Catalan

LLRO 10113 – Beginning Catalan
MWF 10:30-11:20
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 current situation of Catalan within the European Community, in fact, can also promote 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.

Portuguese

ROPO 20202 – Intermediate Portuguese II
MWF 12:50-1:40
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.
Quechua

LLRO 10111 – Beginning Quechua
MWF 9:25-10:15
V. Maque

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.

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 20603 – Spanish Culture and Traditions
MWF 10:30-11:20
I. Menes

This course, designed for high intermediate and 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’ 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 20605-01/02 – Spanish and Latin American Culture Through Literature and Film
ROSP 20605-01: MWF 8:20-9:10
ROSP 20605-02: MWF 9:25-10:15
M. Coloma
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 20810 – 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.

ROSP 30310-01/02/03/04/05 – Introduction to Hispanic Literature and Cultures
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 – 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. ROSP 30320 requires permission from the Assistant Chair.

ROSP 30570 – El mundo sigue: Making Cinema in Franco’s Spain
MW 2:00-3:15
D. Jorza
This in-depth survey is meant to examine the surprisingly diverse Spanish film production after the Civil War, during Franco’s long dictatorship (1939-1975). We shall try to analyze symptomatic representations of Spanish history and culture through its cinema, which have been prompting arduous national identity 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? Some other main topics that will be concurrently explored are: censorship, national(ist) imaginaries, the Spanish Civil War, the modern city versus the traditional countryside, tourism, violence, religion, love, family, and gender roles.

ROSP 30581 – Latin America and the Politics of Cinema
MW 9:30-10:45
J. Lund
What is “political cinema”? This course will propose and problematize answers to this question by a drawing on a context that has long had a privileged and polemical relation to the politics of film: Latin America. The trajectory of the course material will span about 15 films from a range of Latin American contexts (Argentina, Brazil, Colombia,
Cuba, Mexico, and more). Assignments will involve the production of both formal and sociocritical essays on the films. Comparative work is encouraged. Language of instruction: Spanish. Readings: English, Spanish, and some Portuguese (although competence in Portuguese is not a course requirement). Films: generally in Spanish or Portuguese with English subtitles.

**ROSP 30710 – Survey of Spanish Literature I**
**TR 12:30-1:45**
**E. Juarez**
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 30500-01/02.

**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. 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 some of the ways they 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, PansLabyrinth, Avatar, Elysium, among other contemporary works. This course meets the University Literature requirement.

**ROSP 30816 – Captives, Traitors and Renegades**
**MW 9:30-10:45**
**C. Jauregui**
Using an interdisciplinary approach, at the intersection of literary criticism, ethics, and anthropology, this course will focus on a selection of historical and literary narratives (Early Modern colonial accounts as well as modern texts and films) about the fragile discursive boundary that both separates and connects perfidy and fidelity, betrayal and allegiance, traitors and converts. We will examine historical as well as fictional cases of runaway-conquerors, defectors, traitors, apostates, and renegades beyond the moralistic rhetoric of alienation and authenticity. Can count for Early or Modern Latin American Literature and Culture. This course meets the University Literature requirement.

**ROSP 30820-01/02 – Modern Latin-American Literature and Culture**  
**MW 2:00-3:15, TR 11:00-12:15**  
**B. Heller, 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 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 40252 – The Spanish Baroque: A Culture Made of Contrasts**  
**TR 11:00-12:15**  
**J. Vitulli**  
The course will explore the development of the Baroque in Spain, with emphasis on (1) The Baroque and its relationship to the Spanish cultural context; (2) Characteristics of baroque literature; (3) The relationship between Renaissance and baroque styles; (4) The connection between power and subjects in Early Modern Spanish culture; (5) the Baroque and its links with modern culture among other topics. We will focus on poetry, narrative and theatrical texts. This course meets the University Literature requirement.

**ROSP 40771 – Cuba and Puerto Rico: “Two Wings of a Bird”**  
**TR 11:00-12:15**  
**T. Anderson**  
While she was living in exile in Cuba in the 1890s, Puerto Rican Poet Lola Rodríguez de Tió wrote the following lines, which are among the most iconic in Hispanic Caribbean
verse: “Cuba y Puerto Rico son de un pájaro las dos alas, /reciben flores y balas en un mismo corazón...”. At the time these lines were seen as a testament to the similar histories that these two Caribbean islands had developed after some four centuries of Spanish rule, but, as one critic has put it, “they can also be seen as a chilling presage of what was to come after the U.S. won the Spanish American War in 1898 and became a consistent presence in the future of both countries.” In this class we will explore, through the study of Cuban and Puerto Rican history and literature, the islands’ many shared legacies such as colonialism, slavery, political unrest, and US intervention. Moreover, through readings of works by a variety of authors and literary genres, we will examine the many political, economic, social and cultural factors that have served to shape each island’s identity over the past five centuries. Students will be required to write journal entries for each class, several short papers, and a final essay. There will also be a mid-term exam.

ROSP 40767 – Memory Studies in/of the Southern Cone: Critical Directions
MW 3:30-4:45
M.R. Olivera-Williams
Although “memory” has been a topic for intellectual reflection since classical antiquity, it has experienced an upsurge in academia since the 1980s, particularly due to the rise of Holocaust Studies and the urgent need to reflect on gross human rights violations around the world. Crossing the social sciences and humanities, memory has become a category for critical inquiry as well as a political and ethical imperative that links intellectual reflections to political activism in the aftermath of authoritarian regimes, genocide, and situations of violence. This upper-level seminar, taught in Spanish, will focus on the debates about the need and importance to remember (or not) the recent horrific pasts of the military dictatorships and “dirty wars” in the Southern Cone: Argentina, Chile, and Uruguay. We will analyze a broad corpus of literary and cultural material: testimonials, fiction, poetry, films, etc. Furthermore, we will try to answer the following questions: What are memory studies: an autonomous field, a space of inquiry that permits certain kinds of interdisciplinary work? What kind of works can be done within the rubric of memory studies? What are the limits, drawbacks, and untapped potential of this framework?

ROSP 40905 – From Texts to Table: Food, Literature and Culture in Latin America
MW 11:00-12:15
V. Miseres
If the saying “We are what we eat” is true, then food reflects and determines our identity, our subjectivity, and our very being. Through the study of Latin American canonical and less-known literary texts from Colonial to contemporary times, this course focuses on food as a cultural artifact shaped by the dynamics of colonialism, modernization, immigration, and globalization. From a multidisciplinary perspective that includes Literary, Cultural and Gender Studies, as well as History and Anthropology, we will explore topics such as food exchange value, regional and indigenous traditions, social behavior and consumption, cooking imaginaries and social structure, culinary technologies, and gender correlations, among others. Primary sources include texts by Cristóbal Colón, Alvar Núñez Cabeza de Vaca, Sor Juana Inés de la Cruz, Ricardo...
ROSP 53000 – Power Struggles, Performance and the Self: Early Modern Spanish Culture and Society Through Literature
TR 3:30-4:45
E. Juarez
The objective of this course is to examine the specific ideology and cultural practices that characterized sixteenth and seventeenth century Spanish society through the reading of diverse representative literary texts. The course is organized around thematic clusters in order to explore major questions such as creation of identity, issues of gender and sexuality, honor and marital institutions, ethnic and class inequality, theatrical performance and religion and mysticism. Texts include picaresque novels, historical autobiographies, plays, short novels, mystical writings and a contemporary movie, Alatriste. In addition to literary texts, readings include complementary historical and critical documents. The total extension of reading for each class may vary from 30 to 60 pages. The course requires a substantive research project of at least 20 pages in Spanish and extensive participation in class discussion.