

**Yale University**  
**Department of Spanish and Portuguese**  
**Graduate Courses, 2007-2008**  
**Fall 2007 courses**

**PORT 960a<sup>u</sup>, World Cities and Narratives. K. David Jackson.**

Th 9.25-11.15

World cities and narratives that best describe, belong to, or represent them, from the European/Iberian capitals that gave rise to the urban novel to the fictional worlds of major Asian, African, and South American cities. In English.

**PORT 991a, Tutorial.**

By arrangement with faculty.

**SPAN 500a, History of the Spanish Language. Óscar Martín.**

Th 3:30-5:20

This course explores the origin and development of philology as the foundational discipline of literary studies, the history of the Spanish language in the context of intellectual developments in the twentieth century, the rise of linguistics as a positivist field, the separation of linguistic from literary studies, and the fracturing of Romance studies into separate language and culture fields. In Spanish.

**SPAN 660a, Cervantes: Don Quijote. Roberto González Echevarría.**

W 3:30-5:20

Closely reads *Don Quixote* in the context of theories of the novel in the Renaissance and later, with particular attention directed to the history of ideas and developments in science. In Spanish.

**SPAN 748a, Representing the Spanish Civil War. Noël Valis.**

M 1.30-3.20

This course examines the continuing fascination and complexities of the Spanish Civil War (1936-39) through the ways Spaniards and non-Spaniards represented it ideologically and artistically in words and images. The war had to do not only with battles and politics, but with perception and propaganda. Texts include Sender's *Réquiem por un campesino español*, Rodoreda's *La plaza del Diamante*, Cercas' *Los soldados de Salamina*, Orwell's *Homage to Catalonia*, Hemingway's *For Whom the Bell Tolls*, poems by Antonio and Manuel Machado, Miguel Hernández, Auden, and Roy Campbell, and films (*La caza*, *The Spanish Earth*, *Land and Freedom*). In Spanish.

**SPAN 813a, Enlightenment, Romanticism, and Exceptionalism in Spanish American Literature and Thought. Rolena Adorno.**

T 1.30-3.20

This seminar examines the enduring works of the writers and thinkers of the transitional, Independence, and post-Independence period (1810s-1840s) in Spanish America: José Joaquín Fernández de Lizardi, Fray Servando Teresa de Mier, José María de Heredia, Simón Bolívar, José Joaquín de Olmedo, Andrés Bello, Esteban Echeverría, and Domingo Faustino Sarmiento. Their Spanish colonial-era literary heritage, their relationships to contemporary European literary and intellectual trends, and recent arguments about Latin American exceptionalism are considered. In Spanish.

**SPAN 991b, Tutorial.**

By arrangement with faculty.

08-16-07

**Yale University**  
**Department of Spanish and Portuguese**  
**Graduate Courses, 2007-2008**

**Spring 2008 courses**

**PORT 964b<sup>u</sup>, João Guimarães Rosa. Paulo Moreira.**

T 1.30-3.20

A study of literary craft in the works of João Guimarães Rosa (1908-67), his sources, linguistic innovation, philosophical currents, and themes in the short stories and his major novel, *Grande Sertão: Veredas*. In Portuguese.

**PORT 991b, Tutorial.**

By arrangement with faculty.

**SPAN 536b, Medieval Literature Old and New. Óscar Martín.**

Th 3:30-5:20

This course studies a group of canonical medieval works encompassing the most distinctive literary genres: epics, saints' lives, love pseudo-autobiography, short stories, ballads, and short fiction. While paying attention to traditional critical problems, the course also evaluates recent theoretical approaches to medievalism like nationalism, feminism, new historicism, cultural studies, multiculturalism, and gender studies, among others. Works include *Jarchas*, *El Cantar de mio Cid*, *Libro de Apolonio*, *Vida de Santa María Egipcíaca*, *Libro de Buen Amor*, *Cárcel de Amor*, romances. In Spanish.

**SPAN 790b, Methodologies of Modern Language Teaching. Sonia Valle.**

M 3.30–5. Practicum, 5-6.30

Preparation for a teaching career through readings, lectures, classroom discussions, and presentations on current issues in foreign/second language acquisition theory and teaching methodology. Classroom techniques at all levels. In Spanish.

**SPAN 912b, The Borges Effect. Roberto González Echevarría.**

W 3:30-5:20

Since the publication of *Ficciones* in 1944 and especially since achieving worldwide acclaim after receiving *ex-aequo* with Samuel Beckett the Formentor Prize in 1961, Jorge Luis Borges has become one of the most influential modern writers. His is a recognizable and often acknowledged presence in the work of novelists and short-story writers, as well as in that of philosophers and literary theorists. There is a Borges "effect," which can be perceived in John Barth, Julio Cortázar, Gabriel García Márquez, Italo Calvino, Umberto Eco; and in Maurice Blanchot, Michel Foucault, Gerard Genette and Jacques Derrida, among others. That effect is also projected retrospectively in Borges's particular way of reading classics like Homer, Dante, and Cervantes. An elegant, playfully ironic skepticism, together with a fondness for aporias, enigmas, puzzles, labyrinths as well as for minor genres such as the detective story are the most recognizable components of Borges's style and thought. Taken together these components suggest theories about writing and reading. We read closely Borges's most influential stories, such as "Tlön, Uqbar, Orbis Tertius," "Pierre Menard, Author of the *Quijote*," and "The Garden of Forking Paths," as well as his essays on Homer, Dante, and Cervantes. We then follow his track in the writers mentioned. Class discussions in English and readings in English or the French, Spanish, or Italian originals. *Also CPLT 942b.*√

**SPAN 970b, The New Sentimental Novel in Spanish America. Aníbal González.**

T 1.30-3.20

An analysis of the turn to amorous and sentimental themes by Spanish American novelists after the 1980s. Topics to be explored include politics and the affects, eros vs. agape, courtly love, mass media, and popular culture. Readings from Alfredo Bryce Echenique, Isabel Allende, Gabriel García Márquez, Laura Esquivel, Luis Sepúlveda, Marcela Serrano, Antonio Skármeta, and Luis Rafael Sánchez. In Spanish.

**SPAN 991b, Tutorial.**

By arrangement with faculty.

08-16-07