# Table of Contents

Gen-Ed Courses...........................................3
Portuguese Courses.................................5
Lower-level Spanish Courses............6
2000-level Spanish Courses............7
3000-level Spanish Courses............8
4000-level Spanish Courses..........12
Latin American Studies Courses......14
Major, Minor & Certificate Info......17
Gen-Ed Courses

Human Behavior: Language in Society (815):

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.

Diversity & Race: Immigration & the American Dream (831)

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 21st 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.

Human Behaior: Eating Cultures (837)

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.
Global / World Society: World Society in Literature & Film (868)

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 for Spanish Speakers (1021)

Instructor: Daniel Raso

Portuguese 1021 (3 credit hours) is an accelerated course in which you will begin your study of the Portuguese language. Students' previous knowledge of Spanish, facilitates this learning process. As students acquire vocabulary and greater ease with grammatical structures, they are able to share their personal opinions and express their personality, all in Portuguese. We will use a variety of interactive and culturally relevant activities to further hone speaking, writing, listening and reading skills in Portuguese including film and podcasts.

Literature and Revolution: Global Latin American and Lusophone Literature (19th Century – Present) (4000)

Instructor: Adam Shellhorse

This course offers an exciting introduction, in English, to Latin American and Lusophone Literature from the nineteenth century to the present. In our readings of major Brazilian, Portuguese, Spanish American, and African writers, we will examine what is literature from the perspective of culture, and the concrete functions that have been historically assigned to it in Europe, Latin America, and Africa: that is, literature’s intimate relation to revolution in all its diverse forms, and particularly, its uneven relation to modernity, race, gender, culture, the subaltern poor, and the nation-state.
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

Compositions (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 / 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 /2098

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 Latin America (3141)

Instructor: Sergio Ramírez Franco

This course introduces students to the study of Spanish American literature through works of major literary figures from the pre-Columbian period to the present. 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 2096/2098

### Spain through Film (3222)

Instructor: Víctor Pueyo Zoco

This course develops Spanish-language skills in their application to the study of the culture of Spain through film. It includes the artistic appreciation and analysis of the films viewed.

*Prerequisite:* SPAN 2096/2098
Interpretation Skills in Translation (3402)

Instructor: Hope Doyle

Interpretation Skills in Translation introduces students to an in-depth look at the contrast between Spanish and English in order to create strategies for carrying out a broad range of translations. Students will develop both a theoretical foundation of the basic concepts of translation as well as a practical understand of real problems. Through this course students will explore challenges in translation such as areas where there is non-equivalence between languages. Through studying and practicing translation in a variety of contexts fields, students will strength their translation abilities.

Prerequisite: SPAN 3001

Spanish for Business (3501)

Instructor: Pilar Maravi

Students will acquire the foundational knowledge of the language used in Spanish-language business interactions, as well as business practices in the Spanish-speaking world. Students will write business letters, participation in role-plays, and explore the nuances of doing business in Spanish-speaking countries.

Prerequisite: SPAN 1003

Business Spanish I (3502)

Instructor: Pedro Molteni

Business Spanish I is intended to strengthen students’ active communication skills (speaking and writing) in Spanish in the areas of business and commerce. Students acquire an abundance of business and commercial terminology in Spanish. The course focuses specifically on vocabulary and concepts in the areas of global commerce and the Hispanic context; types of businesses and how they are formed, management, banking and accounting, real estate and capital goods, and the office environment.

Prerequisite: SPAN 2096/2098
Spanish for Health Professions (3601)

Instructor: Pilar Maraví

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)

Instructor: Hana Muzika Kahn

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, or intervening as an interpreter or translator to facilitate the practice of some aspect of medicine.

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. Visiting speakers will give presentations on health literacy, on health services for Spanish-speaking patients at Temple University hospital and other Philadelphia locations, and on programs which accept American volunteers in Latin American countries. Students will also visit and report on local sites where health services are provided to a Spanish-speaking population, and interview Spanish-speaking immigrants to discuss selected health-related issues.

Prerequisite: SPAN 2096/2098
Spain on the Verge of a Democratic Breakdown (4060)

Instructor: José Manuel Pereiro Otero

The death of Francisco Franco in 1975 marked the end of a dictatorship that had controlled the country since the resolution of the Spanish Civil War (1936-1939). However, the political, historical and cultural revolution that would be known as the Transition was well on its way since the late 1960s. This course will explore the many facets of this historical process, which established the foundation of democracy in contemporary Spain. The course will pay special attention to different artistic manifestations that, through the specific expression of their formal languages, contributed to move the country past the rigid structure of political repression. Thus, we will be exploring and discussing how music, cinema, painting and literature helped to breakdown the doors which led to democracy.

Prerequisite: SPAN 3096

16th & 17th Century Spanish Literature (4123)

Instructor: Víctor Pueyo

Contrary to common belief, Marx never devoted a significant amount of time to describing how communism should have looked like, much less a whole essay or a book. His work dealt primarily with capitalism and the way it actually worked. However, communism was theorized, imagined and even enacted in many occasions and forms prior to the publication of Das Kapital. As authors like Christian Laval, Pierre Dardot, or Alain Badiou have discussed, before bureaucratic state regimes (namely the USSR and China) sequestered the very idea Marx strived to popularize, this idea had plagued the people’s imagination for centuries. In this course we will examine its most prominent manifestations from the Middle Ages through the Seventeenth century, focusing mainly – but nor exclusively – on literature produced in Spain and Latin America. In doing so, we will try to shed light upon a series of enigmatic questions: What were the medieval commons? How can the witch obsession during the late fifteen century be explained and who is exactly Celestina? Was there ever such thing as a “feudal socialism” in Early Modern Europe? Why did so many literary utopias flourish
in the wake of the sixteenth century and what were they trying to achieve? How can we account for the boom of the pastoral genre (from Montemayor to Góngora) during the 16th and 17th centuries? What are these shepherds the pastoral novel portrays? And, anyway, what is Don Quixote really talking about when he talks about a long-lost Golden Age?

Prerequisite: SPAN 3096

Spanish Applied Linguistics (4304)

Instructor: Paul D. Toth

This course explores the relationship between developmental processes in second language acquisition and classroom instructional practices. The goal is to better understand how instruction might facilitate the acquisition of Spanish grammatical structures that pose challenges for English-speaking learners, including: (1) verbal tense, mood, and aspect; (2) the pronominal system; (3) the lexicon and word meaning; and (4) sociolinguistic and pragmatic differences. Explanations for these challenges will be discussed within current theories of linguistics and second language development, and specific strategies for addressing them will be proposed within the overall communicative framework of the ACTFL National Standards for foreign language instruction. The course is highly recommended for current and future language teachers, as well as those interested in better understanding the process of second language acquisition.

Prerequisite: Span 3003 and 3096

Latin American Literature through Art (4141)

Instructor: Adam Shellhorse

This seminar endeavors to think the problem of media, affect, the arts, and literature in Hispanism, Latin Americanism, and beyond. After reflecting on the traditional role of the intellectual in Latin America, we will spend the rest of the semester examining experimental literary works and intellectual debates that pose questions at the heart of the field. In this sense, the course is an appropriate introduction to debates in affect, media, and aesthetic theory. Examining the subject of literature, art, affect, and politics as related to Hispanic and Latin American studies, the course is organized in terms of three questions: 1) an examination of the thought of contemporary Latin Americanist scholars, 2) classics of continental theory, and 3) Latin American writers, artists, and
filmmakers.

Over the course of the semester we will explore a wide array of aesthetic artifacts, including literary texts and films, from Juan José Saer to Alejandra Pizarnik and Roberto Bolaño.

*Prerequisite: SPAN 3096*

**Intro to critical analysis of popular cultures manifestations in the Hispanic world (4240)**

Instructor: Norma Corrales-Martin

This class studies manifestations of Hispanic popular cultures such as Popular sayings and refrains, Carnival, popular medicine and religion, Protest music, popular sports, youth moments, popular art and popular media as encountered in the Hispanic world.

*Prerequisite: SPAN 2096/2098*
Latin American Studies Courses

Gen Ed (Global / World Society): Latino Immigration (0854)

Instructor: Hana Muzika Kahn

Every year between 200,000 and 400,000 immigrants attempt to cross the US-Mexican border illegally. An estimated 11 million undocumented migrants live in the United States already. Does this influx of Mexicans, Central Americans and South Americans amount to a serious threat? Through close examination of how diverse towns, cities, and states throughout the United States have dealt with this influx of people we will explore global immigration issues. Case studies include Hazelton, PA; Kennett Square, PA; and the state of Arizona.

Perspectives on Latin America (1001)

Instructor: Ronald Webb

Interdisciplinary examination of social change in Latin American societies. Provides historical context and includes changing approaches to economic development, class and ethnic issues, religious traditions, art, music, and literature. NOTE: This course can be used to satisfy the university Core International Studies (IS) requirement. Although it may be usable towards graduation as a major requirement or university elective, it cannot be used to satisfy any of the university GenEd requirements. See your advisor for further information. In addition to meeting the university Core International Studies requirement, this course meets the Non-Western/Third World IS requirement for Communication Sciences majors. Please note the recent update to the Core IS requirement at www.temple.edu/vpus/resources/coreupdates.htm#coreisupdate.

Puerto Ricans in Philadelphia (2072)

Instructor: Adan Stevens-Diaz

This course looks at the migration of Puerto Ricans to the United States in the 20th century, a group that is the second largest Hispanic group in the country. It examines the specific community of Puerto Ricans in Philadelphia and its relationship with other
racial and ethnic groups and the social, political, and economic situation of Puerto Ricans in the city.

The Legacy of Mesoamerica (2098)

Instructor: Ronald Webb

The course briefly reviews the nature of Pre-hispanic Mexico and Central America by examining its earliest manifestations in the Pre-Classic Period through the Late Post-Classic Period, right before European contact. Cultures examined will include the Maya, Nahua, Tarascan, and Mixtec among others. We will then study the Spanish Conquest of the region and how the indigenous peoples adapted to Spanish rule during the Colonial period. Following independence from Spain, indigenous peoples of Mesoamerica dealt with a new sort of adaptation. Specifically, that of integration into the new nation-states of Mexico and Guatemala will be examined. Modern Mesoamerica will also be discussed, particularly in terms of how the indigenous peoples have adapted to a new "globalized" world.

Archeology of South America (2169)

Instructor: Patricia Hansell

A survey of prehistoric cultures of South America. Concentrates on (1) the initial entry and spread of human populations into South America and the West Indies, (2) origins of tropical and highland agriculture, (3) the rise of urbanism, civilization, and the state in the Andes, and (4) the impact of prehistoric cultures on the environment.

Cuba: Warm, Hope and Revolution

Instructor: Monica Ricketts

This course examines Cuba's history, culture and politics, from its remote past of the Taino people, to its major economic and political changes of the 20th century, to the end of the Cold War and renewed relations with the United States. Students explore Cuba's rich multicultural and multiethnic society and its leading artists, writers, and musicians, from writer and revolutionary Jose Marti, to visionary songstress Celia Cruz to Fidel Castro.
Literature and Revolution: Global Latin American and Lusophone Literature (19th Century – Present) (3010)

Instructor: Adam Shellhorse

This course offers an exciting introduction, in English, to Latin American and Lusophone Literature from the nineteenth century to the present. In our readings of major Brazilian, Portuguese, Spanish American, and African writers, we will examine what is literature from the perspective of culture, and the concrete functions that have been historically assigned to it in Europe, Latin America, and Africa: that is, literature’s intimate relation to revolution in all its diverse forms, and particularly, its uneven relation to modernity, race, gender, culture, the subaltern poor, and the nation-state.

Contemporary Mexico (4000)

Instructor: Arthur Schmidt

Over the past several years, Mexico has become increasingly integrated with the United States economically, socially, and culturally; a phenomenon that has presented new challenges to both countries to organize this irreversible process constructively. We will look at the present-day questions between the United States and Mexico through the experience of Mexico’s history since 1940. This period includes decades of industrialization, city growth, labor migration to the United States, cultural flourishing, political restlessness, the emergence of narcotics trafficking, and incorporation into the North American Free Trade Agreement (NAFTA). This course concludes with some speculative considerations about the future. Instruction takes place through discussion, lecture, film, computer projection, and readings from the new historical scholarship that has emerged on post-1940 Mexico.
MAJOR, MINOR & CERTIFICATES

Major tracks: (10 classes beginning with 2000-level; also up to 2 Portuguese courses may count toward the Spanish major)
- Language, Literature & Linguistics
- Language & Professional Studies
- Spanish for Education

Minor options:
- Portuguese
  - 6 classes including 1001 & 1002 (also up to 2 Portuguese courses may count toward the Spanish Major)
- Spanish
  - (6 classes beginning with the 2000-level)

Certificate options: (6 classes beginning level 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 Latino Studies for the Health and Human Services Professions