

Romance Languages Course Descriptions: 2014/2015

ex: 101 = course NOT being offered (*plain text*)

ex: **101** = course being offered (*bold & underline*)

<u>Fall 2014</u>	<u>Winter 2015</u>	<u>Spring 2015</u>	Min Maj	<u>Summer '14</u>
399	399	399		no courses
407, <u>407/507</u>	407, <u>407/507</u>	407, <u>407/507</u>		
410, 410/510	410, 410/510	410, 410/510		
607	607	607		
<u>608</u>	608	608		
620	<u>620</u>	620		
623	623	<u>623</u>		

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 2014

RL 407/507: Realism in Film- Rigoletto

The course will examine theoretical debates and critical accounts of realism in the cinema. It will explore examples from different cinemas and historical moments, and consider debates on the political and social implications of realism. [↑](#)

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. [↑](#)

WINTER 2015

RL 407/507: Performing Contemporary Life in Latin America- Rubado-Mejia

How do twentieth century Latin American cinema and literature perform life? This course will explore the ways Luso-Brazilian and Hispanic film and literature convey emotion and stage embodiment. It will examine three main forms of cinematic and literary performance: contemporary reenactments of the scene of conquest, the reinforcement and breaking down of gender roles (masculinity, femininity and sexuality) and racial, economic and political wounding. For this exploration, the class will work together and with critical texts to define and compare performance, representation and narrative in language, image and the making of scenes. We'll touch on how performance is associated with melodrama and the avant-garde and debate the possibility for realist and documentary performances. We'll see what a focus on performance permits and forecloses. Films include Terra em Transe, Como Era Gostoso o Meu Francês, O Homem do Ano, O Homem que Copiava from Brazil, Tambien, la lluvia a Spanish film set in Bolivia, and La mujer sin cabeza by Argentine director Lucrecia Martel. We will read Lumpérica by Diamela Eltit (Chile), A paixão segundo GH by Clarice Lispector (Brazil) and stories by Junot Díaz (Dominican-American) and Ana Lydia Vega (Puerto Rican). Credit for Spanish minor and Spanish or RL major. Readings, screening and papers in Spanish or Portuguese. **M.A. Period 4.** [↑](#)

RL 620: Graduate Methods Workshop- Garcia-Pabon

Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional Development. [↑](#)

SPRING 2015

RL 407: Cine de Luis Buñuel- Herrmann

RL 407/507: Idea of Europe- Gould & Rigoletto

The Idea of Europe is a team-taught, multidisciplinary course that explores the meaning(s) of Europe past and present, and the conundrum that is European identity. Guest faculty from a variety of disciplines on campus (humanities, social sciences and the arts) lecture weekly on the European legacy as we explore cultural, historical, political and social institutions that continue to inform our ideas of Europe today. While the overall framework is historical, the course is a creative investigation into different perspectives, texts, issues, and disciplinary assumptions—often incompatible or competing—that shape “Europe” as an object of study. Each lecture and selected readings open an aspect of Europe from antiquity to the present. While the course is taught in English, it may bear credit for all degree programs in Romance Languages. Individual exploration of original materials in the European languages is encouraged. Students will be required to keep a reaction journal and to complete a term paper or project on some aspect of Europe. Faculty from various disciplines and areas of expertise will offer lectures and selected readings to explore certain aspects of Europe over time. Students are not expected to demonstrate mastery of the different topics presented in these lectures and readings, and may reflect on the material from different disciplinary perspectives. But the lectures and readings are designed to challenge students beyond their comfort zone of familiarity and knowledge, opening them up to a variety of perspectives or “ideas” of Europe. Books will include: 1) Engaging Europe: Rethinking a Changing Continent. Eds. Evelyn Gould and George

J. Sheridan (Lanham, MD : Rowman & Littlefield, 2005) and 2) Vercors, Silence of the Sea/ Le Silence de la mer. Bilingual edition. [↑](#)

RL 407/507: Literature and Testimony- Lollini

This course is based on primary sources, mostly testimonial accounts of personal and historical traumas, and addresses the problem of representing these events in writing. We will discuss how testimonial accounts relate to autobiographical and/or fictional narratives. Is it personal testimony a way of representing historical events from an individual point of view? Or does testimony put itself beyond the limits of representation and of subjectivity? Is this possible? What is a political testimony? Who are the “true” witnesses? The survivors? the “heroic” individual? The “ordinary people”? The disappeared? The African migrants and refugees? The writers? How can a literary work bear witness to an historical and personal trauma? What is the “truth” of testimony? Is it the truth of writing or is it something not accessible through writing?

We will explore different approaches to testimony in literature and philosophy including María Zambrano’s, Albert Camus’, Jacques Derrida’s, Primo Levi’s, Giorgio Agamben’s and the ethics of Emmanuel Levinas.

RL 623: Colonial/ Postcolonial Transitions Across the Atlantic- Bottaro & Millar

Both the syllabus of readings for this course and a roster of invited speakers will help us explore particular moments of colonial-postcolonial transitions in the Global South. Our class will depart from the following paradox: framing political or cultural transitions as acts of independence traditionally presupposes a kind of emancipation in the political, cultural, epistemological, or economic senses. And yet, the theoretical field that predominates debates about the Global South is postcolonial studies, which postulates the systemic vestiges of the structures of Empire, and thus a relationship of continuity between the colonial and the postcolonial. We will problematize both of these paradigms: the postcolonial as continuous and independence as liberation. We will take a double approach, building theoretical genealogies based on foundational texts of postcolonial literature, while developing the tools to evaluate new challenges and contributions to these debates. Additionally, we will question the process whereby ‘postcolonial theory’ may perpetuate unequal economic and cultural relations, when literary theory is seen to emanate exclusively from metropolitan centers, therefore adding value to the literary ‘raw material’ imported from postcolonial societies. We will specifically focus on Latin American national independences between the late eighteenth and the early nineteenth centuries, transitions from Empire to Republic in Brazil and the Caribbean at the turn of the twentieth century, and African decolonization movements of the mid-twentieth century. However, students are encouraged to bring texts and concerns from other areas to add to our conversation. Languages: **MA Periods 3 & 4**

SUMMER 2014

No RL courses are scheduled to be offered during the Summer of 2014. [↑](#)