

Fall 2016 - Iberian and Latin American Undergraduate Courses

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

Catalan

LLRO 10113 - Beginning Catalan

MWF 10:30-11:20am & TR (CE)

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 20201 - Intermediate Portuguese I

MWF 11:30am-12:20pm & MWF 12:50-1:40pm

S. Teixeira

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

ROPO 30650 - Brazilian Pop Culture

In this course, students will strengthen their communicative skills by exploring authentic material from contemporary Brazilian Pop Culture. Movies, soap operas, music, sports, graphic novels and TV shows will be explored so that students develop their written and oral abilities through the vibrant and fascinating culture produced in Brazil. Taught in Portuguese.

ROPO 40950 - Brazil Beyond Soccer and Samba

200 million people, 47.3% of the South American territory, the largest economy in Latin America and the 7th in the world, host of the 2016 Olympic Games. Brazil is a South American Giant that needs to be understood by any specialist in the region, from language to business, from culture to international relations. In this course, students will explore the historical, economical and cultural conditions of Brazil during its military dictatorship (1964-1985), its redemocratization in the 1980s, its rise as a regional and global power in the 2000s, as well as the current political and economic crisis that grips the country. Taught in English. CROSS LIST with LLRO 40950.

Quechua

LLRO 10111 - Beginning Quechua

MWF 8:20-9:10am & TR (CE)

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 20450 - Spanish for Business

MWF 10:30-11:20am

I. Menes

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

ROSP 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: Más Allá de los Buenos Modales

Sections 01 (MWF 9:25-10:15am), 06 (MWF 11:30am-12:20pm), and 08 (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: Latin American Culture through Film

Sections 02 (MWF 9:25-10:15am), 03 (MWF 10:30-11:20am), and 05 (MWF 11:30am-12:20pm)

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 20600 - Cultural Conversation and Writing: A Cultural Mosaic: Perspectives on Contemporary Topics

Sections 04 (MWF 11:30am-12:20pm), 07 (MWF 12:50-1:40pm), and 09 (MWF 2:00-2:50pm)

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.

ROSP 20600-10 - Cultural, Conversation, and Writing: Hispanic Culture Through Literature and Film
MWF 2:00-2:50

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 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 - CBL: Language, Culture and Community
MW 2:00-3:15pm

M. Coloma

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

ROSP 30051 – CBL: Once Upon a Time - Children’s Literature and Community Connections
MW 2:00-3:15pm

R. Parroquin

Students will be introduced to Literatura Infantil y Juvenil (LIJ) in the Spanish-speaking world through a combination of considerable reading of LIJ across genres and levels and a critical perspective of LIJ via academic text and articles. Authors will include prolific writers of LIJ like Alma Flor Ada, as well as widely known writers like Cortázar, Paz, Pérez Revérte, Poniatowska, and Vargas Llosa who have also begun writing children’s books. Among genres read will be folklore, narrative, fiction (contemporary, realistic, historical, multicultural), fantasy, short story, poetry, and non-fiction. Students will also learn about various LIJ book awards and their evolution over time. In addition, students will develop criteria for evaluating quality LIJ. Finally, there is a Community-Based Learning (CBL) component where students will share LIJ with the local Latino community through CBL projects and/or a reading program with Latino youth. Pre-requisite: ROSP 20202 or above or placement by exam. This course can count as an advanced elective towards the major.

ROSP 30310 - Introduction to Hispanic Literature and Culture

Various Times

This is an upper-division course for students with advanced preparation. It serves as the introduction to the analysis and explication of Spanish-language literary texts. Short texts in prose, poetry, and theatre from a variety of periods and countries within the Hispanic world are read, presented, and discussed. The course is a prerequisite for the survey courses, and must be completed by the end of the junior year.

ROSP 30320 - Advanced Grammar & Writing

MWF 12:50-1:40pm & MWF 2:00-2:50pm

I. Menes

A further refinement of Spanish speaking and writing skills, this course is designed for students returning from abroad who wish to improve their proficiency in Spanish, and for students already in upper division- courses who seek additional assistance with writing skills and grammar.

ROSP 30571 – Hay un camino a la derecha: Cinema and everyday life in postwar Spain

MW 11:00am-12:15pm

D. Jorza

This cinematic survey of postwar Spain will analyze symptomatic representations of Spanish history and culture through the Spanish film production that was produced after the Civil War, during Franco's long dictatorship (1939-1975). Some of the topics that will be explored in the course include the Spanish Civil War, censorship, national(ist) imaginaries, the modern city versus the traditional countryside, tourism, desarrollismo, violence, religion, love, family, and gender roles.

ROSP 30710 – Early Peninsular Lit and Culture

TR 12:30-1:45pm

E. Juarez-Alemendros

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. Cross- listed with MI 30500.

ROSP 30712 – “Courtiers, Dames, Rogues, Soldiers and the Others in Imperial Spain”

TR 3:30-4:45pm

E. Juárez-Almendros

This course is an introduction to the history, society and literature of Early Modern Spain. Students will learn about the major historical developments that gave rise to the creation of Imperial Spain from 1492 through the fading of the initial impetus by the end of seventeenth century. Through the reading of selected representative works we will discuss how different literary figures project the ostentation of

the haughty aristocracy, the poverty of the vast population, the gender inequality, the oppression of converted Jews and moors, and the relation to the American colonies.

ROSP 30715 – Imagined Worlds: Now and Then

TR 12:30-1:45pm

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.

ROSP 30722 – Catalan Literature and Culture

TR 3:30-4:45pm

L. Francalanci

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

ROSP 30810 – Early Latin-American Literature. “The Invention of America”

MW 12:30-1:45pm

V. Miseres

This course is designed to give students a wide scope of readings from colonial times to the 19th century that have shaped Latin America’s social, cultural and literary history.

The main focus of the course is Latin America’s redefinition of itself, its societies and diverse national identities. Departing from Edmundo O’Gorman’s assertion that America was not discovered but invented, we will explore the multiple and diverse definitions of the continent in literary and cultural expressions. We will problematize terms like “Nuevo Mundo”, “América”, “Americano” and “Latin America” from different perspectives that include the first Spanish cronistas, foreign travelers, and Creole intellectuals from several countries, including the voices of women authors that have been traditionally underrepresented in Latin American history. Students will be able to compare literary genres (chronicles, essays, short stories); analyze individual texts, films, and artistic works using appropriate terminology; and engage critically in questions about Latin America’s colonial legacy and nation-building. As we discuss the course material from colonial, independence and post-independence

periods, we will also make connections to more current issues about Latin American history, politics, human rights, social activism, and gender roles.

ROSP 30811 - History of Colonial Latin America

MW 2:00-3:15pm

K. Graubart

When Columbus stepped ashore in the Caribbean in 1492, he set in motion a process that led to the creation of wealthy Spanish and Portuguese empires in the Americas, the genocide of countless numbers of indigenous men and women, the enslavement of millions of African men and women, and the eventual formation of a variety of independent states competing in the world economy. In this semester-long survey, we will examine topics in this history that will allow us to consider how history is produced as well as what happened in the past, from various perspectives, from elite colonial administrators and merchants to indigenous peasants and formerly enslaved men and women. CROSS LIST with HIST 30901 & LLRO 30811

ROSP 30820 – Modern Latin-American Lit and Culture

MW 2:00-3:15pm

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 major cultural problems. 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. We will read essays, poetry, short stories, and a short novel by authors such as José Martí, Rubén Darío, Jorge Luis Borges, Juan Rulfo, Gabriel García Márquez, 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 the modern period. It will also hone your skills in analyzing texts in Spanish, as we will practice close reading and argumentative analysis in various ways.

ROSP 30825 – Relatos del crimen, memoria e identidad en Latino America

TR 11:00am-2:15pm

B. Heller

The crime narrative, a large category that includes the mystery novel, detective fiction, testimonial, and other subgenres, is often thought of as a minor genre limited by its formulas. It may be entertaining, but it isn't "serious" fiction. This course pays serious attention to the genre and its development in Latin America from its origins in the late 19th century to today, focusing on the issues of memory and identity. The goal is to see what these narratives can tell us about the societies they represent, the traumas and conflicts they dramatize, and the losses and mysteries that attend them.

ROSP 40456 – Stories and Histories of Spanish Modernity**MW 12:30-1:45pm****D. Jorza**

This course will explore different representation of Spanish modernity in conjunction with relevant theoretical essays, seeking to examine on the one hand, how Spanish modernity has been viewed through various cultural products and, on the other, to analyze how different cultural representations contributed to shape particular images and meanings of Spain and its modernity.

ROSP 40733-01 – LATIN AMERICAN WOMEN'S BOOM**MW 3:30-4:45pm****M.R. Olivera-Williams**

This upper-level seminar will analyze the explosion of women's fiction in Latin America in the twentieth century. Making reference to the Latin American boom (the works of Julio Cortázar, José Donoso, Gabriel García Márquez, Carlos Fuentes, Guillermo Cabrera Infante, and Mario Vargas Llosa) and especially to María Pilar Donoso's supplement to her husband's (José Donoso) 1985 edition of *Personal History of the Boom*, entitled "El boom doméstico" (The Domestic Boom), we will investigate the silenced works of important women authors such as María Luisa Bombal's *La última niebla* and *La amortajada* (The House in the Mist and The Shrouded Woman), and Armonía Somers's *La mujer desnuda* (The Naked Woman), which were important contributions for the authors of the boom. With this literary framework, we will focus on the boom of Latin American women authors from the decade of the 1980s, in the midst of political violence, social changes, unprecedented censorship and repression, exile and disappearances. Using an interdisciplinary and comparative approach (literary criticism, cultural and feminist theories, ethics, philosophy), we will study works by Isabel Allende, Elena Poniatowska, Cristina Peri Rossi, Marta Traba, Rosario Ferré, Laura Esquivel, Ángeles Mastretta and Diamela Eltit to analyze the creation of the female body as a zone of impacts and affects that enables to know the world and the differences between the cosmopolitan desires of the male authors of the boom to be citizens of the lettered city and the authors of the Latin American women's boom, who became forced citizens in the globalized world dominated by the free market and the neo-liberal economy. The seminar will be conducted in Spanish. Cross-listed with LAST.

ROSP 40737 – One Hundred Years of Solitude**MW 9:30-10:45pm****J. Lund**

This course is dedicated to a semester-long study of a masterpiece of narrative fiction in anticipation of its 50th anniversary: Gabriel Garcia Marquez's *One Hundred Years of Solitude* (1967). Through careful and systematic reading, our discussions will move in two directions: On the one hand, toward the ways in which the central themes of the text—including but not limited to love, family, war, nation, science, travel, narrative, and writing itself—both illuminate and are illuminated by questions central to Western philosophy. On the other hand, the way in which the novel negotiates its own specific context—Western culture, the Americas, Latin America, Colombia—and how it confronts us to rethink that context. At the end of the course, besides having experienced one of the great artworks of the modern age, you should feel that your perspective on the world has been altered, at least a little. Taught in Spanish.

ROSP 40892 – Borders and Bridges: US Latino/a Literary and Cultural Production

TR 11:00am-12:15pm

M. Moreno

What is a border? Who inhabits the borderlands? What function does the border play in the construction of a national or cultural identity? How do we bridge communities? How are borders represented, established, and challenged in the works of US Latino/a writers? These are some of the questions that this course will address within the context of US Latino/a literature and culture. Most of the course will focus on two geographical areas that we tend to associate with these concepts: the traditional US-Mexico border and the lesser studied Caribbean. Students will watch films and read literary works by Mexican-American, Puerto Rican, Dominican-American and Cuban-American authors in order to gain a deeper understanding of how borders and borderlands inform contemporary discourse and culture. This course has a Community-Based Learning (CBL) requirement. Students are expected to sign up for tutoring at La Casa de Amistad once a week for 2 hours. The course will be taught in Spanish and is open to advanced non-majors. Cross-listed with ILS, Africana Studies. Carries the PSIM attribute.

ROSP 40908 – “Men with Guns: Cultures of Paramilitarism and the Modern Americas”

MW 11:00am-12:15pm

J. Lund

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

ROSP 53000 SENIOR SEMINAR

TR 9:30-10:45am

J. Vitulli

The Senior Research Seminar is the capstone experience for Spanish majors. It requires students to draw on skills learned and refined in upper-level classes to create and write a sophisticated, unique research project. It also requires students to follow the path of academic scholars in choosing a topic, finding appropriate resources (both primary and secondary sources), developing a methodology and an outline, reading sources critically, and writing and re-writing an extended paper. The Senior Research Seminar has three goals. First, it is intended to introduce senior students to the most up-to-date trends in literary analysis and theory. Second, the course is structured in order to allow students to pursue sophisticated research in the field of Spanish and Latin American literatures and cultures. Third, the Senior Research Seminar paper could be the basis for a Senior Thesis in order to graduate with distinction in Spanish. The seminar will be divided in two parts. During the first half of the semester, students will be able to know and reflect on a set of methodological and theoretical tools for investigation of cultural practices such as literature, critical theory, popular and mass culture, social

movements, and institutions, etc. within the context of Spanish and Latin American social formations. The second half of the semester will be devoted to the composition of the Senior Research paper.