

2012-2013 Hispanic Studies MA

FALL

SPAN 601 Tuesday 1800-2015

G. Ramírez

Discourse Analysis and Research Methods

This course is designed to provide both a broad theoretical introduction and concrete practice in the research and analysis of literary and cultural texts. Students consider, critique, and incorporate theory and criticism into the articulation and elaboration of an analytical essay. They also implement fundamental research practices such as performing bibliographical searches and documentation; implementing narrative, argumentative, and persuasive rhetorical strategies; and, finally, developing a rigorously defended and coherent argument.

SPAN 603 Monday/Wednesday 1615-1730

M. Díaz

Introduction to the Pedagogy of Spanish

In this course, students learn and implement important aspects of teaching methodology and techniques. Opportunities for observation of Spanish classes are provided. Students apply the techniques learned in micro-teaching and peer teaching exercises. Assignments include lesson planning and the evaluation of teaching performance. This course will be offered in the first semester of every year. In order to integrate practice into the curriculum, an effort will be made to offer students an opportunity to teach an Introductory Spanish language course.

SPAN 631 Monday 1800-2015

R. Viereck Salinas

The reverse of writing: translation and power in the Colonial Spanish American discourse

The seminar will critically explore tensions between writing and orality within colonial Spanish American discourse from the point of view of translation, placing emphasis on the first Spanish American textual productions generated by translation and *counter-translation* practices undertaken mainly in the 16th, and the beginning of the 17th centuries. Special attention will be paid to the Pre-Columbian “literary” corpus, Indigenous and Mestizo Chronicles, and “eurocentric” texts related to the American “discovery” and conquest. These texts illuminate the ideological problems of translation, underlining not only the question of the “other,” and the relationship between translation and power, but also historiographic considerations that have epistemological implications on “truth” as a historical construction.

WINTER

SPAN 621 Monday 1800-2015

M. Díaz

Introduction to Hispanic Linguistics

Note: The course will be taught entirely in Spanish, however, reading proficiency in English is required.

This course provides an introduction to Hispanic Linguistics and establishes the basis for further application of linguistic principles to other areas of research and study as they relate to the Spanish language. The content encompasses an overview of the basic linguistic properties of the Spanish language. The content will include (a) an overview of the phonological and phonetic features of Spanish; (b) a revision of the morphological characteristics of Spanish (such as word formation and verbal inflection); (c) an analysis of the basic syntactic structures of the language; as well as (d) an exploration of the linguistic variation in the Spanish speaking world. In addition, issues on sociolinguistics and History of Spanish might be explored. The description and analysis of the linguistic properties of Spanish will be used to raise discussion on its consequences for the process of acquisition of Spanish as an L2.

SPAN 641 COURSE CANCELLED

The Literary Play of Critical Reading

This seminar familiarizes students with Hispanic-American cultural and literary criticism, through the exploration of issues specific to literature, poetics, aesthetics, epistemology, hermeneutics, history, and ethics. The analytical practices of a number of linguistic and literary theorists such as: Víctor Shklovsky, Jan Mukarovsky, Roman Jakobson, Pierre Bourdieu, H.R. Jauss, Yuri Lotman, Hélène Cixous, Edmond Cros, and Gayatri Chakravorty Spivak will be examined and applied. The theories present students with the varied dimensions of literature with the objective of reading texts actively and deeply.

This course introduces students to the challenges of critical reading –both intellectual and emotional- and to the appreciation of literature by exploring a selection of works that for many decades have challenged and offered readers opportunities to reflect on questions of language, writing, fiction, humanity, history, gender issues, and particularly literary play. The literary selections for this course come from influential writers such as Jorge Luis Borges, Elena Garro, Mario Vargas Llosa and Rosario Ferré, all of whom established their reputations some decades ago and whose work continues to shape our way of thinking, enjoying and interpreting a literary text.

SPAN 662 Wednesday 1800-2015

J. A. Giménez Micó

Plebeian Condition and Subalternity

Within the past few decades, a considerable portion of academia (anthropologists, ethnologists, “new historians,” literary critics) has sought to “give voice to the voiceless,” i.e. the so-called “subalterns”: the marginalized, the excluded, the ones who have no right to speak. The success of such a project is nevertheless far from being certain. Two main interrelated problems have been pointed out by some of the most prominent “subalternists”: the impossibility for subalterns to “speak” or, rather, to “speak to the non subalterns,” whose “listening” would necessarily “appropriate the other by assimilation” (G. Spivak), and the impossibility to “listen to” or “study” the “subaltern” since subaltern studies are embedded in institutions that are complicit in the production of “subalternity” (the university system, historiography, literary criticism or literature itself) (J. Beverley). This self-criticism may be particularly profitable for academia itself, but it implies some questions that we will try to solve in this seminar. For instance: aren’t we displacing the object of study from “the subalterns” to “we, intellectuals unable to study the subalterns”? The very fact of taking care to avoid the risk of “appropriating the other by assimilation,” could not be a sophisticated manner of ignoring him/her once again? Are “Subalterns” the only ones condemned to be “appropriated by assimilation”? The exploration of this problematic will help us to determine if “subalterns” and academia can speak and listen to each other and, if so, under what conditions and constraints.