

Romance Languages Course Descriptions: 2013/2014

To view course descriptions simply click on a course number or scroll down.

To view all classes offered at the UO see the [UO class schedule](#) or the UofO [Online Catalog](#).

Only courses in **bold** or with [active links](#) will be offered during the 2013/2014 academic year

FALL 2013	WINTER 2014	SPRING 2014	SUMMER 2014
RL 399	RL 399	RL 399	
RL 404	RL 404	RL 404	
RL 407/507	RL 407/507	RL 407/507	
RL 410/510	RL 410/510	RL 410/510	
RL 602	RL 602	RL 602	
RL 604	RL 604	RL 604	
RL 607	RL 607	RL 607	
RL 608	RL 608	RL 608	
RL 620	RL 620	RL 620	
RL 623	RL 623	RL 623	

** There may be more than one course with this course number offered during the same term**

Courses that combine materials from two or more of the Romance Languages are taught under the course number RL 407/507. Each professor who proposes an RL course has compelling reasons for choosing the materials, languages, and periods his or her course will cover, and that information is posted well in advance along with the course description (e.g., French Period 1 + Italian Period 1). No exceptions will be made to the announced languages and periods the course will cover.

FALL 2013

RL 608: Workshop on Teaching Methodology – Davis

This course is the starting point for pre-professional training in the teaching of Romance languages (French, Italian, and Spanish) to adults. The class readings, lectures, discussions, and portfolio activities will help you to:

- design and implement a complete instructional sequence for new material, with attention to sequencing of activities, learning styles, and modes of communication (presentational, interpretive, interpersonal);
- personalize instruction for a diverse group of learners, with different motivations and interests in language study;
- demonstrate knowledge and understanding of major concepts and the historical context of the field of language learning and teaching in the U.S.;
- utilize effectively and appropriately a range of technologies for the second language classroom; and
- reflect on your own professional practice and by analyzing and evaluating your own teaching and that of your peers.

This class is required of all new GTFs in Romance Languages. [return to course list](#)

WINTER 2014

RL 407/507: Gendered Experiences of the Holocaust in the Romance World- Herrmann

This course will be designed around the concept of gender, looking to explore the ways in which gender identity, sexuality, love relationships, parenthood, and sexual violence impacted how individuals and groups experienced the Holocaust. Students will come away with a deeper understanding of the points of difference and similarity between male and female experiences in a variety of situations, including early persecution, concentration camp life, life in hiding, the fate of families, and the impact of the Holocaust on survivor's gendered sense of self. The course aims to be interdisciplinary, and will expose students to texts from history, literature, autobiography, and film. Students will moreover devote a unit of study to the experiences of gays and lesbians; to how gender identity is expressed in Holocaust memoirs, diaries, and art. Because this course is cross-listed with Romance Languages, it will focus primarily, but not exclusively, on the production about and by people from Italy, France, Spain and Romania. Students seeking credit in French, Italian or Spanish will need to read primary texts in the target language and also write reviews of two target language critical articles or chapters dealing with the primary text. Graduate students will write a final research paper of 12 pages. [return to course list](#)

RL 407/507: Re-reading Petrarch in the Digital Era- Lollini

Stanley Fish has recently posed an important question that will be at the core of this course: “Does the digital humanities offer new and better ways to realize traditional humanities goals? Or does the digital humanities completely change our understanding of what a humanities goal (and work in the humanities) might be?” We will look for provisional and partial answers to these broad questions focusing on the Oregon Petrarch Open Book project being developed at the University of Oregon. We will address in a new perspective the relevance of Petrarch’s Canzoniere to the formation of modern lyric and love discourse, exploring various ideas of subjectivity as they relate to reconfigured notions of authorship and readership in the digital environment. In true Web 2.0 fashion, students in selected activities (from transcribing manuscripts, incunabula and commentaries, to studying different translations and modern re-writings, from analyzing intersemiotic transpositions to creating tweets) will become discussants and contributors to the ongoing dialogue with the text and among its readers. The class will be organized in a scale-up learning environment specifically created to facilitate active, collaborative learning in a studio-like setting. Depending on the focus of their final projects graduate students may apply this course to the credits for **M.A. Periods 1, 2, 3 or 4.**

See the [Oregon Petrarch Open Book](http://petrarch.uoregon.edu/) at: <http://petrarch.uoregon.edu/> [return to course list](#)

RL 607: Doctoral Workshop- Taylor

Intercultural and Collaborative Approaches for Doctoral and Pre-Doctoral Candidates. This workshop is designed to give advanced Romance Languages PhD students the opportunity to share their writing and engage in constructive peer critique. Participants will have the opportunity to hone research and writing abilities in English and, to the best of our collective abilities, in the romance language(s) in which we work. We will also cover topics of professionalization specific to doctoral candidates charting unique research trajectories and preparing for the job market in higher education such as: identifying sources of internal and external funding; writing grant proposals; identifying and participating in relevant scholarly organizations, events and publications; assembling a dossier and preparing for interviews. [return to course list](#)

RL 620: Graduate Study in Romance Languages- Enjuto-Rangel

[return to course list](#)

SPRING 2013**RL 407/507: Theorizing the Plantation- Millar**

What is the Plantation, and what have been its effects on Caribbean and Latin American culture? This course will examine the development of the Plantation in the Americas as an economic, political, socio-historical and cultural marker of modernity. Our goals will be to think through theoretical and literary writings on the plantation system and its associated socio-cultural institutions (colonialism, slavery, sugarocracy, etc.) in Spanish, French and Portuguese-language

contexts. We will discuss questions such as: How does the Plantation change as a system through time and in different places? What intersecting sources and forms of knowledge come about through the Plantation, and what kinds of social and epistemological violence does the Plantation produce? How does the Plantation serve as both a violent and repressive, as well as a nostalgic and idyllic, counterpoint to the metropolis, while it simultaneously becomes a site of economic and industrial modernization? All readings will be available in English and the language of their composition. **M.A. Periods 3 and 4.** [return to course list](#)

RL 407/507: Medieval Literature & Music- Wacks

This course provides an overview of lyric composition and performance in the Iberian Peninsula from the 11th to the 16th centuries. In it, we will study courtly lyric and music of al-Andalus, of Christian Iberia, and of the Jewish communities under both Islamic and Christian rule. In particular we will examine courtly appropriations of popular styles, Church music, the question of the Andalusí influence on troubadour lyric, and modern interpretations of medieval Iberian lyric modes such as the muwashshah, the troubadour lyric, the villancico/cantiga de amigo, and the cancionero corpus of courtly lyric. This course will be co-taught with by Prof. [Lori Krukenberg](#) (School of Music and Dance) and Prof. [David Wacks](#) (Dept. Romance Languages). **M.A. Period 1.** [return to course list](#)

RL 407/507: Liberation and Critique around the 1970s: French and Italian Theories of Sex and Gender from a Bygone Age- Schachter

This course will take as its point of departure a thread of critical thought that was largely and perhaps prematurely abandoned: the radical thinking about sex and gender in France and Italy during the 1970s characterized by a queer combination of Marxism and psychoanalysis. Marxism had often been inattentive to questions of gender and, at least in its political manifestations, frequently suspicious of homosexuality while psychoanalysis could serve advocates of “normative” development, but numerous revolutionary thinkers concerned with what we might provisionally call the sex-gender system nonetheless turned to them in articulating liberatory theories of the polymorphously desiring subject and developing potent critiques of the family, reproduction, patriarchy, heterosexuality, sometimes homosexuality, and indeed identity itself. After surveying some of these critical theories of the subject and a few equally critical responses to them, we will briefly address subsequent developments in thinking about sex and gender in Italy and France as well as the influence of this work in the Anglophone world. We will also think about whether these radical critical projects from a prior generation might not have renewed relevance for literary and cultural analyses pursued in an age when major advancements in civil rights (however unequally distributed) often go hand in hand with the normalization of political aspiration. Readings will include works by Mario Mieli, Guy Hocquenghem, Monique Wittig, Luce Irigaray, Adriana Cavarero and Michel Foucault, among others. Discussions will be held in English. Most if not all assigned texts will be made available in English as well as the original language if it is not English. Students in Romance Languages will be expected to read in their target languages when possible. **M.A. Period 4.** [return to course list](#)

RL 410/510 Language Teaching Planning- Barnett

Application of teaching principles and practices in teaching instruction. Practical techniques for developing activities to incorporate three modes of communication (presentational, interpretive,

and interpersonal) as well as skills in listening, speaking, reading, and writing second languages. This course is normally offered as LT 436/536 and is for undergraduate students seeking the certificate in Second Language Acquisition and Teaching (SLAT) or graduate students in Linguistics with a Language Teaching Specialization MA program. Interested RL students not seeking the SLAT certificate should contact instructor (cbbarnet@uoregon.edu). However, this course is in English and focuses on language teaching; therefore, RL students cannot use this course to satisfy French, Spanish, Italian, or RL major or minor requirements. [return to course list](#)

RL 623:Film Aesthetics: Sex- Rigoletto / Herrmann

This course has two objectives: the first is to teach students how to perform a critical analysis of films. The course aims to give students the skills and knowledge necessary for understanding film form and film style. Students will learn how to analyze film narrative, mise-en-scene, camera movement, cinematography, editing etc. The second objective of the course is to think about the functions of sex in cinema. We will ask some questions about the conditions that inform and regulate the visibility (or invisibility) of particular forms of carnal knowledge, desires, and practices in films. We will also explore the kind of spectatorial experiences that are produced through this cinematic encounter with sex. [return to course list](#)