

## **LITERATURE AND CULTURE (Ph.D.)**

16:940:540:01(cross listed 195:516) – Index 18665 –  
Environmental Humanities: Inter & Transdisciplinary Issue (3 credits)  
Dr. Jorge Marcone, jmarcone@spanport.rutgers.edu  
Monday 10:20 am-1:20 pm  
Academic Building, Room 5190, College Avenue Campus  
Environmental Humanities: Inter- and Transdisciplinary Issues

### **Environmental Humanities: Inter- and Transdisciplinary Issues**

The *environmental humanities* (EH) is an umbrella term for acknowledging conversations about nature and culture that have taken place in philosophy, education, history, literature, film, art, cultural geography, cultural anthropology, etc. at least in the 1970s. It is also a field that performs a deep critique of dominant discourses and narratives (for instance, the economy of growth, extractivism, or the very notion of the Anthropocene) supported by, among other frameworks, queer ecologies and posthumanist and ontological “turns.”

However, EH calls as well for cultivating a synergy of diverse perspectives on social-ecological scenarios that recognizes the insufficiency of approaches that rely almost exclusively on science and economics, and of policies that exclude nonacademic social actors. Like other fields in the humanities recently, EH calls for transdisciplinary work, or collaboration with nonacademic stakeholders in the process of knowledge production, dissemination, and impact in concrete life experiences. EH, like other forms of public humanities, aspire not only to denounce social-ecological conflicts but to be part of their solution. Can humanities produce knowledge of strategic value for the solution of concrete and particular social-ecological problems? Can it join interdisciplinary/multidisciplinary initiatives? What customs, preferences, moral and spiritual values, identities, memories, ideas of well-being, epistemologies, ontologies, wisdoms, aesthetics, etc. intervene in environmental changes or in the transitions that deal with them?

Though the majority of examples of transdisciplinary research, environmentalist activism, and texts, films and art will be drawn from Latin America and Spain, students from all humanities and social science disciplines are welcome. The language of instruction is English, and texts and films are taught in translation.

- Final paper (16-20 pages, not including bibliography), or digital humanities project (30%)
  - Oral presentations (30%).
  - Weekly short responses (25%).
  - Class participation (15%).
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16:940:590:01 – Index 16626 – Main Currents in Portuguese Literature (3 credits)

Dr. Daniel da Silva, ddsilva@spanport.rutgers.edu

Thursday 10:20 am-1:30 pm

Academic Building, Room 5190, College Avenue Campus

**Difference: Sex, Race, and Nation in Luso-Afro-Brazilian and Latin American Cultures**

Through critical theory and primary sources on queer, trans, and travesti identities and other nonnormative genders, sexualities, and subjectivities, we will study formations of race and nation on and from Luso-Afro-Brazilian cultures and Latin American cultures to comparatively discern through music, texts, art, film, and other sources, formations of queer Latin American and Luso-Afro-Brazilian desires and diasporas.

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**BILINGUALISM AND SECOND LANGUAGE ACQUISITION (Ph.D.)**

16:940:589:01 – Index 16625 Topics in Hispanic Linguistics (3 credits)

Dr. Nuria Sagarra, nuria.sagarra@rutgers.edu

Tuesday 8:30 -11:30 am

Academic Building, Room 5190, College Avenue Campus

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**The Psycholinguistics of Bilingualism**

Neurolinguistics is the study of the neural mechanisms in the human brain underlying the comprehension, production, and acquisition of a language, through the study of the neurobiology of language. This course focuses on the bilingual brain during language processing.

Part 1 covers neuroanatomy (networks of neurons in the brain), neurophysiology (ways for these networks to be active), neuroethology (comparing neural networks involved in human language to those in birds, mammals and primates), and neurogenetics (genes related to human language).

Part 2 provides an introduction to research methods commonly used in language research: event-related potentials (ERPs) and functional magnetic resonance (fMRI). Fundamental concepts are put into practice at a tour to an ERP lab and an fMRI lab and via hands-on ERP lab assignments (e.g., data collection).

Part 3 focuses on how bilinguals process sounds (phonetics, phonology), words (lexical access, lexical semantics, morphology), and sentences (morphosyntax, syntax), how bilinguals make predictions in a non-dominant language, and how memory modulates language acquisition and processing.

Part 4 addresses bilingualism in atypical populations.

This course will be of particular interest to students of cognitive psychology, neuroscience, linguistics, language acquisition, bilingualism, or medicine who wish to learn about the specific needs of patients in a multilingual society.

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## **TRANSLATION AND INTERPRETING (M.A.)**

16:940:575:01 – Index 10112 (3 credits)

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

Wednesday 7:00 -8:20 pm/online

Room 421, 1 Spring St, Downtown NB

### **Community and Simultaneous Interpreting**

*Prerequisite:* 16:940:502 or equivalent, or permission from program coordinator.

Introduction to theory and practice of liaison, consecutive, and simultaneous interpreting; Spanish to English and English to Spanish. Intensive classroom, online and language laboratory exercises. Introduction to the main areas of practice, medical, legal and community interpreting. *Required for the M.A. in Translation/Interpreting.*

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16:940:579:01, Index 10114 (3 credits)

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

Monday 6:00-9:00 pm

Room 421, 1 Spring St, Downtown NB

### **Translation, Media, Technology**

*Prerequisite:* 16:940:502 or equivalent, or permission of graduate director.

Translation of general, audiovisual, and digital texts through individual and collaborative projects. Introduction to main translation and subtitling tools, as well as collaboration and management solutions. Overview of main theoretical issues in translation technology and audiovisual translation. *Required for the M.A. in Translation/Interpreting.*

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16:940:669:01, Index 16628 (1-6 credits)

Dr. Miguel Jimenez

By arrangement

### **Practicum in Translation**

*Prerequisite:* Completion of twenty-four credits of course work and comprehensive examination.

Extensive practice in translation under faculty supervision and in consultation with a bilingual expert in the subject area of each translation assignment. Introduction to the use of lexical management/computer-aided translation tools. Primary emphasis on medical translations for use in area hospitals and other health care facilities, but assignments in other subject areas are also possible. One credit is equivalent to three hours of work per week.

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## **TEACHING K-12 (M.A.T)**

16:940:588:01 (cross listed with 419) – Index 10110 - Topics in Hispanic Linguistics (3 credits)  
Dr. Kendra Dickinson, [kendra.dickinson@rutgers.edu](mailto:kendra.dickinson@rutgers.edu)

### **Language Variation in the Spanish Speaking World**

This course is dedicated to the study of major language varieties in the Spanish-speaking world, including survey of defining phonological, morphological, syntactic, and lexical features of modern varieties in Spain, Spanish America, and the U.S. This course explores various explanatory factors for language variation, including, but not limited to geography, gender, socioeconomic status, and education level, and more. This course will equip students with the skills to recognize, understand, and analyze language variation in the Spanish-speaking world, and provide them with the tools necessary to apply this knowledge and skill set to language pedagogy.

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## **TEACHING K-12 (M.A.T)**

### **Core Curriculum Courses**

#### **METHODS OF WORLD LANGUAGE TEACHING (K-12) (CR. 3)**

16:617:500:90:15530

ONLINE

Three in-person meetings on SATURDAY 10/7, 11/4, 12/2/2023; 8:30 AM - 12 NOON  
DOUGLASS CROUSE

This section is open to prospective teachers who are seeking certification.

Contact us at [info@tlc.rutgers.edu](mailto:info@tlc.rutgers.edu) to register, which is by special permission.

This course is designed to address the needs and concerns of students preparing to teach foreign languages in the K-12 schools and in-service teachers who need a methods course for endorsement or licensure. It will also serve in-service teachers who are seeking to update their knowledge of second-language acquisition and instruction for personal growth or for academic credit toward state re-licensing or for national board certification. **Conducted in English with language-specific assignments.**

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**ASSESSMENT IN THE WORLD LANG CLASS (K-12) (CR. 3)**

16:617:504:90:15532

**ONLINE**

**ROSANNE ZEPPIERI**

This course is designed to provide a firm foundation in and understanding of performance-based assessment and rubric design. The focus is the development of tasks to be used in teachers' classes during the school year. Through a consideration of backwards design and authentic assessment, teachers learn to develop tasks that set realistic expectations for their students, and how research and theory on language proficiency help us to understand the stages of developing linguistic acquisition. This knowledge will inform the strategies and techniques that lead to authentic assessment of language use. Conducted in English.

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**TEACHING PORTFOLIO PROJECT (CR. 3)**

16:617:599:90:15328

**ONLINE**

**KAREN SÁNCHEZ**

Contact us at [info@tlc.rutgers.edu](mailto:info@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.

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