

Romance Languages and Literatures

Director of Undergraduate Studies:

Frederick de Armas, Wb 205, 702-8481, fdearmas@uchicago.edu

Undergraduate Advisers:

Alison James (French), Cl 119, 834-8739, asj@uchicago.edu;

Elissa Weaver (Italian), Wb 406, 702-2420, e-weaver@uchicago.edu;

Ryan Giles (Spanish), Cl 118, 702-7408, rgiles@uchicago.edu

*Department Administrative Assistant: Juanita Denson, Wb 205,
834-5880, j-denson@uchicago.edu*

*Department Secretary: Barbara Britten, Wb 205, 702-8481,
bbritten@uchicago.edu*

E-mail: romance-languages@uchicago.edu

Web: humanities.uchicago.edu/depts/romancel/

Program of Study

The Department of Romance Languages and Literatures (RLLT) offers programs of study leading to the B.A. degree in French, Italian, or Spanish literature; or in some combination, which may include Catalan or Portuguese. Portuguese offerings include a two-year language sequence and selected literature and culture courses. Catalan offerings include a one-year language sequence and selected literature and culture courses.

Students in other fields of study may also complete a minor in RLLT. Information follows the description of the major.

The B.A. programs are designed to give students knowledge of the literature and culture of their area of concentration, as well as to develop their linguistic competence in one or more of the Romance languages.

RLLT students are encouraged to participate in the College's study abroad programs. These programs currently exist in Costa Rica, France, Italy, Mexico, and Spain. Information is available from the departmental office or from the study abroad advisers.

Advanced language students should consider taking special topic courses at the 20000 and 30000 levels. Some of these courses require consent of the instructor.

Program Requirements

Degree Program in a Single Literature. Students who elect the major program must meet with the appropriate RLLT undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major. Students choose courses in consultation with the appropriate undergraduate adviser. Students must obtain approval for the major program from the undergraduate adviser and submit it to their College adviser by the deadline on a form obtained from the undergraduate adviser.

The programs in French, Italian, and Spanish languages and literatures consist of thirteen courses beyond FREN, ITAL, or SPAN 10300. Students must first successfully complete FREN 20100-20200-20300; ITAL 20100-20200-20300; or SPAN 20100-20200-20300, followed by ten literature courses. The introductory sequence in the history of the literature is required (three courses from among FREN 20700, 20800, 20900, or 21000; ITAL 20700, 20800, 20900; or SPAN 20700, 20800, 20900, or 20902). Students are also required to take the following courses, which stress different approaches to language and literature and focus on a limited number of representative works: FREN 20400 (or 20500) and 21500; ITAL 20400; SPAN 20400 (or 20500) and 21500. In addition to these requirements, students must take five courses in the literature or culture of specialization (six for Italian). These courses are aimed at developing a broad knowledge of the field and, through the close study of major works, a proficiency in the critical techniques appropriate to their interpretation.

B.A. Paper. All RLLT students write a B.A. paper, which must be submitted to the department no later than Friday of sixth week in Spring Quarter of their fourth year. By the beginning of their fourth year, students must submit a writing sample in the language of their major (or, in the case of equal emphasis on two literatures, in both). If the department deems language proficiency inadequate, there may be additional requirements to ensure that the B.A. paper can be successfully written in the language of study. Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During Winter Quarter they may register for FREN, ITAL, or SPAN 29900 with the faculty member chosen to direct the writing of the B.A. paper. **This course does not count as one of the literature or culture courses required for the major; it must be taken for a quality grade.** The B.A. paper typically is a research paper with a minimum of twenty pages and a bibliography written in the language of specialization.

Students must seek permission from their B.A. paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. A significant and logical section of the B.A. paper must be written in the appropriate Romance language in consultation with the student's B.A. paper adviser. Students must also obtain the approval of both program chairs on a form available from the College adviser. The form must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: French

3	FREN 20100-20200-20300 (second-year French)*
1	FREN 20400 or 20500 (advanced language)
3	FREN 20700, 20800, 20900, or 21000
5	courses in literature and culture (FREN 21600 or above)
1	FREN 21500 (literary analysis)
—	FREN 29900 (B.A. paper)
13	

* *Credit may be granted by examination.*

Summary of Requirements: Italian

3	ITAL 20100-20200-20300 (second-year Italian)*
1	ITAL 20400 (advanced language)
3	ITAL 20700, 20800, 20900
6	courses in literature and culture
—	ITAL 29900 (B.A. paper)
13	

* *Credit may be granted by examination.*

Summary of Requirements: Spanish

3	SPAN 20100-20200-20300 (second-year Spanish)*
1	SPAN 20400, 20500, 20600, 21000, or 21100 (advanced language)
3	SPAN 20700, 20800, 20901, or 20902
5	courses in literature and culture
1	SPAN 21500 (literary analysis)
—	SPAN 29900 (B.A. paper)
13	

* *Credit may be granted by examination.*

Degree Program in More than One Literature. The programs in more than one Romance literature consist of eighteen courses. They are designed to accommodate the needs and interests of students who would like to broaden their literary experience. Linguistic competence in at least two Romance languages is assumed. Students must write a B.A. paper under the guidance of a faculty adviser, as is the case of the major in a single literature. The following programs require completion of FREN, ITAL, or SPAN 20300, or the placement or accreditation equivalent of the languages selected, with the addition of two or three courses for each language studied.

Summary of Requirements:**Program with Equal Emphasis on Two Literatures**

3	20100-20200-20300 in a Romance language*
3	20100-20200-20300 in a second Romance language*
6	courses comprising two introductory sequences in two Romance literatures
6	courses in literature equally divided between the same two Romance literatures, one of which must be 21500 taken in either literature
<hr style="width: 10%; margin-left: 0;"/>	B.A. paper
18	

* *Credit may be granted by examination.*

Summary of Requirements:**Program with Greater Emphasis on One Literature**

3	20100-20200-20300 sequence in a Romance language*
3	20100-20200-20300 sequence in a second Romance language*
3	one three-course introductory sequence in one Romance literature
5	courses in the same Romance literature
3	courses in a second Romance literature
1	21500 course in either Romance literature
<hr style="width: 10%; margin-left: 0;"/>	B.A. paper
18	

* *Credit may be granted by examination.*

Honors. To qualify for honors, students must have an overall GPA of 3.0 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed B.A. paper to their adviser by sixth week of the quarter and sustain an oral defense by seventh week. At least three members of the department's faculty must judge the paper and defense deserving of honors.

Grading. RLLT majors must receive quality grades in all required courses. Nonmajors may take departmental courses on a *P/F* basis with consent of instructor. However, all *language* courses must be taken for a quality grade.

Joint B.A./M.A. Degree. The Department of Romance Languages and Literatures has a combined B.A./M.A. program for students with an exceptional background in the language and culture of the discipline. The program has been designed to ensure that the traditional breadth of the B.A. degree and the expertise of the M.A. degree are maintained. Because all requirements for both degrees must be

met, an extra quarter is sometimes necessary to complete the program. Students apply to the B.A./M.A. program at the beginning of their third year. *Graduate registration is required during the three quarters before receipt of the degree to meet the M.A. residence requirement.*

Summary of Requirements: Joint B.A./M.A. Degree

<i>Bachelor of Arts Requirements</i>	See preceding lists.
<i>Master of Arts Requirements</i>	8 30000-level literature courses – Comprehensive Examination

Minor Program in Romance Languages and Literatures

Students who elect the minor program must meet with the appropriate RLLT undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the undergraduate adviser of their language program. Students must obtain approval for the minor program from the undergraduate adviser and submit it to their College adviser by the deadline on the form obtained from the undergraduate adviser.

The RLLT minor requires a total of six courses beyond the second-year language sequence (20100-20300). One course must be an advanced language course (above 20300). The balance must consist of five literature and culture courses, including at least two in the survey sequence 20700, 20800, 20900, 21000 (the latter offered only in French).

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

French Minor

- FREN 20400 or 20500 (one course)
- FREN 20700, 20800, 20900, 21000 (two or three courses)
- Literature and Culture courses taught in French (two or three courses)

Italian Minor

- ITAL 20400
- ITAL 20700, 20800, 20900 (two or three courses)
- Literature and Culture courses taught in Italian (two or three courses)

Spanish Minor

SPAN 20400, 20500, 20600, 21000, or 21100 (one course)

SPAN 20700, 20800, 20901, or 20902 (at least two courses)

Literature and Culture courses taught in Spanish (two or three courses)

Faculty

K. Austin, P. Cherchi, F. de Armas, R. de Costa, D. Delogu, P. Dembowski, P. Desan,
 N. Di Vito, R. Giles, A. James, A. Lima, A. Lugo-Ortiz, A. Maggi, F. Meltzer, R. J. Morrissey,
 L. Norman, T. Pavel, M. Santana, J. Steinberg, L. Voigt, E. Weaver, R. West

Visiting Faculty

F. Bruni, M. Fumaroli

NOTE: Some 30000- and 40000-level courses in French (FREN), Italian (ITAL), Portuguese (PORT), Spanish (SPAN), and Romance Languages and Literatures (RLLT) are open to advanced RLLT undergraduates with consent of instructor. Please contact the department for further information.

Courses: Catalan (CATA)*Language and Culture*

10100-10200-10300. Beginning Elementary Catalan I, II, III. This three-quarter sequence is designed for beginning and beginning/intermediate students in Catalan. Its aim is to provide students with a solid foundation in the basic patterns of spoken and written Catalan (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Catalan examination. Although the three classes constitute a sequence leading to the Catalan competency examination, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. *Autumn, Winter, Spring.*

10100. CATA 10100 is designed for students who have no previous knowledge of Catalan and for those who need an in-depth review of the basic patterns of the language.

10200. *PQ: CATA 10100 or placement.* CATA 10200 offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 10100.

10300. *PQ: CATA 10200 or placement.* CATA 10300 expands on the material presented in CATA 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Catalan competency examination.

12200. Catalan for Speakers of Romance Languages. This class is designed for speakers of other Romance Languages to develop competence quickly in spoken and written Catalan. In this intermediate-level course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages. *Spring.*

20100-20200/30100-30200. Intermediate/Advanced Catalan. *Must be taken for a quality grade.* In this intermediate/advanced-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual material that provide them with a deeper understanding of Catalan literature, culture, and contemporary society. *Autumn, Winter.*

20100/30100. PQ: CATA 10300 or placement. CATA 20100 is designed as a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of contemporary Catalan culture through a variety of texts and audio-visual materials.

20200/30200. PQ: CATA 20100 or placement. CATA 20200 is specifically designed to help students develop their descriptive and narrative skills through exposure to written and oral documents (e.g., literary texts, interviews). Students are taught the grammatical and lexical tools necessary to understand these documents, and to produce their own analysis and commentaries.

29700. Readings in Special Topics. *PQ: CATA 10300 or 20200/30200, depending upon the requirements of the program for which credit is sought. Students are required to submit the College Reading and Research Course Form.* Directed readings in special topics not covered by courses offered as part of the program in Catalan. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter. *Autumn, Winter, Spring.*

Courses: French (FREN)

Language (must be taken for a quality grade)

10100-10200-10300. Beginning Elementary French I, II, III. *Must be taken for a quality grade.* This three-quarter sequence is designed for beginning and beginning/intermediate students in French. Its aim is to provide students with a solid foundation in the basic patterns of spoken and written French (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the French examination. Although the three classes constitute a sequence leading to the French competency examination, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. *Summer (complete sequence offered); Autumn, Winter, Spring.*

10100. FREN 10100 is designed for students who have no previous knowledge of French, and for those who need an in-depth review of the basic patterns of the language.

10200. *PQ: FREN 10100 or placement.* FREN 10200 offers a rapid review of the basic patterns of the language and expands on the material presented in FREN 10100.

10300. *PQ: FREN 10200 or placement.* FREN 10300 expands on the material presented in FREN 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the French competency examination.

10201-10300. Continuing Elementary French II, III. *PQ: Placement. Must be taken for a quality grade.* This sequence has the same objectives as FREN 10100-10200-10300, but it is reserved for students with enough knowledge of the language to permit a more rapid assimilation of its foundational linguistic and phonetic patterns. *Autumn, Winter, Spring.*

15001. Practical French. *PQ: Enrollment in Paris study abroad program.* In this course, students learn practical expressions, vocabulary, and grammar needed for everyday communication in the target language culture. The class has two levels: one for complete beginners in the language and one for those who already have some knowledge of French. *This class meets in Paris. Autumn, Winter, Spring.*

20100-20200-20300. Language, History, and Culture I, II, III. *PQ: FREN 10300 or placement. Must be taken for a quality grade.* In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual material that provide them with a deeper understanding of French literature, culture, and contemporary society. *Autumn, Winter, Spring. (This complete sequence is also offered to participants in the Paris language program in Autumn Quarter.)*

20100. *PQ: FREN 10300 or placement.* FREN 20100 is designed as a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of contemporary French society through a variety of texts and audio-visual materials.

20200. *PQ: FREN 20100 or placement.* FREN 20200 is specifically designed to help students develop their descriptive and narrative skills through a variety of texts, audio-visual materials and activities.

20300. *PQ: FREN 20200 or placement.* FREN 20300 is specifically designed to help students develop their skills in understanding and producing written and spoken arguments in French through readings and debates on various issues of relevance in contemporary French society.

20400/30400. *Cours de perfectionnement.* PQ: FREN 20300 or placement. This course is designed to help students attain high levels in reading, writing, speaking, and listening through readings and debates on various issues of relevance in contemporary French society with emphasis on summarizing textual and oral documents. *Autumn, Winter, Spring.* (This class is also offered to participants in the Paris language program in Summer and Autumn Quarters.)

20500/30500. *Ecrire en français.* PQ: FREN 20300 or placement. Enrollment in Paris study abroad program for Summer and Autumn Quarters. This course is strongly recommended for students in the academic year Paris program. The goal of this course is to help students achieve mastery of composition and style through the acquisition of numerous writing techniques. Using a variety of literary and nonliterary texts as models, students examine the linguistic structures and organization of several types of written French discourse and are guided in the acquisition of the rules underlying each discourse type. *Winter, Spring.* (This class is also offered to participants in the Paris language program in Summer and Autumn Quarters.)

20600/30600. *Phonétique et phonologie.* PQ: FREN 20300 or placement. This course involves a systematic study of the French phonological system, placing equal emphasis on the recognition and the production of French sounds in context. Students also examine the relationships between the French sound system and French orthographic norms and grammatical distinctions. Classroom exercises and homework include examining authentic spoken discourse representing a variety of discourse styles and activities to promote the acquisition of spoken proficiency. *Autumn.* (This class is also offered to participants in the Paris language program in Summer Quarter and Autumn Quarter.)

Literature and Culture

All literature courses are conducted in French unless otherwise indicated. French majors do all work in French. With prior consent of instructor, nonmajors may write in English.

20700. *Introduction à la littérature française I.* PQ: FREN 20300 or consent of instructor. This course is designed to give a historical overview of French literature in the sixteenth and seventeenth centuries. There are close readings and discussions from representative works of this period. Among the authors studied are Rabelais, Ronsard, Montaigne, Descartes, Pascal, Corneille, Racine, Molière, La Fontaine, and Mme. de La Fayette. *D. Delogu. Spring.*

20800. *Littérature à l'Age des Lumières.* PQ: FREN 20300 or consent of instructor. This course presents major literary and dramatic works of the eighteenth century, such as those by Montesquieu, Prévost, Marivaux, Voltaire, Diderot, Rousseau, and Beaumarchais. The class includes close readings and discussions. *R. Morrissey. Winter.*

20900. *Littérature à l'Age des Révolutions.* PQ: FREN 20300 or consent of instructor. This course presents authors such as Chateaubriand, Mme. de Stael, Balzac, Musset, George Sand, Flaubert, Baudelaire, and Zola. Subjects include the rise of and crisis of romanticism, the heroic model, and a critique of bourgeois society. The class includes close readings and discussions. *A. James. Autumn.*

21000. *Du moderne au contemporain.* PQ: FREN 20300 or consent of instructor. This course presents major literary and dramatic works of the twentieth century, including works by such authors as Gide, Claudel, Mauriac, Aragon, Genet, and Proust. Subjects might include absurdism, existentialism, gender and sexual identity, social upheaval, the post-modern condition, and the rise of cinema. The class includes close readings and discussions. *A. James. Offered 2007-08; not offered 2006-07.*

21200. *Langue et Culture.* PQ: Enrollment in Paris study abroad program. This language course is designed for students in our Paris programs who have high-intermediate or advanced language ability. Students explore various aspects of French language, culture, and history through readings and discussion. *This class meets in Paris. Winter, Spring.*

21500/31500. *La Stylistique.* PQ: FREN 20400 or consent of instructor. This course focuses on linguistic and literary problems of textual analysis. It examines literary and stylistic techniques in poetry and prose with concentration on the *explication de texte* method of literary study. *A. James. Spring.*

21801/31801. *Auteurs et publics dans les textes médiévaux.* PQ: Consent of instructor. Dans ce cours nous examinerons quelques exemplaires des genres canoniques du Moyen Age (les hagiographies, les chansons de geste, les romans), surtout en ce qui concerne les rapports entre les textes, leurs auteurs (anonymes ou célèbres), et leurs publics (universels ou restreints). Comment est-ce que ces rapports s'articulent dans chaque texte? Quel est le rôle du lecteur? *D. Delogu. Winter.*

22101/32101. *L'écriture du quotidien au XX^e, siècle.* PQ: Consent of instructor. This course examines the ways in which twentieth-century French writers represent aspects of everyday life, while also investigating the very notion of the "everyday." Authors studied include Proust, Aragon, Barthes, Blanchot, and Queneau. We also consider sociological approaches to the everyday (Henri Lefebvre, Michel de Certeau). By reading theoretical accounts alongside literary treatments and transformations of the everyday, we aim to shed light on the literary enterprise of representation and to understand its specificity. All work in French. *A. James. Autumn.*

22301/32301. *French Existentialism.* This course is a comparative study of religious and atheist existentialism in twentieth-century France with a focus on Gabriel Marcel and Jean-Paul Sartre. Texts available in English and classes conducted in English; students majoring in French required to read the texts in the original. *T. Pavel. Spring.*

22701/32701. *L'effet Napoléon: culture et littérature au XIXe siècle.* R. Morrissey. Winter.

23100. *Rabelais et les origines de la modernité.* PQ: FREN 20300 and enrollment in summer Paris study abroad program. A travers l'œuvre de Rabelais nous aborderons les grands thèmes de la Renaissance et, de façon plus générale, de la modernité. La première partie du cours aura pour but de présenter le contexte social, politique, économique, et religieux de la première moitié du XVI^e siècle en reliant les thèmes choisis à des problèmes plus modernes. Car Rabelais nous permet d'aborder les grands thèmes de la société française contemporaine. Nous aborderons ainsi l'écriture du corps, l'organisation sociale de l'Ancien régime, les premières théories économiques, la découverte du Nouveau Monde, et l'exploration de l'altérité. P. Desan. Summer.

23201. Racine's *Phèdre*: Text, Sources, and Translation. (=CMLT 28000, FNDL 29401) *Course meets the critical/intellectual methods course requirement for students majoring in Comparative Literature.* We read Racine's *Phèdre* closely for its dramatic and poetic structures as well as its philosophical, psychological, and moral themes. We consider Racine's principal ancient sources, Euripides and Seneca, placing all three versions in their intellectual and aesthetic contexts. We study twentieth-century translations of *Phèdre* (Wilbur, Hughes) in light of translation theory and practice. Textual study is complemented by scene study performance. Classes conducted in English. Texts in English and the original. Optional French discussion sessions offered weekly. French majors do all written work in French. Comparative Literature majors read one tragedy in the original (French, Latin, or Greek). L. Norman, D. Wray. Spring.

24000/34000. Fiction and Moral Life. (=CMLT 24000) This course examines the moral concerns present in a representative selection of literary texts. Topics include love, power, justice, self-determination, self-knowledge, altruism, and individual and society. The reading assignments match philosophical and literary texts. French majors read some texts in original. T. Pavel. Spring.

24101/34101. *La découverte du Nouveau Monde au XVIe siècle.* Spring.

24301/34301. *Le règne des passions dans la littérature du XVIIe siècle.* This course is a study of the French neo-classicist vision of human passions, as reflected in literature. We read plays by Corneille and Racine; narratives by d'Urfé, Saint-Réal, and Mme de La Fayette; and maxims by La Rochefoucauld and Pascal. All work in French. T. Pavel. Winter.

26200. The Enlightenment and the Virtue of Selfishness in Its Historical Context. (=CMLT 26200, HUMA 24904, ISHU 24904) *Course meets the critical/intellectual methods course requirement for students majoring in Comparative Literature. Although the course will be taught in English, students who read French authors on the syllabus in French and do all written work in French may receive credit toward the French major or minor.* The overarching aim of this course is to examine the centrality of selfishness as a moral attribute to French literature and thought of the long eighteenth-century. As such, we relate the revalorization of

amour-propre by thinkers such as D'Holbach, Diderot, Voltaire, and Condillac to both earlier and contemporaneous attacks on all forms of self-interest, such as those leveled by Pascal, Fénelon, Racine, and Rousseau. We conclude with Kant and Benjamin Constant. *K. Pagani. Winter, 2007.*

29700. Readings in Special Topics. *PQ: FREN 10300 or 20300, depending upon the requirements of the program for which credit is sought. Students are required to submit the College Reading and Research Course Form.* Students study directed readings in special topics not covered by courses offered as part of the program in French. Because registration in FREN 29700 is subject to departmental approval, the subjects treated and work completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter. *Autumn, Winter, Spring.*

29900. B.A. Paper Preparation: French. *PQ: Consent of undergraduate adviser. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.* This course offers a structure for students writing their B.A. papers. Students work with a faculty member of their choice who directs their paper and supervises their writing. *Winter.*

Other Courses of Interest

35800-35900. M.A. Seminar I, II. *PQ: Advanced standing and consent of instructor. Autumn, Winter.*

The following three-course Civilization Sequence is offered in Paris in Autumn Quarter. Students who have already met the general education requirement in civilization studies may use these courses to meet French major or major requirements.

SOSC 27500-27600-27700. Civilisation Européenne I, II, III. *PQ: Advanced knowledge of French. Enrollment in Paris study abroad program. This sequence meets the general education requirement in civilization studies.* Cette série de cours est un hybride: à la fois une introduction à l'histoire de la civilisation européenne depuis le Moyen Age et une vue d'ensemble de l'histoire de France durant cette période. Notre objectif sera double: d'une part, intégrer étude de textes et découverte de Paris et de sa région; de l'autre, pratiquer le métier d'historiens de la culture. Pour ce faire, nous analyserons de nombreux documents historiques et oeuvres littéraires, philosophiques, artistiques, et musicales. Nous en discuterons lors de nos trois réunions hebdomadaires. De plus, nous étudierons la civilisation française à travers les villages, monastères, et châteaux de la région parisienne et ailleurs. *This class meets in Paris. Autumn.*

Courses: Italian (ITAL)

Language (must be taken for a quality grade)

10100-10200-10300. Beginning Elementary Italian I, II, III. *Must be taken for a quality grade.* This three-quarter sequence is designed for beginning and beginning/intermediate students in Italian. Its aim is to provide students with

a solid foundation in the basic patterns of spoken and written Italian (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Italian examination. Although the three classes constitute a sequence leading to the Italian competency examination, there is enough review and recycling at every level for students to enter the sequence at whatever level is appropriate for them. Cultural awareness is enhanced through the use of authentic audio-visual material and literary texts. *Summer (complete sequence offered); Autumn, Winter, Spring. (ITAL 10300 is also offered in Pisa in Spring Quarter.)*

10100. ITAL 10100 is designed for students who have no previous knowledge of Italian, and for those who need an in-depth review of the basic patterns of the language.

10200. PQ: ITAL 10100 or placement. ITAL 10200 offers a rapid review of the basic patterns of the language and expands on the material presented in ITAL 10100.

10300. PQ: ITAL 10200 or placement. ITAL 10300 expands on the material presented in ITAL 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Italian competency examination. *(ITAL 10300 is also offered in Pisa in Spring Quarter.)*

10400-10500-10600. Italian through Dante, I, II, III. *Not open to students who have taken ITAL 10100-10200-10300. Must be taken for a quality grade.* This course is an intensive introduction to Italian. The principal aims of the course are mastery of basic Italian grammar, acquisition of reading skills necessary to read and discuss selected cantos of Dante's *Inferno*, and a beginning level competency in oral and written Italian. The course begins primarily as a reading course; however, the elements of basic spoken contemporary Italian are progressively introduced. Three class periods each week are devoted to the study of grammar and vocabulary and to reading and analysis of cantos of the *Inferno*; two classes are devoted to language exercises, including recitation and conversation. *This course is offered in alternate years. E. Weaver. Autumn, Winter, Spring. Offered 2007-08; not offered 2006-07.*

10400. This course involves a reading and analysis of *Inferno*, canto 1; grammar study introduces nouns, pronouns, adjectives, adverbs, and verbs in present, future, and past tenses and considers differences between contemporary standard Italian and the language of the *Divine Comedy*.

10500. PQ: ITAL 10400 or placement. This course involves a reading and analysis of *Inferno*, canto 5 (and an anthology of passages from cantos 2 through 4); grammar review and introduction of the remaining verb tenses, the conditional and subjunctive moods, and participles and gerunds.

10600. PQ: ITAL 10500 or placement. This course involves a reading and analysis of a selection of passages from the *Inferno* (cantos 10, 15, and 26) with

concentration on the Ulysses episode in canto 26. Grammar review continues but emphasis is given to comprehension and production of the language, both oral and written.

15001. Practical Italian. *Must be taken for a quality grade.* This course is designed for students in our Rome Civilization study abroad program. In this class, students learn practical expressions, vocabulary, and grammar needed for everyday communication in the target language culture. The class has two levels, one for complete beginners in the language and one for those who already have some knowledge of Italian. *This class meets in Rome. Autumn.*

20100-20200-20300. Language, History, and Culture I, II, III. *PQ: ITAL 10300 or placement. Must be taken for a quality grade.* In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to literary and nonliterary texts and audio-visual material that provide them with a deeper understanding of the Italian-speaking world. *Autumn, Winter, Spring. (This complete sequence is also offered in Pisa in Spring Quarter.)*

20100. *PQ: ITAL 10300 or placement.* ITAL 20100 is designed as a general review and extension of all basic patterns of the language for intermediate students. Students explore the diversity of the Italian-speaking world through the reading of excerpts from contemporary Italian literature.

20200. *PQ: ITAL 20100 or placement.* ITAL 20200 seeks to develop the student's use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Italian-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow the student to explore different genres while reviewing grammatical and lexical items. Cultural awareness is enhanced through close study of contemporary Italian film and literature, as well as through in-class discussion.

20300. *PQ: ITAL 20200 or placement.* ITAL 20300 completes the study of the common grammatical functions and syntactical structures of the oral and written language and introduces the student to description and analysis of a variety of texts through written, oral, listening, and reading activities. Students read a contemporary Italian novel and a selection of Italian poetry.

20400/30400. Corso di perfezionamento. *PQ: ITAL 20300, placement, or consent of instructor. Must be taken for a quality grade.* The goal of this course is to help students achieve a very high level of composition and style through the acquisition of numerous writing techniques. Using a variety of literary and nonliterary texts as models, students examine the linguistic structure and organization of several types of written Italian discourse. This course is also designed to help students attain high levels in reading, speaking, and listening through readings and debates on various issues of relevance in contemporary Italian society. *Autumn, Winter.*

Literature and Culture

All literature and culture courses are conducted in Italian unless otherwise indicated. Italian majors do all work in Italian. With prior consent of instructor, nonmajors may write in English.

20700/30700. Letteratura italiana dal Duecento al Quattrocento: Survey I. PQ: ITAL 20300 or consent of the instructor. This course is an introduction to Italian literature of the Middle Ages and early Renaissance. We read works by Dante, Petrarca, and Boccaccio, as well as those of a number of other major authors. The literary genres examined are primarily lyric and narrative poetry and the short story (the Italian *novella*). The course provides a general overview of the cultural history of the period. *Close readings and discussions required.* J. Steinberg. Winter.

20800/30800. Letteratura italiana dal Cinquecento al Seicento: Survey II. PQ: ITAL 20300 or consent of instructor. This course is an introduction to the literature of the Renaissance and Baroque periods and a close reading of works by major authors (e.g., Alberti, Michelangelo, Stampa, Castiglione, Ariosto, Tasso). We study various literary genres (i.e., drama, dialogues, treatises, lyric and narrative poetry) and important cultural debates of the period, including the *querelle des femmes* and the nascent women's literary tradition. E. Weaver. Spring.

20900/30900. Letteratura italiana dal Settecento ad oggi: Survey III. PQ: ITAL 20300 or consent of instructor. This course is an introduction to the major works of Italian literature from the eighteenth century to the present. The genres studied are primarily lyric poetry, narrative prose, and drama. We also consider the birth and development of Italian cinema and creative and critical trends in today's increasingly multicultural Italy. R. West. Autumn.

22101/32101. Dante's Divine Comedy 3: Paradiso. This course is an in-depth study of the third cantica of Dante's masterpiece, which is considered the most difficult but in many ways also the most innovative. We read it alongside his scientific treatise (*the Convivio*) and his political manifesto (*the Monarchia*). Completion of the previous courses in the sequence not required, but students should familiarize themselves with the *Inferno* and the *Purgatorio* before the first day of class. Classes conducted in English. J. Steinberg. Spring.

23201/33201. From Page to Screen: Literary Adaptation in the Italian Cinema and Beyond. (=CMST 23201/33201) For course description, see Cinema and Media Studies. Majors read in Italian; nonmajors read in English. R. West. Winter.

23502/33502. Boccaccio's Decameron. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's *Decameron* form a structural

masterpiece that anticipates the Renaissance epics, Chaucer's *Canterbury Tales*, and the modern short story. Classes conducted in English. *J. Steinberg. Spring.*

24400/34400. *Il poema epico-cavalleresco: Ariosto.* PQ: ITAL 20300 or consent of instructor. This course is a study of chivalric romance and of Ludovico Ariosto's *Orlando furioso*, the unrivaled masterpiece of the genre in Italy. We discuss the poem's famous precursor, M. M. Boiardo's *Orlando innamorato*, its continuations and remaniements (*riscritture*), theoretical treatments of the genre, and interpretations of the poem in sixteenth-century Italy and today. Classes conducted in Italian; majors do all work in Italian. *E. Weaver. Winter.*

24600/34600. *Giacomo Leopardi, L'idea della fine del tempo.* Il corso prevede la lettura di Operette morali, passi scelti dello zibaldone, e una serie di poesie. Partendo dal Contico del Gallo Silvestre, nelle Operette morali, si cercherà di mettere in discussione l'idea completamente negativa del "pessimismo leopardiano." Si mostrerà un percorso di pensieri leopardiani dove la negazione e le "vedute pessimistiche" fanno parte d'un lungo discorso antropologico. Quello che emerge è un uso del pensiero che non è da intendere come costruttivo, ma "dissipatorio." E' un'altra e diversa forma di energia che, nel dissipare o dissolvere le aspettative del futuro, permette di vedere uno stato particolare dell'essere. *A. Maggi. Autumn.*

24701/34701. Venetian Women Writers and the "Woman Question," 1575 to 1675. (=GNDR 27201) Feminism in Italy began in Venice in the mid-sixteenth century. We read the principal contributions to this early movement: Moderata Fonte's *Il merito delle donne* (*The Worth of Women*), Lucrezia Marinella's *La nobiltà ed eccellenza delle donne . . . e i difetti degli uomini* (*The Nobility and Excellence of Women . . . and the Defects of Men*), and Arcangela Tarabotti's *La semplicità ingannata* (or *Tirannia paterna, Paternal Tyranny*), as well as minor works by these three writers. Classes taught in English with readings in English or the original. For credit toward a major or minor in Italian, students must do all work in Italian and attend Italian discussion sessions. *E. Weaver. Winter.*

25400/35400. *Il Seicento.* Questo corso intende esaminare la visione culturale, retorica e religiosa del secolo diciassettesimo attraverso l'esame di una serie di testi chiave, la maggior parte di essi presenti nella "Reading List" dell'esame di Ph.D. Per una comprensione delle fondamenta storiche del seicento, inizieremo con una selezione dall' *istoria del Concilio di Trento* di Paolo Sarpi. Proseguiremo con il *Cannocchiale aristotelico* di Emmanuele Tesaurò, trattato essenziale per la comprensione della retorica secentesca. Applicheremo le teorie sulla metafora di Tesaurò ad una ampia selezione di poeti barocchi, inclusi Marino e Casoni. Il concetto d'identità barocca ci verrà offerta dallo studio della *Dissimulazione onesta* di Torquato Accetto e dall' *Uomo di lettere* di Daniello Bartoli. Concluderemo con una lettura selezionata de *Lo cunto de li cunti* di Giovan Battista Basile. Il corso sarà condotto in italiano nel dipartimento di Special Collections della Regenstein Library. Classes conducted in Italian. *A. Maggi. Winter.*

28400/38400. Pasolini. (=CMST 23500/33500, GNDR 28600, ITAL 28400/38400) *PQ: Consent of instructor.* This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including gender studies. We analyze his poetry (in particular, "Le Ceneri di Gramsci" and "Poesie informate di rosa"), some of his novels (i.e., *Ragazzi di vita*, *Una vita violenta*, *Teorema*, *Petrolio*), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We also discuss the following films: *Accattone*, *La ricotta*, *Edipo Re*, *Teorema*, and *Salo. A. Maggi. Autumn.*

29100/39100. Modern Creative Couples: Collaboration—Connubial and Otherwise. (=GNDR 29101/39100) This course studies the origins and effects of collaboration as seen in the work of such figures as Pirandello and Marta Abba, Moravia and Morante, Calvino and Vittorini, Manganelli and Alda Merini, Montale and Spaziani, Antonioni and Tonino Guerra, and Celati and Luigi Ghirri. What motivates these and other creative individuals to work together, and how do their collaborative efforts shape not only specific projects but their overall poetics and production? What role does conflict play in the realm of collaboration? How does collaborative work differ from solitary endeavors? All work in Italian. *R. West. Autumn.*

29700. Readings in Special Topics. *PQ: ITAL 10300 or 20300, depending upon the requirements of the program for which credit is sought. Students are required to submit the College Reading and Research Course Form.* This course provides directed readings in special topics not covered as part of the program in Italian. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter. *Autumn, Winter, Spring.*

29900. B.A. Paper Preparation: Italian. *PQ: Consent of undergraduate adviser. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.* This course examines problems and methods of research, focusing on a literary topic of the student's choice, as preparation for the B.A. paper. *Individual tutorial sessions arranged. Winter.*

Courses: Portuguese (PORT)

Language (must be taken for a quality grade)

10100-10200-10300. Beginning Elementary Portuguese I, II, III. *Must be taken for a quality grade.* This three-quarter sequence is designed for beginning and beginning/intermediate students in Portuguese. Its aim is to provide students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Portuguese examination. Although the three classes constitute

a sequence leading to the Portuguese competency examination, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. *A.-M. Lima. Autumn, Winter, Spring.*

10100. PORT 10100 is designed for students who have no previous knowledge of Portuguese and for those who need an in-depth review of the basic patterns of the language.

10200. *PQ: PORT 10100 or placement.* PORT 10200 offers a rapid review of the basic patterns of the language and expands on the material presented in PORT 10100.

10300. *PQ: PORT 10200 or placement.* PORT 10300 expands on the material presented in PORT 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Portuguese competency examination.

12200. Portuguese for Spanish Speakers. *PQ: SPAN 20100 or consent of instructor. Must be taken for a quality grade.* This class is designed for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages. *A.-M. Lima. Spring.*

20100-20200/30100/-30200. Intermediate/Advanced Portuguese. *Must be taken for a quality grade.* In this intermediate/advanced-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual material that provide them with a deeper understanding of Portuguese literature, culture, and contemporary society. *Autumn, Winter.*

20100/30100. *PQ: PORT 10300 or placement.* PORT 20100 is designed as a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of Luso-Brazilian tradition through a variety of texts and audio-visual materials.

20200/30200. *PQ: PORT 20100 or placement.* PORT 20200 is specifically designed to help students develop their descriptive and narrative skills through exposure to written and oral documents (e.g., literary texts, interviews). Students are taught the grammatical and lexical tools necessary to understand these documents, as well as to produce their own analysis and commentaries.

Literature and Culture

21500/31500. Estilística da língua portuguesa. *PQ: PORT 20200/30200 or consent of instructor.* This course is specifically designed to help students develop

their skills in understanding, summarizing, and producing written and spoken arguments in Portuguese through readings and debates on various issues of relevance in contemporary Luso-Brazilian societies. Special consideration is given to the major differences between continental and Brazilian Portuguese. In addition to reading, analyzing, and commenting on advanced texts (both literary and nonliterary), students practice and extend their writing skills in a series of compositions. *A.-M. Lima. Spring.*

22001/32001. The Western Tertúlia: The Portuguese Generation of the 1870s, or Iberia at the Crossroads. In the last three decades of the nineteenth century, Portugal produced a remarkable generation of intellectuals. Through discourses of literature, philosophy, history, and political science, they not only reassessed Portugal's legacy and place in the world (and in Iberia in particular) but also set the stage for major events that characterized the twentieth century. We pay particular attention to the impact of this generation in post-1898 Spain, as well as to the cultural conflict that it produced between an European and an Atlantic identity. Readings in Portuguese, English, and Spanish. *P. Pereira. Spring.*

23002/33002. Allegories of the Political in Contemporary Post-Colonial Fiction from Portugal, Brazil, and Angola. This course focuses on how political claims, concerns, and aspirations (the broad sense of the word "political" is addressed in class) are represented and transformed in literature. We examine works of fiction and critical texts that have been published in Portugal, Brazil, and Angola in the last ten years. Readings in Portuguese and English. *P. Pereira. Autumn.*

29700. Readings in Special Topics. *PQ: PORT 10300 or 20200/30200, depending upon the requirements of the program for which credit is sought. Students are required to submit the College Reading and Research Course Form.* Directed readings in special topics not covered as part of the program in Portuguese. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter. *Autumn, Winter, Spring.*

Courses: Spanish (SPAN)

Language (must be taken for a quality grade)

10100-10200-10300. Beginning Elementary Spanish I, II, III. *Must be taken for a quality grade.* This three-quarter sequence is designed for beginning and beginning/intermediate students in Spanish. Its aim is to provide students with a solid foundation in the basic patterns of spoken and written Spanish (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Spanish examination. Although the three classes constitute a sequence leading to the Spanish competency examination, there is enough review and recycling at

every level for students to enter the sequence whenever it is appropriate for them. *Autumn, Winter, Spring, Summer.*

10100. SPAN 10100 is designed for students who have no previous knowledge of Spanish, and for those who need an in-depth review of the basic patterns of the language.

10200. *PQ: SPAN 10100 or placement.* SPAN 10200 offers a rapid review of the basic patterns of the language and expands on the material presented in SPAN 10100.

10300. *PQ: SPAN 10200 or placement.* SPAN 10300 expands on the material presented in SPAN 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Spanish competency examination.

10201-10300. Continuing Elementary Spanish II, III. *PQ: Placement. Must be taken for a quality grade.* This sequence has the same objectives as SPAN 10100-10200-10300, but it is reserved for students with enough knowledge of the language to permit a more rapid assimilation of its foundational linguistic and cultural patterns. *Summer, Autumn, Winter, Spring.*

10400-10500-10600. Spanish through Cervantes I, II, III. *Not open to students with prior enrollment in SPAN 10100-10200-10300.* This course is designed for beginning students in Spanish. The aim is for students to master basic Spanish grammar and to acquire the reading skills necessary to read and discuss selected texts by Cervantes. The course begins primarily as a reading course, working with identification of cognates and different translation techniques; however, the elements of basic spoken contemporary Spanish are progressively introduced. Audio-visual segments and contemporary articles related to the life and work of Cervantes are also part of the teaching materials. Cultural, historical, and sociological issues of the “Siglo de Oro” are gradually presented and discussed in different ways.

10400. Spanish through Cervantes I. *Equivalent to SPAN 10100.* This course is a reading and analysis of some fragments of *El celoso extremeño*, *La gitanilla*, *La fuerza de la sangre*, *El viejo celoso*, and *Don Quijote de la Mancha*. Grammar study presents nouns, pronouns, adjectives, adverbs, prepositions, and verbs in present, future, and past tenses. We also consider differences between contemporary standard Spanish and the language of Cervantes, as well as basic pronunciation matters. Cultural, historical, and sociological issues of the “Siglo de Oro” are gradually presented and discussed in different ways. *Conversation and aural practice is held once a week. Autumn.*

10500. Spanish through Cervantes II. *PQ: SPAN 10400. Equivalent to SPAN 10200.* This course is a reading and analysis of an anthology of passages from Cervantes’s work. Grammar review, an introduction of the remaining verb tenses (the conditional and subjunctive moods), and more sophisticated

subordinate clauses are the grammatical goals of the course. Historical, sociological, and cultural issues of the “Siglo de Oro” are presented and discussed. *Conversation and aural practice is held once a week. Winter.*

10600. Spanish through Cervantes III. *PQ: SPAN 10500. Equivalent to SPAN 10300.* This course is a reading and analysis of a selection of passages from Cervantes’s work. Grammar review continues with an emphasis on comprehension and production of the language, both oral and written. In this regard, argumentation skills are developed. Conversation and composition play an important role in the course. Historical, sociological, and cultural issues of the “Siglo de Oro” are presented and discussed. *Conversation and aural practice is held once a week. Spring.*

15001. Practical Spanish. *PQ: Enrollment in Barcelona study abroad program.* This course is designed for students in our Barcelona study abroad program. In this class, students learn practical expressions, vocabulary, and grammar needed for everyday communication in the target language culture. The class has two levels, one for complete beginners in the language and one for those who already have some knowledge of Spanish. *This class meets in Barcelona. Winter.*

15002. Practical Spanish. *PQ: Enrollment in Oaxaca study abroad program.* This course is designed for students in our Oaxaca study abroad program. In this class, students learn practical expressions, vocabulary, and grammar needed for everyday communication in the target language culture. The class has two levels, one for complete beginners in the language and one for those who already have some knowledge of Spanish. *This class meets in Oaxaca. Winter.*

20100-20200-20300. Language, History, and Culture I, II, III. *PQ: SPAN 10300 or placement. Must be taken for a quality grade.* In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual material that provide them with a deeper understanding of the Spanish-speaking world. *Autumn, Winter, Spring, Summer. (This complete sequence is also offered to participants in the Toledo language program in Autumn Quarter.)*

20100. *PQ: SPAN 10300 or placement.* SPAN 20100 is designed as a general review and extension of all basic patterns of the language for intermediate students. Students explore the diversity of the Spanish speaking world through a variety of texts and audio-visual materials.

20200. *PQ: SPAN 20100 or placement.* SPAN 20200 focuses on both objective and subjective description of people, places, and life processes. A variety of written, oral, listening, and reading activities allow the student to explore different genres while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through

exposure to an array of target-language media as well as through in-class discussion.

20300. *PQ: SPAN 20200 or placement.* SPAN 20300 seeks to develop the student's use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Spanish-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow the student to explore an ample selection of topics while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media as well as through in-class oral presentations and discussions.

20101. Language, History, and Culture for Heritage Speakers I. *PQ: Open only to heritage speakers or with consent of instructor (based on evaluation).* This class is strongly recommended for students who placed into SPAN 10300 or 20100 and plan to continue in the sequence of courses for native and heritage speakers. The goal of this basic intermediate-level course is to help students who are heritage speakers of Spanish improve their oral, writing, and reading skills and to formalize their linguistic ability. Basic grammatical patterns (e.g., grammar, vocabulary, sociocultural norms) and orthographic conventions are reviewed and practiced in a variety of short papers, oral presentations and class discussions. Awareness of contemporary Hispanic societies and their historical roots are enhanced through exposure to a variety of literary and nonliterary texts and authentic audio-visual materials. *Winter.*

20301. Language, History, and Culture for Native and Heritage Speakers II, III. *PQ: Open only to native and heritage speakers with consent of instructor.* This class is strongly recommended for students who do not yet feel comfortable enrolling in more advanced courses for native and heritage speakers. The goal of this intermediate-level course is to help students who are native or heritage speakers of Spanish to improve their writing and reading skills and to expand their linguistic ability. Problematic grammatical structures and orthographic conventions are reviewed and practiced in a variety of short papers and class discussions. Both literary and nonliterary texts are read and discussed in order to enhance awareness of contemporary Hispanic societies and their historical roots. *Autumn, Spring.*

20400/30400. Curso de redacción académica. *PQ: SPAN 20300 or consent of instructor.* The goal of this advanced language course is to help students achieve mastery of composition and style through the acquisition of numerous writing techniques. In this class students read a wide variety of literary, historiographic, and sociological texts. Through writing a number of essays and participating in class debates, students are guided in the examination of linguistic structures and organization of several types of written Spanish discourse. In addition, this course is designed to enhance awareness of the cultural diversity within the contemporary Spanish-speaking world and its historical roots. *Autumn, Winter.*

20500/30500. *Curso de redacción académica para hablantes nativos.* PQ: *Open only to native and heritage speakers with consent of instructor.* The goal of this advanced language course is to help students achieve mastery of composition and style through the acquisition of numerous writing techniques. In this class students read a wide variety of literary, historiographic, and sociological texts. Through writing a number of essays and participating in class debates, students are guided in the examination of linguistic structures and organization of several types of written Spanish discourse. In addition, this course is designed to enhance awareness of the cultural diversity within the contemporary Spanish-speaking world and its historical roots. *Autumn.*

20600/30600. *Discurso académico.* PQ: *SPAN 20300 or consent of instructor.* This seminar/practicum focuses on developing vocabulary and discourse styles for academic verbal communication. This goal is achieved through exposure to taped formal and informal interviews and public debate in the media. Most important, however, is active class participation. Through a number of class presentations, students are expected to put into practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews). This course is completed by the reading of newspaper articles from a wide variety of Spanish-speaking countries. *Spring.*

21000/31000. *Discurso académico para hablantes nativos.* PQ: *Open only to native speakers.* This seminar/practicum focuses on developing vocabulary and discourse styles for academic verbal communication. This goal is achieved through exposure to taped formal and informal interviews and public debate in the media. Most important, however, is active class participation. Through a number of class presentations, students are expected to put into practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews). This course is completed by the reading of newspaper articles from a wide variety of Spanish-speaking countries. *Spring.*

21100/31100. *Las regiones del español.* PQ: *SPAN 20300 or consent of instructor.* This advanced course expands students' awareness with regard to the great sociocultural diversity to be found within the Spanish speaking world and its impact on the Spanish language. To accomplish this goal it emphasizes the interrelationship between language and culture as well as ethno-historical transformations. Students are exposed to a wide variety of texts, both literary and nonliterary, as well as audio-visual materials that enhance their awareness of regional expressions used in colloquial communication. Guest lecturers include native speakers from a wide variety of regions. *Winter.*

Literature and Culture

All literature and culture courses are conducted in Spanish unless otherwise indicated. Spanish majors do all work in Spanish. With prior consent of instructor, nonmajors may write in English.

20700. *Literatura hispánica: textos clásicos.* PQ: SPAN 20300 or consent of instructor. This course involves careful reading and discussion of a limited number of significant texts from writers of the Spanish Middle Ages, Renaissance, and the Golden Age, including Juan Ruiz, Juan Manuel, Jorge Manrique, Fernando de Rojas, Fray Luis de León, Cervantes, Lope de Vega, and Calderón. R. Giles. Autumn.

20800. *Literatura hispánica: textos españoles contemporáneos.* PQ: SPAN 20300 or consent of instructor. This course involves a close reading and discussion of selected texts from the nineteenth century to the present. Authors may include Larra, Espronceda, Zorrilla, Bécquer, Pardo Bazán, Galdós, Unamuno, Valle-Inclán, Machado, Lorca, Cela, Laforet, and Matute. Spring.

20901. *Literatura hispánica: textos hispanoamericanos, desde la colonia a la independencia.* This course examines Spanish-American literature through representative texts from the colonial period to the early nineteenth century. Authors may include Columbus, Cabeza de Vaca, Garcilaso, Sor Juana, Sigüenza y Góngora, Bello, Bolívar, Sarmiento, and Echeverría. L. Voigt. Spring.

20902. *Literatura hispánica: textos hispanoamericanos, del Modernismo al presente.* In this course we study an array of texts written in Spanish America from the late nineteenth century to the present, including the literature of the Hispanic diasporas. Authors may include José Martí, Rubén Darío, Mariano Azuela, Pablo Neruda, César Vallejo, Teresa de la Parra, Jorge Luis Borges, Octavio Paz, Rosario Castellanos, Mario Vargas Llosa, Diamela Eltit, and Pedro Pietri. A. Lugo-Ortiz. Winter.

21500/31500. *Introducción al análisis literario.* PQ: SPAN 20300 or consent of instructor. Through a variety of representative works of Hispanic literature, this course focuses on the discussion and practical application of different approaches to the critical reading of literary texts. We also study basic concepts and problems of literary theory, as well as strategies for research and academic writing in Spanish. K. Austin. Autumn.

22701/32701. *Poesía, nación, y ciudadanía en el siglo XIX hispanoamericano.* In this course we explore the relationships between poetry and the constitution of the modern nation-state in nineteenth-century Spanish America. Through a series of close textual readings, we investigate the nature of the entanglement between the poetical and the demands of the political and inquire if there were moments when this relationship proved to be traversed by frictions, if not impossibilities. Authors we may read include José Joaquín Olmedo, Andrés Bello, Esteban Echeverría, José María Heredia, Plácido, Gertrudis Gómez de Avellaneda, José Hernández, José Gautier Benítez, Juana Borrero, Juan Zorrilla de San Martín, and Lola Rodríguez de Tió. A. Lugo-Ortiz. Winter.

24103/34103. *El Mester de Clerecía, 1200 to 1400.* This course examines the formation of the clerical *mester* in the monasteries and nascent universities

of medieval Castile and its development over the course of the thirteenth and fourteenth centuries. Our primary concern is the interplay of sacred and profane themes (i.e., the intermingling of *juglaría* and *clerecía* traditions during this period). Texts include *Libro de Alejandro*, *Libro de Apolonio*, *Poema de Fernán González*, *Milagros de Nuestra Señora*, *Libro de Miseria de Omne*, *Libro de buen amor*, and *Rimado de Palacio*. R. Giles. Autumn.

24301/34301. Ekphrasis on Stage: From Cervantes to Calderón. (=CMLT 26800/36800) During the early modern age, writing had a strong visual component. One important technique for visualization was *ekphrasis*, the description of an art work within a text. For this purpose, playwrights often turned to the mythological canvases of the Italian Renaissance along with the portraits of great rulers and images of battle. We read plays by Cervantes, Lope de Vega, Tirso de Molina, and Calderón, as well as ancient and early modern French and Italian plays. We discuss numerous Italian Renaissance paintings. F. de Armas. Winter.

28900. Relaciones de imperio. Reading knowledge of Portuguese recommended but not required. This course investigates relations between the sixteenth- and seventeenth-century Spanish and Portuguese empires by reading from the written relations of these empires: *relaciones* and *relações* of discovery and conquest as well as shipwreck and captivity. Texts to be studied include Columbus's and Pero Vaz de Caminha's letters of "discovery," Álvaro Núñez Cabeza de Vaca's *Relación*, the shipwreck narratives of Gonzalo Fernández de Oviedo's *Historia general y natural de las Indias* and Bernardo Gomes de Brito's *História Trágico-Marítima*, and the Fidalgo d'Elvas's and the Inca Garcilaso de la Vega's accounts of Hernando de Soto's expedition to Florida. L. Voigt. Autumn.

29102. Mario Vargas Llosa y el fanatismo. This course is a reading of *La guerra del fin del mundo* (1981) and *Historia de Mayta* (1984) to explore Mario Vargas Llosa's evolving representation of fanaticism. Political, religious, and aesthetic fanaticism are at the center of our debates. Historical and literary contexts, both inside and outside of Peru, are of the utmost importance. K. Austin. Spring.

29501/39501. Octavio Paz. Autumn.

29700. Readings in Special Topics. PQ: SPAN 10300 or 20300, depending on the requirements of the program for which credit is sought. Students are required to submit the College Reading and Research Course Form. This course involves directed readings on special topics not covered by courses offered as part of the program in Spanish. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter. Autumn, Winter, Spring.

29900. B.A. Paper Preparation: Spanish. PQ: Consent of undergraduate adviser. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade. This course is a study of problems and methods of