

## **Iberian and Latin American Undergraduate Courses - Fall 2011**

### **ROSP 20201 INTERMEDIATE SPANISH I Various times MWF**

Spanish 20201 follows an information-based task approach based on the idea that languages are best learned when real-world information becomes the focus of classroom activities. Class time is dedicated primarily to interactive discussion. Therefore, you will exchange real-life information about you and your classmates.

Prerequisite: 10102, 10115, or placement by exam.

### **ROSP 20202 INTERMEDIATE SPANISH II Various times MWF**

Spanish 20202 is a continuation of ROSP 20201 with equal focus on oral and written production. It includes a review of basic grammar but quickly transitions into more difficult features of Spanish. Students learn to discuss and write about Hispanic and Latin American cultural topics, current events, and literary texts. This course may be used as one of the two 200-level electives for the Spanish major. Prerequisite: 20201, or placement by exam.

### **ROSP 20237 CONVERSATION AND WRITING Various times MWF**

Intended to develop writing proficiency and cultural awareness through reading and discussion of representative contemporary topics of Spain and Latin America while continuing to promote the development of oral proficiency. This course may be used as one of the two 200-level electives for the Spanish major.

Prerequisite: 20202, 20211, 20215, or placement by exam.

### **ROSP 20660-01 STUDIES IN ANDEAN CULTURE 12:30-01:45 TR**

G.Maldonado The purpose of the course is to help students achieve communicative fluency in Spanish while also exploring Peru's Andean culture, a product of the interactions between Hispanic culture and Peru's indigenous civilizations. Skills in both written and oral communication will be developed through exercises involving Andean beliefs, customs, and myths. Emphasis will be placed on dynamic and imaginative activities that will allow students to acquire both the linguistic competence and the cultural knowledge necessary for effective communication. This course may be used as one of the two 200-level electives for the Spanish major.

Prerequisite: 20202, 20211, 20215, or placement by exam. Cross List LAST 20403.

### **ROSP 27500 APPROACHES TO HISPANIC CULTURES THROUGH WRITING**

M. Coloma, R. Parroquin VARIOUS TIMES MWF

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 language structures is achieved through intensive practice in speaking and writing. This course may be used as one of the two 200-level electives for the Spanish major. ROSP 27500 is highly recommended for students interested in the Spanish major. Prerequisite: ROSP 20202, 20211, 20215, 20237 or placement by exam.

Each section of ROSP 27500 will focus on a different aspect of Hispanic culture and civilization:

### **LATIN AMERICAN CULTURE THROUGH FILM 01 ,02 , 03**

M. Coloma 09:35-10:25, 10:40-11:30 12:50-01:40 MWF

This course will use informative and thought-provoking films to focus on the contemporary history, art and culture of Latin America. Films will include fictional portrayals of real-world events and dramatizations that portray the various viewpoints and opinions that exist in Latin America regarding its history and current events. Supplementary literature, texts, articles, video clips, music and presentations will provide background to historical events and further analysis to enhance the understanding of the circumstances and themes that each of the films addresses. Debates and 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 and more complex vocabulary.

#### IMMIGRANT COMMUNITIES 04, 05

R. Parroquin 01:55-02:45, 03:00-03:50 MWF

This section will focus on issues faced by immigrants and immigrant communities both locally in the South Bend community as well as domestically and internationally. Topics covered will include education, health care, social services, acculturation vs. biculturalism, and cross-cultural communication. The course has a required Community-Based-Learning component in which students will work with a community partner in the Latino community during 12 weeks of the semester.

#### ROSP 30310 TEXTUAL ANALYSIS Various times TR, MW

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, 20237, 27500 or equivalent.

#### ROSP 30320-01, 02 ADVANCED GRAMMAR AND WRITING

G. Ameriks 12:50-01:40; 01:55-02:45 MWF

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

#### ROSP 30710 SURVEY OF SPANISH LITERATURE I Various time TR

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), 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 List MI 305002.

#### ROSP 30720-01, 02 SURVEY OF SPANISH LITERATURE II

TBD, C. Jerez-Farran 11:45-01:00 MW, 01:30-2:45 MW

This course is designed as an introduction to modern Spanish Peninsular literature and to basic concepts of literary analysis in Spanish. The class consists of lectures and class discussions of a selection of 19th and 20th century Spanish plays, poetry and novels and their relation to the history and culture of the period. The course will focus on representative works of the last two centuries, literary movements of Spain and their critical analysis: Romanticism, Realism, The Generation of 1898, The Generation of 1927, and the post-Civil War novel, poetry and theatre. This course fulfills the modern Spanish Peninsular requirement. Recommended pre-

requisite  
ROSP 3010

ROSP 30810-01 SURVEY OF SPANISH AMERICAN LITERATURE I

J. Anadón 08:00-09:15 MW

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: ROSP30310. CrossList LAST30400.

ROSP 30820-01, 02 SURVEY OF SPANISH AMERICAN LITERATURE

B. Heller, M. Moreno Anderson 11:00-12:15, 12:30-01:45, TR

This course provides a panoramic survey of Spanish American literature from roughly 1880 to the present, with attention also to principal literary trends and concepts of literary analysis in Spanish. We will read essays, poetry, short stories, plays, and a short novel. We will read works by authors such as José Martí, Rubén Darío, Pablo Neruda, Jorge Luis Borges, Octavio Paz, Gabriel García Márquez, Carlos Fuentes and others, with an eye towards understanding the social and historical contexts in which the works took shape. Students will be expected to read carefully and participate actively in class discussions. This course fulfills the modern Spanish American requirement. Sophomore and junior majors only. Recommended pre-requisite: ROSP 30310. Cross List LAST 30401.

ROSP 37825 STUDIES IN MODERN SPANISH AMERICA: LA LITERATURA, EL ARTE Y EL CINE AL SERVICIO DEL PUEBLO / LITERATURE, ART, AND FILM AT THE SERVICE OF THE PEOPLE

T. Anderson 1:30-2:45 MW

This course will focus on literary texts, works of public art, and films from the Hispanic Caribbean (Puerto Rico, Cuba, Dominican Republic), which were produced with the expressed goal of educating the public (and especially the rural majority) on a variety of topics such as health, education, human rights, community building, public safety, and the importance of traditional cultural manifestations. This course will include a mandatory Community-Based-Learning component at Perley Fine Arts Academy in South Bend, where students will spend approximately one hour per week (from 2:30-3:30 on any one of the following days: Mon.-Thurs) in an exciting after-school arts program that will draw heavily on the themes treated in the course. Students in this course will also contribute to the organization of an exhibit of "didactic" art from Puerto Rico, which will be displayed at the Snite Museum of Art. Texts and course lectures/discussion will be in Spanish. This course fulfills the modern Spanish American requirement. It is open to both majors and non-majors. Recommended pre-requisite: Cross List ILS 30903.

ROSP 40231 DON QUIJOTE 12:30-1:45 TR

E. Juarez

A close reading of Cervantes' novel and its artistic narrative innovations in relation to the Renaissance prose tradition: the Italian novella, the pastoral romance, the romance of chivalry, the humanist dialogue, and the picaresque novel. We will also pay attention to the historical, social and cultural context of the work. Students in this seminar must participate actively in class discussions. Each student will be required to make oral presentations (fifteen minutes) and write a well researched term paper (12 to 15 pages) on a topic individually agreed upon and discussed with the instructor. To take this course a solid knowledge of Spanish is required. Cross List MI 40504

ROSP 40536 THE MATRIARCHATE IN SPANISH FILM AND LITERATURE C. Jerez-Farran 3:00-4:15 MW

Drawing upon the literature and film of the last one hundred years or so in Spain, this course will explore archetypal women in the context of matriarchal and patriarchal value system, with emphasis on the former. We will examine representations of the matriarchy in a selection of plays, novels, short stories and film from a perspective which highlights the interrelationship between matriarchy and the patriarchal order, orthodoxy and enlightenment, anarchy and authoritarianism, patriarchal mothers and the bourgeois order. Other issues to be studied include matriarchy as a projection of the patriarchy and as the scapegoat of its crimes, the displacement of political issues onto the domestic realm of the family, socio-political factors that contribute to portray matricide as revenge against the patriarchal order and as a metaphor for the patricidal impulse that aroused it. These representations of the matriarchate will be read against a background of contemporary feminist theories on the subject and the political, social and cultural of the time. Cross List LAST 40403/GS 40517. Some of the texts we will study include *Doña Perfecta* (Pérez Galdós), *La casa de Bernarda Alba*, (García Lorca) *Julia* (Ana María Moix), *Furtivos* or *Camada negra* (Borau) *Cría cuervos* (Carlos Saura), *Todo sobre mi madre* or *Tacones lejanos* (Pedro Almodóvar), and Esther Tusquets' "Carta a la madre." This upper division course will be given in Spanish, is cross-listed with the Program of Gender Studies, and is primarily intended for majors in Spanish. It can be taken in lieu of a 300-level survey of peninsular Spanish literature II.

ROSP 40660-01 TR 11-12:15

Going Native and the Colonial Imagination

C. Jáuregui

Tales about Europeans who assimilated to the indigenous appear as early as the Discovery. The "encounter" with the American native, primitive, and "savage" often caused the destabilization of identity for the "civilized." Indeed, one of the first discoveries in the New World was that civilization—just as savagery—was not a definitive but a shifting condition; it was always possible for the civilized to "relapse", to go native. Going native is a metaphor for cultural degeneration and the fall from civilization, where Europeans imagined themselves transformed into 'savages,' abandoning their inhibitions and their signs of civility and cultural superiority. At the same time, going native also refers to an imaginary return to a state of freedom and happiness, a liberating departure from the restrictions of the normalized parameters of identity. Going native is then both a cautionary and a utopian colonial tale. Using an interdisciplinary and comparative approach, at the intersection of literary criticism, cultural theory, ethics, and anthropology, this course focuses on a selection of ethnographic, historical and literary narratives (Early Modern colonial accounts as well as some modern texts and films) about conquerors, missionaries, captives, and ethnographers who face the predicament of becoming-other (go native), resisting, suffering or enjoying their own collapse as they surrender themselves to other cultures.

ROSP 40875-01 MIGRANT VOICES: LATINO/A LITERATURE THROUGH

M. Moreno COMMUNITY-BASED LEARNING

02:00-03:00 TR, 05:00-06:00 W

Migrant Voices is a course designed to bridge together the study of U.S. Latino/a literature and the pedagogy of community-based learning or service-learning. Students will read foundational and contemporary works by U.S. Latinos/a authors from various backgrounds and nationalities (Mexican/Chicano, Salvadoran, Dominican, Puerto Rican, Colombian, Peruvian, etc.) that are representative of the local Michiana U.S. Latino population. Issues of race, ethnicity, gender, class, and transnationalism will be central to our discussions and will be examined through both a literary lens and an experiential perspective. For the service-learning aspect of the course, students will be required to engage in a minimum of 2 hours of service per week throughout the semester at local Casa de Amistad. Students will also have the opportunity to participate in an "immersion weekend" in the local Hispanic community. The final grade will be calculated based on: participation, journal, essays, midterm/final exams, and a final group research project that will draw from the service experience at Casa de Amistad. This class will be conducted in Spanish.

ROSP 40901 Human Rights and Social Justice in Latin America through Literature and Film

T. Anderson 11:45-1:00 MW

This is a new 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. Cross List LAST 40431

ROSP 53000-01 SENIOR SEMINAR:

TBD 12:30-01:45 TR

The Senior Seminar may actually be any ROSP course number in the range 53000-53999. This course is restricted to Senior Spanish majors only and includes an in-depth study of a particular author, theme, genre or century. In addition to treating primary texts, some critical material will be required reading. The course culminates in a substantial research paper. May be taken either fall or spring term.