

Spring 2017 - Iberian and Latin American Undergraduate Courses

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

Portuguese

ROPO 20202- 01: Intermediate Portuguese II

MWF 12:50-1:40pm

S. Teixeira

This is a continuation of ROPO 20201 but it may be taken separately. ROPO 20202 is a fourth-semester language course designed to develop facility in speaking, reading, and writing at an advanced level. Discussions and writing assignments are based on films as well as on short stories, chronicles and newspaper articles.

ROPO 30810-01: Brazilian Literature in Dialogue with New Arts and Media.

MWF 12:50-1:40pm

M. Bahía

In this course, students will have a broad introduction to the masterpieces of Brazilian Literature, from colonial times to modernismo. Our corpus will include works by great masters such as Gregório de Matos, José de Alencar, Machado de Assis, Clarice Lispector, and Jorge Amado. Furthermore, the close reading of these texts will be enriched by the analysis of contemporary music, graphic novels, TV shows and movies that adapt, reshape, recycle and remediate Brazilian literary classics. Taught in Portuguese.

ROPO 40511-01: Introduction to Film Analysis through Brazilian Cinema.

MW 11:00am- 12:15pm

M. Bahía

Students will be able to improve their argumentative and analytical skills through the study of key issues and concepts in film studies. Film form and narrative, gender, class, stereotypes, the film auteur, cultural industry, violence and social denunciation will be some of the topics explored for the exploration of Brazilian case studies. Special emphasis will be given to the retomada –the rebirth of Brazilian cinema from the mid 1990s on – with in-depth analyses of feature films such as Carlota Joaquina (Carla Camurati, 1995), Central do Brasil (Walter Salles, 1998), Cidade de Deus (Fernando Meirelles, 2002) and Tropa de Elite (José Padilha, 2007); documentary movies such as Edifício Master (Eduardo Coutinho, 2002) and Santiago (João Moreira Salles, 2007) , as well as short movies such as Recife Frio (Kleber Mendonça Filho, 2009) and Eu não Quero Voltar Sozinho (Daniel Ribeiro, 2010). Taught in English.
Crosslist FTT 40236

Spanish

ROSP 20460-01/02 – Spanish for Medical Profession

ROSP 20460-01: MWF 12:50-1:40

ROSP 20460-02: MWF 2:00-2:50

M. Coloma

This is an intermediate Spanish level course designed for students interested in any health profession. We will develop medical language skills and cultural competency for health care situations. The course will include practical terminology, a review of hospital settings, multimedia simulations, films, recorded doctor-patient interactions, and current medical events. Spanish is the only language of instruction.

ROSP 20600 - Cultural Conversations and Writing

MWF - Various Times

This is an upper-intermediate cultural conversation and writing course designed to follow the four-semester language sequence and to act as a bridge to more advanced courses. In order to improve oral and writing language skills, this 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 oral expression and expository writing as well as critical and abstract thinking skills. Being a content-driven course, topics could include, but are not limited to questions from the domains of politics, history, art, music, literature, film, religion, pop culture, etc. This course may be used as one of the two 20000-level electives for the Spanish major.

- **ROSP 20600 - Cultural, Conversation, and Writing: Hispanic Culture Through Literature and Film Section 01 (MWF 8:20-9:10am)**

T. Botero

This course will use informative and thought-provoking films, short stories and plays from many of the great writers and producers to focus on contemporary history, art and culture of Latin America and Spain. Supplementary texts and articles will provide background to historical events and analysis to enhance the understanding of the circumstances and themes that are addressed. Activities that promote effective communication of abstract themes with high-intermediate use of grammatical structures that will be emphasized. The goal of the course is to improve oral and written communication and proficiency. As well as the development of new, more complex sophisticated vocabulary. By the end of the semester you will be able to write and have conversations about complex issues.

- **ROSP 20600 - Cultural Conversation and Writing: Más Allá de los Buenos Modales Sections 02 (MWF 11:30-12:20pm), 03 (MWF 12:50-1:40pm)**

E. Mangione-Lora

This course explores part of the 90% of the cultural "iceberg" that lies below the surface of various Latin America cultures, especially Mexican business culture. We will use authentic texts, film and other media to strengthen our linguistic abilities and develop cultural competency. We will hone our skills in 4 writing genres: descriptive, narrative, argumentative and reflective. We will learn the do's and don'ts, and the historical, social, and cultural reasons for them. By the semester's end you will be comfortable having a spontaneous conversation about complex issues; you will have drafted an example of writing that you are proud of; you will have created an ePortfolio to showcase your work; and you will have learned a few basic steps of salsa, merengue and bachata.

- **ROSP 20600 - Cultural Conversation and Writing: Spain Today**
Section 04 (MWF 10:30-11:20)

I. Menes

This course, designed for high intermediate, advanced undergraduates, and those returning from or travelling abroad, exposes students to the diversity of today's contemporary Spain. As an important goal, it will provide a comprehensive overview of the country's key historic events, visual arts, literature, and music, as well as its traditions and daily customs. In addition to expanding students' civilization and cultural knowledge, this course will develop their skills according to the five standards for foreign language learning. Accordingly, it will present new and current perspectives regarding Spain and its role in the European and international communities in this new millennium.

- **ROSP 20600 -Cultural Conversation and Writing: Latin American Culture through Film**
Sections 05 (MWF 10:30-11:20am), 06 (MWF 9:25-10:15am)

M. Coloma

This course will use informative and thought-provoking films to focus on the 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. A comprehensive review of Spanish grammar will be provided. Also, 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 20810-01: Community-Based Spanish: Language, Culture and Community: Immigration and the Construction of Memory

MW 2:00-3:15

T. Botero

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. An advanced-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 lead 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. Crosslist ILS 20912

ROSP 20810-01: Community-Based Spanish: A Cultural Mosaic: Perspectives on Contemporary Topics
MW 2:00-3:15

A. Topash-Rios

In this course, contemporary essays, articles, poetry, short story and short films will serve as texts to organize and inspire discussions on inter-societal themes including power, personality, human relationships, perceptions of reality and more. In addition to readings and short films, there will be review of targeted grammar topics. The main goals of this course are advancement of oral and written proficiency, significant vocabulary acquisition, and confidence-building. In addition, we will pave the way for literacy development for the children in the 4s room at El Campito Child Development Center as we move you, the Notre Dame student, forward in your second language skills and dispositions. Through your reflective assignments, you will describe how you are growing in your awareness of the connections between self, community and society, especially with regards to the challenges faced by El Campito families as they seek a better future for their children. Crosslist ILS 20912

ROSP 30090-01: Atlantic History

MWF 11:30-12:20

M. Candido/K. Graubart

This course is a survey-style introduction to the early modern Atlantic world, the global region brought together beginning in the fifteenth century by commercial interests, military conquest, and the African slave trade. It explores the diverse relations between Europeans and Africans before that trade commenced, and examines how the Iberian conquest of the Americas radically transformed them. It also examines the vast Atlantic diasporas: of Africans scattered around the American continents, of indigenous natives of the southern Americas to Europe and west-central Africa, and Europeans in Africa and the Americas. Students will learn about the life experiences of the men and women who crossed the Atlantic, the effects of these conquests and trade relations on the regions, the development of theories of race, ethnicity, and gender that emerged, and the larger structures of global trade and contact in the early modern world

ROSP 30101-01: Caribbean Diasporas

TR 3:30-4:45

K. Richman

This course examines the development of Creole societies in the French, Spanish, Dutch, and British Caribbean in response to colonialism, slavery, migration, nationalism and, most recently, transnationalism. The recent exodus of as much as 20 percent of Caribbean populations to North America and Europe has afforded the rise of new transnational modes of existence. This course will explore the consciousness and experience of Caribbean diasporas through ethnography and history, religion, literature, music, and culinary arts. Crosslist ILS30101

ROSP 30310-01/02/03/04/05 – Introduction to Hispanic Literature and Cultures

MWF 9:25-10:15, MW 2:00-3:15, TR 11:00-12:15, TR 2:00-3:45, MW 12:30-1:45

L. Francalanci, V. Miseres, E. Juarez, B. Heller, D. Jorza

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: RO SP 20202, 20211, 2021, 20237, 27500 or equivalent.

ROSP 30320-01/02 – Advanced 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 30000-40000 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. For further information see Undergraduate Coordinator. RO SP 30320 requires permission from the Assistant Chair.

ROSP 30572-01-El extraño viaje: Cinema and (hi)story writing in postwar Spain

MW 11:00am-12:15pm

D. Jorza

This course will examine emblematic film representations of postwar Spanish culture after the Civil War, during Franco's long dictatorship (1939-1975), seeking to examine, on the one hand, how postwar culture has been viewed through various movies and related discourses and, on the other, to analyze how cinema actively contributed to shape particular images and meanings of Spanish culture, history and society. By analyzing this controversial Spanish film production, we shall attempt to answer numerous puzzling questions such as: what history/ies of Spain does Spanish cinema construct after the Civil War and how? Which Spain(s) are we talking about? How is an authoritarian regime changing its signs of identity? How can we assess the uneasy balance between tradition and modernity in a right-wing dictatorship? How do ordinary people cope with repression and harsh living conditions on a daily basis? How do audiences read a movie that was subject to censorship and propaganda? What is the relation between political censorship and cinematic creativity? Some other main topics that will be concurrently explored are: national(ist) imaginaries, the Spanish Civil War, the modern city versus the traditional countryside, tourism, violence, religion, love, family, and gender roles.

ROSP 30710 – Survey of Spanish Literature I

TR 3:30-4:45

D. Seidenspinner-Núñez

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. Pre-requisite: ROSP 30310. Cross-listed with MI 30500.

ROSP 30715 – 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. Crosslist MI 30715

ROSP 30810-01: Early Latin American Literature and Culture

MW 9:30-10:45

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. Pre-requisite: ROSP 30310. Crosslisted with LAST 30401.

ROSP 30820-01/02 – Modern Latin-American Literature and Culture

MW 2:00-3:15, TR 11:00-12:15

M.R. Olivera-Williams/Thomas Anderson

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 particularly 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 40111-01- Convivencia, Conversion, and Inquisition**TR 12:30-1:45****D. Seidenspinner-Nuñez**

While the High Middle Ages in Spain is marked by the celebrated "convivencia" of Christians, Muslims, and Jews, in the late Middle Ages, widespread pogroms, antijudaic legislation, theological disputations, and an aggressive proselytizing movement by the mendicant orders combined to produce a new minority in an already tricultural society - the conversos - whose problematic presence would dismantle the last vestiges of convivencia and usher in inquisition and ultimately expulsion. While the conversos are a persecuted minority, they also constitute the intellectual elite of 15th-century Spain and collude with the monarchy to engineer the emergence of Spain as a modern nation-state and world empire and the construction of an orthodox, patriarchal Spanish identity purified of its others: ethnic others through reconquest and expulsion, religious others through conversion and inquisition, and sexual others through misogyny and homophobia. Texts will include Poema de mio Cid; Los milagros de Nuestra Señora by Gonzalo de Berceo; Alfonso Martínez de Toledo's Arçipreste de Talavera; Juan de Mena, Laberinto de Fortuna; Jorge Manrique, "Coplas por la muerte de su padre"; Teresa de Cartagena, Admiración operum Dey; the Libro del Alborayque; Juan de Flores, Grisel y Mirabella; Diego de San Pedro, Cárcel de Amor; Fernando de Rojas, Celestina; and selections. Primary texts will be supplemented with critical, scholarly, cultural, and theoretical readings. Crosslisted MI 40512

ROSP 40231-01- Cervantes: Don Quijote**TR 11:00 -12:15****J. Vitulli**

This 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 and selected critical essays. Attendance and participation will be fundamental components of the course. Evaluation will be based on class work and written exercises, two tests and a 12-page final paper. This course satisfies the early Spanish Peninsular literature requirement and/or 400-level elective. Crosslist MI 40504

ROSP 40580-01 – Mexican Cinema**TR 12:30-1:45****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 40764-01 - Jorge Luis Borges and the Unavoidable Option of Uncertainty

MW 2:00-3:15pm

C. Jáuregui

The goals of this class are twofold: 1) an introductory yet focused review of the literary work of renowned Argentine poet, essayist and writer of short stories Jorge Luis Borges (1899-1986); and 2) the literary interrogation of the limits of moral, religious, political, philosophical and scientific certainty through a critical survey of Borges' work (poetry, essay and short story) and a study of the fluid relation of his writings with 20th century philosophy and cultural theory. We intend a debate on the crises, paradoxes, and dangers of certainty vis à vis Borges' radical emphasis and corrosive poetics of indetermination; but rather than making an argument for nihilism or postmodern disenchantment we will study how Borges' epistemological, metaphysical and philosophical "unavoidable option" of uncertainty may entail (and even uphold) a myriad of other ethical, religious, and political questions and options. This class has a weekly reading requirement of approximately 90-100 pages and writing requirement of 3-5 pages. Participation in class represents half of the final grade.

ROSP 40876-01: Race and Ethnicity in US Latina/o Literature

TR 12:30-1:45pm

M. Moreno

If something has become clear following the 2012 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 working at Casa de Amistad. This course will be conducted in Spanish. Spanish heritage speakers are welcome. Crosslisted with AFST 43575, ILS 40910, and LAST 40428.

ROSP 40979-01- Culturas en Contacto: Translation and Hispanic Literatures

TR 11:00am-12:15pm

B. Heller

This course examines the issue of translation as it is raised by seminal texts in the Spanish and Latin American traditions. We will read short stories, poetry and essays from both Spain and Latin America (from Fray Luis de León and Garcilaso to Borges and Ferré,) that give us a window on processes of cultural contact and movement between cultures. The course will also give students practical experiences with translation, which will culminate in an end-of-semester project of original translations.

ROSP 93763

R 4:30-6:00 pm

M. Rosa Olivera Williams

This seminar wants to realize, from the distinctive nature of the Catholic university, the call of philosopher Martha Nussbaum, who in 2010 underscored the importance of “[s]eeing how another group of intelligent beings cut up the world differently” (*Not for Profit. Why Democracy Needs the Humanities* 90). In 2010, Nussbaum responded to the crisis of the humanities demanding that “all students” learn “at least one foreign language well” in order to gain “an essential lesson in cultural humility” (90). Learning the language of the other is indeed opening a space for the other. It is inviting all languages in the widest sense of the word—methodologies, fields of studies, sciences, technologies, and, of course, different cultures—to address the problems of our present. It is opening the walls of the university to the outside, to the world. This opening is precisely what distinguishes the intellectual tradition of Catholicism. With the support of the Luksburg Foundation Collaboration Grants Program, two Catholic universities, the University of Notre Dame and the Pontificia Universidad Católica de Chile, propose “memory studies” in the Latin American context as a point of critical inquiry with intrinsic value and value for society in the two Americas. Seminararians will discuss the following debates on corporate university: Frank Donahue’s *The Last Professors: The Corporate University and the Fate of Humanities* (2008), Christopher Newfield’s *Unmaking the Public University* (2008), Martha Nussbaum’s *Not for Profit. Why Democracy Needs the Humanities* (2010), Bill Readings’s *The University in Ruins* (1997), Gary Rolfe’s *The University in Dissent* (2013), and on the idea of (Catholic) university: John McGreevy’s *American Jesuits and the World: How an Embattled Religious Order Made Modern Catholicism Global* (2016), Alasdair MacIntyre’s *God, Philosophy, Universities* (2009), Melanie Morey’s *Catholic Higher Education: A Culture in Crisis* (2006), John Newman’s *The Idea of University* (2016) and Paul Sullins and Anthony Blasi’s *Catholic Social Thought* (2009). This seminar will be conducted in Spanish.