

Fall 2015 - Iberian and Latin American Undergraduate Courses

Subject to change. Please refer to InsideND for the most up-to-date, accurate information.

Catalan

LLRO 10113-01: BEGINNING CATALAN

MWF 10:30-11:20

TR Online

L. Francalanci

This is a variable three or six-credit hybrid introductory language course, which combines traditional classroom with computer enhanced (CE) instruction. Students who sign up at the three-credit level attend class with an instructor (MWF); students who sign up at the six-credit level attend class with an instructor (MWF) and work individually on specifically designed computer-enhanced course materials (T-TH). The focus of the course is on a balanced approach to acquisition of all language skills –equal emphasis is placed on spoken and written Catalan– and appreciation of Catalan Culture reading, films, music, and class discussion. Combined with an advanced knowledge of Spanish or another Romance Language, Beginning Catalan can allow students to quickly develop reading skills for their research. The study of Catalan language, culture and history is key to achieving a full understanding of Spanish-Catalan relations as well as the socio-cultural complexity of today's Spain, and is highly recommended to students who want to enhance their knowledge of the Iberian Peninsula. Given the significant Catalan immigration to Latin America –particularly during the second part of the XIX and the first part of the XX centuries-, the study of Catalan language and culture can also provide students with a broader understanding of the history of countries such as Cuba, Argentina or Uruguay, among others. The interest of Catalan, however, is not limited to the field of Iberian or Hispanic studies: the study of its historic presence in the Mediterranean, as well as the actual situation of Catalan within the European Community, in fact, can also foment a better knowledge of the multiplicity of political and linguistic identities present in contemporary Europe, giving students the chance to explore many different topics related to history, socio-linguistics, anthropology, art-history, literature, and beyond.

ROSP 30722-01: CATALAN LITERATURE AND CULTURE

MW 12:30-1:45

L. Francalanci

This course aims to provide students with an introduction to major authors, works, and trends in Catalan literature from the medieval period to the 21st century. We will be reading representative work from such vibrant cities as Barcelona and Valencia, as well as the Balearic Islands, and other Catalan speaking territories. The study of Catalan literature represents a dynamic and unique opportunity for Spanish Majors to enhance their knowledge of the Iberian Peninsula, and to foment a better understanding of the cultural and linguistic reality of today's Spain. While learning about Catalan literature and culture students will also have the opportunity to explore a wide array of topics, such as history, socio-linguistics, culture, and identity politics. This course will place special emphasis on the relationship between Catalan and Spanish literary traditions from the Middle Ages to the present. No previous knowledge of Catalan language is required: Spanish will be the language of class instruction and readings. Primary and secondary sources

will be complemented with the use of films and other audiovisual materials. Fulfills 30710 or 30720 requirements or can count as a 30000-level elective.

Portuguese

ROPO 20201-01/02: INTERMEDIATE PORTUGUESE I

MWF 11:30/12:50/MWF 12:50-1:40

S. Teixeira

Through selected readings in Portuguese, Brazilian, and Lusophone African literatures, films, newspaper and magazine articles, and popular music, students discuss a variety of cultural issues and expand their vocabulary. Particular attention is placed on reviewing major topics in Portuguese grammar and on developing students' writing abilities. ROPO 20201 fulfills the language requirement and prepares students to study abroad in Brazil.

ROPO 30904-01: SLAVERIES IN LATIN AMERICA

MW 11:30-12:20

K. Graubart

This course examines the experiences of Atlantic slavery in the Latin American world. We begin by thinking about the various ways that enslavement was justified in Western Europe, from the Greek and Roman worlds, through the kidnapping for ransom slavery that characterized the Mediterranean basin. We follow Portugal's unsuccessful attempts to conquer parts of western Africa, and the ensuing introduction of larger numbers of (unransomable) men and women into Iberian domestic slavery, which then coincided with Castile's conquest of the Americas, and the replacement of scarce indigenous labor with Africans. The main part of the course will look at the various experiences of African men and women in the Spanish and Portuguese empires, from the kinds of labor they provided to the cultural worlds they built for themselves, often with the interactions of European and indigenous peoples. We will pay special attention to forms of resistance, from attempts to create autonomy in the church to moments of outright rebellion, culminating in the Haitian Revolution, the first truly successful slave revolt that led to the second free nation in the Americas. The course will end by considering various calls for abolition over time, and the slow end of slavery after the movements for independence.

Quecha

LLRO 10111-01: BEGINNING QUECHUA

MWF 8:20-9:10

TR Online

V. Maqqe

Join the millions of Quechua speakers in South America and around the world. Quechua was the official language of the Inca civilization and continues to be spoken by over 10 million people in six countries in South America today. Beyond its conventional rural environment, Quechua has expanded almost everywhere in our modern world. This course includes basic aspects of the Andean cultures as part of the Quechua instruction. We will explore Quechua stories from ancient and recent times as well as its development in the digital world. Students will acquire elementary knowledge and use of Quechua for everyday interaction. This course can be taken as a six-credit hybrid introductory language course, which combines traditional classroom with on-

line instruction. Students attend class with a Quechua native instructor (MWF) and work on-line (T-TH). Or it can also be taken as a three credit regular course with MWF instruction format. The instructor will balance both spoken and written Quechua as well as exercise reading and listening. Knowledge of Spanish is desirable but not required. Cross listed with LAST 10502.

LLRO 20201-01: INTERMEDIATE QUECHUA I

F 10:30-11:20

V. Maqque

This is a second semester level course that expands upon the knowledge acquired in the Beginning Quechua course. We will expand daily interaction language use into a full functional Quechua. We use communicative method of Quechua instruction that emphasizes oral communication, however, the writing and reading forms are also kept up for a more fluid and standard language acquisition. This course integrates fundamental aspects of the Andean cultures as part of the Quechua instruction. We will explore Quechua stories from time immemorial, colonial, and contemporary ones; as well as its existence in music, classic literature, and the digital world. Thus, the result is a highly interactive course focused on language proficiency. This is a three-credit language course with a Quechua native instructor MWF. Knowledge of Spanish is desirable but not required.

Spanish

ROSP 20450-01: SPANISH FOR BUSINESS

MWF 10:30-11:20

I. Menes

This course is designed for the student who wants to learn and study Spanish terminology, phrases, and cultural conventions used in business situations in Spain and Latin America.

ROSP 20810-01: COMMUNITY-BASED SPANISH: LANGUAGE, CULTURE AND COMMUNITY

MW 2:00-3:15

M. Coloma

This fifth-semester language and culture course is designed for students who want to improve their communication skills in Spanish and broaden their understanding of the Hispanic world through connecting with the local Spanish speaking community. Each section may focus on different topics, such as health care, education, social services, history of immigration, and intercultural competence. The course has a required Community-Based-Learning component in which students engage with the Latino community through placements in such areas as health care, youth mentoring or tutoring programs, English as a New Language (ENL) classes, and facilitating educational workshops with parents. In this course, students integrate their service experiences with the academic components of the class through readings, research, reflective writing, and discussion.

ROSP 20605-01/02/03: LATIN AMERICAN CULTURE THROUGH FILM

MWF 9:25-10:15/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 20608-01: SPANISH AND LATIN AMERICAN CULTURE THROUGH LITERATURE AND FILM

MWF 9:20-10:15

T. Botero

This is an upper-intermediate level content-based language course designed to follow the four-semester language sequence and to act as a bridge to advanced courses on literature and culture. While language skills are still being developed, this culture course engages students intellectually by using challenging, authentic materials and focusing on the exchange of ideas. Through the reading, discussion, and analysis of these materials, students will develop more sophisticated expository writing and oral expression as well as critical and abstract thinking skills. This content-driven culture 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. This is a Hispanic Culture course through literature and film. During the semester students will learn a variety of different styles of writing through selective samples of literature, art and films that will be discussed in class. This course may be used as one of the two 200-level electives for the Spanish major. *Prerequisite: (ROSP 20202,20215,20237,20211,20220) or CESP score of 501*

ROSP 20661-01: INDIGENOUS AND POPULAR MOVEMENTS IN THE ANDES

MW 11:00-12:15

V. Maqqe

This course will survey indigenous and popular sector's forms of resistance from late colonial to modern times in the Andes. We will study the views, practice, and expectations expressed in the most significant movements in the region. We will identify the most common issues they struggle about and who their most frequent adversaries are. The literature, film, music and other materials used to examine these themes are produced by the movements themselves as well as those produced by scholars on the region. Indigenous and popular sectors in the Andes tend to be known mostly for living in marginal social conditions, victims of poverty and lack of education. This course will explore the views from below. We will explore the forms in which Indigenous and popular sectors see themselves, their cultures, their rights, and the environment. The indigenous and popular sectors are what make the Andean world unique. This course is taught in Spanish. In the process, students will learn some key expressions in native languages that are central to the social movements in the Andes. This course can count as one of the 20000-level electives towards the major/supplementary major. *Prerequisite: ROSP 20202, 20215, 20237, 27500, 20810, 30320, 30310 or placement exam.*

ROSP 30310-01/02/03/04/05: INTRODUCTION TO HISPANIC LITERATURE AND CULTURES

TR 12:30-1:45,MW,12:30-1:45,MW, 2:00-3:15, TR 2:00-3:15, MW 9:30-10:45

E. Juarez, D. Jorza, V. Miseres

This course 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 12:50-1:40 / MWF 2:00-2:50

I. Menes

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 30580-01 Mexican Cinema

MW 9:30-10:45

J. Lund

This course will introduce the student to modern Mexican film. The trajectory of the course covers a basic canon of essential works from the incipient years of Mexico's so-called "Golden Age" up until the present (roughly 1930-2015). Lecture and discussion will be driven by the aesthetic, cultural and political problems and themes invited by the films themselves, which will be the center of the course: no less than fifteen feature films will define our agenda for the semester. Alongside the films we will read two kinds of documents: on the one hand, a selection of film scholarship, dealing with both the specific films and the history of Mexican cinema more generally; on the other hand, a set of essays on Mexican cultural politics relevant to the themes engaged in the cinematic work. Comparative work is encouraged. Language of instruction: Spanish. Readings in Spanish and English, films generally in Spanish with English subtitles.

ROSP 30710-01: EARLY PENINSULAR LITERATURE AND CULTURE

MW 12:30-1:45

D.Seidenspinner-Nunez

A survey of Spanish literature through 1700. Readings of selected texts in prose, poetry, and

theater from the medieval, Renaissance, and baroque periods. Recommended prerequisite: ROSP 30310.

ROSP 30715-01: IMAGINED WORLDS: NOW AND THEN

TR 12:30-1:45

J. Vitulli

Since its first uses in the Sixteenth Century, the term *utopia* meant both "good place" and "no place." Thus, the concept carried two different ideas in its own meaning, an ideal society and an unreachable one. In the past years, the concept—as well as its opposite, *dystopia*—has been applied to explain literary representations of imagined worlds that hold a mirror up to our own “real” world. Analyzing and discussing cultural products that create, depict, and represent invented societies is, without a doubt, a good path to understand and to critique key aspects of this complex world we live in today. In this class, we will study Early Modern Hispanic texts (written by Late Medieval, Renaissance, and Baroque authors) as well as contemporary fictions (films, short stories, plays) that have in common their way to create and describe imagined/utopian/dystopian universes. We will pay specific attention to descriptions of imagined places in order to see how they explore real tensions around class, gender, society, religion, racial identities, imperial subjects, and power. During the semester, we will read texts written by Cervantes, Colón, Lope de Vega, Tirso de Molina, Cortés, Gracián, Vespucio, Nieremberg, and Fuentelapeña and will watch and analyze films such as *Children of Men*, *Blade Runner*, *Pan’s Labyrinth*, *Avatar*, *Elysium*, among other contemporary works.

ROSP 30720-01: MODERN PENINSULAR LITERATURE AND CULTURE

MW 11:00-12:15

D. Jorza

The primary aim of this course is to give students a general knowledge of and appreciation for some representative cultural products of modern and contemporary peninsular Spanish literature and culture. We shall examine a variety of literary and cinematic works, as well as some paintings, propaganda songs and posters, in connection with concurrent cultural and historical events. These cultural products will also be explored as an articulation of experiences and events that were meaningful to modern Spanish society between the 18th and the late 20th centuries. We will emphasize the ways in which literature and other cultural artifacts in modern Spain both articulate and produce value systems, traditions, and beliefs.

ROSP 30722-01: CATALAN LITERATURE AND CULTURE

MW 12:30-1:45

L. Francalanci

This course aims to provide students with an introduction to major authors, works, and trends in Catalan literature from the medieval period to the 21st century. We will be reading representative work from such vibrant cities as Barcelona and Valencia, as well as the Balearic Islands, and other Catalan speaking territories. The study of Catalan literature represents a dynamic and unique opportunity for Spanish Majors to enhance their knowledge of the Iberian Peninsula, and to foment a better understanding of the cultural and linguistic reality of today’s Spain. While learning about Catalan literature and culture students will also have the opportunity to explore a wide array of topics, such as history, socio-linguistics, culture, and identity politics. This course will place special emphasis on the relationship between Catalan and Spanish literary traditions

from the Middle Ages to the present. No previous knowledge of Catalan language is required: Spanish will be the language of class instruction and readings. Primary and secondary sources will be complemented with the use of films and other audiovisual materials. Fulfills 30710 or 30720 requirements or can count as a 30000-level elective.

ROSP 30810-01/02: EARLY LATIN-AMERICAN LITERATURE AND CULTURE
MW 12:30-1:45/MW 11:00-12:15

V. Miseres/C. Jauregui

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. Prerequisite: ROSP 30310. Crosslisted with LAST 30401.

ROSP 30820-01/02: MODERN LATIN-AMERICAN LITERATURE AND CULTURE
MW 2:00-3:15/TR 9:30-10:45

M.R. Olivera-Williams/TBD

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. Crosslisted LAST 30401

ROSP 30825-01: CRIME NARRATIVES MEMORY & IDENTITY IN LATIN AMERICA
TR 11:00-12:15

B. Heller

The crime narrative, a large category that includes the mystery novel, detective fiction, and other subgenres, is often thought of as a minor genre limited by its formulas. It may be entertaining, but it isn’t “serious” fiction. This course pays serious attention to the genre and its development in Latin America from its origins in the late 19th century to today, focusing on the issues of memory and identity. We will read novels by the team of Borges and Bioy Casares as well as more recent novels by Roberto Bolaño and Leonardo Padura, reportage by Vargas Llosa, short

stories by García Márquez, as well as works by lesser-known authors. The goal is to see what these novels can tell us about the societies they represent, the traumas and conflicts they dramatize, and the losses and mysteries that attend them.

ROSP 40110-01: THE AGE OF THE CATHOLIC MONARCHS

MW 2:00-3:15

D. Seidenspinner-Nunez

The foundational marriage of Isabel (Castilla) and Fernando (Aragon) marked the culmination of the Trastamaran enterprise of political legitimation, centralization, and expanded monarchical power; the emergence of Spain as Europe's first modern nation-state and world power; and the construction of a national identity that was self-consciously orthodox, patriarchal, "Spanish," and Catholic. Celebrated for their piety, political acumen, vision, and commitment, the Catholic Monarchs brought to closure seven hundred years of "Reconquest," launched Europe's invasion of the New World, laid the foundations for Spain's Golden Age, and crafted the moral and religious recuperation of Hispania. In the process, they cleansed their realms of their ethnic, religious, and political others through propaganda, conquest, colonization, slavery, expulsion, and inquisition. This course will examine the cultural production of this complex and fascinating age -- the literary, historical, religious, and political texts generated during their reign (1474-1516) -- in the context of nation-building, the formation of a persecuting society, and the exclusionary ideology of Isabelline Spain.

ROSP 40662 -01: THE "SYMBOLIC ENCHILADA." CULTURAL CONSUMPTION AND LEFTOVERS.

MW 9:30-10:45

C. Jauregui

Beyond the archaeological and anthropological disputes over evidence indicating that people may have been eating each other since prehistoric times, cannibalism has been one of those primary images, desires, and fears on which both subjectivity and culture are based. Powerful narrations and images of man-eating men have been present for centuries, across many cultures and cultural traditions, myths, tales, and artistic works. As a frequently-used cultural metaphor, cannibalism constitutes a way to make sense of others and of ourselves as well; it is a trope that embodies the fear of the dissolution of identity and, conversely, it is a model of incorporation of difference. Cannibalism is not a neutral term denoting man-eaters. It is a discursive construction that emerges as a colonial metaphor for the Other during the invasion and conquest of the New World, becoming a master trope for the New World. From the European visions of a monstrous and savage New World to the (post)colonial and postmodern narratives and contemporary cultural production, the metaphor of cannibalism has been not just a paradigm of otherness but also a trope of self-recognition and a central concept in the very definition of Latin American identities. This undergraduate seminar deals with the cultural metaphor of cannibalism in Latin America throughout various stages of its cultural history, from the conquest and colonization in the sixteenth century to what we know today as Globalization. Although we will examine some instances of cannibalism as the actual practice of eating human flesh, we will concentrate in what could be called its symbolic dimensions; this is, cannibalism as a figurative device. We will examine a wide array of texts such as chronicles, legal and theological texts, ethnographies, literature, paintings, engravings, maps, paintings, films, performances, etc Crosslisted ILS43662

ROSP 40901-01: HUMAN RIGHTS AND SOCIAL JUSTICE IN LATIN AMERICA THROUGH LITERATURE AND FILM

TR 11:00-12:15

T. Anderson

This course will be structured around geographical areas, with approximately equal time divided among the Hispanic Caribbean, the Andean Region and the Amazon, the Southern Cone, Central America and Mexico. For each class students will read literary texts and related secondary readings that deal specifically with human rights issues such as torture, poverty, economic exploitation, women's and children's rights, racism, religious and cultural oppression, etc. Students will also be required to watch approximately 10 films, all of which will be related to the readings. Reading, lectures, and discussions will be in Spanish.

ROSP 40908-01 Men with Guns: Cultures of Paramilitarism and the Modern Americas

MW 11:00-12:15

J Lund

What is paramilitarism? And what is its relation to the political and ideological formation of the modern Americas? This course pursues these questions, and problematizes possible answers, along three methodological lines. First we will read and discuss a short corpus that will introduce us to some of the conceptual work implied by paramilitarism, namely by focusing on the political-philosophical problems that reside at the center of paramilitary practice: the triangular relation between sovereign right, violent force and political space. Second, we will read a selection of case studies from various disciplines e.g. literature, history, anthropology, international relations, security studies, police science, etc. that deal with aspects of the history of paramilitarism in the Americas. Finally, the students will take charge of the course by introducing the ways in which paramilitary discourse inhabits their own work. Language of instruction: Spanish. Readings mostly in English with some Spanish.

ROSP 40922-01: SPANISH-AMERICAN POETRY AND SOCIAL CHANGE

TR 2:00-3:15

B. Heller

It may be impossible to measure the effectiveness of poetry as a force for social change, but it's absolutely clear that poets have often addressed social issues with their poetry in intense ways. In this class we will read some of the best of this social poetry and explore the political situations that gave rise to it. We will concentrate on Neruda, Vallejo, Guillén, Dalton, Zurita, among others, combining close readings with exploration of the relevant social contexts: the Spanish Civil War, racism and neo-colonialism in the Caribbean, and right-wing dictatorships in Central America and Chile. Crosslisted with LAST. Satisfies the area requirement for modern Latin America.