SPAN 340: Introduction to Textual Analysis and Critical Reading
This course is an introduction to the critical analysis and interpretation of literary texts. The objective of the course is the development of the necessary critical reading, thinking, and writing skills and vocabulary necessary for the study of Hispanic literatures. The course will provide an overview of the major genres (narrative, poetry, essay, and drama) as well as of Spanish and Latin American literary history. Upon completion of this course, students will be prepared for the advanced study of literature in Spanish at the 400 level. Prerequisite: SPAN 324 and SPAN 328 with a grade of B- or higher, or consent of instructor.
SPAN 340: Introduction to Textual Analysis and Critical Reading (3 Credit hours)

TR 9:30-10:45

Instructor: Rafael Acosta Morales Wescoe 2620, Rafael.acosta@ku.edu

Office Hours: T 1300-1430 and by appointment

Grading: [Letter grade, 3 credit hours]

SPAN 340 is the gateway course to the Spanish major. It has three principal goals: (1) to provide potential Spanish majors with the analytical skills to read and analyze literary texts critically, (2) to encourage an interest in literary and other forms of cultural expression from Spanish America, Spain and the US, and (3) to provide continued development of Spanish language skills for the non-native speaker by listening to presentations, reading authentic literary texts, participating in class discussions, and practicing formal writing in papers and exams. Prerequisite: SPAN 324 and SPAN 328 with a grade of B- or higher, or consent of instructor.
Spanish 346: Transatlantic Hispanic Cultures

Verónica Garibotto
garibotto@ku.edu
Spring 2016
M, W 3-4.15 pm

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 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”
Span 424: Advanced Composition and Grammar

Spring 2016
M, W 12.30-1.45 pm
Verónica Garibotto
garibotto@ku.edu

Course description

SPAN 424 is an intensive writing course for students who already possess significant experience in the study of Spanish. Our main goal is to develop a successful writing style for academic essays in Spanish. We will thus learn the necessary discursive and rhetorical strategies to write well-organized analytical, informative, and argumentative essays. In order to better develop these writing skills, we will explore different genres and we will review and polish relevant grammatical topics (se impersonal y se pasivo, pretérito versus imperfecto, conectores, pronombres, cláusulas dependientes e independientes, etc).

SPAN 340 Textual Analysis and Critical Reading is a prerequisite for this course.

Objectives and expected outcome

On completion of the course, students will have accomplished:

• Further knowledge of key concepts in Spanish grammar
• A deeper understanding of different writing styles and genres
• Further development of discursive and rhetorical strategies for writing well-organized and persuasive academic essays in Spanish
Spanish 424
Advanced Spanish Composition & Grammar
Spring 2016

Prof. I. J Rivera

Extensive practice in Spanish composition and grammar, with attention to growth in all four modalities of language: reading, writing, speaking, and listening. The course will integrate critical thinking skills with the development of compositional techniques that prepare students for continued study in Hispanic literatures and cultures. Conducted in Spanish.

Concurrent enrollment in SPAN 428 is strongly recommended.

Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

For more information, contact Prof. Rivera at <ijrivera@ku.edu>.

HOMEPAGE: www.people.ku.edu/~ijrivera
University of Kansas  
Spring 2016 – Spanish 429 - Spanish Phonetics and Phonology  

**Instructor:** Antônio R.M. Simões  
**Office:** WESCOE 2638, 864-0285  
**Class Place:** Summerfield 407  
**Class Time:** TuTh 11:00AM - 12:15PM  
**Class Time:** TuTh 11:00AM - 12:15PM  
**Bio with e-mail:** [http://spanport.ku.edu/ant%C3%B4nio-r-m-sim%C3%B5es](http://spanport.ku.edu/ant%C3%B4nio-r-m-sim%C3%B5es)  
**E-books in Portuguese, for free:** [http://kuscholarworks.ku.edu/handle/1808/10531](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](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/](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 collaborative 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), yeismo, zheismo, lleismo, 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 /ff/;

(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;

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

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

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

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. In order to help students to improve their pronunciation, all students in
this class must participate in at least five 30-minute recorded dialogue sessions with native speakers of Spanish, using Blackboard Collaborate or a similar facility. Usually, these native speakers who will speak with students in this class will be talking from abroad.

**Grading Scheme**

<table>
<thead>
<tr>
<th>Event</th>
<th>Weight</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four examinations (the last exam is comprehensive and it weighs 35/50%)</td>
<td>1. 50%</td>
<td>100.00-93.50 A</td>
</tr>
<tr>
<td>2. Collaborative Poster Project, no research paper</td>
<td>2. 10%</td>
<td>93.49-90.00 A−</td>
</tr>
<tr>
<td>3. Individual Poster Project and Research Paper of c. 12 pages</td>
<td>3. 20%</td>
<td>89.99-86.50 B−</td>
</tr>
<tr>
<td>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, 3-5 minute presentations, attendance, and five recordings with students abroad, through internet and other assignments.</td>
<td>4. 20%</td>
<td>86.49-83.50 B</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>83.49-80.00 B−</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79.99-76.50 C−</td>
</tr>
</tbody>
</table>
This course will provide a systematic overview of the cultures of Spain. Through readings, discussions, and other activities, this course will explore the pluri-culturalism of Iberia and the factors shaping the social, political, and cultural identity of Spain. Particular attention will be given to development of national identities in the light of current events in Europe.

Class sessions will combine lecture with active discussion. These sessions will be supplemented by videographic materials and web-based resources. All students will be expected to develop a semester research project. Other written work will include brief analytical papers, in-class oral presentation, a midterm, and final examination.

Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

For more information, contact Prof. Rivera at <ijrivera@ku.edu>.

HOMEPAGE: www.people.ku.edu/~ijrivera
Course description
The 19th century has often been called the “century of the novel,” but it is perhaps even more appropriate to speak of the “century of the short story.”
In the course of the century the short story developed from a very popular genre into a framework for brilliant literary creations, while at the same time its readers became more and more educated. Leopoldo Alas and Emilia Pardo Bazán were among the most experimented short story authors.

In this class we will read a selection of short stories by various authors, both men and women. We will begin with a number of stories from the beginning of the century, and continue with a series of stories from the second half of the 19th century, the prime period of short story writing. We will finish with some stories by authors from the turn of the century, such as Vicente Blasco Ibáñez. Additional readings will focus on narratological concepts and the cultural-historical background. The stories we will read deal with several topics: country and city, industrialization, gender roles, migration, war…
What is reality? Realisms in the Latin American Short story.
SPAN 463: National Traditions (3 Credit hours)
Undergraduate Seminar.
TR 11:00-12:15

Instructor: Rafael Acosta Morales Wescoe 2620, Rafael.acosta@ku.edu
Office Hours: T R 13:00-14:30 and by appointment

Grading: [Letter grade, 3 credit hours]

There are few ways to criticize reality more than by escaping it. Realisms in Latin America have been varied, spanning a wide array of options going from social realism to magical realism. During this course we will read short stories of the XXth and XXIst centuries in order to understand what does it mean to change what seems to be possible, what seems to be real and what seems to be realistic. Realism is a constructed idea, changing throughout time and culture, and is often challenged by reality itself. Whereas once it could have been unrealistic to see Mexicans or Cubans in space, it has happened. Whereas once it could have been unrealistic to think of a black President of the U.S.A., it has happened. Where to some it seems unrealistic that alternatives to liberal republics and dictatorships can exist, some do. Students will be encouraged to think, through the many ways in which the Latin American short story has reimagined the realistic, of all the ways in which their reality could be constrained by an unfounded notion of realism.
Colloquium in Hispanic Studies: The Quijote as a Cultural Touchstone

Dr. Patricia Manning
MW 11:12:15
Spring 2016
Wescoe 4025

Miguel de Cervantes’ 1605 and 1615 novel *El ingenioso hidalgo don Quijote de la Mancha* is one of the most influential works of literature ever written. Not only does it regularly appear on lists of the best novels ever written, but also it has had a major impact on world culture. We will read *el Quijote* in its entirety (in an edition prepared with US students in mind) and analyze a number of the literary and filmic texts that rework the plot of the *Quijote*.

Beyond literary and film studies, we also will consider rare imprints of the *Quijote* in the Spencer Library, including one illustrated by Salvador Dalí, and recent archeological excavations in Madrid to find Miguel de Cervantes’ burial place.

Evaluation will be based on active participation in class discussions, a midterm exam, shorter papers and a final project, which will include a presentation. Students’ final papers may analyze the *Quijote* itself or the *Quijote*’s influence on another cultural product.
Port 347: Brazilian Women in Literature and Film  
2:30-3:45, TR  
Tosta

This course will focus on contemporary writings by Brazilian female authors and on the representation of women in Brazilian cinema. There will be an emphasis on issues of gender, race and class, as they pertain to the reality of Brazilian women. Students will apply close readings to a variety of literary texts and genres, including autobiography, poetry, short story, novels, and *crônicas*. Topics will include gender conflicts, motherhood, love, homosexuality, power, domesticity, agency, stereotypes, and how they are represented through a female voice. We will discuss what it means to “write as a woman” in Brazil and analyze the aspects of its current multi-culturally-specific feminist discourse, one that offers a unique critique of the inversion of elements of gender, class and race in what is known as the “realidade brasileira” (Brazilian reality). Moreover, students will also watch and discuss a number of Brazilian films and analyze the representation of women in them.
PORT 300: Afro Latin American Cultures
1:00-2:15, TR

Tosta

This is a survey course about the history of the Afro-descendant communities in Latin America with an emphasis on the cultural productions of these groups. We will analyze how Afro descendants 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 countries such as Brazil, Cuba, Colombia, and Argentina, and see the role that African identity has played in the formation of these national cultures.

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 African heritage in Latin America.