NOTE ON REQUIRED SPANISH PLACEMENT TEST: All students enrolling in their first SPAN class at VT, who have taken two or more years of high school Spanish or the equivalent, are required to take the Spanish Placement Test before they enroll in a SPAN class. This includes students with AP, IB, or transfer credit in Spanish. Placement Test dates/times will be posted on the Spanish Program webpage at www.fll.vt.edu/Spanish/

SUMMER ON-CAMPUS OFFERINGS:

SPAN 4334 / 5334G: Sex and Power in Spanish Literature: Romanticism to Francoism
Folkart
How does sex affect power and how does power affect sex? How do gender relations support and sustain national structures of power? This new ISLI class explores the interplay of sex and gender relations in the negotiation and representation of power in Spain, as the country deals with different stages of crisis in its evolution as a nation. We examine how the historical and cultural contexts informed the creation of some of the greatest hits of Spanish literature, from nineteenth-century Romanticism through the Spanish Civil War and twentieth-century Francoism. May be taken for graduate or advanced undergraduate credit. This course is offered as part of our department’s Intensive Second Language Institute (ISLI) and class meets every day 9 a.m. – noon, including weekends, July 11-25, 2013 (during Summer II). Students must first apply and be accepted into ISLI before they can enroll. For more information, see the ISLI webpage: www.fll.vt.edu/ISLI/ (3H, 3C)

SPAN 4104 / 5224: Contextualized Oral Practice and Grammar Review
Sobrado
Guided conversations in small groups designed to increase and refine the oral proficiency level of participants. Study of the most common difficulties in Spanish grammar and of proficiency principles used to ascertain progress in speaking skills. May be taken for graduate or advanced undergraduate credit. May be taught in separate sections. This course is offered as part of our department’s Intensive Second Language Institute (ISLI) and class meets every day 1:30-4:30 p.m., including weekends, July 11-25, 2013 (during Summer II). Students must first apply and be accepted into ISLI before they can enroll. For more information, see the ISLI webpage: www.fll.vt.edu/ISLI/ (3H, 3C)

FALL

SPAN 3105: Grammar, Composition, and Conversation I
Dalton, Shooltz, Andrango-Walker
Students will learn to articulate their ideas in writing while developing effective prose through attention to style and grammar. Students will participate in activities created around a variety of contexts, focusing on the grammatical structures and forms that give shape and meaning to their expression. Readings of Hispanic texts and verbal discussion will provide a context for expanding the students’ understanding of discourse as well as the basis for furthering proficiency in all four skills, according to the ACTFL guidelines. Pre: 2106. Meets at MWF 9:05, 10:10, 12:20, 1:25, and 2:30. (3H, 3C)

SPAN 3106: Grammar, Composition & Conversation II
Hesp
Practice in the four language skills through directed conversations and compositions, inspection of idiomatic idiosyncrasies, grammar review, and readings related to Hispanic life and culture. Students are expected to achieve the Intermediate-High Level in writing and reading proficiency according to the ACTFL guidelines. Compositions, oral practice, midterms, and a final examination. Not for native speakers of Spanish. Prerequisite: SPAN 3105. Meets MWF 11:15, 12:20. (3H, 3C)
All SPAN majors are strongly urged to take the entrance exam for SPAN 3125, to see if they need to take this class in order to bring their skill level up so that they can test into SPAN 3126, which is required for the major. For acquisition of measured levels of proficiency in speaking and understanding spoken Spanish. Content-based instruction in small groups. The student will learn to sustain a general conversation using vocabulary and idiomatic expressions in routine situations. Students are expected to be at the Intermediate-Mid Level according to the ACTFL guidelines at the beginning of the semester and achieve an Intermediate-High by the end of the term. Not for native speakers. P/F only, based on oral exit exam and daily in-class participation. Pre: No pre-enrollment possible; attend class the first day for admission by oral exam only. Priority granted to majors and minors. Course offering depends on sufficient number of students qualifying to take it. Meets MWF 10:10, 11:15. (3H, 3C)

For acquisition of measured levels of proficiency in speaking and understanding spoken Spanish. Content-based instruction in small groups. The student will learn to sustain a general conversation using vocabulary and idiomatic expressions in routine situations. Students are expected to be at the Intermediate-High Level according to the ACTFL guidelines at the beginning of the semester and achieve an Advanced-Low by the end of the term. Not for native speakers. P/F only, based on oral exit exam and daily in-class participation. Pre: No pre-enrollment possible; attend class the first day for admission by oral exam only. Priority granted to majors and minors. Course offering depends on sufficient number of students qualifying to take it. Meets MWF 1:25. (3H, 3C)

Using selected reading materials from major literary genres and currents in Spain and Spanish America, this course seeks to familiarize students with basic methods of literary analysis and with the fundamentals of figurative and poetic language. Following a general discussion of the history, development and aesthetic characteristics of each genre, students are asked to read and analyze representative literary materials. The presentation of each genre follows the same internal organization, beginning with an introduction of the genre in which theoretical concepts are introduced and ending with numerous examples and analysis of illustrative works. Pre: 3106. Meets MWF 9:05, 10:10, 11:15, and 1:25. (3H, 3C)

Cultural Studies of Spain: Constructing a National Identity. What is Spanishness? What is lo castizo? Who is the Other? How do the notions of race, class, high and popular cultures define Spanish identity? This course employs diverse literary and cultural texts (including narrative, poetry, theatre, film, art, architecture, and music) in dialogue with the major historical events of their period in order to examine the formation of the Spanish canon from its beginnings through the Medieval era and the Renaissance and Baroque periods. The objective is to gain a greater appreciation of the interaction of various media in the emergence of a trans-continental Empire and the conflictive and complex nature of early modern Spanish national and cultural identity. Pre: 3304. Meets MW 2:30-3:45 and 4:00-5:15. (3H, 3C)

This course can be substituted for SPAN 3404, 3414, 3444, or 3454 to count toward the major or minor. Email your advisor once enrolled in order to request the substitution. This course is the second in a sequence that is designed to familiarize students with the cultures and literatures of Latin America, and to encourage critical thinking and awareness of the role of historical, literary, and artistic objects in shaping our understanding of human culture. The course focuses on the Andean and Southern Cone regions and traces the historical and cultural development of peoples and nations from the mid-19th century to the present day. Readings will include texts of historical and literary natures, and we will listen to relevant musical and filmic artifacts with the aim of examining the region under a broad cultural perspective that is reflective of both the high and low arts. Students are especially encouraged to bring their own interests to the classroom, as we sample the regions’ tradition within the broader processes of popular culture that are key to our study of contemporary influences in Latin America. We will discuss issues such as politics, religion, gender, class/race warfare, dictatorships, violence and the place of Latin America in an increasingly globalized world. Pre: SPAN 3304. Meets: MWF 10:10 (3H, 3C)
speaking world and examines the linguistic properties of the Spanish language (phonetics/phonology, morphology, syntax, and semantics/pragmatics). Students will develop the analytical tools necessary to explore the relationship between the Spanish language and Hispanic cultural practices. Readings include textbook chapters and empirical articles. Students will have the opportunity to apply their knowledge of linguistics to hands-on activities. In Spanish. Pre: SPAN 3304 or consent from the professor. Meets TR 9:30-10:45 and 11:00-12:15. (3H, 3C)

**SPAN 4104: Advanced Grammar & Style**  
Panford  
This course looks at Spanish grammar and style in detail, with particular emphasis on those aspects that are most problematic to the non-native speaker. There is also a focus on grammatical language use, including writing and editing for grammatical and semantic correction. Pre: SPAN 3105. Meets MWF 11:15 (3H, 3C)

**SPAN 4334: Queer Cinemas of the Hispanic World**  
Venkatesh  
This course is designed to introduce students to the study of queer cinema in the Hispanic world. We will study canonical and contemporary films that touch on issues of gender identity, in addition to critical texts that address the creation and dissemination of a queer Hispanic cinema. Students are encouraged to pay attention to how issues of gender and identity shape macro processes and topics such as nation building, socioeconomics, and the aesthetics of dictatorships across the Hispanic world. Students will furthermore be given the opportunity to examine how literary movements and generations coexist and cross-pollinate with contemporary cinematic waves. Pre: any of the following: 3404, 3414, 3454, 3464, 3474, 3484, 3494. Meets TR 3:30-4:45 (3H, 3C)

**SPAN 4344: First Contact: Rewriting the Conquest of the Americas**  
Zimmer  
The question of the other has been a guiding theme of human reflection from time immemorial. Attempts to answer that question have provided some of the most enduring philosophical concepts in the history of human thought: natural law, the noble savage, the master-slave dialectic, the ethics of the encounter, among countless others. Yet one historical encounter, from its very inception, has been portrayed as a world-historical event without peer or precedent: the sixteenth-century Conquest of the Americas. Even the very terms we use to name this event imply a particular understanding of the question of the other. Is the New World discovered? What, then, of the Amerindian inhabitants? Is there reciprocity in discovery? The goal of this course will be to read the original narratives of the conquest and the philosophical debates it engendered, with and against recent attempts to represent that historical moment in literature, art, and film. By pairing colonial documents (representing European, Amerindian, and mestizo perspectives) with contemporary creative attempts to restage and interpret those events, students will gain a point of contact between the modern world and the hemispheric American colonial encounter. Pre: any of the following: 3404, 3414, 3454, 3464, 3474, 3484, 3494. Meets TR 3:30-4:45 (3H, 3C)

**FL 5334G: Queer Cinemas of the Hispanic World**  
Venkatesh  
This graduate-level Spanish course is designed to introduce students to the study of queer cinema in the Hispanic world. We will study canonical and contemporary films that touch on issues of gender identity, in addition to critical texts that address the creation and dissemination of a queer Hispanic cinema. Students are encouraged to pay attention to how issues of gender and identity shape macro processes and topics such as nation building, socioeconomics, and the aesthetics of dictatorships across the Hispanic world. Students will be given the opportunity to examine how literary movements and generations coexist and cross-pollinate with contemporary cinematic waves. The class will, furthermore, examine the tools and language of cinema and cinematic criticism. Pre: Graduate standing. Meets TR 5:00-6:15 (3H, 3C)

**SPAN 5344 First Contact: Rewriting the Conquest of the Americas**  
Zimmer  
Graduate level. The question of the other has been a guiding theme of human reflection from time immemorial. Attempts to answer that question have provided some of the most enduring philosophical concepts in the history of human thought: natural law, the noble savage, the master-slave dialectic, the ethics of the encounter, among countless others. Yet one historical encounter, from its very inception, has been portrayed as a world-historical event without peer or precedent: the sixteenth-century Conquest of the Americas. Even the very terms we use to name this event imply a particular understanding of the question of the other. Is the New World discovered? What, then, of the Amerindian inhabitants? Is there reciprocity in discovery? The goal of this course will be to read the original narratives of the conquest and the philosophical debates it engendered, with and against recent attempts to represent that historical moment in literature, art, and film. By pairing colonial documents (representing European, Amerindian, and mestizo perspectives) with contemporary creative attempts to restage and interpret those events, I hope to give students a point of contact between the modern world and the hemispheric American colonial encounter. Pre: Graduate standing. Meets TR 5:00-6:15 (3H, 3C)