**Spring 2018 - Iberian and Latin American Undergraduate Courses**

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

**Portuguese**

**ROPO 10104-01 – Beginning Portuguese II  
MWF 11:30-12:20  
S. Teixeira**  
This is an introductory, first-year language sequence with equal focus on speaking, listening, reading, and writing. An appreciation for the diverse cultures of the Portuguese-speaking world is also encouraged through readings, music, videos, and class discussion.

**ROPO 10105-01 – Portuguese for Spanish Speakers I  
MWF 12:50-1:40  
S. Teixeira**  
This course sequence is designed for students with at least intermediate-level proficiency in Spanish. Classroom activities emphasize the acquisition of basic language structures, vocabulary, and sound systems, as well as the active use of spoken language in context. Students are introduced to the diverse cultures of the Portuguese-speaking countries through current video, printed media, music, and short fiction. This sequence is followed by ROPO 20201 or ROPO 20202. ROPO 10105 - 10106 and either ROPO 20201 or ROPO 20202 together fulfill the language requirement.  
  
**ROPO 10106-01 – Portuguese for Spanish Speakers II  
MWF 2:00-2:50  
S. Teixeira**  
This course sequence is designed for students with at least intermediate-level proficiency in Spanish. Classroom activities emphasize the acquisition of basic language structures, vocabulary, and sound systems, as well as the active use of spoken language in context. Students are introduced to the diverse cultures of the Portuguese-speaking countries through current video, printed media, music, and short fiction. This sequence is followed by ROPO 20201 or ROPO 20202. ROPO 10105 - 10106 and either ROPO 20201 or ROPO 20202 together fulfill the language requirement.

**ROPO 10115-01 – Intensive Beginning Portuguese for Study Abroad  
MWF 10:30-11:20  
R 11:00-12:15  
M.Bahia**  
Designed for highly motivated students this intensive course along with the acquisition of language skills emphasizes the active use of written and spoken Portuguese in context.Students attend class regularly with an instructor M T W R & F. ROPO 10115 is followed by ROPO 20201, and together they fulfill the language requirement and prepare students to study abroad in Brazil

**ROPO 20201- 01: Intermediate Portuguese I  
MWF 10:30-11:20  
S. Teixeira/R. Luna**  
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 20202- 01: Intermediate Portuguese II  
MWF 10:30-11:20  
S. Teixeira**  
This is a continuation of ROPO 20201 but it may be taken separately. ROPO 20202 is a fourth-semester language course designed to develop facility in speaking, reading, and writing at an advanced level. Discussions and writing assignments are based on films as well as on short stories, chronicles and newspaper articles.

**ROPO 30651-01 – Brazilian Music, Culture and Society  
MW 12:30-1:45  
M. Bahía**  
Understanding Brazilian complex social and cultural issues and cultural issues through the study of diverse music genres, from the traditional Samba, Bossa Nova, and MPB to the more contemporary and daring Funk Carioca and Tecnobrega (Taught in Portuguese).

**ROPO 40810-01 – The Making of a Country: Race and Social Inequality in Brazil  
MW 2:00-3:15  
M. Bahía**  
This course will focus on metanarratives of racial formation in Brazil and their correlation with social inequality. An interdisciplinary approach will be used to examine how the notion of ‘racial paradise” was created in the first half of the 20th century, and how it has been challenged and deconstructed over the last decades by the Brazilian intelligentsia. (Taught in English). Cross-listed with AFST 40786

**Spanish**

**ROSP 20460-01/02 – Spanish for Medical Profession  
ROSP 20460-01: MWF 12:50-1:40  
ROSP 20460-02: MWF 2:00-2:50  
M. Coloma**  
This is an intermediate Spanish level course designed for students interested in any health profession. We will develop medical language skills and cultural competency for health care situations. The course will include practical terminology, a review of hospital settings, multimedia simulations, films, recorded doctor-patient interactions, and current medical events. Spanish is the only language of instruction.

**ROSP 20600 - Cultural Conversations and Writing  
MWF - Various Times**  
This is an upper-intermediate cultural conversation and writing course designed to follow the four-semester language sequence and to act as a bridge to more advanced courses. In order to improve oral and writing language skills, this course engages students intellectually by using challenging, authentic materials and focusing on the exchange of ideas. Through the reading, discussion, and analysis of these materials, students will develop more sophisticated oral expression and expository writing as well as critical and abstract thinking skills. Being a content-driven course, topics could include, but are not limited to questions from the domains of politics, history, art, music, literature, film, religion, pop culture, etc. This course may be used as one of the two 20000-level electives for the Spanish major.

**ROSP 20600-01: MWF 9:25-10:15  
ROSP 20600-04: MWF 11:30-12:20  
M. Coloma**  
This course, designed for the intermediate level (ROSP 20202 or above) and for those planning on studying in Spain or returning from the country, exposes students to the diversity of today’s contemporary Spain and its culture.  As an important goal, this class will provide a comprehensive overview of the country’s key historic events, visual arts, literature, cinema, and music, as well as its popular traditions and daily customs.  In addition, this course will develop students’ skills according to the standards for foreign language learning, such as listening, writing, reading and speaking more fluently.  Students will be able to reflect about the multiple perspectives regarding Spain’s role in the European and international communities of the past and the twenty-first century.

**ROSP 20600-02: MWF 9:25-10:15  
ROSP 20600-03: MWF 10:30-11:20  
T. Botero**  
The primary focus of this class will be on film, short stories and plays from many of the great writers and producers of Latin America and Spain.  Additional complimentary materials will be used to highlight contemporary topics of history, art, politics, violence, social justice, and culture in general. The purpose of this course is to develop and increase proficiency and fluency of oral expression and expository writing, as well as the development of new, more complex sophisticated vocabulary. By the end of the semester you will be able to write and have conversations about a variety of intricate and more refined issues.

**ROSP 20600-05: MWF 12:50-1:40  
E. Mangione-Lora**  
Más Allá de los Buenos Modales  
This course explores part of the 90% of the cultural "iceberg" that lies below the surface of various Latin America cultures, especially Mexican culture in formal situations. 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 20810-01: Community-Based Spanish: Language, Culture and Community: Immigration and the Construction of Memory  
  MW 2:00-3:15  
  T. Botero**

This course has a required Community-Based-Learning (CBL) component in which students engage with the Latino community and will require weekly meetings outside of the classroom working with your community families assigned.

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 with a focus on the immigrant perspective. For the CBL part of the class, students through ethical engagements will work on a collaborative creation and preservation of memory (memory of experiences that shape everyday life and the future of their assigned family). Together through a series of interviews conducted on a weekly basis, 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 collaborative book 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. Through this project students actually see the face of immigration in a more personal way a way that changes their perspective.

* **ROSP 20810-02: Community-Based Spanish: A Cultural Mosaic: Perspectives on Contemporary Topics  
  MW 9:30-10:45  
  A.Topash-Rios**  
  In this course, contemporary essays, articles, poetry, short story and short films will serve as texts to organize and inspire discussions on inter-societal themes including power, personality, human relationships, perceptions of reality and more.  In addition to readings and short films, there will be review of targeted grammar topics.  The main goals of this course are advancement of oral and written proficiency, significant vocabulary acquisition, and confidence-building.  In addition, we will pave the way for literacy development for the children in the 4s room at El Campito Child Development Center as we move you, the Notre Dame student, forward in your second language skills and dispositions. Through your reflective assignments, you will describe how you are growing in your awareness of the connections between self, community and society, especially with regards to the challenges faced by El Campito families as they seek a better future for their children.

**ROSP 30051-01 – Once Upon Time: Children’s Literature  
MW 2:00-3:15  
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-requiste: ROSP 20202 or above or placement by exam. This course can count as an advanced elective towards the major.

**ROSP 30101-01 – Caribbean Diasporas  
TR 12:30-1:45  
K. Richman**  
This course examines the development of Creole societies in the French, Spanish, Dutch, and British Caribbean in response to colonialism, slavery, migration, nationalism and, most recently, transnationalism. The recent exodus of as much as 20 percent of Caribbean populations to North America and Europe has afforded the rise of new transnational modes of existence. This course will explore the consciousness and experience of Caribbean diasporas through ethnography and history, religion, literature, music, and culinary arts.

**ROSP 30310-01/02/03/04 – Introduction to Hispanic Literature and Cultures  
MW 12:30-1:45, MW 2:00-3:15, TR 11:00-12:15, TR 12:30-1:45, TR 2:00-3:15,  
Various Professors**  
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 30715-01 – 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. Cross-listed with MI 30500

**ROSP 30718-01 – Love, Betrayal, And Vengeance in Spanish Epic  
MW 3:30-4:45  
K. Oswald**  
This course will address the development of three Spanish epic legends—the Cid, the Seven Sons of Lara, and Bernardo del Carpio—from the thirteenth century to the twenty first. We will examine questions of love (both familial and romantic), betrayal, and vengeance, addressing how and why the presentations of such concepts change throughout the legends’ retellings in chronicles, narrative poetry, ballads, theatre, and film.  Cross-listed with MI 30501

**ROSP 30722-01 – Catalan Literature and Culture  
TR 12:30-1:45  
L. Francalanci**  
This course aims to provide students with an introduction to major authors, works, and trends in Catalan literature from the medieval period to the 21th 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. Fulfills 30710 or 30720 requirements or can count as a 30000-level elective.

**ROSP 30810-01: Early Latin American Literature and Culture  
MW 8:00-9:15 a.m.  
C. Jáuregui**  
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, Álvar 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.

**ROSP 30820-01 – Modern Latin-American Literature and Culture  
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 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. Cross-listed with LAST 30401

**ROSP 30820-02 - Modern Latin American Literature and Culture  
MW 11:00-12:15  
S. Quesada**  
A survey of literary trends and major figures in modern Spanish-American literature from 1880 to the present. Readings of selected texts in prose, poetry, and theatre. Recommended prerequisite: ROSP 30310. Cross-listed with LAST 30401

**ROSP 40253-01 – Amazing Lives of the Baroque Era  
TR 11:00-12:15  
J. Vitulli**  
What constitutes an extraordinary life? What can we learn about a particular historical moment by examining the fictional and real lives of the remarkable characters who populated their society? This seminar will analyze the various modes of representation and social control exerted by Spanish institutions during the Baroque period. Specifically, we will read a series of real and imaginary lives of men and women who challenged this power structure by living and writing extraordinary lives. These fictional accounts of an individual’s life together with real accounts of imaginary individuals will give us the opportunity to face the complexity of Baroque Spain. Infamous men and women, marginalized subjects, persecuted personae are some of the examples of the extraordinary characters that we are going to meet in the class. Through the looking glass of their fantastic lives, we will analyze important concepts and categories such as subjectivity, subject formation, power/knowledge relations, gender, race, religious intolerance, persecution. We will focus on the creative responses forged by a heterogeneous community of people who wanted to reaffirm their individual freedom. The seminar will pay special attention not only to the discursive mechanisms used by the Spanish elite in order to maintain the status quo, but also will analyze how persecuted people of the same era were able to resist and challenge the dominant discourse. During the semester, we will read canonical literary texts (Poetry, drama, narrative) as well as other cultural artifacts (Manuals, treatises, chronicles, biographies, autobiographies, inquisitorial cases and movies). Cross-listed with MI 40502

**ROSP 40414-01 – Regarding the (S)pain of Others: Framing Modern Spanish Citizenship  
MW 9:30-10:45  
D. Jorza**  
This course departs from Erving Goffman’s notion of “cultural frame”, which shows how social existence is an ongoing “negotiation” about which cultural frame should encompass and thus ascribe meaning to various events and actions. Bearing this perspective in mind, this seminar focuses on different models of Spanish citizenship by examining the educational emotional value of various modern Spanish cultural artifacts, whose representational mode (melodrama and/ or comedy) provides a peculiar affective frame within which ordinary socio-historical experience was interpreted and given meaning.

**ROSP 40663-01 – Colonial Modernity and the Conquest of Yucatan  
MW 11:00-12:15  
C. Jáuregui**  
This is a class that focuses on a selection of historical and literary narratives as well as modern texts and films about different forms of colonialism and counter-colonial resistance in the Yucatan Peninsula since the 16th century until today; from the invasion of Cortés in 1519 to the contemporary cyclical invasion of 16 million tourists a year.

**ROSP 40979-01- Culturas en Contacto: Translation and Hispanic Literatures**  
**TR 2:00-3:15  
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