

**Spring 2015**  
**IBERIAN & LATIN AMERICAN COURSE DESCRIPTIONS**

**PORTUGUESE**

**ROPO 10115-01: Intensive Beginning Portuguese**

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

**L. de Jesus**

Designed for highly motivated students, this intensive language hybrid course combines the traditional classroom format with online instruction. Students attend class with an instructor (M W F) and work online (T R). Along with the acquisition of language skills, ROPO 10115 emphasizes the active use of written and spoken Portuguese in context.

ROPO 10115 is followed by ROPO 20201, and together they fulfill the language requirement and prepare students to study abroad in Brazil.

**ROPO 30934-01: BRAZILIAN SHORT STORY**

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

**S. Wells**

In this course, we will read both masters and up-and-coming writers from Brazil from the late-nineteenth century to the present, exploring questions such as the tension between public and private space, the status of the authorial voice, and the construction of regional identities. We will begin by examining the short story as a genre: its emphasis on brevity, concision, and the epiphanic; and its privileged relationship to modernity in Brazilian literature. We will then analyze the ephemeral worlds these writers construct. Among the authors we will study are Machado de Assis, Graciliano Ramos, Clarice Lispector, and Osman Lins. Taught in Portuguese.

**SPANISH**

**UNDERGRADUATE COURSES**

**ROSP 20460-01: SPANISH FOR MEDICAL PROFESSION**

**MWF 12:50-1:40 and 2:00-2:50**

**M. Coloma**

This course is designed for students interested in the medical profession. The principle goal is to gain confidence approaching and effectively interacting with Spanish-speaking patients and their families. Meetings consist mainly of class discussions using creative and dynamic activities. Active participation is required. Topics and methods include illnesses, practical terminology, a review of hospital settings, multimedia simulations, films, recorded doctor-patient interactions, and current medical events. The course will also increase awareness of Latino cultural and moral beliefs. Grammar will focus on the formal way to address a Spanish-speaking patient. The class will be conducted only in Spanish

**ROSP 20810-01: CBL LANGUAGE,CULTURE AND COMMUNITY: 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 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. 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. Crosslisted with ILS 20912

**ROSP 27500-01/02 APPROACHES TO HISPANIC CULTURE THROUGH WRITING (LATIN AMERICAN CULTURE THROUGH FILM)**

**MWF 9:25-10:15/MWF 10:30-11:20**

**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 27500-03 APPROACHES TO HISPANIC CULTURE THROUGH WRITING (CIVILIZATION AND CULTURE OF SPAIN)**

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

**I.Menes**

This course is a comprehensive study of Spain's cultural identities from prehistoric to contemporary times. Civilization and Culture of Spain offers the possibility of getting to know the most important intellectual aspects of Spanish society while furthering the student's knowledge of the Spanish language. We will examine the geography, the history, the art, the literature, and the social development of Spain from its beginnings to the present period. We will also analyze the salient characteristics of the autonomic regions that represent the Spain of the new millennium. Popular culture will also be introduced in the form of music, typical cuisine, main holidays and celebrations, and relevant traditions. In order to complement the readings and class discussions, students will watch movies or documentaries, create oral presentations and projects, and examine closely each of the most representative communities that comprise Spain today.

**ROSP 27500-04 APPROACHES TO HISPANIC CULTURE THROUGH WRITING (MEXICAN CULTURE AND CIVILIZATION)**

**MWF 12:50-1:40**

**T. West**

In this course we will study significant trends in Mexican culture through authentic materials including literature, art, music, film, and sports. Historical context will serve as the foundation for our understanding of artistic, literary, and political change as we trace the development of Mexican civilization from the pre-Columbian world to the twenty-first century. Course readings, writing assignments, and oral presentations will help us to think critically about Mexico and to develop our analytical writing skills and oral expression in Spanish. This course allows students to continue to study the Spanish language while acquiring a broad understanding of Mexican culture, and preparing for more advanced literature and culture courses.

**ROSP 27500-05 APPROACHES TO HISPANIC CULTURE THROUGH WRITING**

**MWF 12:50-1:40**

**T. Botero**

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.

This is a Hispanic culture course through literature and film. During the semester students will develop a more sophisticated level of discussion and 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.

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

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

**T. West, J. Marchese, E. Juarez**

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 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 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. Crosslisted with MI 30500.

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

The primary aim of this course is to give students a general knowledge of and appreciation for the most representative authors, artistic expressions, and movements of peninsular Spanish literature, from Neoclassicism (the XVIII-century) up to the present. We will examine a variety of literary, cinematic and other visual arts in connection with concurrent cultural and historical events. These texts will also be explored as a reflection of the experiences and events meaningful to modern Spanish society during. We will emphasize the ways in which literature and other cultural artifacts in modern Spain articulate value systems, traditions, and beliefs. This course satisfies the Modern Peninsular Spanish Survey II. Recommended pre-requisite: ROSP 30310.

**ROSP 30810-02 SURVEY OF SPANISH AMERICAN LITERATURE I****MW 12:30-1:45****V. Miseres**

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 SURVEY OF SPANISH AMERICAN LITERATURE II****MW 2:00-3:15****M.R. Olivera- Williams**

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 NO-SELFIES ALLOWED: BORGES AND THE HAPPINESS OF NOT-BEING ONESELF**

**MW 11:00-12:15**

**C. Jaurequi**

Apropos of today's narcissistic fixation on identity and the pervasive imperative not only *to be* but also to constantly *build yourself* ...this seminar puts forward a twofold inquiry: on one hand, it interrogates the risky but often emancipating departure from the restrictions of the normalized parameters of identity (race, family, country, gender, language, tradition, cultural alliances, and so on). On the other, it attempts a literary exploration of the vertigo, the freedom—and even the joy—of surrendering to others, fleeing from oneself into alterity. The remarkable work of Jorge Luis Borges—a famously unhappy and exceptionally lucid Argentinian writer and philosopher—will help us explore this ultimately ethical question. And yes... by registering for this class you make the unenforceable pledge of not taking /posting *selfies* during the semester but instead go into the world in search of others, their faces and hands, their stories and pains. Crosslisted with LAST 30404.

**ROSP 37825-02 “TRANSLATION AND HISPANIC LITERATURES: CULTURAL CONTACT IN TEXTS AND PRACTICE”.**

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

**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, Fuentes 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. Taught in Spanish. This course fulfills the requirement for any of the 30-000 level Peninsular or Spanish-American distribution requirements.

**ROSP 40237-01 MIGUEL DE CERVANTES AND MARIA DE ZAYAS: A TALE OF TWO WRITERS**

**TR 11:00-12:45**

**J Vitulli**

The course will explore the development of Baroque culture in Spain with emphasis on two of the most prominent writers of this era—Miguel de Cervantes and Maria de Zayas. We will do close readings of the *Novelas ejemplares* (1613) and *La Numancia* by Cervantes vis-à-vis with the *Novelas amorosas y ejemplares* (1637), *Desengaños amorosos* (1647) and *La traicion en la amistad* by María de Zayas. We will study these texts exploring topics such as race, religion, violence, sex, gender, love, law, subjectivity and subjection, among other recurrent keywords of the Spanish Baroque. 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 or any equivalent course focus on Early Modern Spain. Crosslisted with MI 40505.

**ROSP 40455-01 LOVE AND EDUCATION IN MODERN SPANISH CULTURE**

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

**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 40662 -01: THE “SYMBOLIC ENCHILADA.” CULTURAL CONSUMPTION AND LEFTOVERS.**

**MW 9:30-10:45**

**C. Jerez**

students from Spanish plus 1-2 in Anthropology (maximum 19). Cross-listed with Anthropology. This undergraduate seminar will explore *cannibalism* (as a colonial cultural metaphor) and *consumption* (as a cultural, economic, symbolic and material practice) and study the theoretical connections of eating and consuming with the production of identity, art, and culture (i.e., *cannibalism-consumption* as creation). Likewise, this seminar will explore the issue of cultural and human “waste”; what we can call, the ethical, symbolic, economic, and material limits of consumption. Crosslisted with ANTH 40662.

**ROSP 40726-01 GABRIELA MISTRAL AND HER WORLD**

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

**M. Olivera-Williams**

This course, designed as a seminar for upper-level Spanish students, will consider the poetry of Gabriela Mistral in its historical and cultural context, paying particular attention to the aesthetic evolution of her poetry to its social and religious aims. Letters and other writings by the Chile poet will also be discussed. The seminar will be conducted in Spanish.

**ROSP 40773 -01 CUBAN LITERATURE, HISTORY AND CULTURE FROM THE LATE COLONIAL PERIOD TO THE PRESENT**

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

**T. Anderson**

This course will offer a panoramic view of Cuban literature written over the last 150 years. Through readings of short fiction, novels, poetry, theater, and essays by authors such as Gertrudis Gómez de Avellaneda, José Martí, Nicolás Guillén, and Alejo Carpentier, we will explore various topics such as colonialism, slavery, U. S. imperialism, and the Cuban Revolution.

**ROSP 40876-01 RACE AND ETHNICITY**

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

**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 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 conducted in Spanish. Spanish heritage speakers are welcome. Participation, short essays, journal, midterm, final exam, and a final project will determine the final grade. Crosslisted with AFST 43575, ILS 40910, and LAST 40428.

**ROSP 40920-01 "POETS OF THE CARIBBEAN: QUESTIONING IDENTITY AND COLONIALISM".**

**TR 9:30-10:45**

**B.Heller**

Caribbean societies are diverse, multi-ethnic and multi-lingual. They also share a common history of colonization, neo-colonization, and plantation and tourist economies that are in stark contrast to the stereotypes of sun, sand and pirates. This course examines high points in 20<sup>th</sup> Century Caribbean poetry from the three major linguistic traditions (Spanish, English and French), focusing on the poetry itself as well as the landscape and socio-political matrix in which it evolves, exploring issues of identity and colonialism. The class will be taught in English, but students will read authors such as José Martí, Derek Walcott, Aimé Césaire, and Nicolás Guillén when possible in the original languages. The target audience will be Romance Language majors, but interested others (Spanish, French or English majors) are encouraged to enroll. Cross-listed with: ROSP 40920, LLRO 40920, ENGL 40620 and LAST.

**ROSP 53000-01 SENIOR SEMINAR: MEDIA FICTIONS OF SPANISH AMERICA**

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

**S. Wells**

This course considers twentieth-century Latin American fiction as a laboratory of media theory. Our course follows a rough chronology, beginning with the arrival of cinema to Latin America at the tail end of the 19th century and ending with a consideration of both literature and cinema's status as late media in the present. We will explore writers from South America — among them Jorge Luis Borges, Mário de Andrade, Patrícia Galvão (Pagu), Clarice Lispector, Manuel Puig, Felisberto Hernández and Adolfo Bioy-Casares — in tandem with theorists from the region and beyond (Jesús Martín-Barbero, Beatriz Sarlo, Néstor García-Canclini, Ana López, Flora Süssekind, Vilém Flusser, Siegfried Zielinski, Sergei Eisenstein, Walter Benjamin, Friedrich Kittler, and Mary Ann Doane). We will also watch a couple of films along the way. Among the issues we will consider: the intersection between new media and the problem of colonial mimesis; the relay between consumption, production and distribution of audiovisual texts at the peripheries of global capitalism; and the shifting role of authorship and spectatorship in the wake of what Ángel Rama famously deemed "the lettered city." Students must be able to read texts in Spanish and in English; Brazilian texts will be provided in both the Portuguese original and in translation.

## GRADUATE COURSES

### **ROSP 63230-01: CERVANTES AND HIS TIME: DON QUIJOTE**

**T 3:30-6:15**

**E. Juarez**

A close reading of Cervantes's *Don Quijote* in relation to the prose tradition of the Renaissance: novella, the pastoral romance, the romance of chivalry, the humanist dialogue, and the picaresque novel. We will pay attention to the historical, social and cultural context of the work. In addition, students will get familiarized with major critical trends and interpretations of this classical novel. In this seminar, students must participate actively in class discussions and will be required to make several short presentations. The term paper, of approximately 15-20 pages, will be on a topic individually agreed upon and discussed by each student with the instructor. This class includes a graduate symposium at the end of the semester in which students will present their papers. The final grade will be given according to the following distribution: one term paper (50%); presentations (25%); class participation (25%). Crosslisted with LIT 73256 and MI 63503.

### **ROSP 63711-01: CIVILIZATION, BARBARISM, AND LITERATURE:**

**W 3:30-6:15**

**V. MISERES**

Throughout the nineteenth and twentieth centuries, Latin American countries have struggled to define themselves, their territories, and their own histories. In this context, the dialectic between “civilization” and “barbarism”—which was made prominent with the publication of Domingo F. Sarmiento's *Facundo* (1845)—became a key concept to comment on the *best* and the *worst* stages in the evolution of the recently formed nations, the principal symbol through which their reality was perceived. Although the referents of each of the terms continuously changed, the dual and oppositional formula remained constant. The objective of this course is to recover the literary uses and meanings of the opposition “civilization” vs. “barbarism” in order to analyze the evolving construction of Latin American identity. As we trace the history of these notions, we will also unravel related concepts of gender, class, ethnicity, and the formation of a literary canon. We will study these issues through a variety of mainly nineteenth century canonical and non-canonical texts by Domingo F. Sarmiento, José Hernández, Alberto Blest Gana, Jorge Isaacs, Manuel González Prada, Clorinda Matto de Turner and Juana Manuela Gorriti. Critical approaches by Jean Starobinski, Roberto Fernández Retamar, David Viñas, Raymond Williams, Francine Masiello and Doris Sommer, among others, will also be discussed. Crosslisted with LIT 73246