

Romance Languages and Literatures

Director of Undergraduate Studies:

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

Undergraduate Advisers:

Daisy Delogu (French), Wb 226, 702-1931, ddelogu@uchicago.edu;

Justin Steinberg (Italian), Wb 223, 702-2854, hjstein@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/romance/

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. Catalan and Portuguese offerings include a two-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 submit to the departmental office an approval form for the major program signed by the appropriate RLLT undergraduate adviser by the end of Spring Quarter of their third year. The department will then forward the approval form to the student's College 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, 20901, 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, 20500, 20600, 21000, or 21100; 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 may be asked to 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
=	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
=	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 for *P/F* grading 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 (two or three 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

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

Courses: Catalan (CATA)

Language and Culture

10100-10200-10300. Beginning Elementary Catalan I, II, III. *Must be taken for a quality grade.* 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. This course 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.* This course 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.* This course 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. *Must be taken for a quality grade.* This course is intended for speakers of other Romance languages to quickly develop competence 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.* This course 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.* This course 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.* This course involves 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 this 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. This course 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.* This course 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.* This course 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. Must be taken for a quality grade.* In this course, students learn practical expressions, vocabulary, and grammar needed for everyday communication in the target language culture. This course has two levels: one for complete beginners in the language and one for students with some prior 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.* This course 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.* This course 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.* This course 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 20400 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, Phonologie, et Expression Orale. PQ: FREN 20300 or placement. This course does not count toward major or minor requirements. 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 classes are conducted in French unless otherwise indicated. Students who are majoring or minoring in French 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. Authors include Rabelais, Ronsard, Montaigne, Descartes, Pascal, Corneille, Racine, Molière, La Fontaine, and Mme. de La Fayette. *D. Delogu. Autumn.*

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. This course 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 Staël, 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. This course includes close readings and discussions. *Offered 2008–09; not offered 2007–08.*

21000. Du moderne au contemporain. PQ: FREN 20300 or consent of instructor. This course presents major literary and dramatic works of the twentieth century. Authors might include 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. This course includes close readings and discussions. *A. James. Spring.*

212000/312000. Balzac's Illusions perdues. PQ: Third- or fourth-year standing. In this course, students read and interpret Honoré de Balzac's best-known novel, which tells the story of a young poet who sacrifices his talent to his ruthless ambition. Starting from a close reading of the text, we examine the moral and sociological implications of the novel. Classes conducted in French, but nonmajors may read and write in English. *T. Pavel. Autumn.*

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.*

22200/32200. L'Autobiographie au XXe siècle. PQ: Advanced standing and consent of instructor. This course traces the development of the autobiographical genre in the French literature of the twentieth century. We consider topics such as truthfulness and fiction, the "autobiographical pact," chronology and causality, and the construction of the self. While focusing on key literary works, this course also gives an overview of critical approaches to autobiography. Authors include Gide, Leiris, Colette, Sartre, Barthes, and Sarraute. Classes conducted in French. *A. James. Winter.*

23101. Rabelais et la naissance 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 XVIe 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.*

23300. L'espace tragique: Racine, Sartre, and Beckett. PQ: Open to nonmajors who have taken FREN 20300 with consent of instructor. This course examines

the confined space of tragedy from a variety of angles: theatrical, literary, and philosophical. We discuss how the neoclassical rules of drama—in particular the “three unities” of action, time, and place—limited all staged performance to a single, well-defined space. In the second half of the seventeenth century, Racine perfected the dramatic power of such intense spatial confinement. Yet, well after the romantic revolt reopened stage action to the full mobility and rapid scene changes, a number of twentieth-century playwrights returned to the minimalist and claustrophobic single-stage space, most notably with Sartre’s *Huis clos* (*No Exit*) and Samuel Beckett’s tragicomedies. Readings and class discussion in French; nonmajors may write papers and make oral presentations in English. *L. Norman. Spring.*

25400/35400. *L'Age des lumières: Diderot et l'Encyclopédie.* (=FNDL 26111, HIST 23405/33405) This course looks at the *Encyclopédie* in its context. Topics include what the technique of reading it implies, its notions of what constitutes truth, and some of the implications of the collective, dialogical nature of the enterprise. Readings include miscellaneous works by Diderot, a selection of texts by him and others drawn from the *Encyclopédie*, and texts of other philosophers. Students who are majoring in French do all work in French. *R. Morrissey. Winter.*

264000/364000. Novels of Self-Discovery: Stendhal, Flaubert, and Fontane. (=CMLT 28701/38701) *PQ: Third- or fourth-year standing and consent of instructor.* This course is a study of Stendhal’s *The Charterhouse of Parma*, Flaubert’s *Madame Bovary*, and Fontane’s *Effi Briest* that emphasizes the search for self-identity and the erratic pursuit of happiness. Classes conducted in English. Students who are majoring or minoring in French read the French texts in the original and participate in a weekly French discussion group. *T. Pavel. Spring.*

27601/37601. Débats et querelles littéraires au Moyen Age. Ce cours examinera le genre multiforme du débat littéraire. En premier lieu nous prendrons en considération la mise en scène des débats dans les *tenso*s des troubadours, les jeux-partis, les jugements d’amor, et les débats du clerc et du chevalier. Ensuite nous examinerons quelques querelles littéraires bien réelles, notamment celles autor du *Roman de la Rose* et de la *Belle Dame sans Merci*. *Autumn.*

27800/37800. *L'Egotisme Littéraire et philosophique.* Le cours examinera l’égotisme comme figure de discours. Il comportera une partie théorique: rhétorique janséniste (Pascal, Logique de Port-Royal), théorie linguistique des personnes grammaticales (avec en particulier une réflexion sur l’utilisation qui a été faite des idées d’Émile Benveniste sur la subjectivité linguistique et sur l’énonciation). Ces éléments de théorie seront mis à l’épreuve dans des lectures de textes littéraires classiques relevant du style égotiste. L’idée générale du cours sera de montrer l’abîme qui sépare l’égotisme comme forme littéraire de l’égotisme comme forme de discours philosophique sur l’ego ou le moi (self). *V. Descombes. Autumn.*

28301/38301. *La Comédie classique.* *PQ: FREN 20700 or consent of instructor.* Molière casts a broad shadow in literary history over his predecessors and immediate successors. Yet his work, revolutionary though it may be, is deeply situated in the theatrical and aesthetic context of an enormously successful genre in the seventeenth century. While devoting considerable attention to Molière, we consider the Latin, Spanish, and Italian roots of French classical comedy, as well as the early comedies of Corneille and Rotrou. We also consider the influence of Molière’s work on later French classical comedy (through Marivaux) and on English Restoration comedy. All work in French. *L. Norman. Winter.*

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. In consultation with a faculty member, students devote the equivalent of a one-quarter course to the preparation of a B.A. project. *Winter.*

Other Courses of Interest

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

HIST 12303. *Histoire de Paris.* *PQ: Enrollment in Paris study abroad program.* Students may use this course to meet French major or minor requirements. The aim of this course is to trace the various meanings of Paris from ancient times to the present. This course problematizes the notion of the ‘history of the city’ by suggesting that such an approach overlooks the complexity inherent in a historical inquiry into Paris. Rather, Paris, in this course, is understood as a series of complementary and competing relationships which I have titled city, capital and center. The history of Paris cannot be told as the history of any one of these definitions, but must be understood as a dialogue between them. *This class meets in Paris. S. Sawyer. Autumn.*

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 minor requirements.

SOSC 27500-27600-27700. *Civilisation Européenne I, II, III.* *PQ: Advanced knowledge of French and 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. This course 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.* This course offer 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.* This course 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. Our principal aims are to acquire 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. After beginning primarily as a reading course, 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.*

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. *PQ: Enrollment in Rome study abroad program. Must be taken for a quality grade.* In this course, students learn practical expressions, vocabulary, and grammar needed for everyday communication in the target language culture. This course has two levels: one for complete beginners in the language and one for students with some prior 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.* This course 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.* The goal of this course is 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.* This course 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 classes are conducted in Italian unless otherwise indicated. Students who are majoring or minoring in Italian 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 instructor.* This course introduces Italian literature of the Middle Ages and early Renaissance. We read works by three of the greatest figures of Italian literature—Dante, Petrarca, Boccaccio—as well as by a number of other important authors of the medieval period. The literary genres examined are primarily lyric and narrative poetry and the short story (the Italian *novella*). Equal emphasis is placed on the formal, metrical, and technical aspects of reading early Italian literature, as well as on the vibrant social, political, and material contexts in which these texts were produced, circulated, and read. *J. Steinberg. Winter.*

20800/30800. *Letteratura italiana dal Cinquecento al Seicento: Survey II. PQ: ITAL 20300 or consent of instructor.* This course introduces 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. *A. Maggi. Spring.*

20900. *Letteratura italiana dal Settecento ad oggi: Survey III. PQ: ITAL 20300 or consent of instructor.* This course introduces 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. *Autumn.*

22101/32101. *Dante's Divine Comedy 3: Paradiso. PQ: Advanced standing and prior reading of the Inferno and Purgatorio.* 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*). Classes conducted in English. *J. Steinberg. Spring.*

23601/33601. *Il Circolo Mediceo: Pulci, Poliziano, Lorenzo et al.* This course is a study of humanistic and religious culture in late fifteenth-century Florence. We read the major works of Lorenzo de' Medici and his mother Lucrezia Tornabuoni; Angelo Poliziano; and Antonia, Bernardo, Luca, and Luigi Pulci (only selections from the *Morgante*). We examine the influence of Marsilio Ficino's neoplatonism and that of the Antologia Greca. We study the Florentine theatrical tradition, both religious and classical plays and their performance history. We read selected sermons by Savonarola and fra Mariano da Genazzano. We read letters, personal and professional, written by Alessandra Macinghi Strozzi, Niccolò Machiavelli, and others. By gaining an understanding of late fifteenth-century Florentine culture, our goal is to examine the role played by Lorenzo de' Medici and members of his circle as well as the impact on that culture of the Studio (university) and the newly established printing industry. Classes conducted in Italian. *E. Weaver. Autumn.*

24001/34001. *La Novella dopoo Boccaccio.* A genre study of the Italian short narrative form, the *novella*, developed in Italy after Boccaccio. For the early modern period, we read selections of the work of Franco Sacchetti (1332/34 to 1400), Matteo Bandello (1484/85 to 1561), and several famous *novelle sciolte* (i.e., not belonging to a collection); we then move to the nineteenth and early twentieth centuries to study the famous short story collections of Giovanni Verga (1840 to 1922) and Luigi Pirandello (1867 to 1936). We consider the several principal literary approaches to the genre and the attempts to define its form and subject matter by both European (especially the narratologists) and Anglo-American critics. Classes conducted in Italian. *E. Weaver. Winter.*

24601/34601. *Italian Women Mystics.* This course examines four major women mystics of the Middle Ages and the Renaissance: Catherine of Siena, Catherine of Genua, Angela of Foligno, and Maria Maddalena de' Pazzi. We analyze their historical, theological, and linguistic background. We also study those European mystics that had some direct or indirect influence on the Italian visionaries (e.g., Meister Eckhart, Johannes Tauler, Teresa of Avila). Essays by Kristeva, Lacan, Matter, Zarri, McGinn, and de Certeau are discussed in class. All work in English. *A. Maggi. Spring.*

25100/35100. Gender and Genre: The Modern Novel from Verismo to Postmodernismo. What happens to established twentieth-century literary canon—based on “schools,” “individual genius,” or other traditional categories—when the category of gender is introduced? In this course, we study both the “hard” canon of mostly male authors of modern novels and the “soft” canon of contemporaneous women authors of novels whose works have gained recognition in recent decades. We consider the question of “gendered writing” as well as the ways in which women authors have transformed some of the genres (e.g., historical, psychological, and mystery novel). From late nineteenth-century Verismo, we move through the twentieth century, reading and analyzing realistic, intimistic, experimental, and other forms of the novel, ending up with very recent work by both male and female immigrant writers. All work in Italian. *R. West. Winter.*

25300/35300. Gender and Genre: The Modern Lyric from Decadentismo to Today’s Poetic Eclecticism. The lyric tradition in Italy is heavily coded as exclusively male, from Dante’s time to today. We study the ways in which including the poetry of women shapes a different history of the modern lyric. Instead of segregating women’s poetry into a separate sphere, we read both men’s and women’s poetry, tracing the ways in which tradition and innovation mark the best work of both. We study how and to what extent the presence of overt critical attention to gender modifies our understanding of the genre of the modern lyric. All work in Italian. *R. West. Winter.*

26400/36400. Bruno and Campanella. This course analyzes the philosophy and theology of Giordano Bruno and Tommaso Campanella, two crucial figures of European sixteenth-century culture. As philosophers, theologians, poets, and narrators, Bruno and Campanella embody the literary, religious, and philosophical syncretism of the Italian Renaissance. To study these authors necessarily entails a close analysis of Florentine Neo-Platonism, Hermetism, magic, and apocalypticism, along with the literary traditions that molded the Italian renaissance. We discuss Bruno’s *Italian Dialogues, De umbris idearum* (his first major treatise on artificial memory), and a selection of his later Latin poems. We then examine Campanella’s *La Città del sole*, most of his philosophical poems, *De Antichristo*, and a selection of his theological treatises. Classes conducted in English. Texts in English and the original. *A. Maggi. Winter.*

27000/37000. Settecento. *F. Bruni. 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.* In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a B.A. project. *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. This course 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.* This course 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.* This course 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.* This course 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.* This course 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.*

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. This course 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.* This course 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.* This course 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. Must be taken for a quality grade.* 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. This 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 this 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 this 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. Must be taken for a quality grade.* In this course, students learn practical expressions, vocabulary, and grammar needed for everyday communication in the target language culture. This course has two levels: one for complete beginners in the language and one for students with some prior knowledge of Spanish. *This class meets in Barcelona. Winter.*

15002. Practical Spanish. *PQ: Enrollment in Oaxaca study abroad program. Must be taken for a quality grade.* In this class, students learn practical expressions, vocabulary, and grammar needed for everyday communication in the target language culture. This course has two levels: one for complete beginners in the language and one for students with some prior 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.* This course 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.* This course 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.* This course 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.

20102-20202-20302. Language, History, and Culture for Native and Heritage Speakers I, II, III. *Courses in this sequence must be taken for quality grades.*

20102. Language, History, and Culture for Native and Heritage Speakers I. *PQ: Open only to native and heritage speakers or with consent of instructor (based on evaluation).* This course is recommended for students who place into SPAN 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. *Autumn.*

20202. Language, History, and Culture for Native and Heritage Speakers II. *PQ: SPAN 20101 or consent of instructor (based on evaluation).* This intermediate-level course is designed specifically for native or heritage speakers of Spanish and focuses on improving descriptive language skills. Challenging 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. Furthermore, students are exposed to the linguistic diversity of Spanish speaking countries through a variety of audio-visual segments. *Winter.*

20203. Language, History, and Culture for Native and Heritage Speakers III. *PQ: SPAN 20201 or consent of instructor (based on evaluation).* The goal of this course is to teach students how to use written and spoken language to debate and to formulate cogent arguments. Students are expected to analyze particular topics related to the Spanish-speaking world and participate within an academic forum. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of papers and class discussions. Students are exposed to a variety of texts and audio-visual material that exemplifies the different cultures and dialects of the Spanish speaking world. *Spring.*

20400/30400. *Curso de redacción académica.* PQ: SPAN 20300 or consent of instructor. Must be taken for a quality grade. 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. Must be taken for a quality grade. 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 course, 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. Must be taken for a quality grade. 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. Must be taken for a quality grade. 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. Only students who are majoring in Spanish may count this course as one of their literature courses. 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 classes are conducted in Spanish unless otherwise indicated. Students who are majoring in Spanish do all work in Spanish. With prior consent of instructor, nonmajors may write in English.

20600/30600. *Discurso académico.* PQ: SPAN 20300 or consent of instructor. Must be taken for a quality grade. 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.*

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, the Renaissance, and the Golden Age. Authors may include Juan Ruiz, Juan Manuel, Jorge Manrique, Fernando de Rojas, Fray Luis de León, Cervantes, Lope de Vega, and Calderón). *R. Giles. Winter.*

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. Autumn.*

20902. *Literatura hispánica: textos hispanoamericanos, del Modernismo al presente.* This course is a 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, and Pedro Pietri. *A. Lugo-Ortiz. Winter.*

21000/31000. *Discurso académico para hablantes nativos.* PQ: *Open only to native speakers. Must be taken for a quality grade.* 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.*

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. *Autumn.*

22800/32800. *Revisiones de la historia colonial en la novelay el cine latinoamericanos.* Many contemporary writers and filmmakers in Latin America have revisited historical figures and events of the colonial period to address contemporary concerns, particularly questions of national or cultural identity. This course studies novels and films that are based on or inspired by colonial texts from Brazil and Spanish America. We also compare the modern “revisions” with their sixteenth- and seventeenth-century sources. Works discussed may include: films by Nicolás Echevarría, María Luisa Bemberg, Nelson Pereira dos Santos, and Lúcia Murat; novels by Miguel Otero Silva, Juan José Saer, Carmen Bullosa, and Laura Esquivel; and excerpts from their colonial intertexts. Classes conducted in Spanish. *L. Voigt. Spring.*

22801. *Latino/a Intellectual Thought.* (=CMLT 21401, ENGL 22804, GNDR 22401, LACS 22804) This course traces the history of Latina/o intellectual work that helped shape contemporary Latina/o cultural studies. Our focus is on how Chicanas/os and Puerto Ricans have theorized the history, society, and culture of Latinas/os in the United States. Themes include folklore and anthropology, cultural nationalism, postcolonialism, literary and cultural studies, community activism, feminism, sexuality, and the emergence of a pan-Latino culture. Throughout, we pay attention to the convergences and divergences of Chicana/o and Puerto Rican studies, especially as contemporary practitioners have encouraged us to (re)think Latina/o studies in a comparative framework. *R. Coronado. Spring.*

24202. *Cervantes's Don Quijote.* (=CMLT 28101/38101, FNLD 21211) This course is a close reading of Cervantes's *Don Quijote* that discuss its links with Renaissance art and Early Modern narrative genres. On the one hand, *Don Quijote* can be viewed in terms of prose fiction, from the ancient Hellenistic romances to the spectacular vigor of the books of knight errants and the French pastoral and heroic romances. On the other hand, *Don Quijote* exhibits a desire

for Italy through the utilization of Renaissance art. Beneath the dusty roads of La Mancha and within *Don Quijote's* chivalric fantasies, students come to appreciate glimpses of images with Italian designs. Classes conducted in English; Spanish majors do all work in Spanish. *F. de Armas, T. Pavel. Winter.*

26400/36400. *Literaturas del Caribe hispanico.* This course explores the literatures produced in the Spanish-speaking Caribbean (e.g., Cuba, Santo Domingo, Puerto Rico) during the twentieth century, including those of its migrant and exile communities. Questions concerning the literary elaboration of the region's histories of slavery and colonialism, militarization, and territorial displacements are at the center of our discussions. Authors may include Fernando Ortiz, Antonio Pedreira, Pedro Henríquez Ureña, Nicolás Guillén, Luis Palés Matos, René Marqués, Tato Laviera, Alejo Carpentier, Virgilio Piñera, Guillermo Cabrera Infante, Pedro Vergés, Julia Alvarez, and Rosario Ferré. *A. Lugo-Ortiz. Spring.*

268003/6800. *Ciudades.* B. Sarlo. *Spring.*

27901/37901. *Teatro y teatralidad medieval y predelopista.* This course examines plays and other potential performance texts written in Castilian from the late twelfth to the mid-sixteenth century. A number of competing and converging influences on the stage are taken into consideration, including the Mozarabic and Roman liturgies, popular festive culture, as well as theatrical traditions from outside the Peninsula. Texts include the *Auto de los reyes magos*, *Libro de buen amor*, *Corbacho*, and the *Celestina*, as well as the works of Diego Gómez Manrique, Juan de Encina, Rodrigo Cota, Lucas Fernández, Gil Vicente, Bartolomé de Torres Naharro, and Cristóbal de Castillejo, among others. *R. Giles. 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.* In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a B.A. project. *Winter.*