

Latin American, Iberian, and Luso-Afro-Brazilian Literatures and Cultures (LAILAB) (Ph.D.)

16:940:659:01 – Index 15873 –Advanced Topics in Hispanic Literature (3 credits)

Dr. Dámaris Otero Torres, dotoero@spanport.rutgers.edu

Thursday 10:20 am-1:20 pm

Academic Building, Room 5190, College Avenue Campus

Textualidades Conversas

This seminar offers a critical view of how converso *textualities* have been constructed within the Spanish canon and what is at stake to re-shape new theoretical approaches. The so-called converso geography has hindered in-depth critical readings that illumine how ‘converso’ imaginaries narrate their difference within the confessional context imposed marked by persecution and practices of shame. Our seminar will examine the multiple discursive strategies that were produced to narrate the trauma, the hopes, and the failures within the textual body and in their own terms. Our main goal will be to examine how *converso* voices (and bodies) embrace the heterogeneity in legitimizing their own fluctuating and hybrid possibilities to give voice to the instability of their subjective positions.

Through readings of both canonical and relatively unknown texts, the seminar will examine how these *converso* textualities dismantle the surveillance and crushing ethic/racial ideologies of the time, on the hand. We will also discuss how these texts demand new perspectives that validate and invigorate the layers of heterogeneity that pulsates within converso discursive constellations.

All texts and critical readings will be provided in CANVAS.

16:940:660:01 – Index 15874 – Advanced Topics in Hispanic Literature (3 credits)

Dr. Susan Martin-Marquez, susanmm@rutgers.edu

Tuesday 3:50 – 7:00 pm

Academic Building, Room 4140, College Avenue Campus

Corporealities: Theories of the Body in and with Spanish and Argentine Cinema

Notwithstanding the lack of co-presence of performers and spectators, film is one of the most dramatically corporeal of artistic media. The camera can move close into actors' faces, showing the tiniest muscular twitch, and even penetrate the flesh. It can also mimic human and superhuman movement, producing intensively proprioceptive experiences in audience

members. Similarly, manipulation of multi-channel soundtracks may trigger overwhelming sensations of immersion or isolation. Special effects create compelling depictions of bodily transformation and transcendence, while unique experimentation with film stock enables the human eye to perceive the world in a manner not otherwise available to our sensory apparatus. In this course we will study cultural and film theory regarding the body, and films from Spain and Argentina that also explore, invoke, interrogate, and theorize corporeal experiences. Topics to be treated include performance and star studies; body genres (melo, porn, horror); feminist film theory; film technologies and processes of racialization; body positivity / negativity; queer, trans and disability studies; and haptics. Filmmakers that may be discussed include (from Spain) Pedro Almodóvar, Luis Buñuel, Isabel Coixet, Víctor Erice, Julio Medem, Carlota Pereda, Paul Preciado, Carla Simón, and Iván Zulueta; and (from Argentina) María Luisa Bemberg, Fabián Bielinski, Israel Adrián Caetano, Albertina Carri, Leonardo Favio, Lucrecia Martel, Lucía Puenzo, and Leopoldo Torre-Nilsson. NB: films treated will include scenes of nudity, sex, violence, including sexualized violence, and other images that some students may find disturbing. Course taught in English; films (subtitled) will be made available through streaming, though students may need to pay a nominal fee to access a small number of recent works on platforms such as Vimeo or Amazon. Some recommended readings may be in other languages. Previous experience with film studies (or filmmaking) is welcome but not necessary; the semester will begin with a "crash course" in close film analysis. Requirements: careful preparation of texts, including brief weekly reflection posts, and active engagement in seminar discussions; one scene analysis presentation/short paper; and a final seminar paper, through which students may pursue projects related to their individual areas of specialization, beyond the specific contexts of Spain and Argentina.

16:940:599:01 **INDEPENDENT STUDY IN SPANISH** (3 credits)

Index 15872

Hours by arrangement

Please submit the **Independent Study Registration form** to Flor

(florencia.cerchiara@rutgers.edu)

BILINGUALISM AND SECOND LANGUAGE ACQUISITION (Ph.D.)

16:940:585:01– Index 15870 (3 credits)

Dr. Joseph Casillas, joseph.casillas@rutgers.edu

Monday 10:20 -1:30 pm

1 Spring Street, Room 319, New Brunswick

Spanish Phonology

This course serves as an introduction to Spanish phonetics and phonology. As such, a principal aim is to provide a general descriptive vision of the Spanish phonological system. This course will examine various analyses provided by phonological and phonetic research. To this end, this course will provide an introduction to formal generative accounts of Spanish phonology (both serial and parallel models), as well as usage-based accounts. The sounds of Spanish will also be approached from the perspective of experimental, instrumental, quantitative phonetics. An important objective of this course is to help students acquire the fundamental skills necessary in order to carry out experimental speech research. This includes issues such as hypothesis testing, experimental design, quantitative data collection and archiving, quantitative analysis and, finally, interpretation of the implications of experimental results. Students will learn to use fundamental tools such as Praat (digital speech processing) and R (statistics, graphics).

16:940:589:01– Index 15871 Topics in Hispanic Linguistics (3 credits)

Dr. Kendra Dickinson, kendra.dickinson@rutgers.edu

Thursday 10:20 -1:30 pm

1 Spring Street, Room 319, New Brunswick

Sociolinguistic Approaches to Multilingualism

This course is designed to familiarize students with the complex interplay between language, society, and the individual in multilingual contexts and to introduce the theoretical frameworks and methods of sociolinguistics approaches to multilingualism research. Focusing both on established multilingual communities and second language learning, this course explores the relationship between society and how languages are learned, maintained, and used. This course delves into topics such as language contact, translanguaging and codeswitching, social stratification of multilingual communities, language maintenance and shift, acquisition of sociolinguistic competence, the influence socially based L1 variation on L2 acquisition, the role of identity in L2 acquisition, and more. This course will also examine different methodological approaches to the study of the sociolinguistics of multilingualism, including variationist, ethnographic, and experimental approaches, and more. This course

will expand students' awareness of social aspects of multilingualism and their implications for linguistic analysis, as well as provide them with the tools necessary to develop their own research grounded in sociolinguistic approaches to multilingualism.

16:940:599:01 **INDEPENDENT STUDY IN SPANISH** (3 credits)

Index 15872

Hours by arrangement

Please submit the **Independent Study Registration form** to Flor

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TRANSLATION AND INTERPRETING (M.A.)

16:940:502:10 – Index 10038 (3 credits)

Dr. Miguel Jimenez, jimenez.miguel@rutgers.edu

Wednesdays 5:40 -8:40 pm

Room 403, 1 Spring St, Downtown NB

Translation of Specialized Texts

Advanced theoretical and practical training in translation in specialized areas such as scientific, legal, institutional, medical or technical. Introduction to specialized language and specialized terminology research. Intensive individual and group practice in the translation of texts in various specialized fields from Spanish into English and English into Spanish

Learning goals:

- Introducing students to the translation as a professional activity.
- Learning about the differences between didactic-philological approaches to translation and professional translation.
- Learning about the role of cultural differences in translation.
- Understanding the different stages in the translation process [Translation brief, text analysis, documentation, translation, reviewing, editing, delivery]
- Understanding the role of all agents in the translation process (initiator, client, translator, receiver, author, etc. Nord 1997)
- Introduction to text analysis for translation (Nord 1991)
- Understanding the role of documentation and using and assessing efficiently the reliability of different sources.
- Knowing the presentation and typographic norms in both languages.
- Identifying the main translation problems in the language pair in question.
- Analyzing and applying different translation strategies to the representative problems in the language pair in question (e.g. Vinay and Darbelnet)
- Learn to analyze and evaluate published translations.

Introduce student to the metalanguage of translation in order to professionally and academically discuss translations, translation evaluations, etc.

16:617:535:01, Index 09247 (3 credits)

Instructor: Tatiana Dallman

Tuesday, 7:30 pm - 8:50 pm, Spring St., Room 421, 1 Spring St, Downtown NB

Thursday, 7:30 pm - 8:50 pm, Spring St., Room 403, 1 Spring St, Downtown NB

Court Interpreting

Intensive practice in interpreting of courtroom and other legal procedures. Development of bilingual legal glossary. Review of New Jersey and federal standards for interpreters.

Prerequisite: 16:940:575 or special permission

01:940:471:10, Index 09245, add G prefix for graduate credit (1-3 credits)

Dr. Laura Ramirez Polo, ramirez.laura@rutgers.edu

Thursdays 5:40-7:00 pm (asynchronous)

1 Spring Street, Room 402, New Brunswick

Internship in Translation/Interpreting

Prerequisites: B+ in 940:401 or 402. May be taken as a co-requisite with permission of the department.

Introduction to theory and practice of liaison, consecutive and simultaneous interpreting. Spanish-English and English-Spanish. Intensive classroom and language laboratory exercises.

01:940:487:MA, Index 09249, add G prefix for graduate credit (1.5 credits)

Dr. Laura Ramírez Polo, ramirez.laura@rutgers.edu

Second 7 weeks, March 18th to April 29th - Go to <http://canvas.rutgers.edu>

Monday 5:40 PM - 8:40 PM

1 Spring Street, Room 403, New Brunswick

Hospital/Community Interpreting

Pre-requisites: 940:203 or 940:205 or 940:313. Also possible PLACEMENT TEST OR PERMISSION OF DEPARTMENT.

Through interactive class discussions and laboratory practice, this course will provide students with an introduction to medical interpreting in the clinical encounter. We start with the framing of interpreting as one of component of language access, to continue with the modes, protocols, standards of practice, and codes of ethics. Students will have the opportunity to develop their interpreting skills in the consecutive mode through laboratory practice and by doing exercises in the component skills of shadowing, short term memory

development and note taking. The class also has a strong community-based component, with visits from and to different community partners, as well as different possibilities for final projects for the benefit of the community.

TEACHING K-12 (M.A.T)

16:940:511:01 (cross listed with 417) – Index 09343 - (3 credits)

Dr. Thomas Stephens, tstephens@spanport.rutgers.edu

Tuesday 5:40-8:40 pm

1 Spring Street, Room 403, New Brunswick

History of Spanish Language

Course Description

This course will introduce students to the development of the Spanish language from its origins to the present day & will explore the relationship of external history to linguistic development. The class will analyze & discuss connections between & among the other Romance languages & will engage in research appropriate to the class. Students will be expected to produce final projects that are meaningful to their course program - literature, linguistics, translation, or teaching.

Course Expectations

Goals

We will consider the people & cultures that inhabited the Iberian Peninsula & how they influenced Spanish language evolution in many ways; these civilizations include the Iberians, the Tartessians, the Phoenicians, the Celts, the Greeks, the Carthaginians, the Romans, the Vandals & other Germanic groups, & the Arabic speakers. We will also study changes that took place in the transformation of Latin to Spanish.

Objectives

- The instructor should
 - introduce students to the principal aspects of Spanish language history – both internal & external
 - internal - investigate changes of grammar (sounds, syntax, morphology, lexicon);
 - external - settlement history, social influences, upheavals, etc.;
 - lead students to discover links between their proposed disciplines and historical linguistics; &

- expose students to a wide variety of resources for continuing investigation.
 - Students should
 - understand the importance of writing in the history of linguistics;
 - study the origins of philology & comparative historical linguistics;
 - compare with the history of the English language;
 - compare with other Romance language;
 - review & record the history of languages & language families;
 - explore connections between world language; &
 - reflect on the ties between historical linguistics & other disciplines.
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16:940:597:90 (cross listed with 19:910:546:93) – Index 18987 - (3 credits)

Irma Sánchez

Asynchronous Content

**Spanish Language and Cultural Competency for Social Workers / Spanish for
Community Engagement**

Course description:

This interactive online course is tailored for social workers and community-focused professionals aiming to enhance their Spanish language skills and deepen their understanding of the diverse cultures within Spanish-speaking communities. The curriculum is structured to blend linguistic skill development with an exploration of cultural diversity, offering a comprehensive approach to language learning.

Key components of the course include:

Professional language acquisition: students will engage in specialized language training, focusing on linguistic functions critical to their professional domains. This aspect of the course is designed to equip learners with the communication skills necessary for effective engagement in their field.

Cultural reflection and understanding: the course encourages students to reflect on various cultural practices and perspectives. This module aims to foster a deeper comprehension of the Spanish-speaking community in the United States, enhancing the participants' ability to relate and work effectively within these communities.

Critical cultural analysis: a significant emphasis is placed on critically analyzing cultural practices and their integration into language use. This approach not only enriches language learning but also promotes a nuanced understanding of cultural dynamics.

Final project - language in context: as a culmination of their learning, students will undertake a final project. This project offers an opportunity to delve into specific language contexts, explore linguistic diversity, and access research resources relevant to their professional field.

Throughout the course, students will experience a blend of theoretical knowledge and practical application, making it an ideal choice for professionals seeking to elevate their language skills and cultural competence in a Spanish-speaking context.

Core Curriculum Courses

METHODS OF WORLD LANGUAGE TEACHING (K-12) (3 credits)

16:617:500:01 – INDEX: 14620

ONLINE, IN-PERSON THREE SATURDAYS, 8:30AM-12:00PM, 2/3, 3/2, and 4/20/2023.

Prerequisite: 617:502.

MARIA JOSE CABRERA

This section is open to prospective teachers who are seeking certification. Find registration information for this course [here](#).

Methods of teaching world languages to English speakers in grades K-12. Emphasis on curriculum development, uses of technology, and software applications. Review of theoretical resources. Taught in English with language-specific group sessions.

THEORIES OF SECOND LANGUAGE ACQUISITION AND LEARNING (K-12) (3 credits)

16:617:502:90 – INDEX: 14621

ONLINE

DOUGLASS CROUSE

Contact Patty Blum (pblum@tlc.rutgers.edu) to register, which is by special permission.

How we acquire our language is one of the most fascinating aspects of human development, and best practices in the classroom must be based on that research. This introductory course investigates theories of second language acquisition. Emphasis is placed on theories that have been proposed in the last twenty-five years and their impact on instruction. Taught in English.

TEACHING PORTFOLIO PROJECT (3 credits)

16:617:599:90 – INDEX: 14624

ONLINE

KAREN SÁNCHEZ & JOHN ALLEN

Contact Patty Blum (pblum@tlc.rutgers.edu) to register, which is by special permission.

A three-credit individual project that is to be completed and presented to the student's two-person committee following the completion of the twenty-seven credits of course work. The portfolio reflects the student's individual teaching situation as well as the application of theory and practice from course work taken at the WLI. It entails the preparation of four thematic units utilizing the communicative approach to language. Two units are to be based on the textbook and teaching situation of the candidate; the other two units are to be 'dream' units, in which the candidate develops age-appropriate materials that would be the ideal.

TEACHING OF ENGLISH AS AN ADDITIONAL LANGUAGE (CR.3)

16:617:521:01:14622

W 6:00-9:00PM, SPR-204

DOAA RASHED

APPLIES TO CWLT CERTIFICATE.

This course provides a theoretical and practical introduction to methods of teaching English as an additional language. It will analyze particular methods or approaches to English instruction for multilingual learners, while developing a teaching philosophy in relationship to teaching students from a variety of language backgrounds and literacies.