PORTUGUESE STUDIES

*Portuguese Studies is offered exclusively as a concentration.

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http://www.laic.columbia.edu/

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The Department of Latin American and Iberian Cultures (LAIC) at Columbia, located in the Casa Hispánica, has long enjoyed an international reputation as a center for Hispanic and Lusophone studies. The department provides linguistic preparation in Spanish, Portuguese, and Catalan, and offers a flexible program to study manifestations of the Hispanic and Lusophone worlds in all historical periods—from the medieval to the globalized present—and in a variety of cultural contexts: the Iberian Peninsula, Latin America, the former colonies of Portugal, and the United States.

Students can enter the program at any level of linguistic and cultural preparedness. The department offers a placement exam to determine the level at which students may either begin or continue study. Majors and concentrators in Hispanic studies and Portuguese studies are typically double majors who bring insights and methods from fields such as history, political science, women's studies, anthropology, economics, Latino studies, Latin American studies, etc., which fosters engaging discussions.

Academic Programs
The department offers two majors. The major in Hispanic studies gives students a well-rounded preparation in the history and culture of the Hispanic world. The second option, a major in Hispanic studies with specialization, allows students to study the Hispanic world through a number of fields, among them Latin American studies, gender studies, political science, economics, history, and sociology. The department also offers two concentrations: Hispanic studies and Portuguese studies.

The language and major programs have also been designed in close consultation and cooperation with Barnard's Department of Spanish and Latin American Cultures. All courses taken in one program may be used to fulfill the requirements of the other. Hence, Columbia and Barnard students may move freely between departments of both institutions for courses that best fit their intellectual interests and schedules.

Advanced Placement
The department grants 3 credits for a score of 5 on the AP Spanish Language exam, which satisfies the foreign language requirement. Credit is awarded upon successful completion of a 3300-level (or higher) course with a grade of B or higher. This course must be for at least 3 points of credit and be taught in Spanish. Courses taught in English may not be used for language AP credit.

The department grants 0 credits for a score of 4 on the AP Spanish Language exam, but the foreign language requirement is satisfied.

The department grants 3 credits for a score of 5 on the AP Spanish Literature exam, which satisfies the foreign language requirement. Credit is awarded upon successful completion of a 3300-level (or higher) course with a grade of B or higher. This course must be for at least 3 points of credit and be taught in Spanish. Courses taught in English may not be used for language AP credit.

The department grants 0 credits for a score of 4 on the AP Spanish Literature exam, but the foreign language requirement is satisfied.

Study Abroad
The department strongly recommends that all Hispanic and Portuguese studies majors/concentrators study abroad. Most courses taken abroad can be used to fulfill the requirements for the major and concentration, and with adequate planning, even some of the requirements for a second major or concentration. A maximum of four (4) courses taken abroad may be applied to the major, and a maximum of three (3) to the concentration in Hispanic or Portuguese studies.

All students are strongly advised to take either SPAN UN3349 Hispanic Cultures I: Islamic Spain through the Colonial Period or SPAN UN3350 Hispanic Cultures II: Enlightenment to the Present before studying abroad. Actual or potential majors and concentrators in Hispanic or Portuguese studies should seek tentative approval of their programs from the director of undergraduate studies before their departure.

Internships
The department maintains an updated list of internship resources and volunteer opportunities in New York City, the United States, and abroad. No academic credit is given for internships.

The Hispanic Institute
The department hosts the Hispanic Institute at Columbia. Founded in 1920 as the Instituto de las Españas, the Institute sponsors and disseminates research on Hispanic and Luso-Brazilian culture. Since 1934, the Institute has published the Revista Hispánica Moderna, a distinguished journal in Hispanic criticism and theory.

In Fulfillment of the Language Requirement
For students with no knowledge of Spanish, Portuguese, or Catalan, at least four terms of the language are required: UN1101-UN1102 (or UN1120) and UN2101-UN2102 (or UN2120). All courses must be taken for a letter grade to fulfill the language requirement.

Students with prior knowledge of Spanish who plan to continue studying Spanish are required to take the department's on-line placement examination (http://laic.columbia.edu/programs/placement-examination/) before registering for courses. Students with prior
knowledge of Portuguese or Catalan should speak with the director of language programs.

Students may be exempted from the language requirement in one of four ways:

1. Present a score of 4 or 5 on the AP Spanish Language or Spanish Literature Exams. Students who receive a score of 5 in either exam are awarded 3 AP credits upon successful completion of a 3300-level (or above) course with a grade of B or higher. AP credit is not granted for a score of 4.

2. Present a score of 780 or above on the SAT Subject Test. Students with a score lower than 780 should take the department’s on-place examination and follow the placement advice received.

3. Present a score of a 7, 6, or 5 on the International Baccalaureate Higher Level Exam in Spanish.

4. Obtain a score of 625 or higher in the department’s on-line placement exam (http://laic.columbia.edu/programs/placement-examination/). If the score of the on-line test qualifies a student for exemption from the language requirement, they are required to take a written version of the placement exam during orientation (for entering students) or during the semester (for continuing students). This written exam is offered every year on the Thursday before the beginning of classes in the fall semester from 10:00 a.m. - 2:00 p.m. in Room 352 of the International Affairs Building (the Language Resource Center Computer Lab). Students do not need to make an appointment to take the exam.

**Departmental Honors**

Beginning in Spring 2015, the department put in place a new timeline and training program for juniors, to assist students with planning and completing the Honors Thesis during their senior year. The Honors Thesis is an excellent option for any student interested in pursuing a Master’s degree or Ph.D.; but, above all, it is a highly formative research and writing experience—one that can bear unexpected fruits toward any path the student decides to take in the future.

All students pursuing a major through the department may apply to write an Honors Thesis. The department envisions the thesis as an intellectually challenging and rewarding experience that crowns four years of undergraduate studies with an original contribution in the field chosen by the student.

The department supports students in shaping their research topic and provides frequent advising throughout the research and writing process. The timeline is as follows:

- During the junior year, students take into consideration the possibility of writing an Honors Thesis in the following year. The topic of the Honors Thesis may likely originate in an advanced course taken during the junior year; students may also choose to develop ideas discussed or papers written in courses taken in previous years. Juniors schedule a meeting (or, if the student is studying abroad, a Skype conversation) with the director of undergraduate studies to discuss their proposed topic and faculty adviser.
- By May 15, juniors who have decided to write an Honors Thesis in their senior year send a formal proposal to the director of undergraduate studies, which includes:
  - A title and a one-page abstract;
  - The name of the proposed faculty adviser;
  - An application for departmental partial funding support (for those who would like to pursue research during the summer).
- By May 30, the Honors Thesis committee reviews the proposals and informs the students of its decision.
- In the fall of the senior year:
  - Seniors selected to write the Honors Thesis enroll in SPAN UN3998 Supervised Individual Research (Spring) with their faculty adviser and write the Honors Thesis during the entire senior year under the direction of their adviser. For the purposes of the major, this independent study counts as a 3-point course towards elective courses.
  - Faculty advisers organize Honors Thesis Workshops to discuss students’ ongoing projects and provide advising on research tools, methodological and theoretical frames, and overall writing process.
- In either the fall or spring of the senior year, students enroll in a Senior Seminar.
- By April 15 of the senior year, students complete and present their Honors Thesis for consideration towards departmental honors and prizes. Students submit their thesis in hard copy, following the formatting specifications provided on the LAIC website (http://laic.columbia.edu/programs/formatting-specifications-for-the-senior-thesis/).
- By May 1, the Honors Thesis committee informs the students of its decision. Departmental honors and prizes are assigned. The committee provides publishing options to students whose work has resulted in a highly original scholarship piece.

In order to facilitate the transition to this new schedule, the department will organize an Honors Thesis Introductory Session during the last week of April 2015. All undergraduate students are welcome; students in the junior year will have the opportunity to discuss possible research themes and thesis topics.

To be considered for departmental honors, a student must write an Honors Thesis and maintain a GPA of at least 3.6 in major courses. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

**Undergraduate Prizes**

The faculty awards an undergraduate prize every year:

**Dr. Antonio G. Mier Prize**

Awarded for excellence in Hispanic Studies to a major degree candidate in the School of General Studies at Columbia University.

**Professors**

Carlos J. Alonso
Bruno Bosteels
Patricia E. Grieve
Alberto Medina
Graciela R. Montaldo
Gustavo Pérez-Firmat
Alessandra Russo
Jesús R. Velasco

**Associate Professors**

Seth Kimmel
Assistant Professors
Karen Benezra
Ana M. Fernández-Cebrián
Ana Paulina Lee

Senior Lecturer
Guadalupe Ruiz-Fajardo
José Antonio Castellanos-Pazos
Angelina Craig-Flórez
Reyes Llopis-García
Francisco Rosales-Varo
José Plácido Ruiz-Campillo

Lecturers
Lee B. Abraham
Francisca Aguiló Mora
Leyre Alejaldre Biel
Irene Alonso-Aparicio
Dolores Barbazán Capeáns
Lorena García Barroso
Ana Paula Huback
Juan Pablo Jiménez-Caicedo
Francisco Meizoso
João Nemi Neto
Diana P. Romero
Elsa Úbeda

Major in Hispanic Studies
Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

Students may only register once in each of the Core Courses (SPAN UN3300, SPAN UN3349 and SPAN UN3350).

The major in Hispanic studies requires 11 courses (minimum of 33 points) as follows:

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<th>Core Courses</th>
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Elective Courses
Select seven elective courses (21 points): a minimum of three 3000- or 4000-level electives must be chosen within the department and up to three electives related to Hispanic Studies may be taken outside the department.

Senior Seminar

Concentration in Hispanic Studies
Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

The concentration in Hispanic studies requires eight courses (minimum of 24 points) as follows:

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Major in Hispanic Studies with Specialization
Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

Students may only register once in each of the Core Courses (SPAN UN3300, SPAN UN3349 and SPAN UN3350).

The major in Hispanic studies with specialization requires 14 courses (minimum of 42 points) as follows. Students should consult the director of undergraduate studies to plan their program and refer to the Hispanic Studies Major Worksheet.

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Elective Courses
Select ten elective courses (30 points): four of which must be chosen within the department and six of which must be in the field of specialization. Approved courses taken abroad may be counted as inside or outside the department for the specialization. A maximum of four courses taken abroad may be counted toward the major.

Senior Seminar

Concentration in Hispanic Studies
Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

The concentration in Hispanic studies requires eight courses (minimum of 24 points) as follows:

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Major in Hispanic Studies
Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

Students may only register once in each of the Core Courses (SPAN UN3300, SPAN UN3349 and SPAN UN3350).

The major in Hispanic studies requires 11 courses (minimum of 33 points) as follows:

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<td>SPAN UN3349</td>
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Elective Courses
Select seven elective courses (21 points): a minimum of three 3000- or 4000-level electives must be chosen within the department and up to three electives related to Hispanic Studies may be taken outside the department.

Senior Seminar

Concentration in Hispanic Studies
Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

The concentration in Hispanic studies requires eight courses (minimum of 24 points) as follows:

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Concentration in Portuguese Studies

The concentration in Portuguese studies requires eight courses (minimum 24 points) as follows:

Core Courses
- **PORT UN3101** Conversation about the Lusophone World
- **PORT UN3300** Advanced Language through Content
- **PORT UN3330** Introduction to Portuguese Studies
- **PORT UN3350** Lusophone Africa and Afro Brazilian Culture

Elective Courses
Select five elective courses (15 points): at least two must have a PORT designation and be chosen from the department's 3000-level offerings.

Elective Courses taken outside of the department must have the director of undergraduate studies' approval and be related to Portuguese studies. A maximum of two courses taught in English may be counted toward the concentration overall. Refer to the Portuguese Concentration Worksheet.

Fall 2019

**Spanish**

**SPAN UN1101 Elementary Spanish I. 4 points.**
Prerequisites: a score of 0-279 in the department’s Placement Examination.
An introduction to Spanish communicative competence, with stress on basic oral interaction, reading, writing, and cultural knowledge. Principal objectives are to understand and produce commonly used sentences to satisfy immediate needs; ask and answer questions about personal details such as where we live, people we know and things we have; interact in a simple manner with people who speak clearly, slowly and are ready to cooperate; and understand simple and short written and audiovisual texts in Spanish. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

**SPAN UN1102 Elementary Spanish II. 4 points.**
Prerequisites: SPAN UN1101 or a score of 280-379 in the department’s Placement Examination.
An intensive introduction to Spanish language communicative competence, with stress on basic oral interaction, reading, writing and cultural knowledge as a continuation of SPAN UN1101. The principal objectives are to understand sentences and frequently used expressions related to areas of immediate relevance; communicate in simple and routine tasks requiring a direct exchange of information on familiar matters; describe in simple terms aspects of our background and personal history; understand the main point, the basic content, and the plot of films as well as short written texts. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

**SPAN UN1113 Spanish Rapid Reading and Translation. 3 points.**
Open to graduate students in GSAS only.
This course, conducted in English, is designed to help graduate students from other departments gain proficiency in reading and translating Spanish texts for scholarly research. The course prepares students to take the Reading Proficiency Exam that most graduate departments demand to fulfill the foreign-language proficiency requirement in that language. Graduate students with any degree of knowledge of Spanish are welcome. A grade of A- or higher in this class will satisfy the GSAS foreign language proficiency requirement in Spanish.

**SPAN UN1120 Comprehensive Beginning Spanish. 4 points.**
Prerequisites: This course is an intensive and fast-paced coverage of both SPAN UN1101 and SPAN UN1102. Students MUST meet the following REQUIREMENTS: 1. A minimum of 3 years of high school Spanish (or the equivalent) AND a score of 330 or above in the Department’s Placement Examination, OR 2. fluency in a language other than English (preferably another Romance language). If you fulfill the above requirements, you do not need instructor’s permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence SPAN UN1101-SPAN UN1102. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

**SPAN UN2101 Intermediate Spanish I. 4 points.**
Prerequisites: SPAN UN1102 or SPAN UN1120 or or a score of 380-449 in the department’s Placement Examination.
An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing, and culture as a continuation of SPAN UN1102 or SPAN UN1120. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

**SPAN UN2102 Intermediate Spanish II. 4 points.**
Prerequisites: SPAN UN2101 or a score of 450-625 in the department’s Placement Examination.
An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing and culture as a continuation of SPAN UN2101. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.
SPAN UN2103 Health-Related Topics in the Spanish-Speaking World. 4 points.
Prerequisites: SPAN UN2101 or a score of 380-449 on the Department's placement examination.
This is an intensive course in Spanish language communicative competence with an emphasis on oral interaction, reading, writing, and culture at an Intermediate II level with focus on health-related topics in the Spanish-speaking world.

In an increasingly interconnected world, and in multilingual global cities such as New York City, the study of a foreign language is fundamental not only in the field of the humanities but also in the natural sciences. This interdisciplinary course analyzes the intersection between these two disciplines through the study of health-related topics in Iberian and Latin American cultural expressions (literature, film, documentaries, among other sources) in order to explore new critical perspectives across both domains. Students will learn health-related vocabulary and usage-based grammar in Spanish. Students will develop a cultural understanding of medicine, illness, and treatment in the Spanish-speaking world. Finally, students will be able to carry out specific collaborative tasks in Spanish with the aim of integrating language, culture, and health.

* This course fulfills the last semester of the foreign language requirement. Therefore, students who have taken SPAN UN 2101 (Intermediate Spanish I), or have a score of 380-449 on the Department’s placement exam, and are interested in health-related topics may proceed and enroll in SPAN UN 2103 (Intermediate Spanish II: Health-Related Topics in the Spanish-Speaking World). Pre-med and pre-health students, as well as those students majoring in the natural sciences—including biology, general chemistry, organic chemistry, biochemistry, and physics—will be given registration priority. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN2108 Spanish for Spanish-Speaking Students. 4 points.
Prerequisites: heritage knowledge of Spanish. Students intending to register for this course must take the department's on-line Placement Examination. (http://www.columbia.edu/cu/spanish/undergraduate/placeexam.html) You should take this course if your recommended placement on this test is SPAN UN2102 (a score of 450-624). If you place below SPAN UN2102 you should follow the placement recommendation received with your test results. If you place above SPAN UN2102, you should choose between SPAN UN3300 and SPAN UN4900. If in doubt, please consult with the Director of the Language Programs.

Designed for native and non-native Spanish-speaking students who have oral fluency beyond the intermediate level but have had no formal language training.

SPAN UN2120 Comprehensive Intermediate Spanish. 4 points.
Prerequisites: This course is an intensive and fast-paced coverage of both SPAN UN2101 and SPAN UN2102. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: a score ABOVE 480 on the Department's Placement Examination; or A- or higher in SPAN UN1120. If you fulfill the above requirements, you do not need the instructor's permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence SPAN UN2101-SPAN UN2102. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN3300 Advanced Language through Content [in Spanish]. 3 points.
Prerequisites: SPAN UN2102 or AP score of 4 or 5; or SAT score. An intensive exposure to advanced points of Spanish grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Spanish. Each section is based on the exploration of an ample theme that serves as the organizing principle for the work done in class (Please consult the Directory of Classes (http://www.columbia.edu/cu/bulletin/uwb/) for the topic of each section.) This course is required for the major and the concentration in Hispanic Studies. Formerly SPAN W3200 and SPAN BC3004. If you have taken either of these courses before you cannot take SPAN UN3300. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN3349 Hispanic Cultures I: Islamic Spain through the Colonial Period. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: L” course: enrollment limited to 15 students. Completion of language requirement, third-year language sequence (W3300). Provides students with an overview of the cultural history of the Hispanic world, from eighth-century Islamic and Christian Spain and the pre-Hispanic Americas through the late Middle Ages and Early Modern period until about 1700, covering texts and cultural artifacts from both Spain and the Americas.

SPAN UN3350 Hispanic Cultures II: Enlightenment to the Present. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course surveys cultural production of Spain and Spanish America from the eighteenth to the twenty-first centuries. Students will acquire the knowledge needed for the study of the cultural manifestations of the Hispanic world in the context of modernity. Among the issues and events studied will be the Enlightenment as ideology and practice, the Napoleonic invasion of Spain, the wars of Spanish American independence, the fin-de-siècle and the cultural avant-gardes, the wars and revolutions of the twentieth century (Spanish Civil War, the Mexican and Cuban revolutions), neoliberalism, globalization, and the Hispanic presence in the United States. The goal of the course is to study some key moments of this trajectory through the analysis of representative texts, documents, and works of art. Class discussions will seek to situate the works studied within the political and cultural currents and debates of the time. All primary materials, class discussion, and assignments are in Spanish. This course is required for the major and the concentration in Hispanic Studies.
SPAN UN3362 What Is Ideology?. 3 points.
The populism that arguably defined twentieth century politics in Argentina challenged liberal and left wing thinkers to reconsider the cultural imaginaries, habits, and organizational structures moving the masses. Irreducible to either doctrine or illusion, ideology would become the center of politics. The issue of what it is and how it works would likewise assume a pivotal place in both literature and social thought. This course will examine Argentinean narrative, film, political rhetoric, and social theory from the 1930s through the 1970s in order to explore the tension and intersection between two different approaches to the question of ideology. The first, which derives from moral and political philosophy, presumes that individuals are inherently free and asks why, given this condition, we would submit to the unjust authority of others. The second, which derives from the Marxist tradition, argues that ideas emerge from an exploitative social division of labor and yet blind the exploited (and exploiters) to these same material conditions. Combining these two approaches, the texts surveyed ponder the fact that while the genesis of our ideas and customs may be social and objective, they are only actualized and made relevant in the highly subjective realm of politics. We will study notions such as class and class-consciousness, the revolutionary party, the leader, populism, and madness in the work of Antonio Gramsci, Roberto Arlt, Jorge Luis Borges, Juan Domingo Perón, Ernesto Laclau, and Rodolfo Walsh, among others. Readings and discussions will be in Spanish. Hispanic Cultures II or special permission from the professor required.

SPAN UN3558 LATIN AMERICAN FILM. 3 points.
This course aims to give students an introductory overview of some of the most salient issues surrounding contemporary Latin American film since the late 1960s. Starting with a selection of films from the experimental “new cinema” or “third cinema” of the 1960s, we will also study the contemporary production of international blockbuster movies in the 2000s, in Argentina, Brazil, Cuba and Mexico. Topics to be covered include the relationship between cinema and underdevelopment; cinema and revolution; cinema and emancipation; documentary film and fiction; gender and sexuality; neoliberalism and the market; spectatorship and subjectivity.

SPAN UN3415 Marx at the Margins. 3 points.
Peruvian social thinker José Carlos Mariátegui called for the invention of a Latin American Marxism that would serve as “neither blueprint nor copy” (ni calco ni copia) of its European forbearers. Rather than studying the reception of Marxist theory in Latin America, this course will examine the ways in which leftist thinkers and artists produced new theories and forms in an attempt to respond to the historic specificity of the social processes and political movements around them. Beginning with the evolution of Marx’s own thought on the potential for socialist revolution in Latin America, we will read and analyze social theory, narrative, film and ethnography in order to grasp the disjunctive and overlapping historical temporalities and social forms that characterize the articulation of capitalism in Latin America, as well as the unique political movements and theories that responded to it. In so doing, we will address questions such as the role of Spanish colonialism in the birth of the global capitalism; the co-existence and transformation of pre-capitalist and capitalist societies; the question of the nation as ideology and as political tool; the relationship between economic underdevelopment and political insurrection; and the dynamics of exploitation and political organization contemporarily. Authors to be studied include Marx, Martí, Mariátegui, Zavaleta Mercado, Garcia Linera and Svampa, among others.

SPAN UN3559 Interrogating Authoritarianism in Contemporary Spain. 3 points.
Prerequisites: reading knowledge of Spanish
Reading knowledge of Spanish is required.

By conceiving authoritarianism as a historically produced—and therefore historically changing—notion, we will travel across the twentieth and twenty-first centuries to examine how phenomena associated with different forms of political domination were understood in their time and how they are understood today. Nation-building processes, class and gender conflicts, cultural politics, and the examination of past and current political and social movements will be the center of our discussion.

Several questions will be raised (and hopefully answered) along this journey: How can we understand the specificity of Spanish forms of authoritarianism in the Euro-Atlantic scenario? How can we explain the reappearance of extreme right-wing populisms? How have transnational forces influenced old and new authoritarian dynamics? To address these issues, we will read essays, short stories, graphic novels, as well as theoretical texts that offer varied approaches to history, aesthetics, and politics. The works by writers Juan Marsé, Sara Mesa, Isaac Rosa, Carmen Martín Gaite, film-makers like Edgar Neville, José Luis Sáenz de Heredia, Carlos Saura or philosophers such as Benjamin, Adorno, Schmitt, Villacañas or Rodríguez Palop will be some of the materials from which to study the cultural logics of Spanish authoritarianism in a Global Age.

SPAN UN3574 Realism in Hispanic Film. 3 points.
This course traces the development of a certain style and idea in Hispanic film. The conception of the film image not as a visual artifice or a vehicle of imagination but rather as an ethical representation of reality is at the core of some of the most important films in Spain and Latin America. The assimilation of Italian Neorealism to different geo-political contexts offered Hispanic film-makers a privileged vehicle, not only to portray a social context in constant conflict but also to offer scripts of change from an aesthetic threshold conceived as always already political.
SPAN UN3656 The Latin American Anthropocene. 3 points.
With its long history of colonialism, economic exploitation, and appropriation of natural resources, Latin America offers a privileged vantage point to study the arrival of the "Anthropocene," a proposed new geological epoch (beginning roughly around the Industrial Revolution) where humans have become the main force shaping the planet. In order to shift the perspective away from the standard narrative of European development, this course invites students to collectively develop the idea of a "Latin American Anthropocene," by drawing on examples from the visual arts, literature, and scientific and philosophical texts from the underdeveloped periphery. In the age of rising sea levels, mass extinction, and carbon-driven climate change, can our disciplines remain untouched by such an alarming state of affairs? This course encourages students to reflect on how the present ecological crisis forces us to break with traditional ways of understanding society, culture, and nature, as well as with common methods to interpret the past and imagine the future.

We will start by discussing how, in nineteenth- and early twentieth-century Latin America, "nature" (including animals and indigenous peoples) was envisioned as a blank slate ready to take in the arrival of modernity. As we move through the semester, students will evaluate how artists and intellectuals sustained or contested different capitalist development programs based on export commodities such as food crops, minerals, and petroleum. In the following sections, students will analyze cultural products linked to the impact of neoliberalism in the region and the contradictions that plagued the governments that came after its downfall. Near the end of the semester the class will address the question of hope and hopelessness in the face of climate change and the challenges posed by increasing political and environmental conflicts in Puerto Rico and the US-Mexico border.

The course also offers a panoramic view of Latin American culture by examining some key historical events and canonical authors (such as Jorge Luis Borges, Julio Cortázar, Alejo Carpentier, and Pablo Neruda), whose works can shed light on cultural and ideological processes at the root of climate change. By the end of the semester students will be able to formulate research questions that are critical to the field of Latin American cultural studies, as well as produce papers that are relevant to a broader debate about culture and ecology. The course, therefore, hopes to motivate students—beyond the classroom—to examine their own place in an increasingly warming world.

SPAN UN3692 Labor Culture in Twentieth-Century Latin America. 3 points.
Industrial modernization often went hand-in-hand with the constitution of a new kind of national-popular culture during the twentieth century in Latin America. For many such projects, becoming a political subject meant being a worker. This course will interrogate the ways in which labor and culture informed and produced one another, from the Mexican muralists’ use of industrial materials and techniques in the 1920s in the constitution of a their spectators to the creation of the "credit card" citizen; of consumption in the late 1990s. Class discussions and writing assignments will analyze novels, essays, short stories, chronicles, films and works of visual art in order to pose and answer some of the following questions: How is work imagines and represented at different historical moments and what ideological role might such representations play? How do artists and writers think about the nature, organization and political import of their work in relation to other kinds of intellectual and manual labor? In what ways and in what contexts do labor and labor movements become the protagonists of radical political change? Alternatively, to what extent do the tactics of political revolution imply a laborious exercise of their own? How do such artists, writers and thinkers conceive of work before and after capitalism? Authors to be studies may include Diego Rivera, Alfredo Siqueiros, Jorge Luis Borges, Eduardo Coutinho, José Carlos Mariátegui and Ernesto Guevara, among others.

SPAN UN3710 20th Century Latin American Literature. 3 points.
A survey of major works and authors in their historical and personal context, with emphasis on lyric poetry, narrative and essay.

SPAN UN3991 Senior Seminar. 4 points.
Prerequisites: Seniors (major or concentrator status).
The course is a requirement for all the LAIC majors. In this seminar, students develop an individual research project and write an essay under the guidance of the course’s instructor and in dialogue with the other participants’ projects. After an introductory theoretical and methodological section, and a research session at the library, the syllabus is entirely constructed on the students’ projects. Every participant is in charge of a weekly session. Essay outlines and drafts are discussed with the group throughout the semester. The final session is a public symposium with external respondents.

SPAN UN3998 Supervised Individual Research (Spring). 3 points.
Prerequisites: the director of undergraduate studies’ permission. Students register in this course while they pursue independent study work under the supervision of a faculty member during the spring semester.

Portuguese

PORT UN1101 Elementary Portuguese I. 4 points.
A beginning course designed for students who wish to start their study of Portuguese and have no proficiency in another Romance language. The four language skills: listening, speaking, reading, and writing are developed at the basic level.

PORT UN1102 Elementary Portuguese II. 4 points.
Prerequisites: PORT W1101 or the equivalent.
A course designed to acquaint students with the Portuguese verbal, prepositional, and pronominal systems. As a continuation of Elementary Portuguese I (PORT W1101), this course focuses on the uses of characteristic forms and expressions of the language as it is spoken and written in Brazil today.
PORT UN3120 Comprehensive Elementary Portuguese I and II for Spanish Speakers. 4 points.
Prerequisites: knowledge of Spanish or another Romance language. An intensive beginning language course in Brazilian Portuguese with emphasis on Brazilian culture through multimedia materials related to culture and society in contemporary Brazil. Recommended for students who have studied Spanish or another Romance language. The course is the equivalent of two full semesters of elementary Portuguese with stress on reading and conversing, and may be taken in place of PORT W1101-W1102. For students unable to dedicate the time needed cover two semesters in one, the regularly paced sequence PORT W1101-W1102 is preferable.

PORT UN2120 Comprehensive Intermediate Portuguese. 4 points.
Prerequisites: PORT UN1102 or PORT UN1320.
Prerequisites: this course is an intensive and fast-paced coverage of both PORT UN2101 and PORT UN2102. Students MUST demonstrate a strong foundation in Portuguese and meet the following REQUIREMENT: A- or higher in PORT UN1102 or PORT UN1320. If you fulfill the above requirement, you do not need the instructor’s permission to register. HOWEVER the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. This course replaces the sequence PORT UN2101-PORUN2102. 

PORT UN3101 Conversation about the Lusophone World. 3 points.
Prerequisites: PORT W1220.
This conversation class will help students develop their oral proficiency in Portuguese. We will discuss current events, participate in challenging pronunciation exercises, improve understanding of Portuguese idioms, develop conversation strengths, confront weaknesses, and increase fluency in spoken Portuguese.

PORT UN3300 Advanced Language through Content. 3 points.
Corequisites: PORT UN1220
An intensive exposure to advanced points of Portuguese grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Portuguese. This course is required for the concentration in Portuguese Studies. *This course is intended to improve Portuguese language skills in grammar, comprehension, and critical thinking through an archive of texts from literature, film, music, newspapers, critical reception and more. To do so, we will work through Portuguese-speaking communities and cultures from Brazil, to Portugal and Angola, during the twentieth and twenty-first century, to consider the mode in which genre, gender and sexuality materialize and are codified, disoriented, made, unmade and refrigured through cultural productions, bodies, nation and resistant vernaculars of aesthetics and performance, always attentive to the intersections of gender with class and racism.

PORT UN3601 Race, Medicine and Literature in 19th-Century Brazil. 3 points.
Not offered during 2019-20 academic year.
Prerequisites: Knowledge of Portuguese
We will read and discuss how racial ideologies like “whitening,” “miscegenation” and “racial democracy” played critical roles in Brazil’s transition to a republic. We will examine movements such as romanticism, naturalism and positivism in literary and visual works. Throughout, we will analyze literature, illustrations and photography that constructed a relationship between race, science, and medicine to better understand the role that scientific racism played in constructing discourses about national identity. We will read abolitionist writings and anti-racist works that contested these ideologies. We will discuss these issues through the lenses of migration, religion, urbanization, gender, sexuality, and class. Course texts include a range of materials including literature, chronicles, short stories, vaudeville, carnival parades, songs, music, photography, and newspaper articles. Throughout, students will gain a vivid picture of Brazilian society in the early stages of nation building, which will provide new ways of understanding and addressing contemporary challenges in Brazil and beyond.

The course will be taught in Portuguese.

Catalan

CATL UN1120 Comprehensive Beginning Catalan. 4 points.
An extensive introduction to the Catalan language with an emphasis on oral communication as well as the reading and writing practice that will allow the student to function comfortably in a Catalan environment.

CATL UN3300 Advanced Catalan Through Content: Language and Identity in Contemporary Catalonia. 4 points.
An examination of the political, cultural, and artistic history in Modern and Contemporary Catalonia and its role in the building of its sociolinguistic identity. Material includes literary, academic, and media readings and audiovisual and online resources.

Of Related Interest

Art History and Archaeology
AHIS G4085 Andean Art and Architecture

American Studies
AMST UN3920 American Studies Senior Project Colloquium
AMST UN3931 Topics in American Studies: The Sixties

Anthropology
ANTH UN3983 Ideas and Society in the Caribbean

Center for the Study of Ethnicity and Race
CSER UN1601

Institute for Comparative Literature and Society
CPLS UN3900 Introduction to Comparative Literature and Society

Political Science
POLS UN3245 Race and Ethnicity In American Politics
POLS UN3250 The Latino Political Experience
POLS GU4461 Latin American Politics
POLS V3313 American Urban Politics

Sociology
SOCI V3247 The Immigrant Experience, Old and New
Spring 2020
Spanish

SPAN UN1101 Elementary Spanish I. 4 points.
Prerequisites: a score of 0-279 in the department's Placement Examination.
An introduction to Spanish communicative competence, with stress on basic oral interaction, reading, writing, and cultural knowledge. Principal objectives are to understand and produce commonly used sentences to satisfy immediate needs; ask and answer questions about personal details such as where we live, people we know and things we have; interact in a simple manner with people who speak clearly, slowly and are ready to cooperate; and understand simple and short written and audiovisual texts in Spanish. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN1102 Elementary Spanish II. 4 points.
Prerequisites: SPAN UN1101 or a score of 280-379 in the department's Placement Examination.
An intensive introduction to Spanish language communicative competence, with stress on basic oral interaction, reading, writing and cultural knowledge as a continuation of SPAN UN1101. The principal objectives are to understand sentences and frequently used expressions related to areas of immediate relevance; communicate in simple and routine tasks requiring a direct exchange of information on familiar matters; describe in simple terms aspects of our background and personal history; understand the main point, the basic content, and the plot of filmic as well as short written texts. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN1113 Spanish Rapid Reading and Translation. 3 points.
Open to graduate students in GSAS only.

This course, conducted in English, is designed to help graduate students from other departments gain proficiency in reading and translating Spanish texts for scholarly research. The course prepares students to take the Reading Proficiency Exam that most graduate departments demand to fulfill the foreign-language proficiency requirement in that language. Graduate students with any degree of knowledge of Spanish are welcome. A grade of A- or higher in this class will satisfy the GSAS foreign language proficiency requirement in Spanish.

SPAN UN1120 Comprehensive Beginning Spanish. 4 points.
Prerequisites: This course is an intensive and fast-paced coverage of both SPAN UN1101 and SPAN UN1102. Students MUST meet the following REQUIREMENTS: 1. A minimum of 3 years of high school Spanish (or the equivalent) AND a score of 330 or above in the Department's Placement Examination, OR 2. fluency in a language other than English (preferably another Romance language). If you fulfill the above requirements, you do not need instructor's permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence SPAN UN1101-SPAN UN1102. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN2101 Intermediate Spanish I. 4 points.
Prerequisites: SPAN UN1102 or SPAN UN1120 or or a score of 380-449 in the department's Placement Examination.
An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing, and culture as a continuation of SPAN UN1102 or SPAN UN1120. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN2102 Intermediate Spanish II. 4 points.
Prerequisites: SPAN UN2101 or a score of 450-625 in the department's Placement Examination.
An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing and culture as a continuation of SPAN UN2101. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN2103 HEALTH-RELATED TOPICS IN THE SPANISH-SPEAKING WORLD. 4 points.
Prerequisites: SPAN UN2101 or a score of 380-449 on the Department's placement examination.
This is an intensive course in Spanish language communicative competence with an emphasis on oral interaction, reading, writing, and culture at an Intermediate II level with focus on health-related topics in the Spanish-speaking world.

In an increasingly interconnected world, and in multilingual global cities such as New York City, the study of a foreign language is fundamental not only in the field of the humanities but also in the natural sciences. This interdisciplinary course analyzes the intersection between these two disciplines through the study of health-related topics in Iberian and Latin American cultural expressions (literature, film, documentaries, among other sources) in order to explore new critical perspectives across both domains. Students will learn health-related vocabulary and usage-based grammar in Spanish. Students will develop a cultural understanding of medicine, illness, and treatment in the Spanish-speaking world. Finally, students will be able to carry out specific collaborative tasks in Spanish with the aim of integrating language, culture, and health.

* This course fulfills the last semester of the foreign language requirement. Therefore, students who have taken SPAN UN 2101 (Intermediate Spanish I), or have a score of 380-449 on the Department's placement exam, and are interested in health-related topics may proceed and enroll in SPAN UN 2103 (Intermediate Spanish II: Health-Related Topics in the Spanish-Speaking World). Pre-med and pre-health students, as well as those students majoring in the natural sciences—including biology, general chemistry, organic chemistry, biochemistry, and physics—will be given registration priority. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN2120 Comprehensive Intermediate Spanish. 4 points.
Prerequisites: This course is an intensive and fast-paced coverage of both SPAN UN2101 and SPAN UN2102. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: a score ABOVE 480 on the Department’s Placement Examination; or A- or higher in SPAN UN1120. If you fulfill the above requirements, you do not need the instructor’s permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence SPAN UN2101-SPAN UN2102. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.
SPAN UN3300 Advanced Language through Content [in Spanish]. 3 points.
Prerequisites: SPAN UN2102 or AP score of 4 or 5; or SAT score. An intensive exposure to advanced points of Spanish grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Spanish. Each section is based on the exploration of an ample theme that serves as the organizing principle for the work done in class (Please consult the Directory of Classes (http://www.columbia.edu/cu/bulletin/uwb/) for the topic of each section.) This course is required for the major and the concentration in Hispanic Studies. Formerly SPAN W3200 and SPAN BC3004. If you have taken either of these courses before you cannot take SPAN UN3300. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

SPAN UN3349 Hispanic Cultures I: Islamic Spain through the Colonial Period. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Prerequisites: L" course: enrollment limited to 15 students. Completion of language requirement, third-year language sequence (W3300). Provides students with an overview of the cultural history of the Hispanic world, from eighth-century Islamic and Christian Spain and the pre-Hispanic Americas through the late Middle Ages and Early Modern period until about 1700, covering texts and cultural artifacts from both Spain and the Americas.

SPAN UN3350 Hispanic Cultures II: Enlightenment to the Present. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This course surveys cultural production of Spain and Spanish America from the eighteenth to the twenty-first centuries. Students will acquire the knowledge needed for the study of the cultural manifestations of the Hispanic world in the context of modernity. Among the issues and events studied will be the Enlightenment as ideology and practice, the Napoleonic invasion of Spain, the wars of Spanish American independence, the fn-de-siècle and the cultural avant-gardes, the wars and revolutions of the twentieth century (Spanish Civil War, the Mexican and Cuban revolutions), neoliberalism, globalization, and the Hispanic presence in the United States. The goal of the course is to study some key moments of this trajectory through the analysis of representative texts, documents, and works of art. Class discussions will seek to situate the works studied within the political and cultural currents and debates of the time. All primary materials, class discussion, and assignments are in Spanish. This course is required for the major and the concentration in Hispanic Studies.

SPAN UN3351 Artistic Humanity. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Prerequisites: This is an advanced class in Spanish. Between the 15 th and 17 th centuries, in the context of the Iberian expansion, the presence and observation of unexpected artistic forms, media, and monuments triggered a new space of inquiry. Novel objects, surfaces, architectures, materials, and ideas about artistry were observed far and near—in the Americas, in Asia, in Africa, and in Europe. They traveled between continents in physical and textual forms: sent and offered as proofs of the new territories, desired and collected as unique treasures, but also described, compared and analyzed in letters, histories, or inventories. All around a sphere that could now be mentally embraced, missionaries, collectors, travelers, historians, and artists felt under the power of novel creations: body painting, gold byobu, intricate sculptures, but also turquoise masks, feather mosaics, painted manuscripts, fish-bone necklaces, ivory spoons, carved temples, monumental cities, and so on. These splendid artworks deeply challenged conceptual boundaries such as those between idol and image, beautiful and frightening, civilized and barbarian, center and periphery, classic and modern, and ancient and new. But most importantly, these artworks and their descriptions in chronicles, histories, and inventories contributed to define humanity as immanently creative—and to conceive artistic creation as a distinctive form of thought.

SPAN UN3462 Spanish Grammar: From Rules to Laws and Beyond. 3 points.
From a cognitive and operational point of view, this course aims to reflect on the theoretical and, mainly, practical limits of traditional grammar explanations, contributing with a new meaningful, experiential and representational understanding of Spanish as a human mean of communication. Within this framework, some of the most representative aspects of the grammar of Spanish will be studied from a fully practical perspective, favoring the comparison with the grammar of English. In each case, the reflection will lead to turn the traditional rules and their exceptions, into operational laws without exceptions, as well as to highlight the natural logic underlying every single grammar decision in the use of language.

SPAN UN3533 Women, Culture, Activism & Gender in Latin America. 3 points.
The course focuses on women, culture, and activism in contemporary Latin America through the discussion of manifestos, essays, visual works, films, literature, blogs, music, and new cultural experiences. We will approach two main demands of women on the streets: claims against violence (“femicidios”) and the expansion of rights. Students will be introduced to theoretical writing on Latin American feminisms in different contexts (mainly Argentina, Brazil, Paraguay, Mexico, Chile, Peru). This course will provide students with an accurate understanding of some of the topics of contemporary Latin American feminism and activism related to new subjectivities, politics, and culture. The course develops a wide range of cultural practices and includes topics as practices of resistance, representation of violence, gender as spectacle, and new phenomena such as urban protests. We will also trace a relevant genealogy of women struggles in Latin America. The class will be conducted in Spanish and all written assignments will also be in that language.
SPAN UN3692 Labor Culture in Twentieth-Century Latin America. 3 points.
Industrial modernization often went hand-in-hand with the constitution of a new kind of national-popular culture during the twentieth century in Latin America. For many such projects, becoming a political subject meant being a worker. This course will interrogate the ways in which labor and culture informed and produced one another, from the Mexican muralists’ use of industrial materials and techniques in the 1920s in the constitution of a their spectators to the creation of the “credit card citizen; of consumption in the late 1990s. Class discussions and writing assignments will analyze novels, essays, short stories, chronicles, films and works of visual art in order to pose and answer some of the following questions: How is work imagines and represented at different historical moments and what ideological role might such representations play? How do artists and writers think about the nature, organization and political import of their work in relation to other kinds of intellectual and manual labor? In what ways and in what contexts do labor and labor movements become the protagonists of radical political change? Alternatively, to what extent do the tactics of political revolution imply a laborious exercise of their own? How do such artists, writers and thinkers conceive of work before and after capitalism? Authors to be studies may include Diego Rivera, Alfaro Siqueiros, Jorge Luis Borges, Eduardo Coutinho, José Carlos Mariátegui and Ernesto Guevara, among others.

SPAN UN3998 Supervised Individual Research (Spring). 3 points.
Prerequisites: the director of undergraduate studies’ permission. Students register in this course while they pursue independent study work under the supervision of a faculty member during the spring semester.

SPAN GU4011 Conversation in Spanish: Practice and Analysis. 3 points.
This is a course in Spanish conversation. Students will study and practice features of social interaction in Spanish that are crucial to participate in the new culture. This means the course has two learning objectives: One is learning to engage in regular conversations in Spanish; the other is to understand how conversation works. We will cover conversational issues such as gesture, narratives, intonation, opening and closing interactions, turn taking, etc., both in linguistics and social terms. Practice and analysis will be connected: Every week we will consider an aspect of oral interaction in Spanish. We will study those features in naturally occurring conversations among native speakers and we will practice in actual conversations inside and outside the classroom, by means of role play, simulation, film making, debates and interviews. We will use topics of conversation to provide a meaningful environment for the conversation practice.

Portuguese

PORT UN1101 Elementary Portuguese I. 4 points.
A beginning course designed for students who wish to start their study of Portuguese and have no proficiency in another Romance language. The four language skills: listening, speaking, reading, and writing are developed at the basic level.

PORT UN1102 Elementary Portuguese II. 4 points.
Prerequisites: PORT W1101 or the equivalent.
A course designed to acquaint students with the Portuguese verbal, prepositional, and pronominal systems. As a continuation of Elementary Portuguese I (PORT W1101), this course focuses on the uses of characteristic forms and expressions of the language as it is spoken and written in Brazil today.

PORT UN1320 Comprehensive Elementary Portuguese I and II for Spanish Speakers. 4 points.
Prerequisites: knowledge of Spanish or another Romance language.
An intensive beginning language course in Brazilian Portuguese with emphasis on Brazilian culture through multimedia materials related to culture and society in contemporary Brazil. Recommended for students who have studied Spanish or another Romance language. The course is the equivalent of two full semesters of elementary Portuguese with stress on reading and conversing, and may be taken in place of PORT W1101-W1102. For students unable to dedicate the time needed cover two semesters in one, the regularly paced sequence PORT W1101-W1102 is preferable.

PORT UN2102 Intermediate Portuguese II. 4 points.
Prerequisites: PORT UN1102 or PORT UN1320 or the equivalent.
General review of grammar, with emphasis on self-expression through oral and written composition, reading, conversation, and discussion.

PORT UN2120 Comprehensive Intermediate Portuguese. 4 points.
Prerequisites: PORT UN1102 or PORT UN1320.
Prerequisites: this course is an intensive and fast-paced coverage of both PORT UN2101 and PORT UN2102. Students MUST demonstrate a strong foundation in Portuguese and meet the following REQUIREMENT: A- or higher in PORT UN1101 or PORT UN1320. If you fulfill the above requirement, you do not need the instructor’s permission to register. HOWEVER the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. This course replaces the sequence PORT UN2101-PORT UN2102.

PORT UN3101 Conversation about the Lusophone World. 3 points.
Prerequisites: PORT W1220.
This conversation class will help students develop their oral proficiency in Portuguese. We will discuss current events, participate in challenging pronunciation exercises, improve understanding of Portuguese idioms, develop conversation strengths, confront weaknesses, and increase fluency in spoken Portuguese.

PORT UN3300 Advanced Language through Content. 3 points.
Corequisites: PORT UN1220
An intensive exposure to advanced points of Portuguese grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Portuguese. This course is required for the concentration in Portuguese Studies. "This course is intended to improve Portuguese language skills in grammar, comprehension, and critical thinking through an archive of texts from literature, film, music, newspapers, critical reception and more. To do so, we will work through Portuguese-speaking communities and cultures from Brazil, to Portugal and Angola, during the twentieth and twenty-first century, to consider the mode in which genre, gender and sexuality materialize and are codified, disoriented, made, unmade and refigured through cultural productions, bodies, nation and resistant vernaculars of aesthetics and performance, always attentive to the intersections of gender with class and racism.

PORT W1101-W1102

PORT W1101

PORT W1102
PORT UN3330 Introduction to Portuguese Studies. 3 points.
This course presents the students with the information and basic tools needed to interpret a broad range of topics and cultural production from the Portuguese-speaking world: literary, filmic, artistic, architectural, urban, etc. We will use a continuing cross-disciplinary dialogue to study everyday acts as a location of culture. This course will center on interpretation as an activity and as the principal operation through which culturally sited meaning is created and analyzed. Among the categories and topics discussed will be history, national and popular cultures, literature (high/low), cultural institutions, migration, and globalization. Students will also acquire the fundamental vocabulary for the analysis of cultural objects. This course is required for the concentration in Portuguese Studies.

PORT UN3325 Slavery, Free Labor, and Cultural Memory. 0-3 points.
This course will examine the historical period of gradual emancipation to free labor in Brazil. Course readings include literary and cultural production as well as historical narratives and literary theory. We will question how ideas of racial labor transform alongside new notions of freedom and nation. By drawing mostly on literature, history, and film, this course investigates the issue of cultural memory as related to the history of slavery, racial formation, and national forgetting. Our course discussions will center on questions as, how is the history of slavery remembered or forgotten? How do we ethically remember a past that we can never understand completely? Is it possible to separate cultural representations of race, ethnicity, sexuality and gender from their political and economic contexts? How are “race,” “liberty,” “property” and “life” understood during slavery, and how do those ideas continue to influence the post-slavery nation? Although the course will focus heavily on the Brazilian historical context, we will also comparatively examine how these histories are remembered and forgotten in the U.S. and other parts of Latin America.

PORT UN3350 Lusophone Africa and Afro Brazilian Culture. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This course focuses on Lusophone African and African Brazilian cultures and the relations, continuities, ruptures and influences between them. Brazil is the result of the miscegenation of Ameridians, African and Europeans, and this means that is also a cultural mélange of these groups. The African cultural contribution to Brazilian culture and grand-narrative is the primary focus of this course, however, to understand Brazil one needs to understand the cultural diversity found in Lusophone Africa, with which Brazil has had a long relationship. The readings for this course include texts from different disciplines and genres. We will study texts, movies and other forms of visual arts from the following authors: José Eduardo Agualusa, Pepetela, Mia Couto, Jorge Amado, Achille Mbembe, Hilton Costa, Jocélio Teles dos Santos, Livio Sansone, José Luís Cabaço, Benedita da Silva and Solano Trindade.

PORT UN3490 Brazilian Society and Civilization. 3 points.
Not offered during 2019-20 academic year.
Each week, a historical period is studied in connection to a particular theme of ongoing cultural expression. While diverse elements of popular culture are included, fiction is privileged as a source of cultural commentary. Students are expected to assimilate the background information but are also encouraged to develop their own perspective and interest, whether in the social sciences, the humanities (including the fine arts), or other areas.

Catalan

CATL UN1120 Comprehensive Beginning Catalan. 4 points.
An extensive introduction to the Catalan language with an emphasis on oral communication as well as the reading and writing practice that will allow the student to function comfortably in a Catalan environment.

CATL UN2101 Intermediate Catalan I. 4 points.
Prerequisites: CATL W1120.
The first part of Columbia University’s comprehensive intermediate Catalan sequence. The main objectives of this course are to continue developing communicative competence - reading, writing, speaking and listening comprehension - and to further acquaint students with Catalan cultures.

CATL UN3300 Advanced Catalan Through Content: Language and Identity in Contemporary Catalonia. 4 points.
An examination of the political, cultural, and artistic history in Modern and Contemporary Catalonia and its role in the building of its sociolinguistic identity. Material includes literary, academic, and media readings and audiovisual and online resources.

CATL W3330 Introduction to Catalan Culture. 3 points.
This is a content course covering topics regarding Catalan history, society, literature and visual arts. The objective of the course is to examine the main socio-cultural manifestations in the Catalan-speaking territories. Topics to be discussed include: bilingualism and language as the marker of “authentic” national identity; the influx of immigration and the constant redefinition of all things Catalan; the very locally rooted and at the same time very international outlook of the Catalan avant-garde from Foix to Tàpies; the protest song and the cultural manifestations during the Franco repression, and the crucial role of the city of Barcelona as a cultural focus and its impact on literature, film, and arts. By the end of the semester students will be familiar with the main social and cultural issues of the Catalan-speaking territories. The course will be taught in Spanish and counts as an elective towards the major in Hispanic Cultures. No previous knowledge of the Catalan language is required.

CATL UN3500 Literature in Catalan Cinema. 3 points.
Prerequisites: CATL UN3300 The course will be taught in Catalan.
The main goal of this course is to study the close relationship between Catalan literature and cinema during the 20th century. Through the reading and viewing of the selected works, the students will explore examples of Modern Catalan Literature and Film in the Catalan-speaking territories, while deepening their understanding of the cultural, historical, and sociopolitical aspects of each period. At the end the course students will be able to analyze how literary procedures are translated into film, in addition to the formal and cultural implication of each particular work. The course will be taught in Catalan.
The objectives of the course are:
To acquire a basic knowledge of the history of modern Catalan cinema and literature and their cultural and historical contexts.
To be able to recognize and analyze the main literary procedures used in movies.
To analyze the influence of Catalan literature on Catalan cinema
to develop an awareness of critical and technical terminology for discussing literature and film.