

## **Iberian & Latin American Undergraduate Courses – Spring 2014**

### **PORTUGUESE**

#### **LLRO/ ROPO 40510-01 BRAZILIAN FILM HISTORY**

**MW 2:00-3:15**

**S. Wells**

This course introduces students to major political, economic, and aesthetic questions in Brazilian film studies. Through weekly viewings and readings in film history and criticism, we will investigate the local and global forces that shape our corpus at the level of production, distribution, and reception. We will begin in the silent period, with the rise of a national film industry and the consolidation of the U.S. market in Brazil; and we will conclude with three contemporary documentaries that engage questions of power in contemporary Brazilian (and global) culture. Students will gain exposure to the key movements, artists, and problems of Brazilian film history, in dialogue with their counterparts in Latin American and world cinema studies. In addition, students will explore terms in film theory and develop their skills in analyzing cinema through presentations, class discussion, and writing assignments.

### **SPANISH**

#### **UNDERGRADUATE COURSES**

#### **LLRO 13186-01 DANGEROUS READS: BANNED U.S. LATINO LITERATURE (UNIV. SEMINAR)**

**TR 11-12:15**

**M. Moreno**

The recent termination of Mexican-American studies classes by the Tucson Unified School District (AZ) in 2012 has provoked a national debate regarding the importance of ethnic studies in our schools. While each side—proponents of the law and defenders of ethnic studies—continue to argue their case, dozens of literary works have been banned in the classrooms. From Shakespeare's *The Tempest* to *Drown* by Pulitzer-Prize winner and Dominican-American author Junot Díaz, the list of books "removed" from classrooms reveals that what is at stake is more than just the future of Mexican-American studies. In this course, students will examine the present controversy surrounding HB 2281, grassroots movements that have emerged in response to it, and a number of the canonical US Latino literature works that were placed on the list of banned books, such as Tomás Rivera's *...and the Earth Did Not Devour Him* (Chicano), Sandra Cisneros's *House on Mango Street* (Chicana), Junot Díaz's *The Brief Wondrous Life of Oscar Wao* (Dominican), and US Puerto Rican Martín Espada's poetry, among other authors of Cuban, Peruvian, Salvadoran, and Guatemalan descent. The course will have an optional service-learning component that entails tutoring at local La Casa de Amistad once a week. No knowledge of Spanish is necessary.

## **ROSP 20810-01 IMMIGRATION AND THE CONSTRUCTION OF MEMORY**

**MW 2:00-3:15**

**T. Botero**

This is an advance-intermediate culture-based Spanish course. This class serves as a bridge course between our four-semester basic language courses and advanced classes on literature and culture. It is intended for Spanish majors and non-majors who can elect to take it after they have completed ROSP20202. Through literature, film, current events, and guest speakers, students will develop knowledge about migration issues, family immigration histories, and problems facing our Latino communities in general, and particularly in South Bend. Students through ethical engagements will work on a collaborative creation and preservation of memory (memory of experiences that shape everyday life and the future). Together they will document the powerful narratives that not only shape memory but signal possibilities of what is to come. Using storytelling techniques, students will work with families to create and record the family histories using a variety of methods that will result in a couple of different pieces of work such as, recorded audio interviews using NPR's technique of *StoryCorps, every voice matters*, and a collaborative book/scrapbook detailing their life and path that has led them to our community. This course will help create spaces of solidarity and communication as legitimate points of departure for the politics of the future for both students and the community. It is our hope to display final projects at Notre Dame's Center for Arts and Culture in a cultural celebration. This course has a required Community-Based-Learning (CBL) component in which students engage with the Latino community and will require weekly meetings outside of the classroom working with your community families assigned.

## **ROSP 27500-01 APPROACHES TO HISPANIC CULTURE THROUGH WRITING (CULTURE AND CIVILIZATION OF SPAIN)**

**MWF 2:00-3:15**

**Ivis Menes**

This content-driven course is intended for students who want to further broaden their knowledge of the Spanish language and related cultures, as well as improve both their understanding of the Hispanic world and their communication skills in the Spanish language. Development of advanced structures is achieved through intensive practice in speaking and writing. Each course focuses on a different aspect of Hispanic culture.

## **ROSP 27500-02/03 APPROACHES TO HISPANIC CULTURE THROUGH WRITING (LATIN-AMERICAN CULTURE THROUGH FILM)**

**MWF 10:30-11:20 / MWF 11:30-12:20**

**M. Coloma**

"This course will use informative and thought-provoking films to focus on the contemporary history, art and culture of Latin America. Supplementary texts and articles will provide background historical events and analysis to enhance the understanding of the circumstances and themes that each of the films address. Activities that promote effective

communication of abstract themes with high-intermediate use of grammatical structures will be emphasized. The goal of the course is to improve oral and written communication and the development of new, more complex, vocabulary."

### **ROSP 30310-01/02/03/04/05 TEXTUAL ANALYSIS**

**MW/TR**

**T. West, E. Juarez, B. Heller, M.R. Olivera-Williams**

Spanish Textual Analysis is a practical introduction to the analysis and explication of Spanish-language literary texts. The course is designed for students ready to move from 200-level Spanish classes to upper-level literature and survey courses. The goal is to develop students' skills of critical reading, as well as students' ability to articulate judgments, feelings and opinions in Spanish; to establish a point of view and argue it effectively. The premise is that these skills of critical reading will increase the enjoyment and appreciation of fine writing. Some class sessions will be devoted to discussion of techniques and terminology of literary analysis. Most class sessions will involve a close reading and discussion of specific texts selected from the anthology *Aproximaciones al estudio de la literatura hispánica*, a selection of Hispanic prose, poetry and theater from different regions and periods. Students will also write two or three short analytical essays (3-4 pages) during the semester. Prerequisite: ROSP 20202, 20211, 2021, 20237, 27500 or equivalent.

### **ROSP 30320-01/02 ADVANCE GRAMMAR AND WRITING**

**MWF 10:30-11:20 / MWF 11:30-12:20**

**G. Ameriks**

This course offers a further refinement of Spanish speaking and writing skills. It is designed for students already in the 300-400 sequence, or those placed by exam, who want to work on their writing skills, and for students planning to study abroad or those returning from abroad who wish to further improve their proficiency in Spanish. Majors can usually accommodate ROSP 30320 by covering one or more distribution requirement with a 400-level course. For further information see Undergraduate Coordinator. ROSP 30320 requires permission from the Assistant Chair.

### **ROSP 30710-01 SURVEY OF SPANISH LITERATURE I**

**TR 12:30-1:45**

**J. Vitulli**

This course is a survey of Spanish literature from the medieval period through the 17th century. We will study representative works with a view to understanding the cultural, intellectual and historical forces that shaped the literary production of the period. Much emphasis will be placed on the thematic threads of the evolving literary creation of the Castilian hero and the notion of love in relation to diverse literary conventions. Works to be read include *Poema de Mio Cid*, *El conde Lucanor*, *La Celestina*, *Lazarillo de Tormes*, Renaissance and Baroque poetry (Garcilaso, Góngora y Quevedo), a play by Lope de Vega, and excerpts from Cervantes' *Don Quixote*. Active student participation is required. Lecturing will be kept to a minimum so as to allow more time for analysis and discussion of the texts. This course satisfies the early Spanish Peninsular requirement. Sophomore and junior majors only. Pre-requisite: ROSP 30310. Cross-listed with MI 30500.

**ROSP 30720-01 SURVEY OF SPANISH LITERATURE II****MW 3:30-4:45****D. Jorza**

Survey of Modern Spanish Literature II is an introduction to the modern and contemporary Spanish culture and literature, which will focus on representative texts, paintings, songs, posters and movies. The course will span a large period, from the end of the 18th century to the end of the 20th. Its main objective is the students' familiarization with the corresponding Spanish culture, cinema and literature, in relation with their cultural and sociopolitical conditionings. The students will have to examine in advance the cultural products that will be analyzed in detail in class. This course satisfies the Modern Peninsular requirement. Recommended pre-requisite: ROSP 30310.

**ROSP 30810-01 / 02 SURVEY OF SPANISH AMERICAN LITERATURE I****MW 12:30-1:45, TR 11:00-12:15****V. Miseres, B. Heller**

This course provides a panoramic survey of Spanish American literature during the Colonial period, from the time of the first encounter (1492) through the 19th century. We will read from chronicles, autobiographies, short stories, travel accounts, as well as poetry and texts of indigenous peoples. We will complement our reading with the viewing of selected films set in the colonial period. Selections will be chosen from Náhuatl and Maya literature, Christopher Columbus, Álvaro Núñez Cabeza de Vaca, Inca Garcilaso, Bernardo de Balbuena, Sor Juana Inés de la Cruz, and others. This course satisfies the early Spanish American requirement. Pre-requisite: ROSP 30310. Cross-listed with LAST 30400-01/02.

**ROSP 30820-01 SURVEY OF SPANISH AMERICAN LITERATURE II****MW 11:00-12:15****S. Wells**

This course provides a panoramic survey of Spanish American literature from roughly 1880 to the present, with attention to principal literary trends and concepts of literary analysis in Spanish. To focus the course, we will be pursuing the problem of modernity as it emerges in the major movements and authors of the long twentieth century, tracing divergent responses to the complex and rapid changes – including industrialization, shifting gender roles, and the emergence of new media such as cinema– of the period. And we will be particular attuned to non-realist forms of literary expression, especially fantastic literature, as they reemerge consistently in the region throughout the “long” twentieth century and represent an important contribution of Latin American literature to world literature. We will read essays, poetry, short stories, and a short novel by authors such as José Martí, Rubén Darío, Jorge Luis Borges, Juan Rulfo, Rosario Ferré, and others, with an eye towards understanding the social and historical contexts in which the works took shape. The course is designed to expose you to some of the region’s most celebrated and provocative works of literature, as well as help you understand the major challenges and promises Latin America faced during its modern period. It will also hone your skills in analyzing texts in Spanish, as we will practice close reading through a variety of genres and styles.

**ROSP 37825-01 STUDIES IN LATIN AMERICA, IMAGES THAT MATTER: THE U.S. THROUGH LATIN AMERICAN EYES**

**TR 11:00-12:15**

**T. Anderson**

In this course we will examine images of the United States as seen through the eyes of writers, artists, intellectuals and political figures from throughout Latin America. Though the class will primarily focus on the analysis of literary texts from the 19<sup>th</sup> and 20<sup>th</sup> centuries, we will also study works from other fields such as plastic arts, politics, history, and music. Through the study of these works, students will come to appreciate that despite the diversity of opinions that Latin Americans have of the United States, complex social, political, economic, and historic factors have combined to create widespread sentiment that the “neighbor to the north” is an aggressive nation with self-serving and imperialistic ambitions. We will study works by authors, political figures, musicians, historians, etc. from Argentina, Cuba, Chile, Colombia, the Dominican Republic, El Salvador, Guatemala, Mexico, Nicaragua, and Puerto Rico. In addition to daily readings in Spanish, work will include four essays and two exams. This course counts toward the modern Latin American distribution requirement.

**ROSP 40455 LOVE AND EDUCATION IN MODERN SPANISH CULTURE**

**MW 12:30-1:45**

**D. Jorza**

This course attempts to analyze the formative value of love and romance in various modern Spanish cultural products (both literary texts and movies), which will be studied in conjunction with the wider aesthetic, sociopolitical and cultural debates that both informed them and were eventually reshaped by them.

**ROSP 40769 19<sup>TH</sup> CENTURY WOMEN WRITERS IN LATIN AMERICA**

**MW 2:00-3:15**

**V. Miseres**

This course will introduce students to canonical women authors as well as less known writers from Latin America, especially from the Southern Cone and the Andes. Focusing on the nineteenth century, the course will reflect on the emergence of women as agents of history in the new republics and provides a counterbalance to the (male) canonical figures of nineteenth century Latin American Romanticism, Realism, and Naturalism. Through the analysis of novels, essays, articles, and travelogues written by women, we will discuss a variety of gender-related topics such private vs. public sphere paradigms, the ideas of womanhood/motherhood and the objectification/idealization of the female body, family and nation building, and the impact of modernization in women’s role in society. With the reading of some of Judith Butler, Luce Irigaray, and Julia Kristeva’s feminist texts, we will also address the topic of women’s writing (e.g. can writing be gendered? Is there such a thing as a women’s language?). Some of the authors we will read in this course include Clorinda Matto de Turner, Juana Manuela Gorriti, Flora Tristan, Eduarda Mansilla, Mercedes Cabello, Adela Zamudio and Aurora Cáceres.[LAST]

**ROSP 40876 RACE AND ETHNICITY IN U.S. LATINO/A LITERATURE AND CBL  
TR 12:30-1:45**

**M. Moreno**

If something has become clear following the recent termination of Mexican-American studies courses by the Tucson Unified School District (AZ) is that race and ethnicity matter when considering the condition of Latinos/as in the US. In this course students will begin by examining the events related to the AZ law and will explore how these issues are played out in Latino literature and our local Latino community. Literature by Afro-Latina/o, Andean-Latina/o (and other Latinos of indigenous descent), and Asian-Latina/o authors (including Chicano, Puerto Rican, Cuban-American, Dominican-American, Salvadoran-American, Guatemalan-American, and Peruvian-American) will provide a lens through which to explore the racial and ethnic complexities that are erased by the umbrella term "Latino." Tutoring/mentoring at La Casa de Amistad will provide an opportunity for students to see the issues studied at work in the "real world," while also fostering stronger ties between Notre Dame and the South Bend community. For the Community-Based Learning segment of the course, students will spend two hours per week volunteering and will participate in a local immersion weekend. This course will be taught in English. This course fulfills the University Literature requirement and is open to non-majors.

**ROSP 40976-01 MODERNIZATION AND MODERNITY IN THE RIO DE LA PLATA: FROM POPULAR TO HIGH CULTURE RESPONSES**

**MW 3:30-4:45**

**M. R. Olivera-Williams**

This upper-level seminar will analyze the processes of modernization in the Rio de la Plata countries: Argentina and Uruguay. Using an interdisciplinary and comparative approach (literary criticism, cultural theory, ethics, philosophy), we will focus on how popular culture, especially tango, gave voice and images to European immigration, rural migration to the urban areas, space transformations due to technological and scientific advances, among other social and economic phenomena of the turn of the twentieth century. We will also investigate the complex dynamics between popular and high cultural responses to modernization and the creation of a modern culture in the region. To this aim, we will pay particular attention to the transformation of tango from a manifestation of the harbor slums to popular and mass culture as well as the development of the modernista literary aesthetic to the avant-garde. Concepts of nationalism/exoticism; authenticity/copy; belonging/banishment will occupy our discussions on the creation of modern subjectivities. The seminar will be conducted in Spanish. [Cross list with LAST ]

**ROSP 53000 SENIOR SEMINAR: DON QUIJOTE**

**TR 2:00-3:15**

**J. Vitulli**

The course will center on a close reading and analysis of DON QUIJOTE, with attention to the critical tradition of the novel and its role in the development of narrative fiction. We will also pay attention to the historical, social and cultural context of the work. Cervantes's novel is arguably the most important text in Spanish literature, and it is worth the effort (and extremely enjoyable) to read. Students in the class will need to be prepared

for a heavy reading load, up to 60 pages per class, 120 pages per week. No prior knowledge of Cervantes is necessary to take this course, but a solid knowledge of Spanish is required. Students in this seminar must participate actively in class discussions.

There will be a reading assignment and a short writing exercise for each class. The texts will include the Thomas Lathrop edition of DON QUIJOTE, Carroll B. Johnson's *Don Quixote*, *The Quest for Modern Fiction*, and selected critical essays. Attendance and participation will be fundamental components of the course. Evaluation will be based on class work and weekly oral /written exercises, two tests and a 10-pages final paper. The course will be conducted in Spanish.

For each class, we will read—at least—50 pages in Spanish; plus some additional pages of textual criticism—mostly in English. You must be prepared to read, write and speak in Spanish all the time. This class is designed for students who previously took the Survey of Spanish Literature I course. If you think you need some help on your language abilities (specially writing), please, use the Writing Tutor Service provided by the College of Art and Letters.

There will be a reading assignment and a short oral presentation for each student, as well as two exams (midterm and final) and a seminar paper of approximately 10 pages (MLA style, Word, font 12, double space).