

# Temple University

## Department of Spanish & Portuguese & Latin American Studies Program

### Course Guide: Fall 2022



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# Gen-Ed Courses

## **Language in Society (815):**

Gen Ed Human Behavior

The purpose of this course is to use scientific methods to challenge common myths and beliefs about language and to help students gain a better understanding of language as human behavior. In this course students will: (1) expand their knowledge of the diversity of world languages and of language structure, (2) examine attitudes toward language, (3) develop appreciation of language variation in the context of society, (4) examine aspects of child language development in the family and in the community, (5) develop awareness of bilingual communities and multilingual nations, (6) and develop the ability to analyze, interpret, and collect language data representing a variety of approaches and methodologies.

## **Bilingual Communities (826):**

*Online - Asynchronous*

Gen Ed Human Behavior

This course addresses issues involving language varieties, language rights and human behavior within bilingual and multilingual communities and nations. The course the complex relationship between power and solidarity in communities where two or more languages or varieties are spoken. In class, students will learn about bilingual communities throughout the world, and in a culminating project they will focus on a community of their choice, reinforcing the course themes and analyzing the issues the community faces.

## **Immigration & the American Dream (831)**

Gen Ed Diversity & Race

Historically, the United States embodied a second chance for immigrants. From the Statue of Liberty to the cultural enclaves in major metropolitan cities, the nation celebrates its diversity. However, immigration controversies are not unique to the 21<sup>st</sup> century. Using both a historical and sociological framework, this course will take an in-depth look into the immigrant experience, emphasizing immigration from Latin America, as expressed through the immigrants' own voices in literature and film. Topics explored include: assimilation, hybridization and biculturalism; the politics of language; exploitation and the American Dream; gender, discrimination and stereotyping.

## **Eating Cultures (837)**

Gen Ed Human Behavior

Using literature, food studies, visual media, and advertisements, we will examine how foodways structure individual and communal identities, as well as relations among individuals and communities around the globe. Our focus on this most basic of needs will allow us to analyze how food conveys and limits self-expression and creates relationships as well as delimits boundaries between individuals and groups. Materials will be drawn from a wide range of disciplines including, but not limited to, literary and gender studies, psychology, anthropology, history, sociology, politics and economics. In this course, students will conduct field studies, creative writing, and a research project.

## **World Society in Literature & Film (868)**

Gen Ed Global/World Society

This course explores how different aspects of society in Latin America and Spain are reflected through literature and film. Through an interdisciplinary lens, students will examine topics such as politics, migration, labor conditions, gender, and social commentary as literature and film represent them. The discussions, writings, and viewing-based tasks will provide students with the context and tools to make connections and think and write critically.

# **Portuguese Courses**

## **Portuguese (1001)**

Basic Portuguese I (4 credit course) is an introductory Portuguese course designed to immerse students in the Portuguese language. The course will develop fundamental skills for speaking, listening, reading, and writing as well as introduce students to the richness and diversity of Luso-Brazilian cultures. It combines three weekly hours of class with an hour of asynchronous engagement with the language and culture. Learning Portuguese opens doors to culture, business, sciences, ecology and travel in Portugal, Brazil, Africa and Asia.

## **Portuguese Composition and Conversation (2001)**

This course will aim at enhancing proficiency in Portuguese and learning about the culture of the Portuguese-speaking world. The course devotes time to reading comprehension and oral expression, but the main thrust of the course is written expression using appropriate Portuguese grammar. Class time will be devoted to conversation in Portuguese and to the development of written skills.

# Spanish Courses

## **Basic Spanish I (1001)**

Basic I, Spanish 1001 (4 credit hours) is an introductory course for students with little or no previous experience with Spanish. In Spanish 1001, you will develop your speaking, listening, reading, and writing skills as well as study the richness and diversity of Spanish-speaking cultures. In this first semester, you will see how learning another language can be incredibly beneficial for many different aspects of your life. By the end of the course you will be able to ask simple questions and understand the answers.

## **Basic Spanish II (1002)**

Basic II, Spanish 1002 (4 credit hours) continues to develop your language skills. The abilities and knowledge acquired in Spanish 1002 will enable students to interact with Spanish-speakers in the U.S. and abroad. Class time is focused on oral communication and listening skills. A multi-media platform individualizes student learning through supplemental classwork honing grammar, reading, and writing.

*Prerequisite:* Spanish 1001 or appropriate score on placement test

## **Intermediate Spanish (1003)**

Intermediate Spanish (3 credit hours) advances students from simple questions and answers to the ability to share personal opinions and express their personality. As students acquire vocabulary and greater ease with grammatical structures, they are able to engage in different kinds of real-world connections: expressing needs, helping others, and communicating with friends.

*Prerequisite:* Spanish 1002 or appropriate score on placement test

# 2000 Level Courses

## **Conversational Review (2001)**

Spanish 2001 stresses oral skills and reviews grammar in order to improve oral accuracy. Students will debate, argue, and defend opinions while exploring different regions in the Spanish-speaking world. Every class period and thematic unit is driven by student interaction. Themes touched on include: stereotypes in the media, immigration (past and present), heritage, identity, and cultural practices. By the end of the class, students are able to converse on a variety of topics, even unfamiliar topics, due to their increased fluency and ability to communicate their ideas.

*Prerequisite:* SPAN 1003 or appropriate score on placement test

## **Hispanic Readings (2002)**

Spanish 2002 is primarily devoted to reading, comprehension and interpretation of texts in Spanish. Students will read short texts, developing oral and critical thinking skills as they interpret the texts and share their interpretations with their classmates. Through the readings, students will develop an understanding of the historical or social contexts of the text, advancing their knowledge of the Spanish-speaking world. The students' final project, an original short story, highlights their Spanish skills as well as their new understanding of the basic components of a short story.

*Prerequisite:* SPAN 1003 or appropriate score on placement test

## **Catalan Language for Spanish Speakers (2201)**

*Online - Synchronous*

Instructor: Montserrat Piera

Spanish 2201 is devoted to the study of Catalan, the language spoken in the Northeast region of Spain, the Balearic Islands, and the principality of Andorra. The course introduces students to the vocabulary, grammar and language usage of Catalan with the purpose of developing communicative skills. Moreover, students learn about the richness and diversity of Catalan culture. Open to all students regardless of their level of Spanish. Although some background in Spanish is useful, it is not a must. Students enrolled in the course will be eligible for short Summer Language Stays in Catalan-speaking areas (Barcelona, Andorra o Mallorca) in the summer of 2023. This 3-credit course counts towards a Spanish major or minor.

## **Composition (2096)**

Through multiple styles of writing, analytic, narrative, descriptive, investigative, this writing-intensive course hones writing and critical thinking skills. Students not only improve the precision of their Spanish skills, they also become clearer communicators in the written word. An essential part of clear communication is an accurate and sophisticated application of complex grammatical structures. Students will learn, practice, and incorporate these structures in their writing. By the end of this course, students will be prepared for the content-focused courses of the 3000 level courses.

*Prerequisite:* SPAN 2001 or SPAN 2002

# 3000 Level Courses

## **Advanced Composition & Conversation (3001)**

Spanish 3001 is a conversation and composition/grammar course that continues the development of conversation and writing skills. Special attention is given to advanced areas of Spanish grammar appropriate for oral argumentation and expository writing and also to distinctions between formal and informal usage. Reading literary and journalistic passages will enhance the range of vocabulary and the topics to be explored. Class time will be devoted to discussion, correction, clarification and oral practice. Complement the oral practice, writing process techniques, such as editing (both self and peer) will also be a course component.

*Prerequisite:* SPAN 2096

## **Hispanic Readings II (3002): The Graphic Novel**

Instructor: Fernando Fonseca Pacheco

This class will study the production of Latin American graphic novels, which have blossomed since the 1990s. The class will focus on a corpus of novels that represent the themes, tropes, tendencies, aims, and popularity of these texts. In particular, the class will study 5 “genres” that stand out within the increasing production of graphic novels in the region: historic narratives, cyberpunk, noir tradition, literary adaptations and personal accounts. By doing so, the course will analyze how the medium of graphic novels became a locus to present and frame contemporary debates that are at the core of Latin American societies, such as: civil and internal conflicts, re-writing of historical accounts, urban growth and living, race and racialization, and individual formation and identities.

*Prerequisite:* SPAN 2096 / 2098

## **Advanced Grammar for Communication (3003)**

This course combines an analytical approach to understanding the Spanish language with an emphasis on the use of grammatical structures for communicative purposes. Our goal will be to develop a more explicit and detailed understanding of Spanish grammar that expands upon the students’ previous instruction. Seeming contradictions in grammar will be explored in this course. We will analyze grammatical features both in isolation as well as within the context of a text. As the course progresses, students will develop the ability to:

1. describe and analyze the structure of Spanish sentences and texts
2. identify similarities and differences between Spanish and English grammatical structures

3. identify the communicative function of grammatical forms
4. use increasingly sophisticated grammatical forms correctly for oral and written communication

*Prerequisite:* Span 2096

## **Advanced Analysis & Writing (3096)**

In our capstone course, 3096, students utilize their language skills and critical thinking skills to engage with key Hispanic texts. Lively discussions of the readings help students to polish the reading, writing, and analytical skills necessary to produce critical essays in Spanish. Class activities consist of collaborative interactions designed to build vocabulary, develop and learn to challenge interpretations. In addition, student writing dramatically improves through process writing and frequent feedback, preparing students for the interdisciplinary academic material in 4000 level courses. A variety of literary genres exposes students to a wide range of themes, honing communication skills critical to liberal arts majors: clear and concise writing, presentations skills, and improved verbal dexterity. As a writing intensive course, students will write increasingly complex essays developing analytical skills that culminate in an investigative essay.

*Prerequisite:* SPAN 2096 and any 3000-level Spanish course

## **Introduction to the Literature of Spain (3121)**

Instructor: José Manuel Pereiro-Otero

This course introduces students to the study of Spanish literature through works of major literary figures. It covers information about literary currents and genres of narrative and poetry that exemplify them. First it looks at activities for reading and interpreting literature and recognizing major features of each genre studied. These activities include scanning and skimming then reading carefully more than once. It also involves taking notes about impressions, reflections or questions on each selection which will serve as base for the student's literary journey.

*Prerequisite:* SPAN 2096

## **Latin America through Film (3204)**

Instructor: Christina Baker



This course takes a broad visual arts approach to include, of course, feature-length films, but also animated works, music videos, performance recordings, and multi-media artistic productions. The course will include examples from throughout the Americas, showcasing aspects of daily life for Latin/x Americans, such as celebrations, a sense of humor, family, as well as important topics like ecological disaster, dictatorial regimes, and gendered violence. The course will help students develop artistic appreciation and critical analysis of the works studied.

## **The Cultures of Latin America (3241)**

Instructor: Sergio Ramírez-Franco

This course explores the notion of culture through a multi-disciplinary lens, with a particular emphasis on culture as evolving in relation to environmental, political, and social structures. The course will explore culture as relating to customs and identity formation, such as religious practices or indigenous communities. The course will also think more broadly about conceptual cultures such as beauty culture, cultures of silence, and cultures of oppression.

*Prerequisite:* SPAN 2096

## **Translation Skills (3401)**

Translation Skills introduces students to the basic theoretical and practical foundations of Spanish-English translation. Students will translate from Spanish to English as well as English to Spanish, although the former is emphasized. In order to successfully translate, lexicon, or vocabulary, will be stressed so that students can use words correctly in context. Additionally, the class will cover the key grammatical topics that promote clear translations. Translators must also be made aware of their role in intercultural communication; thus the following themes will be addressed: cultural compensation, translation loss and addition, language varieties, and social and tonal register. Course assignments will include practice exercises in written translation of authentic materials, from categories including current events, entertainment, public service announcements, school announcements, cuisine, general political economy, history, and human-interest topics.

*Prerequisite:* SPAN 2096 and SPAN 3001

## **Spanish for Business (3501)**

Students will acquire the foundational knowledge of Spanish language and culture used in business interactions across the Spanish-speaking world. Students will write business letters, participate in role-plays, and explore the nuances of doing business in Spanish-speaking countries.

*Prerequisite:* SPAN 1003

## **Spanish for Health Professions (3601)**

Students will acquire the foundational knowledge of the language and cultural practices pertinent to interactions in a healthcare context. Intensive study of medical vocabulary, participation in role-plays, and readings of cultural norms in medical contexts will prepare students for basic interactions with Spanish-speakers in a variety of healthcare situations.

*Prerequisite:* SPAN 1003

## **Medical Spanish (3602)**

This course is designed to deepen knowledge and competency in Spanish for communication in a variety of health care professions. In Spanish 3602 students use their intermediate Spanish for a specific purpose: providing health services to a Spanish speaker.

Course content covers cultural competency, health literacy, communication skills, Spanish vocabulary and expressions for anatomy, systems, diseases and health-related concerns, medical tests, nutrition, and in-depth discussions of a selection of health-related situations.

*Prerequisite:* SPAN 2096

# 4000 Level Courses

## **Hispanic Modernism (4128)**

Instructor: José Manuel Pereiro-Otero

Despite their common etymology, their close ties to modernity, and their foundational character for other key contemporary terms such as *postmodernismo/postmodernism*, there are significant differences between *modernismo* and *modernism*. From a chronological and historical perspective, *modernismo* as an artistic idea may be traced back to 19<sup>th</sup>-century fin-de-siècle, while *modernism* seems to be a notion especially relevant to 20<sup>th</sup>-century avant-garde. In terms of their respective artistic proposals, both ideas maintain a peculiar relation with other contemporaneous *isms* such as impressionism, cubism, futurism, dadaism, surrealism, and, within the Hispanic world, *ultraismo* and *creacionismo*. By tracing the transatlantic and transnational nature of these concepts through different artistic expressions and, particularly, literature (i.e., Casal, Gutiérrez Nájera, Jiménez, Machado, Martí, Unamuno, and/or Valle-Inclán), students will be able to learn about the complexities of the vocabulary used to describe the art produced during these decades. Additionally, students will increase their appreciation and understanding of modern creativity while experiencing one of the most exciting and revolutionary periods in art's history.

*Prerequisite:* SPAN 3096

## **National Literatures of Latin America (4146)**

Instructor: Sergio Ramírez-Franco

What is the literary representation of a nation? This course focuses on concepts and images utilized for the representation of the nation in Peruvian literature, from the foundation of the nation to the contemporary post-national period. Some of the issues presented for discussion are the construction and symbolic representation of national identity, the concept of the national, the motherland and related notions, the definition of citizenry and the framework of modernity in which the nation is built and developed. Students will be introduced to a variety of literary genres (prose fiction, essays, etc.) in which the formation of the nation and the process of national development are represented. Some of the problems to be analyzed in class are the contrast between European models and alternative paradigms of modernity, the tensions between the local and the global, the importance of traditions of diverse cultural and ethnic origins, and the impact of miscegenation in the construction of national identities.

*Prerequisite:* SPAN 3096

## **Language and Gender (4307)**

Instructor: Augusto Lorenzino

This course will examine the ways language, sex and gender intersect, and how linguistic practices shape our gender identity. The course will evaluate theoretical approaches, analytical perspectives, and empirical evidence from sociolinguistics related to the following questions: Do men and women talk differently? Are these differences universal or variable across cultures and societies? How does gender affect language and how it is affected by language? How is language used to construct ourselves as men and women, gay, straight, or transgendered? How is language used to accomplish femininity and masculinity? What impact does gendered language have on social and power relationships? The course will cover the following topics: biological sex and social gender; the different social roles of genders and how these are manifested in language structure and language practices (such as discourse and conversation strategies); the theories that have been put forward to explain these linguistic differences; linguistic stereotypes about gender; sexism and gender bias in language; language inclusivity; sexual orientation and language

## **Introduction to Spanish Linguistics (4302)**

Instructor: Augusto Lorenzino

This course is a general introduction to the discipline of linguistics with focus on the formal and descriptive analysis of the Spanish language. It surveys key areas of the field of Spanish Linguistics, including Phonology and Phonetics (sound system), Morphology (word formation), Syntax (phrase and sentence structure) and Semantics (word and phrase meaning). No background or previous knowledge of linguistics is required.

*Prerequisite: SPAN 3003 and 3096*

## **Internship (4885)**

Instructor: Joshua Pongan

Take your Spanish out of the classroom and into the vibrant Hispanic communities of Philadelphia while gaining practical and professional experience in a work environment! This course gives you the opportunity to develop your Spanish language skills, increase your cultural knowledge, and cultivate professional experience. You will work with the Spanish Department to find a placement that will help you meet both your linguistic and career goals. The classroom component will enhance learning in several ways. It will include readings and discussions relative to the students' experiences, it will aid in synthesizing their past education with their current reality, and it will allow students to reflect concurrently on their experiences through discussions, journals and one-on-one meetings with their instructor. Additionally, each student will spend at least 15 hours a week in his or her selected sites. The total internship time will total 100 hours, spread out in a way that works into students' schedules.

*Prerequisite: Span 2096*

# **Latin American Studies (LAS)**

## **Race & Poverty in the Americas (833):**

Gen Ed Diversity & Race

The transatlantic slave trade was one of the most brutal and momentous experiences in human history. Attitudes toward Latino, Caribbean, African, and Asian immigrants in the United States today can only be fully understood in the contexts of slavery and the "structural racism," "symbolic violence" (not to mention outright physical violence), and social inequalities that slavery has spawned throughout the region. Although focusing primarily on the United States, we will also study the present entanglements of poverty and race in Brazil, Haiti, and other selected nations of "The New World," placing the U.S. (and Philadelphia in particular) experience in this historical context. NOTE: This course fulfills the Race & Diversity (GD) requirement for students under GenEd and Studies in Race (RS) for students under Core. Students cannot receive credit for this course if they have successfully completed any of the following: ANTH 0833, LAS 0933, REL 0833/0933, or SOC 0833.

## **Honors World Society in Literature & Film (968):**

Gen Ed Global/World Society

This course explores how different aspects of society in Latin America and Spain are reflected through literature and film. Through an interdisciplinary lens, students will examine topics such as politics, migration, labor conditions, gender, and social commentary as literature and film represent them. The discussions, writings, and viewing-based tasks will provide students with the context and tools to make connections and think and write critically.

## **Perspectives on Latin America (1001)**

Instructor: Ronald Webb

This course provides an interdisciplinary examination of social change in Latin American societies. Through a historical context, students will explore changing approaches to economic development, class and ethnic issues, religious traditions, art, music, and literature in different regions of Latin America.

## **Topics in Latin American Studies (2010) “Zombie Apocalypse: Holy Land, Haiti, Hollywood”**

Instructor: Terry Rey

This course combines several academic disciplinary approaches to explore the intellectual and cultural histories of two highly influential and essentially religious ideas, that of the zombie and that of the apocalypse, to critically trace their relatively recent merger in popular culture and imagination – arguably, as of 1968 – and to investigate that merger’s significations about the human condition, especially in the USA. The former is a rather modern idea rooted in Haitian Vodou and its popular African and European religious antecedents, while the latter is an ancient one rooted in Zoroastrianism and the Bible and widely expanded in Judaism, Christianity, and Islam; it is arguably one of the most influential ideas in world history. The first two-thirds of the course will be comprised of biblical studies, African studies, Caribbean studies, and the sociology and history of religion, while the final third will trace the merger of the two ideas and their manifestations in popular culture, drawing upon readings in cultural studies, literary analysis, social theory, and cinema studies.

## **Ancient Mesoamerica (2173)**

Instructor: Ron Webb

Ancient Mesoamerica is a general survey of the pre-Columbian cultures of Mexico and Middle America before the Spanish Conquest of the Aztec Empire in A.D. 1521. In this course we will examine the long history of Mesoamerica beginning with the first peopling of the Americas at least 15,000 years ago and ending with the Spanish Conquest and the creation of "Latin America."

## **Race, Gender and Empire (3566)**

Instructor: Mónica Ricketts

Latin America is a culturally rich and diverse region. Its complex and fascinating history is the product of different worlds and cultures coming together in the 16th century. In this course we will analyze this encounter and its consequences by looking at two main topics: race and gender. Following a chronological order that starts with the conquest of the Americas by Spaniards and Portuguese in the 16th century and ends with the breakdown of the Spanish empire in the early 19th century, the course will explore the ways in which different peoples have interacted. We will discuss the various roles men and women assumed in these societies and the significance of race. In so doing, we will attempt a deeper analysis of the social dynamics of Latin America in the past that will give us a better understanding of its present and future. Note: For history majors, this course is in the "Global/Comparative" category.

# MAJOR, MINOR & CERTIFICATES INFORMATION

**Spanish Major tracks:** (10 classes beginning with 2000-level)

- [Language, Literature & Linguistics](#)
- [Language & Professional Studies](#)
- [Spanish for Education](#)

**Latin American Studies Major:**

- [Latin American Studies](#)

**Minor options:**

- [Latin American Studies](#)
  - (6 classes in LAS and reading and speaking proficiency in Spanish or Portuguese through 2000+ level course, Latin American Study Semester or Proficiency Exam)
- [Portuguese](#)
  - (6 classes including 1001 & 1002)
- [Spanish](#)
  - (6 classes beginning with the 2000-level)

**Certificate options:** (6 classes beginning at initial placement)

- [Certificate of Specialization in Spanish](#)
- [Certificate of Specialization in Spanish and Latin American Studies in Business](#)
- [Certificate of Specialization in Spanish and Latinx Studies for the Health and Human Services Professions](#)