Fall 2017- Iberian and Latin American Undergraduate Courses

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

Portuguese

ROPO 10103-01 – Brazilian Portuguese Languages & Culture I
MWF 10:30-11:20
M. Bahia
This beginning Portuguese hybrid course combines the traditional classroom format with online instruction. This course introduces students to contemporary Brazilian and Lusophone cultures through film, music, news media and internet resources. Along with the Acquisition of language skills, ROPO 10103 emphasizes the active use of written and spoken Portuguese in context. Meets three times in the classroom plus online requirements. Cross-listed with ROPO 67001.

ROPO 10105-01 – Portuguese for Spanish Speakers I
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 10112-01 – Intensive Portuguese for Professional Purposes
MWF 11:30-12:20/TR 11:00-12:15
S. Teixeira
Designed for highly motivated students, this intensive beginning language course, along with the acquisition of language skills, emphasizes the active use of written and spoken Portuguese for professional purposes in context. This intensive course is followed by ROPO 20201, and together they fulfill the language requirement and will prepare the students for the study abroad program.

ROPO 20201-02 Intermediate Portuguese I
MWF 12:50-1:40
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 30812-01 – Brazilian Literature: Modernism and Cultural Anthropophagy
MW 12:30-1:45
M. Bahia
In this course, students will focus on the development of Brazilian Modernism in the 20th Century through the analysis of masterpieces by world renowned authors such Clarice Lispector and Jorge Amado. Furthermore, we will explore the thought-provoking concept of “Cultural Anthropophagy” in works by leading Brazilian modernists such as Mário deAndrade and Oswald de Andrade. OFFERED IN PORTUGUESE

ROPO 40952-01 – The Giant of the South: Brazil in the 21st Century
MW 2:00-3:15
M. Bahia
What are the new challenges for the Brazilian democracy and human development post-impeachment? What are the current issues in race, religion, class, gender and politics that are shaping the present and the future of the Giant of the South? (offered in English) Cross-listed with LLRO 40952, AFST 40579, and GSC 40520.

Spanish

ROSP 20450-01 - Spanish for Business
MWF 10:30-11:20
I. Menes
This course is designed to give students with intermediate-advanced levels of proficiency in Spanish a solid foundation in business vocabulary, cultural concepts, and situational practice that will help them prepare for success in today’s Spanish-speaking business world. This class seeks to develop intercultural communicative competence for business purposes, such as an understanding of leadership, banking, real state, and ethics, among other topics. By the end of the semester, students should be able to communicate completely in Spanish with Spanish-speaking co-workers, clients, employees, and costumers at the national and international level.

ROSP 20600 - Cultural Conversations & Writing (Various times and various instructors, see below)
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 - Cultural Conversations & Writing
MWF 9:25-10:15
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 20600-02 -Cultural Conversations & Writing**  
**MWF 9:25-10:15**  
**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 20600-03 - Cultural Conversations & Writing**  
**MWF 10:30-11:20**  
**M. Coloma**  
Same as section 2

**ROSP 20600-04 - Cultural Conversations & Writing**  
**MWF 11:30-12:20**  
**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 20600-05 - Cultural Conversations & Writing**  
**MWF 11:30-12:20**  
**M. Coloma**  
Same as section 2

**ROSP 20600-06 - Cultural Conversations & Writing**  
**MWF 11:30-12:20**  
**A. Topash-Rios**  
A Cultural Mosaic: Perspectives on Contemporary Topics
In this course, contemporary readings and 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 targeted vocabulary generation. The main goals of this course are advancement of oral and written proficiency, significant vocabulary acquisition, confidence-building, and cultural awareness.

**ROSP 20600-7 - Cultural Conversations & Writing**
**MWF 12:50-1:40**
**E. Mangione-Lora**
Same as section 4

**ROSP 20600-08**
**MWF 2:00-2:50**
**T. Botero**
Same as section 1

**ROSP 20810-01 – CBL: Language, Culture and Community**
**MW 2:00-3:15**
**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 30017-01 - Introduction to Translation and Interpreting, Theory and Practice**
**MW 2:00-3:15**
**E. Mangione-Lora**
Students will explore translation theory, ethics, preparations, procedures and techniques by means of Monica Baker’s In Other Words: A Course Book on Translation. Together with an advanced language text to improve language skills, and selected readings to provide a strong preparation for meaningful interaction with their community partners, the course will provide real-world opportunities for application and feedback for the skills the students develop. Students will be expected to work with the community partner for 10-12 hours per semester, which typically entails a visit once per week to the partner site.

**ROSP 30310-01 – Introduction to Hispanic Literature and Cultures**
**MW 9:30-10:45**
**E. Juarez**
**ROSP 30310-02 – Introduction to Hispanic Literature and Cultures**
**MW 2:00-3:15**
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.

This course is oriented towards students who have completed the intermediate level and thus want to refine their Spanish competence, as well as for those who wish to study abroad or who are returning from a program in a Spanish-speaking country. The topics covered in this course include grammar, vocabulary and cultural subjects. Reinforcement of the students’ linguistic development, conceptual accuracy and discursive ability will be emphasized in the use of academic Spanish. This course offers opportunities for students to correct, exercise and obtain confidence in their control of grammatical structures and formal and informal vocabulary.

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.

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 30717-01 Brains, Brawn, and Heart: Women in Medieval Iberian Literature
9:30-10:45
K. Oswald
This course will examine a panorama of vastly differing depictions of women in Medieval Iberia, in texts written almost exclusively by men. Through a selection of prose and verse from the 13th to 16th centuries, we will consider questions such as loyalty and betrayal, submission and rebellion, piety and blasphemy, and love and rejection. Cross-listed with MI 30717.

ROSP 30817-01 - Monstrous Latin America in the Early Modern Period
MW 8:00-9:15
S. Quintero
Both terrifying and fascinating, monsters help us reflect on society’s cultural fears and anxieties. Their bodies—hybrid, abnormal, alluring—serve as cultural signs encoding moral, ethical, political and religious issues for every epoch and culture. In particular, Monsters have always populated the imaginations of Latin America. From the flesh-eating savages with canine muzzles mentioned in the first colonial accounts of the “New World,” to representations of caudillos (Strong Men) as bloodthirsty vampires governing the newly born nation states, monstrosity has served as central metaphor to characterize Latin American identity.
In this course we will use/take monstrosity as a conceptual framework to analyze exemplary texts, trends, and authors from Latin American cultural history. The course will be divided in two parts. The first section will be centered on literary and cultural texts from Colonial times. Then, the second section will introduce modern texts and reinterpretations (literature, movies, graphic novels, performance art pieces) of the monsters under study. Overall, students will learn how representations of monsters and monstrosity have resonated with fundamental events in the region’s cultural history, including colonization, slavery, indigenous uprisings, nation formation, modernization, and Globalization, among others. This course can fulfill either Early or Modern Latin-American Literature and Culture.

ROSP 30820-01 – Modern Latin-American Lit and Culture
MW 2:00-3:15
M. Olivera-Williams
ROSP 30820-02 – Modern Latin-American Lit and Culture
TR 12:30-1:45
M. Moreno
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. Cross-listed with LAST 30401

ROSP 40234-01 - Power, Performance, and Self: Early Modern Spanish Culture and Society Through Literature       TR 2:00-3:15
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.

ROSP 40726-01 – Gabriela Mistral and Her World
MW 3:30-4:45
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 and to its social and religious aims. Letters and other writings by the Chilean poet will also be discussed. The seminar will be conducted in Spanish.  Cross-listed LAST 40425

ROSP 40773-01 – Cuban Literature, History, and Culture from the Late Colonial Period through the Cuban Revolution
TR 11:00-12:15
T. Anderson
This course will offer a panoramic view of Cuban literature written from the 1840s through the final decades of the 20th century. In addition to close literary analysis of texts from various genres and by a wide variety or authors – such as Gertrudis Gómez de Avellaneda, José Martí, Nicolás Guillén, Alejo Carpentier, and Nancy Morejón – we will also study various aspects of Cuban history such as the legacy of slavery and the nature of the plantation economy, the quest for national identity, the far-reaching impacts of US intervention on the island, and the social, political, and moral consequences of the Cuban Revolution.

ROSP 40892-01 – Borders and Bridges
TR 11:00-12:15
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 ILS 40909, ROSP 63892. PSIM attribute.

**ROSP 53000-01 – Senior Seminar**  
TR 9:30-10:45  
J. Vitulli

**ROSP 53000-02 – Senior Seminar**  
MW 11:00-12:15  
B. Heller

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.