SPRING 2015 UNGRADUATE COURSE LIST
Advising: Oct. 27 – Nov. 7, 2014

SPAN 302  The Spanish Inquisition
Manning and Corteguera (History)
2:00 – 2:50    MW       2049 Malott
Friday Discussions: 10-10:50, 12:00-12:50, or 2:00-2:50

SPAN 326  Spanish for Health Care Workers
Alonso
11:00 – 11:50    MWF       1001 Wescoe

SPAN 346  Transatlantic Hispanic Cultures: Encuentros y revueltas
Rabasa
11:00 – 12:15    MW       2096 DHDC

SPAN 429  Spanish Phonetics and Phonology
Simões
9:30 – 10:45    TR       4025 Wescoe

SPAN 450  Medieval Spanish Studies – Toledo: Ciudad de convivencia medieval
Rivera
1:00 – 2:15    TR       4025 Wescoe

SPAN 462  Writing and Re-Writing in Latin America
Day
11:00 – 12:15    TR       1001 Wescoe

SPAN 463  Central America
Arias
11:00 – 12:15    MW       4067 Wescoe

SPAN 522  Spanish for Teachers
Rossomondo
2:30 – 3:45    TR       4025 Wescoe

SPAN 540  Colloquium in Hispanic Studies: *Don Quijote*
Bayliss
11:00 – 12:15    MW       4025 Wescoe
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<td>Colloquium on Spanish Cinema: A Cinema of Their Own: Screening Spanish National Identity”</td>
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HIST 325/ SPAN 302/ JWSH 315 The Spanish Inquisition  
Prof. Luis Corteguera (History) and Prof. Patricia Manning (Spanish and Portuguese)  
Spring 2015  
Lectures MW 2:00-2:50 (Malott 2049) and one of the following discussion sections:  
Fridays 10-10:50, 12-12:50 and 2- 2:50  

This course will offer a broad historical perspective on the Inquisition in Spain and the Americas from 1478 to its afterlife in today’s popular culture and film. Topics include anti-Semitism, the use of torture, censorship, adultery and sexuality. The course will put special emphasis on developing students’ ability to analyze historical problems and questions. 
Students will therefore learn to read, think and write critically.  

Students’ grades will be based on periodic quizzes, exams, analytical papers and active participation.  

Since this course is taught in English, it does not count toward the Spanish major.  

Francisco de Goya y Lucientes, *The Inquisition Tribunal*
SPAN 326: Spanish for Health Care Workers  
MWF 11:00-11:50  
Wescot 1001  
Instructor: Racial Alonso

This course is designed to provide students with the linguistic and cultural competencies necessary to communicate with and help treat Spanish speaking patients with limited English proficiency. The course will include a general review of pertinent grammar and specific vocabulary groups relating to specific tasks in the health care professions: assessment and care of patients, vocabulary useful for establishing rapport, and discussions leading to cultural competencies. By the end of the class students will be able to ask questions and provide answers in common medical situations in Spanish, conduct patient interviews and understand a wider variety of possible responses from patients. We will practice communication skills by writing medical and social/personal histories, learn how to conduct physical exams in Spanish, learn about cultural and social factors that may affect our communication with Spanish-speaking patients and know our own limits and recognize when additional interpreters may be needed.
SPAN 346
Transatlantic Hispanic Cultures: Encuentros y revueltas
MW 11:00-12:15
DHDC 2096

Professor Rabasa

This course provides an introduction to the field of Transatlantic Hispanic Studies, through an exploration of the political, cultural, and economic connections between Spain and Latin America since what has been called the “discovery,” “invasion,” and “conquest” of the Americas in the late fifteenth century. Transatlantic Studies is a burgeoning interdisciplinary field that works across history, literature, economics, and politics to explore the diverse and complex ways that people, ideas, objects, and influences circulate between these two geographically distant sites, sometimes referred to as the “Old” and “New” Worlds. As a way of accounting for the complex entanglements between Spain and Latin America, this course will focus on two key concepts—encuentro and revuelta—and the many possible meanings these terms carry. In doing so, we will examine representations of the various kinds of movement, interaction, and transformation that these terms suggest: encounters, discoveries, convergences, meetings, gatherings, clashes, mixes, turns, scrambles, revolts, etc. The course will combine analysis of primary and secondary sources, using a diversity of media. In addition to gaining a broad knowledge of the historical and cultural bonds between Spain and Latin America, students will develop analytical skills for the study of diverse textual and visual cultural artifacts (e.g.: film, painting, photography). Students will also develop their written and oral language skills through individual and collaborative projects. Pre-Requisites: SPAN 324 (preferably with a C or better)
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 physical features (Phonetics) of Spanish sounds in comparison to English, and the phonological processes (how these sounds operate or form patterns, i.e. Phonology) when they form syllables, words, sentences and discourse. This course uses the abstract concept of “Spanish of the altiplanos” as the reference model for spoken Spanish.

Students in this class are encouraged to develop good auditory perception of the Spanish sounds. Good auditory comprehension of language 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.
This course will focus on Toledo as a site of cultural negotiations among Christian, Muslims, and Jews in the Iberian peninsula during the Middle Ages. The course will consider products of this interaction, from works of art and literature to legal documents and urban structures in order to understand richness and complexity of the coexistence of these cultures and their impact on cultural production in medieval Iberia. Readings and other course resources will help students to explore the cultural interaction among these cultures. Students will have the opportunity to learn about the cultural elements and creative influences that define the mutual interpenetration of these cultures within the city. This course will provide students with the opportunity to enrich their critical understanding of the cultural dynamics of medieval Castile and to develop critical skills for analyzing the interactions among these cultures.

Reading list:

- Alfonso X, Cantigas
- Auto de los Reyes Magos
- Dodds, The Arts of Intimacy
- Libro de Apolonio
- Menocal, Ornament of the World
- Poema de mio Cid
- Ray, The Sephardic Frontier
- Sendebar

For more information about the course, contact Prof. Rivera at ijrivera@ku.edu.
Span 462: Writing and Re-Writing History in Latin America
Tu/Th 11:00-12:15
Wescoc 1001
Professor Day

Through a variety of examples (fiction and non-fiction) of past and present events in Argentina, Chile, Colombia, Cuba, and Mexico, this class will open a space in which to explore how history is written and re-written in different contexts. Based on the analysis of short stories, plays, poems, de-classified CIA documents, political speeches, movies, documentaries, historical accounts, and political cartoons, we will look at the varying ways in which specific events are portrayed. For example, the Mexican movie La ley de Herodes presents a parody of post-revolutionary Mexico—a parody government officials censored because it contradicted their official view of history. The Mothers of the Plaza de Mayo, to give another example, began to march weekly in Buenos Aires to protest the disappearance of their children during the Argentine Dirty War. In doing so, they supplemented and subverted the official history of the military government in Argentina in the 1970s and 80s. As we read and view multiple accounts of events that are significant to our understanding Latin America, we will have the opportunity to reflect on our own roles as readers (and writers) of history.

In additional to short writing assignments, students will compose a final paper on the portrayal of a specific event as seen through multiple perspectives. For instance, a student could analyze a poem, movie, and political speech that present different ideas regarding migration to the United States. I will work with each student closely as he or she chooses a topic for this final project.
This course concerns the cultural construction of national identities and their relationship to indigenous history, political movements, and popular culture in Central America. Regardless of the region’s distinctive national identities, these countries share a colonial and modern history of violence that have shaped their identity, politics, and social development as reflected in their historiography and literary and artistic production. Forced migration is a current theme of major significance in the history of centroamericanos; more importantly, it connects to their history in the United States.

Beyond learning about the literature, culture and history of Central America, this course seeks to enhance your skills in Spanish (conversation, writing, reading, and comprehension); and help develop critical thinking skills. Students will achieve these objectives with the careful reading of assigned materials, planning, and completion of writing assignments, presentations, and preparation for exams.
Instructor: Prof. Amy Rossomondo
Time: TH 2:30-3:45
Place: Wescoe 4025
E-mail: arossom@ku.edu

(Note: Email is the most effective way to contact me to set up an appointment or to communicate with me about class assignments.)

Overview of SPAN 522

This course provides a general overview of contemporary approaches to the teaching and learning of Spanish as a foreign language (FL). We will explore the evolution of proven teaching methods and practices as well as the theory and research that inform these practices. Additionally, we will identify and analyze linguistics structures that are particularly challenging to teach and learn in the context of the Spanish FL classroom.

The following pedagogic topics will be treated explicitly: The role of Second Language Acquisition (SLA) research in pedagogic approaches, Communicative Language Teaching (CLT), task-based instruction, content-based instruction, the role of Open Educational Resources (OER) and technology in FL instruction, and the relationship between language and culture and form and meaning in the context of the FL classroom. Students will apply the concepts presented throughout the course to the development of original materials. Successful activities will be included in the digital curriculum for 100-level Spanish courses at KU.

Course Objectives

By the end of the semester students will be able to demonstrate:
1. Conceptual knowledge related to communicative, task-based, & content-driven approaches to FL teaching and learning;
2. Conceptual knowledge related to linguistic structures that prove challenging in the FL context;
2. Ability to relate this knowledge to various classroom-learning situations;
3. Ability to apply this knowledge in to course tasks;
4. Ability to navigate and apply established and emerging technologies to course tasks;
5. Ability to apply conceptual knowledge to reflection on course tasks.
SPAN 540
Robert Bayliss (rbayliss@ku.edu)

Colloquium in Hispanic Studies: *Don Quijote*

This course will consist of two basic components: first, a detailed study of Cervantes's masterpiece and the extensive body of criticism that it has generated, and second, an exploration of the “afterlife” of Don Quijote in Spain, Latin America, and the English-speaking world. After a close reading of the novel and a study of the major issues that have been treated in *Quijote* scholarship since the seventeenth century, we will study a number of adaptations in print, on stage and and on screen (whether small [TV], big [cinema], or otherwise [computer monitors, for example]).

Students will be evaluated for their performance in class (preparation and participation), for a series of oral presentations, and for their written work, which will culminate in a final research project of approximately 15-20 pages. A comprehensive final examination will also be given.
Span 550: Colloquium on Spanish Cinema
“A Cinema of Their Own: Screening Spanish National Identity”
Prof. Jorge Pérez
MW 3-4:15 pm
Wescove 4025

This course will trace the development of Spanish Cinema from the Francoist period until present-day manifestations. We will study the films in relation to their socio-historical context, as well as within the specific circumstances of the Spanish film industry in connection to the wider context of European and Hollywood cinema. We will explore how these films enter a cultural dialogue with issues related to national identity, gender, class, and immigration. In particular, the course will focus on the effectiveness of cinema as a narrative instrument to endorse/question the (official) constructions of Spanish national identity under and after Franco. In addition, the course will provide students with the basic theoretical tools and methods to conduct a formal analysis of film.

Films: a representative selection including films by Luis Buñuel, Luis García Berlanga, Carlos Saura, Víctor Erice, Pilar Miró, Pedro Almodóvar, Icíar Bollaín, and Alejandro Amenábar, among others.

Students will watch the films outside of class time, as a preparation for the class period. The evaluation will include two short papers, a final research paper (12-15 pages), and a final examination.

Pre-requisites: Students must have completed their two 400-level literature courses (one Peninsular, one Latin-American) prior to taking this course.
This interdisciplinary course examines the African experience in Brazil, its legacy, and aftermath. From slavery to the current state of affairs of Afro-descendants, we will analyze how Afro-Brazilians have represented themselves and been represented in literature, cinema, and music. We will also discuss how they have used art as a form of self—and political—expression. Students will acquire a solid view of the history of race relations in Brazil, and see how Afro-Brazilian identity has played a major role in the formation of Brazilian culture in general. Special attention will be given to the African contribution to the so-called religious syncretism, the relationship between race, class, and gender, the notion of *mestiçagem* (roughly “racial mixing”), and the myth of racial democracy. Topics will also include the whitening ideal, *Quilombos* then and now, racial identity and social mobilization, Affirmative Action in Brazil, and the Afro-Brazilian music and *Capoeira* in this moment of globalization. Often times there will be comparisons between Brazil and the United States. Besides reading some novels and viewing a few movies, students will read selected texts from fields such as history, anthropology, sociology, religion, education, and cultural studies in order to acquire a comprehensive and thorough picture of the Afro-Brazilian heritage and condition.