

# SPANISH AND PORTUGUESE

Humanities Quadrangle, 203.432.5439, 203.432.1151  
<http://span-port.yale.edu>  
 M.A., M.Phil., Ph.D.

## Chair

Jesús Velasco

## Director of Graduate Studies

Aníbal González-Pérez

**Professors** Santiago Acosta, Alexandra Cook (*Visiting*), Aníbal González-Pérez, K. David Jackson, Nicholas R. Jones, Olivia Lott, Noël Valis, Jesús Velasco, Aurélie Vialette, Lisa Voigt

**Senior Lecturer II** Alex Gil

**Emeritus** Rolena Adorno, Roberto González Echevarría

## FIELDS OF STUDY

The Ph.D. program in the Department of Spanish and Portuguese explores the dynamic fields of Latin American, Luso-Brazilian, Latinx, and Iberian studies in all their rich and diverse linguistic, literary, and cultural traditions, and adopting multiple intellectual approaches. The Ph.D. program encourages students to engage with related disciplines in the humanities and social sciences, including African American Studies, Anthropology, Comparative Literature, Early Modern Studies, Film and Media Studies, History of Art, Medieval Studies, and Philosophy, as well as emerging multidisciplinary fields such as Race, Indigeneity, and Transnational Migration; Women's, Gender, and Sexuality Studies; and Digital Humanities.

The department participates in a combined Ph.D. program in Spanish and Portuguese and African American Studies offered in conjunction with the Department of African American Studies and a combined Ph.D. program in Spanish and Portuguese and Early Modern Studies offered in conjunction with the Early Modern Studies Program. Ph.D. students are also encouraged to obtain certificates from programs and areas complementary to their teaching and research interests; at Yale, such certificates exist in connection with the programs in Film and Media Studies; Public Humanities; Translation Studies; and Women's, Gender, and Sexuality Studies.

## SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

The department requires two years of coursework, a grade of Honors in at least two of these courses each year, and a minimum grade average of High Pass. Coursework consists of fourteen elective seminars (up to four outside the department); four of the fourteen seminars as auditor (no exam or paper required), inside or outside the department; and a required course, SPAN 790, Methodologies of Modern Language Teaching. Prior to the third year, students are also expected to become proficient in two languages other than English and their primary study language (either Spanish or Portuguese); these languages could be other Romance languages, Latin, or other language families pertinent to the research interests of each student. In the third

year, the student is expected to pass the qualifying examination (written and oral components) and submit and receive approval of the dissertation prospectus. Upon completion of all predissertation requirements, including the dissertation prospectus, students are admitted to candidacy for the Ph.D.

Participation in the department's teaching and pedagogy program is a degree requirement. It consists of taking the required seminar in language pedagogy, SPAN 790, in the second year and teaching four courses during the third and fourth years of study. Students will have the opportunity to teach beginning (L1–L2), advanced (L3–L4), and L5-level courses with supervision by the director of the language program, course directors, and department faculty members.

## COMBINED PH.D. PROGRAMS

### *Spanish and Portuguese and African American Studies*

The Department of Spanish and Portuguese also offers, in conjunction with the Department of African American Studies, a combined Ph.D. in Spanish and Portuguese and African American Studies. For further details, see African American Studies.

### *Spanish and Portuguese and Early Modern Studies*

The Department of Spanish and Portuguese also offers, in conjunction with the Early Modern Studies Program, a combined Ph.D. in Spanish and Portuguese and Early Modern Studies. For further details, see Early Modern Studies.

## MASTER'S DEGREES

**M.Phil.** See Degree Requirements under Policies and Regulations.

**M.A. (en route to the Ph.D.)** The M.A. en route is awarded upon the satisfactory completion of eight term courses and the language requirement (detailed above).

## COURSES

**PORT 6520a / CPLT 6570a, Clarice Lispector: The Short Stories** Kenneth David Jackson

This course is a seminar on the complete short stories of Clarice Lispector (1920–1977), a master of the genre and one of the major authors of twentieth-century Brazil known for existentialism, mysticism, and feminism.

**PORT 9670a, Machado de Assis: Major Novels** Kenneth David Jackson

A study of the last five novels of Machado de Assis, featuring the author's world and stage of Rio de Janeiro, along with his irony and skepticism, satire, wit, narrative concision, social critiques, and encyclopedic assimilation of world literature.

**SPAN 5000b / FREN 6700b / ITAL 6570b / LING 5640b, Principles of Language Teaching and Learning** Staff

Introduction to the basic principles of second-language acquisition theory, focusing on current perspectives from applied linguistics, sociolinguistics, and psycholinguistics. Topics include language teaching methodology, communicative and task-based approaches, learner variables, intercultural competence, and models of assessment.

**SPAN 6330a / CPLT 9013a / FILM 6900a, Third Cinema: Arts and Politics in Latin America** Moira Fradinger

This seminar studies the articulation of art and politics proposed by the world renowned film movement usually identified as “Third Cinema” that took shape in Latin America roughly between 1955 and 1982. Continental in scope, the movement has also been called “New Latin American Cinema” joining the “new waves” of the global sixties and expanding its influence throughout the countries of the Non-Aligned Movement. The seminar examines the category of “Third cinema,” first formulated in Solanas's and Getino's 1969 “Manifesto Towards a Third Cinema” and opposed to “First Cinema” (Hollywood) and “Second Cinema” (“cinema d’auteur” or independent film art). The manifesto's political thinking will be framed in terms of contemporary political ideas about “the third way” or “the non-aligned third world” as well as put in dialogue with an array of film manifestos emerging at this time in the region. The seminar engages concepts such as “imperfect cinema,” “urgent cinema,” “cinema novo,” “aesthetics of hunger,” “liberation cinema”; the “camera as expropriator of image-weapons,” and so forth. The seminar casts a wide net in terms of the corpus, which includes a minimum of two films per week, from countries such as Argentina, Chile, Uruguay, Brazil, Bolivia, Peru, Colombia, Venezuela, Haiti, Cuba, and Mexico. Taught in English; knowledge of Spanish and Portuguese is not required but certainly useful.

**SPAN 7650a, Art and Resistance in Times of Uprising in the Global Iberian World**  
Aurelie Vialette

This course is specifically designed to explore the relationship between the arts and the practices of resistance in times of uprising. As such, we study a corpus of texts, newspapers articles, caricatures, propaganda posters, paintings, music, photographs, movies and comic books; a corpus that helps us to think about how personal, collective and national resistance is created and constructed through culture when a conflict arises on a territory. Taught in Spanish.

**SPAN 7710a / EMST 8185a / RLST 7540a, The World(ing) of Tarot** Todne Thomas and Nicholas Jones

This new course takes an interdisciplinary approach to the exploration of tarot. It joins together religious studies, social scientific, historical, and aesthetic approaches to teach about contexts of practice, genealogies of tarot phenomena, and its visibility. It establishes a foundational knowledge of tarot by exploring popular culture (mis)representations, tracing its longstanding eclectic history, and studying its archetypes. Conceptually, the course uses tarot as an avenue to discuss conceptual themes of materiality and aesthetics, esotericism, politics, gender, culture, and worlding. Through this guided study of tarot, we explore tarot's enduring yet contested appeal and relativize Western epistemologies, including that of the academy itself.

**SPAN 8355a / CPLT 8355a, Ciencia Ficción, Fantasía y Neogótico en la Narrativa Hispanoamericana Contemporánea** Anibal González-Pérez

Graduate-level study of the speculative incorporation of scientific ideas and themes in twentieth and twenty-first century from Argentina, Bolivia, Chile, Cuba, Ecuador, Mexico, and Peru. Reading and discussion of twentieth-century precursors and founders of Spanish American science fiction, such as Jorge Luis Borges, Adolfo Bioy Casares, Hugo Correa, Angélica Gorodischer, Leopoldo Lugones, Pablo Palacio, and Clemente Palma. Followed by examples of “techno-writing,” utopias, dystopias, and possible futures proposed by late twentieth and early twenty-first-century authors such

as José B. Adolph, César Aira, Luis Carlos Barragán, Alberto Chimal, Liliana Colanzi, Mariana Enríquez, Yuri Herrera, Samantha Schweblin, Jorge Volpi, and Yoss, among others. Topics to be examined include posthumanism, ecofiction, and sociopolitical satire. *Taught in Spanish.*

**SPAN 8595a / EMST 8336a / MDVL 7334a, Law and Humanities II: Emotions** Jesus Velasco

This is the second installment of a series of graduate seminars on law and humanities. The first one dealt with the question of fiction, and this one interrogates the ways in which legal thinking and legislations are in dialogue with emotions in general, and in particular with the creation of affective spaces through specific forms of legislation and jurisprudence. During our seminar we save some time to write together and share our insights on each of the texts we read.

**SPAN 9200a, Tutorial** Staff

By arrangement with faculty.

**SPAN 9718b / ANTH 7818b / ER&M 6606b / WGSS 7718b, Multi-Sited**

**Ethnography: Trans-Atlantic Port Cities in Colombia and Spain** Eda Pepi and Ana Ramos-Zayas

Critical to colonial, imperial, and capitalist expansion, the Atlantic offers a dynamic setting for adapting ethnographic practices to address questions around interconnected oppressions, revolts, and revolutions that are foundational to global modernity. Anchored in a Spanish and a Colombian port city, this course engages trans-Atlantic “worlding” through a multi-sited and historically grounded ethnographic lens. Las Palmas, the earliest mid-Atlantic port and Europe’s first settler colony in Africa, and Cartagena, once the principal gateway connecting Spain and its American empire, illuminate urgent contemporary issues such as climate, displacement, inter-regional subjectivities, and commerce. During a spring recess field experience (March 8–16, 2026), students will immerse themselves for four nights each in Las Palmas and Cartagena, developing critical “tracking” skills that bridge ethnographic practice with cultural theory. Preparation for fieldwork includes an on-campus curriculum, organized around Cartagena and Las Palmas, and sessions with Yale Ethnography Hub faculty, covering different methodologies. As part of this broader programming, the curriculum delves as well into trans-Atlantic migrations from the Middle East, South Asia, and Africa that have transformed port cities, labor and aesthetic practices, class-making racial formations, and global geopolitics. After recess, the course shifts toward independent work, as students synthesize field-collected data and insights into a collaborative multimodal group project and individual ethnographic papers. Instructor Permission: Interested students must apply by November first via the course website. This course does not have a shopping period, but students may withdraw by the university deadlines in April. Prerequisite: Conversational and reading proficiency in Spanish. Readings are in English and Spanish, with assignments accepted in either language.