

Fall 2015 UNGRADUATE COURSE LIST

SPAN 326	Spanish for Health Care Workers Staff	11:00 – 11:50	MWF	156 Robinson
SPAN 346	Transatlantic Hispanic Cultures Garibotto	1:00 – 2:15	TR	4074 Wescoe
	Versteeg	3:00 – 4:15	MW	4012 Wescoe
SPAN 429	Spanish Phonetics and Phonology Simões	1:00 – 2:15	TR	4025 Wescoe
SPAN 448	Spanish Language and Culture for Business Staff	11:00 – 12:15	MW	4047 Wescoe
SPAN 453	20 th Century Spanish Studies: Identidades españolas Mayhew	9:30 – 10:45	TR	2115 Learned
SPAN 461	19 th Century Spanish-American Studies: Travel and Romance: the Foundation of Latin American Nations Garibotto	2:30 – 3:45	TR	4034 Wescoe
SPAN 464	Reading and Analysis of US Latino/a Literatures: Narratives and Theories of Border Identities Rabasa	9:30 – 10:45	TR	4012 Wescoe
SPAN 522	Advanced Studies in Spanish: The Spanish Language and the Studies of Heritage Speakers Simões	2:30 – 3:45	TR	4025 Wescoe
SPAN 540	Colloquium in Hispanic Studies: Domination and Resistance in Latin American Literature and Film Rabasa			

11:00 – 12:15

TR

4025 Wescoe

PORT 347

Brazilian Studies: The Pen, the Camera, and the Whip: Fiction and
History in Dictatorial Brazil

Tosta

3:00 – 4:15

MW

4034 Wescoe

Spanish 346: Transatlantic Hispanic Cultures

Verónica Garibotto

garibotto@ku.edu

Fall 2015

Tu, Th 1-2.15 pm

WES 4074

Course Description

This course offers an overview of Hispanic cultures, focusing on political, economic, social, and artistic developments from pre-contact times to the present. It aims to go beyond conventional boundaries, especially in relation to what has been called the “Hispanic Atlantic;” that is, the historical and cultural bonds between Spain and Latin America. Thus, the course provides an account of Hispanic cultures that crosses former national barriers in the field by addressing the complex circulation of influences in multiple directions. Drawing on this perspective, we will combine two interrelated dimensions: a panoramic and chronological history of Hispanic cultures (as presented by Carlos Fuentes and Catherine Davies, among others) with an analysis of specific Hispanic cultural products (literary texts, political discourses, graphic art, films, and music).

Pre-Requisites: Span 324.

Objectives and expected outcome

On completion of the course, students will have accomplished:

- A panoramic view of the history of Hispanic cultures.
- A preliminary insight into the field of Transatlantic Hispanic studies
- The ability to analyze and think critically about cultural products that belong to different fields.
- Development of research skills.
- Development of oral and discussion skills.
- Improvement of linguistic and cultural competence in Spanish.

Class Materials

-Course Reader, on Blackboard, under “Course documents”

University of Kansas

Fall 2015 – Spanish 429 - Spanish Phonetics and Phonology

Instructor: Antônio R.M. Simões, Ph.D.

Office: WES 2638, 864-0285

Class Place: Wes 4025

Off. hrs: TTh 11:00am-12:30pm, or by appt

Class Time: TuTh 1:00PM - 2:15PM

Line number: 18564

Bio with e-mail: <http://spanport.ku.edu/ant%C3%B4nio-r-m-sim%C3%B5es>

Personal blog: <http://www.simo.es.dept.ku.edu/>;

E-books in Portuguese, for free: <http://kuscholarworks.ku.edu/handle/1808/10531>;

Textbook: None. All the information for this class will come from the instructor's materials or from existing internet sites, especially this one: <http://guides.lib.ku.edu/spanlinguistics>.

However, if you feel that you must have a textbook, buy this one as soon as possible:

Sonidos en contexto, by Terrell A. Morgan. Yale University Press: 2010. ISBN 978-0-300-14959-3

Helpful videos on Phonetics: <http://www.uiowa.edu/%7Eacadtech/phonetics/>

Spanish 429 is an introductory course on analytical and practical study of contemporary Spanish pronunciation (Phonetics and Phonology). The **overall objective** of this course is to understand the basics of the **physical features** (Phonetics) of Spanish sounds in comparison to English, and the **phonological processes** (how these sounds change or form patterns, i.e. Phonology) when they form syllables, words, sentences and discourse. A list of detailed goals to meet this overall objective is given below. This course uses the abstract concept of "Spanish of the *altiplanos*" as the reference model for spoken Spanish in this class.

Students are encouraged to develop good auditory perception of the Spanish sounds. Good auditory perception of sounds can be very helpful to improve pronunciation.

This course will be presented in a combination of lecture and interactive style. Students are required to contribute to class discussion, and to work with their classmates showing their skills and maturity in group work.

Students who miss classes and/or are shy to talk in class have other alternatives to show me their preparedness, e.g. see me in my office to discuss the lesson(s); send me an e-mail with the lesson/s summary/ies, or use other means we agree upon, to show their preparedness.

Everyone is allowed three absences. Use allowed absences wisely. There is no need to excuse absence(s). Two points will be taken out of the instructor's grade for each absence beyond the third one. Please understand that if a student is absent, either for not coming to class or for arriving late or leaving earlier, s/he cannot participate while s/he is not in class. And again, s/he can visit with me to show that s/he studied for class. Participation is very important in my courses.

Students are expected to understand the basic notions of Phonetics and Phonology as discussed in class. Considering that many of the concepts discussed in class will be new to everyone, it is expected that everyone asks questions about them. Phonetics and Phonology are powerful tools to improve listening and speaking skills in Spanish or any other language.

GOALS OF THIS CLASS: To study, discuss, understand and apply the topics below. Therefore, successful students in this course are expected to understand and apply the following:

(1) the major pronunciation features of English and Spanish vowels and consonants, particularly, (a) the instability of English vowels – reduced (schwas) and long vowels; (b) the stability of English consonants; (c) the instability of Spanish consonants; and (d) the stability of Spanish vowels;

(2) basic prosodic patterns of Spanish: intonation, rhythm and stress patterns;

(3) phonological rules or phonological processes (these terms are used synonymously);

(4) phonological description and transcription (=abstract and broad transcription), e.g. the aspiration of English /ptk/ in words like “pie, tie, kite” but not in “spy, stop, sky.” This aspiration is native in English but not in Spanish;

(5) phonetic description and transcription (=physical and narrow transcription); citation form.

(6) Spanish of the *altiplanos o tierras altas* (highlands) as the Spanish of reference of our class;

(7) consonant contrasts between Spanish and English, especially the most problematic consonants in Spanish, such as the **sounds** for the **graphemes** ca, co, cu, h, ll, p, t, r, rr, v, y, z;

(8) how consonants change in different contexts or environment, e.g. phonological rules of weakening and strengthening of consonants, the realization of glottal stop in English (*golpe de glotis*) and sound assimilation;

(9) to perceive all speech sounds of Spanish and consequently be able to pronounce them as close as possible to a native speaker’s pronunciation;

(10) to distinguish among major linguistic varieties of Spanish;

(11) the meaning of the terms *vocalismo* and *consonantismo fuertes (stability)*, *vocalismo* and *consonantismo débiles (instability)*, *yeísmo*, *zheísmo*, *lleísmo*, *seseo*, *distinción*, *ceceo*, [*s*] *apicoalveolar (i.e. lengua en forma de cuchara)*, *aspiración o elisión de la /s/*, *trueque de líquidas*, *velarización de /n/*, *tipos de /x/*, *tipos de /r/*, *aspiración de /f/*;

(12) the following concepts: phoneme, allophone, morpheme, allomorph; contrastive variation i.e. distinctive or phonemic; free variation; predicted variation or complementary distribution; monophthong, diphthong, triphthong, hiatus; glottal stop; stressed and unstressed syllables, stress placement; voiced and voiceless sounds.

(13) geographical location of the major linguistic varieties of Spanish;

(14) geographical location of Spanish speaking countries and the dialectal regions to which they belong;

(15) syllable structure and syllable division;

(17) orthography of Spanish in terms stress placement and use of diacritical marks in Spanish words;

(18) how to make a self-assessment of pronunciation as well as pronunciation repairs (**meta-cognitive awareness**);

(19) other pronunciation traits of Spanish to be announced, depending on our pace.

However, the simple understanding of these points studied and discussed in this course does not ensure improvement in pronunciation. In order to improve pronunciation, it is necessary to **use** or to apply this understanding as well as to develop a **meta-cognitive awareness** when speaking in Spanish.

Grading Scheme

Event	Weight	Grading Scale	
1. Four examinations (the last exam is comprehensive and it weighs 35/50%)	50%	100.00-93.50 A	76.49-73.50 C
2. Individual Poster Project, no research paper	10%	93.49-90.00 A ⁻	73.49-70.00 C ⁻
3. Individual Poster Project and Research Paper of 12-15 pages	20%	89.99-86.50 B ⁺	69.99-66.50 D ⁺
4. Instructor Grade – The last exam weighs heavily in the Instructor Grade. For example, an 85/100 in the last exam will result in a similar Instructor Grade, i.e. 82/100, 85/100, 88/100, etc. depending on participation, 5 minute presentations, attendance , and other assignments.	20%	86.49-83.50 B	66.49-63.50 D
		83.49-80.00 B ⁻	63.49-60.00 D ⁻
		79.99-76.50 C ⁺	59.99-0 F
Total	100%		

SPAN 453
Jonathan Mayhew
Tu/Th 9:30-10:45
LEA 2115

Spanish 453: Twentieth Century Spanish Studies
“Identities españolas”

Through a close study of major works of 19th and 20th Century Spanish Literature, by writers such as Larra, Galdós, Lorca, and Delibes, we will explore themes of cultural and political identity as they evolve from the age of romanticism through the late twentieth century.

Students will write three short papers, give two presentations, and take two midterms.

Spanish 461: Nineteenth-Century Spanish American Studies: “Travel and Romance: the Foundation of Latin American Nations.”

Verónica Garibotto

garibotto@ku.edu

Fall 2015

Tu, Th 2:30-3:45

Wescoe 4034

Course Description

This course offers a comprehensive perspective of the relationship between culture, politics, and history during the periods of national formation (roughly, between 1820 and 1880) and national consolidation (around 1880-1900) in Latin America. After a brief overview of the basic tenets behind independence movements (1810-1820) and of the main challenges of the post-Independence years, we will focus on two literary genres that were vital to the nation-building process of Latin American countries: travel narratives and sentimental novels. Drawing on scholarly texts by Mary-Louise Pratt, Jens Andermann, Eva-Lynn Jagoe, Claudia Torre, and Doris Sommer, among others, we will explore three interrelated questions: a) how did literature intersect with history and politics in nineteenth-century Latin America? b) How did travel narratives and sentimental novels help to map the cultural and ideological boundaries of Latin American nations? c) How did these genres represent, shape, and/or challenge racial, ethnic, class, gender, and sexuality-based identities? In order to answer these questions, we will examine travel narratives and sentimental novels from various Latin American countries such as Cuba, Argentina, México, Chile, Ecuador, and Colombia. Moreover, based on the idea that the nineteenth century should not be seen as a closed historical period but as a discursive and cultural formation that goes well beyond 1899, we will analyze some contemporary manifestations of travel and sentimental narratives in films, *telenovelas*, and recent literary texts.

Pre-requisite: Span 340.

Objectives and expected outcome

On completion of the course, students will have accomplished:

- A comprehensive view of the history and culture of nineteenth-century Latin America.
- Further insight into the relations among culture, history, and politics.
- A panoramic understanding of the role of travel narratives and sentimental novels in the nation-building process.
- Development of critical reading and research skills.
- Development of writing and oral skills in Spanish.

Course materials

-Course reader (available on Blackboard under “Course Documents”)

SPAN 464:

Reading and Analysis of US Latino/a Literatures: *Narratives and Theories of Border Identities*

Tu/Th 9:30-10:45

Wescoe 4012

Dr. Magalí Rabasa

This course explores diverse experiences of Latinas and Latinos living in the United States, through narratives and theories that address processes of identity formation. The course will take a “transborder” perspective, thinking across different cultures, nations, and territories, but also across disciplines and forms of media. In this sense, this interdisciplinary cultural studies course will develop practices of “border thinking” by exploring intersections and transversal connections, as well as the ways that borders and hierarchies are represented, negotiated, crossed and challenged in cultural production. For example, rather than maintaining the dichotomy between “narrative” and “theoretical” texts, we will explore how the course materials challenge this division by asking questions about how first-person narratives function as sites of theorization. “Border thinking” will also be developed through the adoption of a “trans-latina/o” perspective that takes into account the ways that different Latina/o communities and histories are increasingly entwined, blurring boundaries and producing hybrid and intersectional identities. The course will examine a variety of “texts,” including scholarly essays, testimonios, fiction, and documentary and narrative film. We will explore recent cultural production as well as earlier works that contributed to the formation of the heterogeneous field of Latina/o Studies. The course is not organized around a specific theme, place, or culture, but rather a set of concepts meant to encourage a broader, more transversal examination of U.S. *latinidades*: identity, place, movement, and community. Course conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor.

University of Kansas

Fall 2015 – Spanish 522 Advanced Studies in Spanish: The Spanish Language, and the Studies of Heritage Speakers

Instructor: Antônio R.M. Simões, Ph.D. **Office:** WES 2638, 864-0285
Class Place: Wescoe 4025 **Off. hrs:** TTh 11:00am-12:30pm; or by appt
Class Time: TuTh 2:30PM - 3:45PM **Line number:** 22439
Bio with e-mail: <http://spanport.ku.edu/ant%C3%B4nio-r-m-sim%C3%B5es>
Personal blog: <http://www.simo.es.dept.ku.edu/>;
E-books in Portuguese, for free: <http://kuscholarworks.ku.edu/handle/1808/10531>;

Textbook: None. All the information for this class will come from the instructor's materials or from existing internet sites, especially this one: <http://guides.lib.ku.edu/spanlinguistics>.

Materials that can help, for additional consultation:

- Resources for teaching Spanish as a heritage language: <http://potowski.org/SNSresources>
- Heritage language teaching: Research and Practice, Beaudrie, Sara, Cynthia Ducar and Kim Potowski, MacGraw Hill Create, 2014
- Introducción a la lingüística hispánica, José Ignacio Hualde, Antxon Olarrea, Anna María Escobar. Second edition (2009) Cambridge University Press. Soft back, if possible, ISBN:9780521513982
- Language and culture, by Claire Kramsch. Oxford University Press, 2008. ISBN-10: 0194372146 | ISBN-13: 978- 0194372145
- An Introduction to language, by Victoria Fromkin, Robert Rodman and Nina Hyams. Thomson Wadsworth, 2007 (7th Edition)

Course description: SPAN 522 studies the Spanish language for research and practice. Although we will study the Spanish language in general, especially the pronominal system of Spanish, we will examine the features of Spanish as spoken and written by **heritage speakers**. Heritage speakers of Spanish are those speakers whose parents, one or both, use Spanish as a native language, regardless of how much Spanish they speak at home, and live in a community that speaks another language. Some heritage speakers of Spanish may speak Spanish with a native or near-native proficiency, or with much less proficiency.

The course is a basic training in Linguistics to prepare students to be good language observers and therefore to become well trained language learners and teachers. Typically, students in this course have never taken a class in General Linguistics, although they have had training in Phonetics and Phonology of Spanish and have advanced proficiency in Spanish.

This course will be presented in a combination of lecture and interactive style. Students are required to contribute to class discussion, and to work with their classmates showing their skills and maturity in group work.

Students who miss classes and/or are shy to talk in class have other alternatives to show me their preparedness, e.g. see me in my office to discuss the lesson(s); send me an e-mail with the lesson/s summary/ies, or use other means we agree upon, to show their preparedness.

Main goals of this class:

This class focuses on Morpho-Syntax of Spanish, especially the pronominal system of Spanish (use of *se, le, lo, las, yo, tú, vos, a-personal, etc.*, i.e.; *léismo, láismo, voseo, etc.*) in the context

of heritage speakers of Spanish. Although the class centers on heritage speakers, it is also intended to world learners of Spanish.

Main Goals:

- Basic concepts: What is Linguistics? The nature of human language (what characterizes the human language?); Language (lenguaje y lengua); Descriptive and Prescriptive Grammars; Mental Grammar; Linguistic Competence and Performance; Universal Grammar (UG); Acrolect, mesolect and basilect; Syntax, Morphology and Semantics.

1. Linguistics as a cognitive science; The evolution of linguistic analyses from prescriptivism to descriptivism; Chomsky and Saussure; animal communication vs. human language; the Innate Hypothesis.
2. The language of heritage learners of Spanish: Current Issues, bilingualism, language in contrast, learning of additional languages (also known as Second Language Acquisition (SLA));
3. Grammatical, Cultural and Pragmatic views of the Spanish Pronominal System in the context of heritage speakers and in the Hispanic World.

Grading Scheme

Event	Weight	Grading Scale	
1. Four examinations (the last exam is comprehensive and it weighs 35/50%)	50%	100.00-93.50 A	76.49-73.50 C
2. Individual Poster Project, no research paper	10%	93.49-90.00 A ⁻	73.49-70.00 C ⁻
3. Individual Poster Project and Research Paper of 12-15 pages	20%	89.99-86.50 B ⁺	69.99-66.50 D ⁺
4. Instructor Grade – The last exam weighs heavily in the Instructor Grade. For example, an 85/100 in the last exam will result in a similar Instructor Grade, i.e. 82/100, 85/100, 88/100, etc. depending on participation, 5 minute presentations, attendance , and other assignments.	20%	86.49-83.50 B	66.49-63.50 D
		83.49-80.00 B ⁻	63.49-60.00 D ⁻
		79.99-76.50 C ⁺	59.99-0 F
Total	100%		

SPAN 540

Colloquium on Hispanic Studies: *Domination and Resistance in Latin American Literature and Film*

Tu/Th 11:00-12:15

Wescoc 4025

Dr. Magalí Rabasa

This course takes an interdisciplinary and transnational approach to the study of domination and resistance in Latin America. Rather than proceed strictly chronologically, the course is organized around a set of key concepts and questions which we will use to continually consider the question: What is Latin America? How have ideas in and about the region shifted? Exploring a region invented through the colonization of the continent, this course examines a diversity of moments and modes of popular resistance, emphasizing the role of cultural, political, technological, and economic practices in maintaining and challenging colonial and neocolonial hierarchies and dynamics. Special attention will be paid to the transnational impact of cultural, economic and political processes, including how mass migration is transforming the continent. This course will critically interrogate the intersecting structures of colonialism, patriarchy, and capitalism. As a cultural studies course, we will develop critical skills for thinking across disciplines, geographies, cultures, and languages. In this sense, we will adopt a transmedia perspective, relying not only on a wide range of textual sources, but also film, music and digital media from the region. The materials we will study in this course will be challenging—as such, students will develop the necessary skills for reading and analyzing both primary materials and theoretical texts. Course conducted in Spanish. Prerequisite: SPAN 424 and six hours of 400-level Spanish literature courses.

PORT 347:

MW 3:00-4:15

WES 4034

Dr. Luciano Tosta

"The Pen, the Camera, and the Whip: Fiction and History in Dictatorial Brazil"

This course will discuss novels, movies, and songs that have revisited two moments of oppression in Brazilian national history: Getúlio Vargas' dictatorial "Estado Novo" (1937-1945) and the military dictatorship (1964-1985). By analyzing these works and the historical contexts which they discuss, students are expected to achieve an understanding of these two important political moments in Brazil, and of how artists reacted to these times of despotism and repression. Students will also discuss the paradoxical but complementary relationship between fiction and history in the light of works by historians and literary scholars. Moreover, they will study the differences between "historical novels," "new historical novels," and "historiographic metafiction," and distinguish the various sub-genres that compose historical fiction in Brazil, such as the journalistic, and the memorial. Themes will include power and gender relations, the role of the artist, art as a resistance tool, the politics of voice, and individual versus national identity. Theoretical texts will include works by Silviano Santiago, Roberto Schwartz, Antonio Candido, David Foster, Malcolm Silverman, Sartre, Italo Calvino, Gayatri Spivak, Linda Hutcheon, Seymour Menton, Hayden White, Gyorgy Lukács, and Dominick LaCapra, among others.