

Spring 2016 Graduate Course List

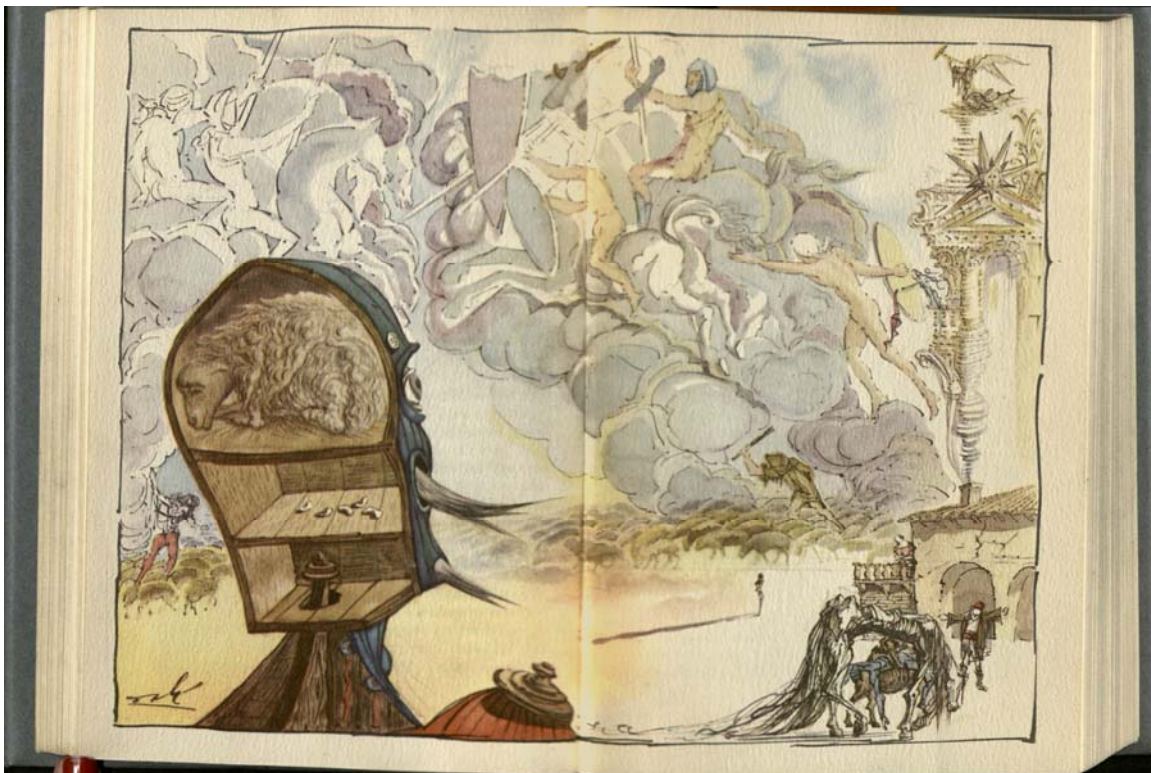
- **SPAN 745: Don Quixote**
Manning
2:30-3:45, TR, 4012 Wescoe
- **SPAN 781: Colonial Identities**
Arias
4:00-7:00, W, 2600 Wescoe
- **SPAN 801: Teaching College Spanish**
Rossomondo
4:00-7:00, T, 2600 Wescoe
- **SPAN 940: Seminar in Trans-Atlantic Literature & Culture**
Mayhew
4:00-7:00, M, 2600 Wescoe
- **PORT 785: Special Topics in Brazilian Culture and Literature: Iberian and Latin American Cities in Literature & Film**
Tosta
12:30-1:45, TR, 2600 Wescoe

SPAN 745
Don Quixote
Fall 2016
Patricia Manning
TR 2:30-3:45

In the 401 and 411 years since Miguel de Cervantes published *El ingenioso hidalgo don Quijote de la Mancha*, it has become one of the most influential novels ever written.

In addition to reading Cervantes' novel in its entirety, we will consider the material and book cultures in which editions of the *Quixote* were produced an illustrated, including the 1945 edition illustrated by Salvador Dalí (and pictured below) in the Spencer Research Library.

We will also use the *Quixote* as a lens through which to examine the history of literary criticism, including interdisciplinary approaches to textual studies, by critics such as Leo Spitzer, Roger Chartier, Américo Castro, Anthony Close, Pablo Jaurealde de Pou, Fredrick de Armas and Fernando Bouza.





SPAN 781

Professor Santa Arias

Wednesday 4-7 PM

SPAN 781

Constructing Identities in the Colonial Americas

This course will focus on the construction of colonial identities under Spanish domination. I am particularly interested in conflicted articulations of *self and other* in processes of territorialization that immediately began with the first failed Columbian settlement (Natividad) on the island of Hayti. While the main goal is to familiarize students with the history, culture and emblematic writings of the colonial period and its critical debates; as the proseminar for new graduate students, it will introduce students to the process of reading, research, and critical interpretation of primary sources.

The overarching theme *Constructing Identities in the Colonial Americas* will help reconceptualize the experience of contact, the manner in which geographical, environmental, and social spaces were viewed and inscribed by colonial subjects, the tight bond between geography and identity, and the mediated interpretation of otherness among colonizers and the colonized. As such, the course will highlight cultural movements and moments such as the narratives and poetics of the conquest and independence, and Spanish American manifestations of Baroque and Enlightenment intellectual thinking. By reading and examining critically cultural products such as chronicles, poetry, cartography, films, and other forms of representation, students will achieve a better understanding of critical issues and genres that could serve for research in other areas of Hispanic Studies. Mestizaje, border thinking, space and place, materiality, power, non/representation, and the politics of colonial writing are some of the key notions and themes to be examined and debated. Intertwined with these critical and theoretical discussions on the geographically situated construction of self and other is the emergence of subaltern voices that negotiated and destabilized *coloniality* in a search for self-definition and equality in colonial society.

Besides close examination of visual art (casta paintings, maps, and monuments); students will read “literary” writings and other discourses intended as legal and administrative documents that would shape or resist the imperial view on colonial territories. Authors include: Cristóbal Colón, Juan Ramón Pane, Bartolomé de las Casas, Álvar Núñez Cabeza de Vaca, Sor Juana Inés de la Cruz, Garcilaso de la Vega, Guaman Poma, Juan del Valle y Caviedes, Agustín Iñigo Abbad y Lasierra, José María de Heredia, Alexander von Humboldt, and Simón Bolívar.

SPAN 801: Teaching College Spanish
Dr. Amy Rossomondo

We require incoming Spanish instructors to take SPAN 801 so that they will not only understand how we teach here at KU, but also *why* we teach this way. The course is intended as a general overview of communicative, task-based language instruction. This overview will consist of exploring proven teaching methods and practices as well as the theory and research that inform these practices. The purpose of this course is not to require you to become experts in the fields of second language acquisition or foreign language pedagogy, but rather to enable you to understand, explain and successfully contribute to the mission of the Spanish Language program here at KU. Additionally, the concepts that we will explore are equally effective when applied to teaching languages and cultures at more advanced levels and will prepare you for future teaching endeavors.

SPAN 801 is also an opportunity for you to work closely with your fellow instructors and with me. The approach, assignments and projects for the seminar are designed to foster collaboration and reflection, both hallmarks of effective teaching and scholarship. We explore the application of technology to the foreign language classroom and utilize Web 2.0 applications and the tools available in Blackboard to facilitate collaboration so that you gain hands-on experience with available technology; after this experience you should feel comfortable employing these tools in your own classes.

Jonathan Mayhew

Español 940:
Relaciones transatlánticas en la lírica del XX y XXI

Las visitas de poetas como Darío, Huidobro o Vallejo a España, junto con el exilio de poetas españoles en las Américas y las conexiones continuas entre poetas españoles e hispanoamericanos, justifican en un enfoque global en la poesía escrita en castellana en los dos lados del Atlántico. En realidad, las relaciones transoceánicas son mucho más arraigadas y no se limitan al nivel anecdótico. En este curso se estudiará varias corrientes poéticas que no pueden entenderse cabalmente sin tener en cuenta la amplitud de estas tradiciones:

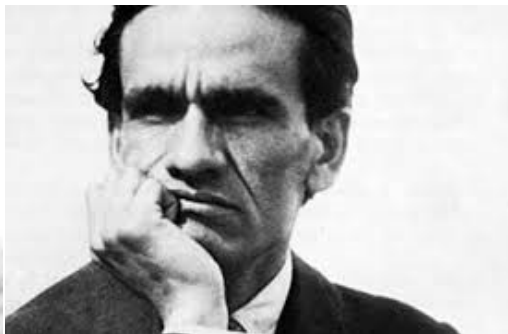
1) *La poesía del lenguaje*. Se trata de una tradición que arranca con César Vallejo, en que se pone en evidencia un enfoque en las manipulaciones del *verbo* en sí. El ejemplo más notorio de esta tendencia en años recientes es el poeta argentino Juan Gelman.

2) *La poesía de la visualidad*. La poesía del Siglo XX es fuertemente visual, desde Lorca y Paz hasta la poesía concreta brasileña.

3) *La poesía musical*. De igual modo, las conexiones entre lírica (originalmente: poesía para ser cantada acompañada por la lira) y música llegan a un grado de intensidad con la llegada de las tecnologías de la grabación, que permiten el desarrollo de varios tipos de *performance*.

Aunque este esquema parece conducir a un estudio formalista de la poesía, en realidad estas tres no tan tristes tradiciones conllevan consecuencias ideológicas, desde el uso político de la poesía cantada hasta las deformaciones lingüísticas de Gelman en servicio de una investigación del trauma. Se buscará, asimismo, una gran diversidad de perspectivas, tanto en los países como en el género y la sexualidad.

Este curso es seminario: por lo tanto se entregará, al final del semestre un ensayo académico de cierto peso. Haremos, también, ejercicios de taller y de bibliografía para facilitar el proceso de escribir un trabajo más largo. El proyecto final no tiene que ser comparatista, de forma obligatoria, aunque se espera una perspectiva informada por el contenido del curso.



Port 785 (T-TR 12:30-1:45) with the topic: Iberian & Latin Am. City in lit & film

This transnational course will focus on how selected Iberian and Latin American authors and film directors have portrayed the city in their works. Students will discuss novels, poems, short stories and films in which the city plays an important role, either by providing the background scenery for the action, functioning as a symbol (or as a character) or by helping to situate the story historically. Authors will include José Saramago, Antonio Muñoz Molina, Mário de Andrade and Julio Cortázar. The focus of the course is not only on how texts have portrayed cities, but also on how cities can be viewed as texts.

Some of the themes discussed will be the (displaced) individual in the city, the relationship between space, class, and ethnicity, the interaction between interior and exterior spaces, the dynamics of private and public spaces, the city as a sublime object, the emergence of modernity, the city and the countryside, and contemporary metropolitan life. Besides the assigned readings and movie showings, students will read critical and theoretical essays by authors such as Walter Benjamin, Michel de Certeau, Jürgen Habermas, Nicolau Sevcenko, Georg Simmel, Michel Foucault, Beatriz Sarlo, Renato Cordeiro Gomes, and Richard Sennett, among others.