

Spanish

Contact: Jody Doran
Phone: 314-935-5175
Email: jdor@wustl.edu
Website: <http://rll.wustl.edu>

Courses

Visit online course listings to view semester offerings for L38 Span (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L38&crslvl=1:4>).

L38 Span 101 Elementary Spanish I

Beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 102 Elementary Spanish II

Second semester of the beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources. Prerequisite: Span 101D or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 201E Intermediate Spanish I

The first half of a two-semester intermediate-level sequence. Reviews basic knowledge and introduces advanced skills in grammar, reading, writing, culture and vocabulary. Prerequisite: Span102D, or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 202 Intermediate Spanish II

The second half of a two-semester intermediate-level sequence. This class continues to review basic knowledge and to introduce advanced skills in grammar, reading, writing, culture and vocabulary. Prerequisite: Span201E or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 223 Intermediate Spanish Conversation and Culture

Practice of spoken Spanish and expansion of vocabulary in a wide range of topics. Discussion and role play based on short readings, music and film. Use of the World Wide Web for up-to-date news and culture. Oral presentations and limited writing. Prerequisite: 201D or equivalent. Concurrent enrollment in Span 307D recommended.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 299 Undergraduate Independent Study

Prerequisites: Span 201D and permission of the department. Credit variable, maximum 3 units.

L38 Span 302 Cultures and Communication in the Spanish-Speaking World

This course is the first part of a two-semester advanced-level sequence. Through the study of a variety of media (i.e., written, visual, aural, and digital), students will develop linguistic and cultural competence and gain a general understanding of contemporary issues of interest in Spain, Latin America, and the United States. Discussion of a wide array of cultural and linguistic materials will serve as the basis for an exploration of the diversity of the Spanish-speaking world. The course focuses primarily on speaking skills. It is designed to prepare students to proceed to higher-level Spanish courses and to build written and oral proficiency. This course replaces Span 307D and is a prerequisite for several study abroad programs. Prerequisite: Span 202 or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM, IS EN: H

L38 Span 3021 Language and Culture for Heritage Speakers of Spanish

This course offers an approach to the linguistic and historical study of different cultural productions in various Spanish-speaking communities in the United States and other Spanish-speaking countries. The materials and structure of the course are designed for students whose cultural roots are, to some degree, Latin and who have grown up in Spanish-speaking environments, so course materials focus on autobiography and identity. This course offers students a multidisciplinary way of working at points where linguistic and literary analysis runs parallel to other forms of cultural production and to the historical narrative of Latinx culture in the United States. Prerequisite: placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM, IS EN: H

L38 Span 303 Cultures and Communication in the Spanish-Speaking World II

This course is the second part of a two-semester advanced-level sequence. Through the study of a variety of media (written, visual, aural, and digital), students will develop linguistic and cultural competence and gain a general understanding of contemporary issues of interest in Spain, Latin America, and the US. Discussion of a wide array of cultural and linguistic materials will serve as the basis for an exploration of the diversity of the Spanish-speaking world. Course content is organized thematically into five units: Youth Cultures, Food Culture, New Indigeneity, Environment, and Public Health. The course focuses primarily on writing skills. It is designed to prepare students to proceed to higher-level Spanish courses and to build written and oral proficiency. Prerequisite: Spanish 302, 3021 or 307D. Fromm Ayoroa in charge.

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

L38 Span 308E Advanced Reading and Writing

In depth study of the process of advanced reading and writing designed to prepare the Spanish major for upper-level courses. Literary texts studied as examples of writing styles. Regular compositions. Prerequisite: Span 307D or placement by examination. Conducted in Spanish.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L38 Span 310 Advanced Intermediate Spanish in Spain

Continued study of Spanish grammar and syntax at Washington University's Madrid Carlos III University Program. A course designed for non-native speakers of Spanish, to refine communicative abilities in all four skills. Prerequisite: placement by exam at Carlos III.

Credit variable, maximum 4 units.

L38 Span 311 Hispanic Culture and Civilization I

Study of aspects of the political, social and cultural life of contemporary Spain and Portugal and their historical development. Class discussion; readings with compositions. Conducted in Spanish. May be repeated for credit. Prerequisite: Span 201D.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

L38 Span 313 Chilean Contemporary Culture

This two-week course provides a panoramic view of Chilean contemporary culture, focusing on the years from 1988 to the present. We examine the representation of current issues in literature, the arts and the media, and study topics such as governmental institutions, the constitution of 1980, the economy, the role of the Catholic Church, public policy concerning culture, etc. The course meets three hours a day, and there are several guest lecturers. Conducted in Spanish. Requirements: two short papers, short reports in class of the news or a cultural activity students have attended, and participation in class discussions. Course includes an all-day cultural excursion on Saturday, which features a visit to one of Neruda's houses, a history museum, etc. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L38 Span 317 Advanced Spanish Language in Chile/Spain

Continued study of Spanish grammar and syntax at Washington University's program in Chile or Spain. A course designed for non-native speakers of Spanish to refine mastery of difficult uses and structures in all four skills. Prerequisite: placement by exam or program director. Credit variable, maximum 4 units.

L38 Span 3181 Spanish Culture and Civilization

This course is intended to acquaint students with important aspects of Spanish culture, including history, civilization, society, politics and the arts, dating from the first invasions of the Peninsula to the present. Students gain an awareness of the ethnic, cultural and aesthetic diversity of Spain as a country of multiple autonomous regions, by working with written texts and other media and by visits to various locations. The broader aim of the course is to enable students to engage with and to analyze Spanish culture from an intellectually critical perspective and knowledge of its sociohistorical distinctiveness. Requirements include active participation within all classes and excursions, presentations and various written assignments. This course is taught in Madrid, as part of the Washington University Carlos III Program. Conducted in Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3200 Debating Cultures: Latin(x) America in the Streets

So much of life in Latin America -- and in many Latinx communities across the United States -- happens in public space: in the streets, to be precise. Picture street food vendors in Mexico City, outdoor produce markets lining squares across Lima, Rio de Janeiro's world-famous carnival celebrations, or politicians addressing thousands in Buenos Aires's Plaza de Mayo. Economic transactions, social interactions, political legends and mass political movements, religious processions, festivals and spectacles, and public art all depend on the streets. In this course, we will focus on the incredible diversity of activities that define and give meaning to public life in Latin America and the Latinx diaspora. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3202 Debating Cultures: How Spanish Works

This course offers an introduction to the study of the Spanish language as a science. It focuses on the main linguistic subsystems: the sound system (phonetics and phonology), the formation and use of words (morphology), and the formation and structure of sentences (syntax). When working with each linguistic subsystem, students are provided with opportunities to reflect on and improve their own abilities in Spanish, such as with regard to how mood (indicative versus subjunctive) and aspect (preterit versus imperfect) work in the Spanish verbal system. Similarities and differences between Spanish and other languages, such as English, are highlighted. The course also provides students with an introduction to the history of Spanish in its evolution from Latin as one of many Romance languages (a diachronic view) and an exploration of various regional varieties of Spanish today (a synchronic view). The goals of the course include understanding linguistics and Hispanic linguistics as cognitive sciences; understanding language acquisition and use as neural processes; disentangling linguistic rules and linguistic variation from pedagogical rules and stigmatization; and applying one's knowledge of linguistics in general and Hispanic linguistics in particular to practical issues and challenges. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3203 Debating Cultures: Extraordinary Lives

This course studies Latin America through the lives of its people. We will take biographies as sites where individual dreams and struggles intersect with global, national, and local structures of power and cultural flows. Through various cultural objects and media (film, literature, music, and social media), we will approach the extraordinary yet everyday luchas of Latin Americans in cities and rural areas. We will contextualize each life within the region's political, economic, racial, and gender historicities. The biographies we will discuss may include but are not limited to domestic workers, taxi drivers, street vendors, wrestlers, musicians, folklore dancers, college students, rural teachers, political and ecological activists, influencers, indigeneous YouTubers and filmmakers, LGBTQIA+ communities, and transnational immigrants. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

L38 Span 320Y Debating Cultures: Mediated Politics in Argentina, Chile, and Uruguay

This course explores the intertwined history of media, culture and political struggle in the region known as the Southern Cone, which encompasses Argentina, Chile and Uruguay. We will discuss the role that media have had in shaping the experience of modernity as well as fostering nation formation in these countries. The course will address the political uses of different types of media, covering a wide spectrum of cultural production (literature, music, comic, political cinema, television, internet) and following a long-term chronological approach, from 19th-century print media to recent YouTube production. In doing so, the course engages with questions of technology, identity, memory, gender, indigenous, and working-class cultures, and it draws special attention to the possibilities and limits that grassroots movements found in different types of media. Course materials may include the Argentine comic "Mafalda," the Afro-Uruguayan newspaper "Nuestra Raza," and Rodolfo Walsh's non-fiction literature, as well as telenovelas and indigenous radio. As part of the course, students will engage in active research on the interplay of media and political struggle in the

region. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: BA, IS EN: H

L38 Span 3210 Debating Cultures: Representations of Gender Violence in Modern Iberian Literatures and Cultures

The landmark law against gender violence in Spain, which was passed under the Socialist government in 2004, became the rallying point for feminist activists, even as it generated a vigorous backlash from among conservative sectors of Spanish society. More recently, the "La Manada" gang rape case in Pamplona in July 2016 provoked national outrage, and, together with the #MeToo and the #NiUnaMenos movements in the United States and Latin America, a global feminist movement was mobilized to protest sexual assault, femicide, and all other forms of gender-based violence. We will consider the works of 19th-century through present-day Spanish women writers, journalists, and filmmakers, including Emilia Pardo Bazan, Carmen de Burgos, Rosa Montero, Carme Riera, Lucia Etxebarria, Isabel Coixet, Iciar Bollain, and Roser Aguilar, who have spoken out against gender violence in a variety of fora. Their works will serve as points of departure for exploring the social and cultural causes and dynamics of gender-based violence as well as the ways in which Spanish women have responded to this problem in their writings, film, and other forms of representation. Our analysis will be informed by the larger historical framework of the development of feminism in Spain as well as by the recent global movement against gender-based violence. Course assignments will consist of daily readings, film viewings, group oral presentations, quizzes, discussion forum posts, and a final project that is orally based; students are also expected to engage actively in class discussions and in small group work. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L38 Span 3211 Debating Cultures: Inclusion & Expulsion, Memory, and Erasure in the Hispanic World

In this course, we will analyze and discuss the ways in which the Hispanic world has lived, regulated and represented its great religious and cultural diversity. As we progress in our understanding of these multifaceted and varied responses, we will examine the two most important ethical choices that the Hispanic peoples of both sides of the Atlantic Ocean have had in front of them at different points in time: (1) the choice between inclusion and exclusion; and (2) the concerted decision to either memorialize or forget history and the consequences of having chosen to exclude or include certain individuals, ideas, religions or cultural aspects of society. The consideration of these two choices -- as they appear represented in laws, texts and images -- will help us acquire the ability to better understand the challenges and dilemmas that the various Hispanic peoples have encountered in the past and the decisions they continue to make in the present moment when confronted with diversity. Each module of this course will be anchored by an official document or policy that rubber stamped the decision to include, exclude, remember, or forget those who were different because of their origins, their religion, their language, their way of living, or their political choices. Examples of these laws or decrees are the Capitulations of Granada, the Edict of Expulsion of 1492, the New Laws of the Indies, the laws of land confiscation of the 19th century, the persecutions and censorship of the dictatorial regimes in both Spain and Latin America, and the recent Spanish law for the recovery of historical memory. Also, each module will begin in the past and end in the present, with an exploration of the

contemporary consequences of those laws and policies. These diachronic studies will contribute to inform the analysis of both social issues and cultural artifacts, and they will enrich the class presentations and discussions. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

L38 Span 3212 Debating Cultures: Latin American Soundscapes

This course explores Latin America through its sound cultures from the beginning of the 20th century to the present. Diving into aural, literary, and scientific archives, we will discuss how sound produces meaning beyond visual and written cultures, articulates experience, and mobilizes political and cultural change. We will study sound, beats, speech, music, and noise through various cultural objects and media (novels, poems, essays, anthropological studies, journalism, films, radio, records, and digital cultures). We will contextualize these objects in the region's political, economic, racial, and gender historicities. We will examine the interplay of national identity, popular culture, aural, and modernity in a variety of case studies: folklore (national and American folkloric missions), indigenista operas, indigenous radio and shamanism, the Latin American new song movement (the 1960s and 1970s), rock and youth cultures, cumbia, reggaeton, avant-garde and slam poetry, and the noises of Latin American megacities and protests. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prerequisite: Span 303 or Span 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3213 Debating Cultures: Redes/Networks: Digital Cultures in 21st-Century Spain

This is a discussion-based course that examines from interdisciplinary and collaborative perspectives the new digital cultures emerging in Spain during the first two decades of the 21st century. Shaping and connecting an innovative series of creative, political, artistic, and social "redes" or networks, the emergence of new digital media has radically changed the cultural forms produced and circulated in Spain today. How do these different digital networks function, in what ways are these redes formed, and to what extent have they changed the material, ideological, and social ramifications of culture in the 21st century? The course explores a wide range of cultural materials specifically connected to particular redes or digital networks emerging in Spain in the last two decades. The materials studied will range from digital literatures — such as poetry (Alex Saum-Pascual), graphic novels (Fernandez Mallo), alternative forms of literary and cultural journalism — to music (Rosalia), visual arts (Varvara & Mar), cinema (Chus Gutierrez, digital shorts from notodofilmfest), as well as the generation of new forms of social activism (such as the #8M feminist movement) and alternative political communities (15-M). We will also examine in particular the role of new media platforms (YouTube, WhatsApp, Facebook) in the contemporary production and circulation of digital culture. Students will have a strong, mandatory and graded oral component. Course taught in Spanish. Prereq. Spanish 303 or 308D. Students who have already taken more than two Spanish culture or literature classes (at the SPA 320 level) must proceed to a Researching Cultures class (SPA 360 level).
Credit 3 units. A&S IQ: HUM, LCD, LS BU: BA

L38 Span 3214 Debating Cultures: Migration in the Spanish-Speaking World

In this course we will study how migration shapes and transforms societies, cultural products and practices in the Spanish-speaking world. We will explore questions pertaining to border crossing, displacement, identity, and community in different historical periods and in diverse geographical contexts. We will move chronologically and thematically and also pay close attention to the different ways in which our authors choose to tell their stories. The course is divided into 10 sections that correspond to specific places, both real and imagined. Prerequisite: Span 303 or Span 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class. Credit 3 units. A&S IQ: HUM, LCD, SC BU: IS EN: H

L38 Span 3215 Debating Cultures: Love, Actually: (Re)Imagining Love in Latin American and Latinx Literature

If you are inclined to trust the polls, according to a worldwide survey conducted by Gallup in 2014, Latin Americans are the most emotional people on the planet. In this course we will test this assertion by critically exploring one of the most intense and complex of human emotions: love. We will look at multidimensional and contradictory facets of love—from passion, desire, and happiness to solitude, betrayal and revenge, from family blood ties to bonds of community and patriotism, from motherhood to miscegenation—as they are reimagined in a wide range of 20th and 21st century literary works, performances, films, artwork, music, and popular culture from across Latin American and Latinx diasporic communities. Love as affect and existential experience invariably intersects and becomes interwoven with such important dimensions of the socio-historical framework as ethnicity, class, gender, sexual identity, nationality, exile, and spirituality. In addition to poems, essays and short narratives by authors representing several Latin American countries and their diasporas (Neruda, Mistral, Quiroga, Storni, Benedetti, Garro, Castellanos, Fuentes, Morejón, Poniatowska, Ocampo, Borges, Cortázar, Bobes, Bahr, Vega Serova, Paz Soldán, Obejas, and Meruane, among others), we will examine academic research on the subject of love, blending insights from psychology, sociology, history, anthropology, religion studies, neuroscience, and philosophy. This focus on interdisciplinary approaches will encourage students to seek their own insights grounded in their experiences and areas of expertise and to perceive love as a complex human condition that encompasses a plurality of sociocultural expressions and unique individual relationships. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prerequisite: Span 303 or Span 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L38 Span 3216 Debating Cultures: Afro-Latin Americans in Film and Television

This course explores the representation and self-representation of Latin Americans of African descent in film and television. We will discuss, among other things, slavery, race, politics of representation, agency, and Afro-Latin American culture, history, and religion. Students will learn to analyze filmic art. The course will have a strong, mandatory and graded oral component. Students will watch two films and have two short readings per week. Prerequisite: Spanish 303 or 308E. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA

L38 Span 3217 Debating Cultures: Unveiling the Secrets of Fantasy, Magic, Mystery in Latin America

In this course we will explore a variety of Spanish American discourses (short fiction, essays, films, artwork) built around the unveiling of secrets, mystery, fantasy, and magic through the art of detection, whereby the reader or a viewer becomes engaged in the process of sleuthing, either alone or alongside the fictional figure of a detective. We will explore the creative and versatile ways in which Spanish American writers and artists make use of existing aesthetic paradigms—such as magical realism, literary gothic, fairy tales, science fiction, surrealism, film noir, and detective fiction, among others—as they adapt them to the diverse political, economic and socio-cultural realities of their countries. In many of these discourses, overarching themes of imagination, dreams, madness, criminality, and metaphysical search become intertwined with gendered sensibilities and heterogeneous perspectives profoundly embedded in socio-political realities. Some of the mysteries and crimes that often elude detection and punishment have to do with corruption and state-sanctioned violence, as it happens in the cases of systemic violence in Colombia, of the plight of the "disappeared" persons under the dictatorial regimes of the Southern Cone (Argentina, Chile), or the systemic corruption surrounding narco-trafficking. Authors to be studied include Borges, Ocampo, Cardenal, Casey, Quiroga, Valenzuela, Cortázar, Rulfo, Paz Soldán, Téllez, García Márquez, Schweblin, Dávila, Vega Serova, Benítez Rojo, Bahr, and Enríquez, among others. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prerequisite: Spanish 303 or 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA EN: H

L38 Span 3218 Debating Cultures: Youth and Counterculture in South America

This course will explore South American cultures from their most provocative and insurgent expressions, lifestyles, and identities. Focusing on the Andes (Peru, Colombia, and Bolivia) and the South Cone (Chile, Argentina and Uruguay) regions, we will study a conjunction of cultural producers that used their rebellious nature as part of their art. How did they represent the youth of their societies? How did they respond to the status quo? How have they used the flows of globalization, media, and revolution? By exploring literature, music, cinema, and performance, we will discuss the sociopolitical impact of these works, which includes poetry performances to punk albums. In addition, we will emphasize the role of the youth as producers and consumers, as opposed to the politics of adults and institutions. By covering the long sixties to the present, this course will discuss the transformation of these movements and subcultures and how they impacted the sociocultural processes of their regions, both nationally and transnationally. Prerequisite: Spanish 303 or 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, IS EN: H

L38 Span 3219 Debating Cultures: Broken Promises and Resilient Bregas: Snapshots of Puerto Rican Culture

The end of WWII and the advent of the Cold War brought heightened global attention to the Caribbean. While Cubans rid themselves of the Batista dictatorship, embraced socialism, and entered the USSR's realm of influence, Puerto Rico's importance for the U.S. as a showcase of capitalist modernization increased exponentially. Bad Bunny and reggaeton, Lin Manuel Miranda, and JLo wouldn't exist without the events and policies set in motion in Puerto Rico in the 1950s and 60s. This course will offer entry points into Puerto Rico's complex and often

contradictory culture, with the goal that students develop a critical understanding of the leading social, political, and historical processes that have shaped the island's cultural production over the past 70 years. We will explore topics such as colonialism and neocolonialism, migration and diasporic communities, environmental and social justice, globalization and neoliberalism, and the intersection of race, class, gender, and identity formation. We will study works from island-born and Puerto Rican Diaspora cultural producers. Materials will include short stories and poems, films, podcasts, pop culture and sports icons, comics, performances, and historical essays. Prereq. Spanish 303 or 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, HUM

L38 Span 322 Advanced Conversation in Spain

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media such as films, television, newspapers and other modes of communication are used for oral presentations and some writing. Prerequisite: Span 301, 307D or 308E, or multiple 300-level courses.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 3220 Debating Cultures: How Spanish is Used

This course examines how the Spanish language is used in context with emphasis on variation across linguistic subsystems—the sound system (phonetics and phonology), vocabulary (lexis), sentences (morphosyntax), meaning (semantics), and language in use (pragmatics)—and Spanish applied linguistics. Module 1 includes a concise overview and review of basics about linguistics, Hispanic linguistics, the nature of each linguistic subsystem, the history of the Spanish language, and characteristics of present-day regional varieties of Spanish. Module 2 focuses on semantics and pragmatics, complemented by an exploration of variation in vocabulary throughout the Spanish-speaking world, such as how the English word "popcorn" may translate as palomitas, canguil, cancha, pochoclo, among various other options, depending on the Spanish-speaking region in question. Module 3 introduces students to sociolinguistics as applied to the Spanish-speaking world, beginning with key concepts such as sociolinguistic variable and concluding with student-led analyses of samples of Spanish day-to-day interactions, emphasizing the legitimacy and value of variation in light of what might be relegated as "standard." Module 4 explores a selection of other areas of Spanish applied linguistics, which include teaching Spanish as a second or heritage language and dual immersion programs with Spanish and English in the United States. Students in the course are provided with opportunities to improve their own abilities in Spanish, such as regarding context-appropriate usage, and to apply their knowledge in practical ways to a range of issues and challenges related to the Spanish language today.

Credit 3 units. A&S IQ: LCD, LS, SSC, SC Arch: SSC Art: SSC BU: HUM EN: S

L38 Span 3221 Debating Cultures: Media, Materiality and Cultural Production in Greater Mexico and the U.S.-Mexico

This course is an invitation to explore the complex mediatic landscape of Greater Mexico and the U.S.-Mexico borderlands throughout the nineteenth and twentieth century. What did an early Spanish-language press look like in the United States? What are the connections it holds with the United Farm Workers publications later in the twentieth century? How did these publications interact with other platforms, such as Spanish-language radio? What are the political and cultural implications of hearing or seeing in the present-day militarized border zone? These are just some of the questions that we will collectively attempt to answer as we approach the cultural and artistic practices of the region. The course will deal with print, visual and aural culture,

and you will have the chance to explore material such as Spanish-language newspapers, border ballads, radio, performance art, digital art and activism, among many others. We will discuss issues like ethnic identity, language, race, citizenship and gender, as they intersect with cultural production and its mediality. Moreover, you will become familiar with transnational frameworks for the study of culture, critically engaging with the work of border studies exponents such as Gloria Anzaldú and Américo Paredes. This overarching approximation of the nineteenth and twentieth centuries is meant to encourage a comprehensive understanding of the cultural processes of the borderlands: its fluctuations, as well as the continuities it maintains with present-day border culture.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: IS EN: H

L38 Span 3222 Debating Cultures: Poetics of Extinction: extraction, violence, and possible futures in Latin America

The increasing anxiety regarding multiple axes of violence has become a major referent for contemporary literature across Latin America. While there are international discussions and treaties to reduce our carbon footprint on the planet and deliver a livable space for the future generations, the landscape seems to be completely different for countries that depend on the extraction of fossil fuels and other resources to move their economies. This course aims to be a window to some of the ways in which contemporary writers are portraying and criticizing the duality of extraction and violence that leads to extinction, and some of the possible futures they propose while we develop our own possibilities with their help. Here, the idea is that we will see extinction in a broader sense looking at efforts to erase, suppress, and control in the name of consumerism and individual enrichment. We will explore the relationship between the extraction and usage of natural resources, the harm caused onto human and non-human bodies, and the physical, emotional, and economical violence women and other feminized individuals suffer. Some of the topics we are going to engage with include indigeneity and sovereignty, environmental and social justice, ecofeminism and ecocriticism, neoliberalism, counter-market literary practices, technology, and the overall intersection of gender, class, and race through the intertwined triad of capitalism, coloniality, and patriarchy. Materials will include short stories, poems, music, films, podcasts, performances, and essays. Among the authors to be studied, we include Isabel Zapata, Liliana Colanzi, Verónica Gerber Bicecci, Lorena Cabnal, Yásnaya Aguilar Gil, Verónica Gago, Gabriela Damián Miravete, Julieta Paredes, Daniela L. Guzmán, Cristina Rivera Garza, Gladys Tzul Tzul, and others. This course will have a strong, mandatory, and graded oral communications component and is taught in Spanish. Prereq: Spanish 303 or 308D. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC EN: H

L38 Span 3223 Debating Cultures: Art of Recycling: Remix, Appropriation, & Eco-Narratives in Latin America & Spain

Some of the most disruptive and controversial artistic and literary works of the 20th and 21st centuries reuse previous materials and known works. These practices of recycling and appropriation have reopened great theoretical and socioeconomic debates: Is it ethical to create a work of art by recycling parts of other works? In these times of remakes and remixes, what gives originality and value to a work of art today? What are the legal limits of appropriation and intellectual property? In our course, we will discuss these questions by analyzing a varied corpus (music, cinema, literature, photography, and other plastic and visual arts) of contemporary works and authors that are recycling the canon and rewriting the current laws of how art and literature work in the Latin American and Spanish context. At the same time, the importance of the aesthetics of recycling coincides with a historical moment in which the ecological crisis is at the center of public debate. For this reason, we will also analyze how Climate and Weird Fiction in Spanish are creating ecological narratives to denounce, among

other topics, the extractivism of the planet's resources and propose new sustainable ways of relating to our environment. This course will have an important practical dimension, so students will have the opportunity to experiment with different forms of artistic intervention. The course will be taught entirely in Spanish, with a strong and graded oral communication component. Prerequisite: Span 303 or Span 308D. Students who have already taken more than two Spanish culture or literature classes (at the SPA 3200-level) must proceed to a Researching Cultures class (SPA 3600-level).

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

L38 Span 3224 Debating Cultures: Race, Migration, and Coloniality in Mediterranean Crossings

Taking as a point of departure the cultural and religious diversity of medieval Iberia, this course takes a postcolonial approach to the study of migrant cultures in contemporary Spain. The course studies migrants both as objects of representation and as producers of culture. From filmmakers to literary writers, thinkers on both sides of the Strait of Gibraltar produce narratives about migration that invite us to reflect upon how immigrant communities are racialized, how religion becomes entangled with far-right politics, and how Spain's colonial legacies shape immigrants' lives. The materials studied include film (Chus Gutiérrez) and literary texts (Najat el Hachmi). As part of the course, students will discuss the interplay of cultural production, history, and politics. Students will be encouraged to think about the relevance, and limits of, prevailing and emerging concepts such as Orientalism (Said), andalucismo (Hirschkind), migration studies, and Mediterranean studies. This course will have a strong writing and oral communication component. Prereq: Spanish 303 or 308D.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM EN: H

L38 Span 3225 Debating Cultures: Escritoras, guerrilleras y activistas: Central American Womens Legacy in Art and

Debating Cultures: Escritoras, guerrilleras y activistas: Central American Women's Legacy in Art and Politics. This course will examine Central American history through the lens of women's struggles and their literary and artistic production. The class will start with readings from Marxist writers like Carmen Lyra and proto-feminists who contributed to the prestigious journal *Repertorio Americano*. The students will be introduced to Prudencia Ayala, the first Latin American woman presidential candidate and her political platform. They will also learn about women's contributions to revolutionary culture during the twentieth-century civil wars, such as testimonio and participation as war reporters. Finally, we will discuss contemporary activism forms such as music, performance, visual art, and Central American film. We will investigate the causes and motivations for women's struggles and creative political participation. The course will be taught entirely in Spanish, with a strong and graded oral communication component. Prereq: Spanish 303 or 308D. Students who have already taken more than two Spanish culture or literature classes (at the SPA 3200-level) must proceed to a Researching Cultures class (SPA 3600-level).

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM EN: H

L38 Span 331 Hispanic Art/Arte Hispano

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Post-colonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the U.S.A. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velázquez, the Spanish Civil War of "Guernica" by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudí. The students will visit the St. Louis and the Kemper Art Museums. Prerequisites: Span 303 or Span 308E. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3361 Spanish-American Literature II in Chile/Spain

A survey of major Spanish-American literary works from the end of the 19th century to the contemporary period at Washington University's program in Chile or Spain. Prerequisite: Span 308E or the equivalent. Credit 3 units. Art: HUM

L38 Span 341 Literary and Cultural Studies in Spanish

This course is an introduction to cultural and literary analysis within Iberian and Latin American cultures. The course covers a wide variety of materials that span different countries, historical periods, and various cultural and literary forms. The main objective of the course is to introduce students to key historical, geographical, and political aspects of these cultures, while at the same time applying different approaches of cultural analysis. The course is structured around key central concepts as they are particularly related to the cultures of the Iberian Peninsula and Latin America, such as nation; colonialism and postcolonialism; modernity and postmodernity; popular and visual media; and gender, race, migration, and social class. The course combines literary texts, films, and other cultural forms with the examination of introductory critical works related to the key concepts that will be explored throughout the semester. Prerequisite: Span 308E or concurrent enrollment in Span 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 342 Iberian Literatures and Cultures

Which cultures have shaped what Spain is today? This course explores the diversity of the Iberian Peninsula through its literatures and cultures. As part of both Mediterranean and Western Europe, the Iberian Peninsula has been shaped through a dynamic of conflict and negotiation among various cultures, languages, and religions. Students will engage themes such as internal colonization, imperialism, multiculturalism, regional identities, nation formation, migration, media and popular culture, modernization, and gender and race relations as they relate to our understanding of the country today. Topics may include but are not limited to the following: multiculturalism of the Middle Ages; the Muslim and Jewish presence in Spain; identity narratives and power relations; stage and performance traditions; and authors and artists like Cervantes, Galdós, García Lorca, Picasso, and Almodóvar. Prerequisite: Span 308E or concurrent enrollment in Span 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 343 Latin American Literatures and Cultures

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, and gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, and Morejón. Prerequisite: Span 308E or concurrent enrollment in Span 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

L38 Span 351 Business Spanish

Study of language and structures used in conducting business in the Hispanic world. We use actual materials from various businesses — advertising, marketing, real estate, accounting. Particular stress on speaking and writing. Prerequisite: Span 308E or permission of instructor.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 353 Medical Spanish

Designed for future medical professionals, this course will provide students with a complete vocabulary and the cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural communication, written exams, varied readings, and some research are required. Volunteer work is recommended for enrolled students. Advanced students will be given priority. Prerequisite: Span 307D or Span 302.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 354 A View from the Southern Cone: Perspectives on Art, Literature and Culture

This course deals with current issues of cultural, social, political and literary importance related to the Southern Cone. We study selected texts from Argentina, Chile and Uruguay as well as contemporary films and drama productions. This course seeks to determine what specifically can be expressed about national identity, globalization and the environment as these countries face the 21st century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L38 Span 355 Spanish for the Social Sciences

This is an advanced Spanish language course designed to develop conversational, writing, and listening skills for students in the social sciences. Students will learn and use the language in a content-based format, guided by culturally sensitive readings, discussions, and activities. Prerequisite: Span 307D or Span 302. Taught in Spanish.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

L38 Span 360 Literature Topics Course in Spain

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III.

Credit variable, maximum 3 units. Art: HUM

L38 Span 3600 Researching Cultures: Film and Dictatorship in Argentina and Chile

In this course, we will explore the methods by which filmmakers from the Southern Cone of Latin America used film to engage, document, and remember the military dictatorships of the 1970s and 1980s. We will look at the development of protest cinema in the area, the use of documentary filmmaking and resistance, navigating censorship, and the use of film as a nation's memory as we study films for which directors and actors risked (and sometimes lost) their lives. We will accompany our study of film with historical readings, reports on human rights abuses, and theories on memory and trauma. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

L38 Span 3601 Cultural Studies Topics Course in Spain

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III.

Credit variable, maximum 3 units.

L38 Span 3604 Researching Cultures: Making Latin America Popular

"Despacito," futbol, telenovelas: All of these are forms of Latin American popular culture that are increasingly part of our everyday reality here in the United States. All are also inseparable from stories of inequality, ethnic tensions and celebrations, understandings of gender relations, and notions of hope that blend ideas of nation with cultural consumption. While popular culture in Latin America is often considered a contemporary phenomenon linked to the 20th century and the mass production of cultural goods -- film, books, and music -- it has deeper roots. We can trace these back to the 19th century, where people, cultural processes, and phenomena literally began making Latin America popular. This course will survey the emergence and variety of modern popular culture in Latin America, from the 1800s to the present. Readings may include best sellers, gaucho poetry, stories of urban life and folk heroes, and materials engaging themes from dictatorship to contemporary Latinx experiences. We will learn about the intersections between race, nation, and music; explore the emotional and political power of futbol, along with the intense gender divisions it reveals; and delve into the appeal of telenovelas across socioeconomic divides. Historical and anthropological essays will also guide us throughout the semester. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: ETH, IS EN: H

L38 Span 360Y Researching Cultures: Latin American Women Travelers

When we talk about "adventurers," "explorers," or "travelers," we tend to imagine them embodied in a masculine figure. In this course, we will focus on the limits of this idea of travel, analyzing travel as a gendered and racialized experience. Throughout the semester, we will study different types of mobility, travel, and travel literature created by Latin American women from the 19th century to the present, debunking the stereotypes of female immobility and immanence. From the Peruvian rabonas to the Mexican Revolution's soldaderas, from pleasure trips to forced exiles, we will read and examine the writings of Flora Tristan, Clorinda Matto de Turner, Victoria Ocampo, Clarice Lispector, Circe Maia, Cristina Peri Rossi, Samanta Schweblin, Cristina Rivera Garza, and Valeria Luiselli, among others. These different travelogues will serve as the basis for discussing the complexities of gender, race and social class in relation to travel, nation and literature. We will also discuss different theoretical approaches, seeking to deepen and enrich our academic writing in the Spanish language. In this course, students will write two short compositions and a final research composition on the topic of their choice related to the course content. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS
EN: H

**L38 Span 3611 Researching Cultures: Urban Iberian Cultures —
Barcelona and Madrid**

In this course, we will explore the various urban cultures of two paradigmatic cities in the Iberian Peninsula: Barcelona and Madrid. This is a research-focused course that examines from interdisciplinary and collaborative perspectives the urban spaces and cultures that have shaped the life of the dwellers of these two key cities, both across time and with a focus on the contemporary moment. While the founding of the city of Barcelona, the capital of Catalonia, dates back to the Roman empire (i.e., the first century BCE), the city of Madrid, the capital of Spain, was established during the 15th century around a small fortification developed during Al-Andalus, soon becoming the political center of the Spanish Empire during the 16th century. Through an examination of the urban development of both cities across time and the various contemporary urban spaces and cultures of the 21st century, this course will explore the ways in which writers (Jorge Carrión, Belén Gopegui, Julio Llamazares), musicians (Joan Manuel Serrat, Rosalía), visual artists (Pablo Picasso, Cristina García Rodero, Angeles Santos Torroella), filmmakers (Jose Luis Guerin, Isabel Coixet, Chus Gutiérrez) and architects (Juan de Villanueva, Antoni Gaudí) have reflected on and explored through their work in both cities. We will also explore the political and social relevance of both cities today as related to their own urban planning and development as well as their political relevance in both Catalonia and Spain as a whole. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: ETH, IS EN: H

**L38 Span 3612 Researching Cultures: Afterlives, Ghosts, and
Haunted Places**

In this course, we will examine the historical, cultural and aesthetic implications of how different artists, filmmakers, and writers approach the afterlife in the Spanish-speaking world. We will explore experiences and emotions that can be deeply personal and intimate as well as shared and lived out in public. We will discuss how practices and beliefs vary widely across the Spanish-speaking world and explore how traditions and rituals are invented and how these change over time. While our readings will include a few works from earlier periods, most of the texts stem from the 20th and 21st centuries, allowing us also to examine a number of historical events and their depiction in history and memory. We will discuss the ways in which grief, mourning, and trauma relate to identity and belonging, and we will also pay close attention to coping mechanisms that range from forgetting to humor. The last section of the course will focus on a specific case study of public mourning and remembrance: the Spanish Civil War and its multiple afterlives. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

**L38 Span 3613 Researching Cultures: The Paradoxes of
Contemporary Cuba: The Good, the Bad, and the In-Between**

In the wake of such momentous events as president Obama's visit to Cuba (March 2016), Fidel Castro's death (November 2017) and the end of Raul Castro's presidency (April 2018), for many Americans the island has advanced from the category of a forbidden and exotic fruit to a full-fledged reality. Now is a good time to ask not only "What is next for Cuba?" but also "What can we learn from Castro's revolutionary experiments?" This course explores from interdisciplinary perspectives the paradoxes of Cuban lives on the island and in the diaspora—the good, the bad and the in-between—along with the intertwined histories of the United States and Cuba. Using a combination of literary texts (Carpentier, Cabrera Infante, Ponte, Bobes, Obejas, Morejón, Padura), films ("Strawberry and Chocolate," "Guantanamo," "The Promise," "The New Art of Making Ruins"), artwork (Mendieta, Bruguera, Garaicoa), political speeches, and unique visual materials compiled by the instructor throughout her many research trips to Cuba, we will look at the island's contemporary reality through the lens of its colonial and postcolonial past. Topics include ethnic and gender identities, the history of slavery and plantation economy, the "myths" of Che Guevara and Fidel Castro, African-Cuban spirituality, popular music, political oppression and dissent, and the interplay of migration and exile, along with multiple perspectives on everyday life (foreign tourism, food rationing, dual-currency economy, restoration of colonial Course description: Havana, education, and healthcare). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: public health, law, political science, urban studies, anthropology) in the exploration of Cuba's past, present, and future. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

L38 Span 3614 Researching Cultures: Iberian Feminisms

This course will examine the development and transformations of feminist thought in the Iberian Peninsula, from the Enlightenment to the present, considering a diverse array of literary and cultural production (narrative fiction, poetry, essay, press accounts, film and visual culture) by women. We will consider not only the challenges faced by women cultural producers, given their social, legal, and historical circumstances, but also the strategies they used to negotiate their participation in the public sphere as writers, intellectuals, social reformers and activists. We will explore, from an intersectional perspective, the unique perspectives these women brought to their work, as they address pressing social, political, and cultural issues pertaining to their place in society, such as citizenship, suffragism, equal rights, divorce, gender violence, personal and political freedom, racial justice, among others. We will consider works of Enlightenment thinkers such as Josefa Amar y Borbón, representing the beginnings of a modern feminist consciousness in Iberia; Romantic writers (Coronado, Gómez de Avellaneda), who, under the impact of liberalism, were key to shaping new models of subjectivity for women; nineteenth-century (proto)feminists and social reformers of the fin-de-siècle (Pardo Bazán, Gimeno de Flaquer, Arenal); early twentieth-century suffragists and freethinkers (Carmen de Burgos, Campoamor, Hildegart); and feminist writers and filmmakers of the post-Franco era (Montero, Riera, Bollaín, Taberna) and women representing the diverse diasporic communities of 21st-century Spain (El Hachmi, Bela-Lobedde, Mbomio Rubio, Quanzhou Wu). Course assignments will consist of short essays, a book report, and a final project. Prerequisites: Spanish 308D or 303 and two of the following (341, 342, 343, 370, 380, or Debating Cultures).

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS
EN: H

L38 Span 3615 Researching Cultures: Leisure and Urban Entertainment in Latin America

How do we define leisure or free time? Who can experience it? Can we choose which activities to perform in our free time? By establishing a dynamic dialogue between leisure/free time and other notions such as play, labor, inequality, alienation, and consumption, we will approach Latin America's urban entertainment scene from the end of the nineteenth century to the present. Beginning with the incorporation of the region into the global economic networks, we will trace the trajectory of the concept of leisure/free time to reflect on socio-political issues such as migration, gender, race, and social class. We will examine historical landmarks alongside examples of urban entertainment: from street celebrations, mass media, and soccer games, to social networks and virtual platforms in a pandemic scenario. Even though this course is mainly focused on Argentina and Uruguay, we will also have the opportunity to study cases from other parts of Latin America. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. PreReq: Spanish 308D or 303 and at least one Spanish surveys (341, 342, 343, 370, 380, or Debating Cultures). There are no exceptions to the prerequisite. Students who have completed four or more Spanish surveys (including Researching Cultures and the ones mentioned before) may not take this class and must proceed to the 400-level. Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS

L38 Span 3616 Researching Cultures: Imagining the Andes

Taking Peru and Bolivia as case studies, this course explores the Andean region's cultures by examining the interactions between global, national, and indigenous cultures. We will study six main topics: indigenous peoples and state-formation; peasant revolutions; internal and transnational migration; memory and political violence; racialization and coloniality; and extractive capitalism and indigenous thinking (Buen Vivir). We will explore these issues while learning about the region's major historical transformation between the 1900s and the present. Course materials include oral histories, myths, literature, film, photography, music, and social media. Authors studied include Jose Maria Arguedas, Claudia Llosa, Yuyachkani, Anibal Quijano, Jorge Sanjines, and Silvia Rivera Cusicanqui. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS

L38 Span 3617 Researching Cultures: Representations of Childhood in the Spanish-Speaking World

This course examines the construct of childhood in the Spanish-speaking world from an interdisciplinary perspective. We will explore the aesthetic, cultural, sociopolitical, and legal implications of a variety of media, about and/or for children. The course is divided into three thematic units. The first will delve into the pedagogical, nation-building and moral projects that underpin the development of children's literatures in the Hispanic world. The second focuses on children in the midst of crises, where we will turn our attention to issues of child labor, migration, poverty, public health, the environment, as well as economic and political crises that lay bare the inherent vulnerabilities of children. We will also familiarize ourselves with the work of a variety of organizations that aim to mitigate child suffering and develop social awareness about the treatment and living conditions of children. The third unit centers around media and the child consumer, where we will explore the effects of social media, the advertising and marketing

of food, games and toys, as well as a variety of other issues that affect children's emotional and psychosocial development. Some of the texts and films we will study include Ismaelillo and a selection of La edad de oro by José Martí, Cuentos pintados y morales by Rafael Pombo, Perico trepa por Chile by Alicia Morel, a selection of poems by Rubén Darío, Sólo un pie descalzo by Ana María Matute, Los herederos by Eugenio Polgovsky, Voces inocentes by Luis Mandoki and Entre nos by Gloria La Morte and Paola Mendoza. Additional materials include newspaper articles, podcasts and songs. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS
EN: H

L38 Span 3618 Researching Cultures: Cultural Revolutions in Central America

Central American region has been invisible and stigmatized as the most violent and unequal of the continent. Nevertheless, these seven countries (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá and Belice) have a complicated history of creativity and cultural struggles related to indigenous people, national identity, revolution, Cold War, postwar and peace times, and transnational migration. This course will explore some of these topics through the lenses of cultural revolutions in Guatemala, El Salvador, and Nicaragua, in the context of the Cold War. Attention will be given to the articulation of culture and politics. We will study a wide range of media products and performances, such as rock songs, painting, folkloric music, radio streaming, street theater, testimony genre, literature, and film. In addition, we will discuss the engagement of writers and public intellectuals such as Ernesto Cardenal, Daysi Zamora, Roque Dalton, and Gioconda Belli to the revolutionary process in Latin America and the interplay between political mass mobilization and radical resistance. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: BA, IS

L38 Span 3619 Researching Cultures: Graphic Latin America

This course examines the visual, affective and linguistic registers that graphic novels, comics and illustrations have used in Latin America to represent popular desire, enjoyment and resistance. We will challenge traditional perceptions of graphic formats as "minor literature" and we will delve into the relationship between popular consumption and structural changes in Latin American countries. Some of the questions that would lead the units are: Is there a specific storytelling attached to graphic narratives? What are the cognitive and perceptual challenges that graphic texts pose to the readers? What do we mean when we talk about "Latin America Graphic Fiction"? What does it mean to read "massive texts"? Can reception have a transformative power in Latin American societies? The genres analyzed include memoirs, political satire, parodies, science fiction and radical zines. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or

308D, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: IS EN: H

L38 Span 361Y Researching Cultures: The Black Parade: Black Social Movements in Columbia & Peru, 1960s to Present

This course is a conceptual and thematic exploration of Black social movements in Colombia and Peru from the 1960s to present. Learners will explore topics such as Black Consciousness, Black Women's Rights, civil conflicts and drug conflicts, land rights, environmental justice, genocides against Black activists, Black Lives Matter, forced and quasi-voluntary displacements, as well as COVID-19, among others. The course not only highlights the widespread resistance by Blacks against systemic racism and inequality but also movements that celebrate Blackness and the curation of Black representation in countries that have intentionally made Black bodies invisible. Through an interdisciplinary and intersectional approach in an inclusive and co-collaborative environment, learners will analyze, understand, and juxtapose multiple (trans)national movements centering on the dimensions of race, gender, and class in order to productively discuss Afro-Latin American history, culture, and politics. Although this course is focused on writing, research and instructor feedback, learners will have the opportunity to engage bi-weekly with articles, videos, music, children's books, poetry, performances, films, and much more. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

L38 Span 3620 Researching Cultures: Politics of Melodrama in Latin America: From Serialized Novels to Telenovelas

This course explores the social and political history of melodrama in Latin America. We will discuss the role that melodrama has had within Latin American media following a long-term chronological approach that begins with nineteenth-century serialized novels (folletín) and ends with recent streaming television. As a language of emotions and familiarity, Latin American melodrama has been a key tool to reflect on the most important social and political issues, from mid-twentieth century populisms to globalization, from modernization to the human rights abuses of the 1970s' dictatorships. Thus, in this course we will delve into the political power of tears and smiles. The course will address the uses of melodrama in print media, radio, cinema, and television, in order to explore how the melodramatic imagination shaped the experience of modernity in the region and allowed Latin American audiences to deal with issues of class inequality, gender roles, sexuality, national identities, and racism. Course materials may include tango albums, 1940's Argentine and Mexican films, Cuban radionovela *El derecho de nacer*, Manuel Puig's novel *El beso de la mujer araña* [Kiss of the Spider Woman], as well as telenovelas from Colombia, Mexico, and Argentina. As part of the course, students will engage in active research on the interplay of politics and melodrama in contemporary Latin American media. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI BU: BA, IS EN: H

L38 Span 3621 Researching Cultures: Not a Piece of Cake: Culinary Crossroads of Latin American Cultures

This course explores from interdisciplinary perspectives the intersectional, transdisciplinary and cross-cultural dimensions of food in the Hispanic cultures of South and Central America, the Caribbean, and their respective (Latinx) diasporas. Using a combination of literary texts, artwork, testimonials, films, and scholarly articles, we will look at food, both as material commodity and metaphor, through the lens of Hispanic America's colonial and postcolonial past. Some topics include ethnic and gender identities, the history of enslavement and plantation economy (sugar, coffee), African-descendant and Indigenous spirituality as it pertains to food rituals, interplay of migration and exile in culinary transformations, along with multiple perspectives on everyday life (hunger, diets and dieting, food rationing, etc.). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: sociology, psychology, public health, anthropology, global studies) in the exploration of food/gastronomy/culinary cultures, past, present, and future. This course has a substantial, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

L38 Span 3622 Researching Cultures: The Stuff of Legends: Remembering and Recreating the Past in the Hispanic World

Researching Cultures: The Stuff of Legends: Remembering and Recreating the Past in the Hispanic World. In this course we will study various versions of some of the most memorable legends that populate the imagination of Hispanic people in both sides of the Atlantic Ocean. We will study these narratives as they have evolved through time, depending on the contexts and media on which they are told, and we will compare their written versions with their transformations into plays, movies, comics and artistic renderings. To inspire our discussions, we will use the support of some key theories both past and present about emotions, and how these can contribute to our ability to memorize and retrieve the stories we love to remember. This course has a substantial, mandatory, and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

L38 Span 3623 Researching Cultures: Decolonial Imaginaries in Latinx Cultures

Latinx-typically defined as the Latin American descendant and migrant populations settled in the US-is a hotly contested category and a fast-growing presence in US cultural and political life. In this course, we will examine cultural productions: literature, film, television, popular music, and more, to interrogate and attempt to understand the contours of Latinx experience. We will consider questions such as: what is the relationship of Latinx identity to language, migration, colonialism, labor, borders, race, ethnicity, and sexuality? How do race, ethnicity, class, gender, sexualities, citizenship, geography, and imperialism work with or push against Latinx identification? We will also consider the role of shared histories of coloniality in Latin America have on the formation of Latinx identity in the United States. Is there a shared decolonial impetus in Latinx cultural forms? Using an interdisciplinary lens, we

will analyze how Latinx identities are imagined and produced through culture, and what they offer Latin American and US American cultural traditions as they push against multiple colonial orders. This course is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

L38 Span 3624 Researching Cultures: Afro-Central American Literature and Culture

While Afro-Latin Studies have flourished in other regions of Latin America, Afrodescendants and their contributions in Central America have been submerged in a deep mutism. Some countries, such as El Salvador, have gone as far as to officially deny the presence of Afrodescendants in the nation while others characterize Afro-Central Americans as an anomaly or as foreign. Nonetheless, Afro-Central Americans possess a long, rich and complex history within the region which although often denied, is very much present. This course introduces students to the contemporary literature and culture of people of African descent in Central America in their attempts to visibilize themselves, rescue their history and to properly represent their roots and culture. We will analyze how this history and culture is represented in the literature of authors such as Gerardo Maloney from Panama, Xiomara Cacho Caballero from Honduras, Isabel Estrada Colindres from Nicaragua, and Wingston Gonzalez from Guatemala, to name a few. In addition, students will also have the opportunity to engage with music, podcasts, art and films which feature and/or are produced by self-identifying Afro-Central Americans. This course has a substantial, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

L38 Span 370 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax) and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 380 Topics in Hispanic Cultures

This course surveys cultures in specific contexts (Latin America and Spain) and in different historical periods, from the Middle Ages to the present. The course provides students with critical and methodological tools in order to carry out an articulate and informed cultural analysis. Prerequisite: Span 308E or concurrent enrollment in Span 303. In Spanish. Topics vary from semester to semester; see section description for current offering.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: ETH EN: H

L38 Span 400 Intensive Translation for Graduate Students I

Designed to help graduate students in the humanities, social and natural sciences fulfill their PhD language requirement, this is the first part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Must be followed by Span 401.

Credit 3 units. A&S IQ: LCD EN: H

L38 Span 401 Intensive Translation for Graduate Students II

Designed to help graduate students in the humanities, social and natural sciences fulfill their PhD language requirement, this is the second part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Credit for Span 400 is contingent on completion of Span 401.

Credit 3 units. A&S IQ: LCD EN: H

L38 Span 4013 Second-Language Acquisition and Technology

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors. Same as L92 APL 4023

Credit 3 units. A&S IQ: SSC

L38 Span 405 Undergraduate Seminar: Special Topics

An undergraduate seminar. Prerequisites: Span 307D, 308E, and either 333C-334C or 335C(Q)-336C(Q).

Credit 3 units.

L38 Span 405W Major Seminar

An undergraduate seminar. Topics vary. This is a writing-intensive course, which requires a minimum of three papers of approximately four to five pages in length, with rewrites; 50 percent of the grade must come from written work. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L38 Span 410 Major Seminar

An undergraduate seminar. Topics vary. Prerequisites: Span 307D and Span 308E and at least two 300-level literature/culture surveys taught in Spanish. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L38 Span 411 Advanced Grammar and Syntax

This course presents a detailed study of Spanish syntax. Different theories (including generative theory) as well as the relationship between (morpho) syntax and other linguistic subsystems are considered. Special attention is also given to Spanish/English contrasts of particular interest to language learners and teachers. PreReq. At least two of the following classes: 341, 342, 343, 370 or 380, or the completion of at least one Researching Cultures class.

Credit 3 units. A&S IQ: LCD EN: H

L38 Span 4111 Advanced Grammar and Syntax in Spain

Detailed study of contemporary Spanish syntax. Special attention to fine points of grammar and syntax necessary for communication at the advanced level, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam.

Credit variable, maximum 4 units.

L38 Span 4112 Bilingual Advanced Grammar and Syntax in Spain

Detailed study of contemporary Spanish syntax for bilingual students, taught at Washington University's Carlos III Program in Madrid.
Prerequisite: placement by exam or program director.
Credit 3 units.

L38 Span 413 Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required.
Same as L92 APL 4111
Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

L38 Span 416 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages. Preceptorial for undergraduates only.
Credit 3 units. A&S IQ: LCD EN: H

L38 Span 417 Spanish Phonetics, Phonology and Dialectology

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and utilizing the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language variation within the Spanish-speaking world. Particular attention is devoted to language contact and bilingualism. Students read in areas such as history, sociolinguistics, dialectology and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.
Credit 3 units. A&S IQ: LCD BU: IS EN: H

L38 Span 466 Second-Language Acquisition

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first- and second-language acquisition; the role of linguistic, cognitive and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and

communicative competence; bilingualism; the optimal age for second-language acquisition; and a critical appraisal of different theories of second-language acquisition. Both theoretical and instructional implications of second-language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L38 Span 467 Grammar and Vocabulary Acquisition

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such as learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.

Credit 3 units. A&S IQ: LCD BU: BA EN: H

L38 Span 469 Reading and Writing in a Second Language

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second-language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction.

Credit 3 units. A&S IQ: HUM, LCD

L38 Span 4691 Second Language Reading and Writing: Theory, Research and Practice

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second-language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction. This course carries the Social and Behavioral Sciences attribute.

Credit 3 units. A&S IQ: SSC EN: S

L38 Span 4692 Reading Across Languages and Cultures: Theory, Research, and Practice

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-

language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies.

Same as L92 APL 4692

Credit 3 units. A&S IQ: SSC EN: S

L38 Span 495 Honors

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of director of undergraduate studies. Preregistration not permitted. Credit variable, maximum 3 units.

L38 Span 4951 Honors

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of director of undergraduate studies. Preregistration not permitted. Pass/fail.

Credit 3 units. EN: H
