103, please visit our web page:
https://as.vanderbilt.edu/spanish-portuguese/undergraduate/basicport.php

PORT 2203/5203- 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

In this course, the continuation of PORT 1103, students will continue to develop core language competences in Portuguese, with deeper focus on reading, writing and higher level grammar skills. Students will continue to learn about Brazilian culture and expand horizons into Portugal and Lusophone Africa. The course will culminate with an exposure to Brazilian literature through the reading and performance of a play. Pre-Reqs: PORT 1103 or instructor approval.


PORT 3303- INTRODUCTION TO LUSO-BRAZILIAN LITERATURE
(MAJOR: Core; AXLE: INT; Pre-req: PORT 2203)

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

In this course, conducted in Portuguese, students will gain a brief overview of the literature of Portugal and Brazil within the context of these nations’ historical evolution. Among the writers covered: Luís de Camões, Eça de Queiroz, Machado de Assis, Graciliano Ramos, Fernando Pessoa, João Guimarães Rosa, Clarice Lispector and Conceição Evaristo. Readings, course discussions and written assignments will be in Portuguese. Pre-Reqs: PORT 3301 or 3302 or instructor approval.


PORT 4350/5350- BRAZILIAN POP CULTURE
(MAJOR: Literature; AXLE: HCA; Pre-req: PORT 3303)

Dr. Benjamin Legg (benjamin.legg@vanderbilt.edu); MWF 1:10-2:00

This course, conducted in Portuguese, will give students a broad understanding of Brazilian culture and civilization, with particular attention paid to the 20th Century. Students will texts by Brazilian intellectuals like Gilberto Freyre, Sérgio Buarque de Holanda, Darcy Ribeiro and Abdias do Nascimento to establish a framework for analyzing a broad range of cultural products. In addition to reading some literary works we will analyze popular music and dance, film, television and internet culture, theater and dance, and the culinary arts in an effort to understand the deeper social, political, economic and ecological challenges Brazil faces. Readings, course discussions, presentations and written assignments will be in Portuguese. Pre-Reqs: PORT 3301, 3302 or 3303 or instructor approval.

Contact:

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