



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

16:940:501:01 – Index 16650 – (3 credits)

Spanish Language Director

Wednesday 10:20 am – 1:30 pm

Academic Building, Room 5141, College Avenue Campus

Methodology of Teaching and Research

Methodology of Teaching and Research is a theoretical and practical introduction to Second Language Acquisition (SLA) in the classroom setting. It explores diverse areas of foreign language research and their application to the task of teaching a foreign language. Students will work with a variety of approaches to teach language communicatively, will learn principles of proficiency and will be exposed to SLA theories. The critical reflection of pedagogical practices and language pedagogy are emphasized. The course offers an overview of multiple factors that influence language teaching and learning. It prepares students to evaluate teaching methodologies and to stimulate them to reflect on their own attitudes and approaches to language teaching.

16:940:604:01 – Index 18688 – (3 credits)

Prof. Marcy Schwartz, mschwartz@spanport.rutgers.edu

Tuesday 2:00 pm -5:00 pm

Academic Building, Room 5190, College Avenue Campus

Public Culture in Latin America: Urban Space, Expression and Participation

This course will examine the foundations of public culture in Latin American thought, politics, literature, urban space and social movements to trace the emergence of cultural participation through the twentieth century until the present. The readings will include poetry, essays, chronicles, and narrative fiction from key periods in the development of public culture in the region. The course will highlight the elaboration of a “modern” urban sensibility in the 1920s and 1930s, debates and polemics during the “Boom” of the 1960s and 1970s, the role of journals in public culture, responses to dictatorship and state repression in the Southern Cone in the 1970s and 1980s, the crisis of representation and public expression in post-Revolution Cuba, and the artistic and literary reactions to neoliberal economics in the 1990s such as the cartonera book publishers. Along with literary



and theoretical readings, the course will include film screenings and art and ephemeral documents. This course will offer a number of case studies, projects and assignments with relevance for the Public Humanities. This course counts toward the SGS Public Humanities graduate certificate.

Students from Humanities and Social Sciences programs are welcome. The course may be taught in English if interested students register who have limited Spanish competency. Readings will be available in English translation, or alternative readings in English will be assigned.

Primary Readings will include fiction by Julio Cortázar, Antonio José Ponte, Sergio Chejfec, Diamela Eltit; poetry by Germán Carrasco and Oliverio Girondo; crónicas by Carlos Monsiváis and other cronistas; and other non-fiction narrative texts by Diamela Eltit and Elena Poniatowska. (readings may vary)

Theoretical Readings will include Doris Sommer's book *The Work of Art in the World*, and essays by Walter Benjamin, Jürgen Habermas, Angel Rama, Beatriz Sarlo, Néstor García Canclini, W. J. T. Mitchell, Michel de Certeau, Michel Foucault and Jacques Derrida.

Special events:

- Students will participate in archival research in special collections at the Princeton University Library in conjunction with the seminar.
- Tour of community murals in New Brunswick
- Invited lectures by writers and specialists in the field

16:940:660:01 – Index 16655 – Advanced Topics in Hispanic Literature (3 credits)

Prof. Yeon-Soo Kim, ykim@spanport.rutgers.edu

Thursday 2:00 pm – 5:10 pm

Academic Building, Room 5190, College Avenue Campus

Narrating Lives in (E)Motion

In this seminar, we will explore various theoretical ideas within the field of Diaspora Studies. We will examine works by scholars such as Hall, Gilroy, Chow, Braziel, Manur, Ponzanesi, Hirsch, Massumi, Terada, Berlant, and Ahmed. By analyzing a wide range of Spanish texts that recount stories of displacement, including exile, travel, immigration, and other cultural encounters shaped by global processes, we aim to understand how Diaspora Studies are reshaping the field of Spanish Cultural Studies and challenging traditional notions of Spanish identity. Particular emphasis will be placed on how affect theories can help unravel the intricate web of race, gender, sexuality, and class in the construction of minoritized identity. Students will be encouraged to critically analyze other cultural and political contexts of the diaspora and develop their own research within this theoretical framework.



16:940:599:01 - Index 16654

INDEPENDENT STUDY IN SPANISH (3 credits)

Hours by arrangement

Please submit the **Independent Study Registration form** to Flor
(florencia.cerchiara@rutgers.edu)



BILINGUALISM AND SECOND LANGUAGE ACQUISITION (Ph.D.)

16:940:501:01 – Index 16650 – (3 credits)

Spanish Language Director

Wednesday 10:20 am – 1:30 pm

Academic Building, Room 5141, College Avenue Campus

Methodology of Teaching and Research

Methodology of Teaching and Research is a theoretical and practical introduction to Second Language Acquisition (SLA) in the classroom setting. It explores diverse areas of foreign language research and their application to the task of teaching a foreign language. Students will work with a variety of approaches to teach language communicatively, will learn principles of proficiency and will be exposed to SLA theories. The critical reflection of pedagogical practices and language pedagogy are emphasized. The course offers an overview of multiple factors that influence language teaching and learning. It prepares students to evaluate teaching methodologies and to stimulate them to reflect on their own attitudes and approaches to language teaching.

16:940:586:01– Index 16652 (3 credits)

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

Thursday 10:20 am -1:30 pm

Academic Building, Room 5190, College Avenue Campus

Spanish Language in Social Context

This course is designed to familiarize students with topics related to language use in social contexts in Spanish-speaking communities and to provide a comprehensive introduction to the theoretical frameworks and methods of sociolinguistic research. In particular, we will examine how both social elements – such as language ideologies, race, gender, socioeconomic status, and identity – and linguistic and cognitive mechanisms can influence sociolinguistic variation. In addition to theoretical components, this course will also include hands-on practice in sociolinguistic methods, including data collection and coding procedures. This course will expand students' awareness of social aspects of language and their implications for both for linguistic analysis and in the world at large and will provide



them with the tools necessary to develop their own research related to Spanish in social contexts.

16:940:588:01– Index 16653 - Topics in Hispanic Linguistics (3 credits)

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

Monday 8:30 am -11:30 am

Academic Building, Room 5190, College Avenue Campus

Neurolinguistics 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. Graduate Course Schedule Fall 2023 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.

16:940:599:01 - Index 16654

INDEPENDENT STUDY IN SPANISH (3 credits)

Hours by arrangement

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

(florencia.cerchiara@rutgers.edu)



M.A. IN TRANSLATION AND INTERPRETING

16:940:563:10 – Index 10208 (3 credits) – Cross-listed with 940:478

Prof. Miguel Jiménez, jimenez.miguel@rutgers.edu

Mondays 6:00 pm – 9:00 pm

Room 403, 1 Spring St, Downtown NB - Grad students can attend the classes in-person or synchronous remote.

Theory and Practice of Translation

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

Introduction to translation studies. Application of linguistic and literary theory to translation. Problems of equivalence. Translation quality assessment. Practice in nonliterary and literary translation, including narrative, poetry, and theater. Required for the M.A. in Translation/Interpreting

01:940:575:01, Index 16651 – Cross-listed with 940:475

Prof. Miguel Jiménez, jimenez.miguel@rutgers.edu

Wednesdays 5:40 PM – 7:00 PM/ Asynchronous Content Online

1 Spring Street, Room 403, New Brunswick - Grad students can attend Wednesday class in person or synchronous remote.

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.



16:940:669:01, Index 16656 (1-6 credits)

Prof. Miguel Jiménez, jimenez.miguel@rutgers.edu

By arrangement

Practicum in Translation

Prerequisite: *Completion of twenty-four credits of course work and comprehensive examination, 16:940:502 or other advanced translation course. A credit hour is equivalent to 3 hours work per week.*

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.



M.A.T. IN SPANISH

16:940:563:10 – Index 10208 (3 credits) – Cross-listed with 940:478

Prof. Miguel Jiménez, jimenez.miguel@rutgers.edu

Mondays 6:00 pm – 9:00 pm

Room 403, 1 Spring St, Downtown NB - Grad students can attend the classes in-person or synchronous remote.

Theory and Practice of Translation

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

Introduction to translation studies. Application of linguistic and literary theory to translation. Problems of equivalence. Translation quality assessment. Practice in nonliterary and literary translation, including narrative, poetry, and theater. Required for the M.A. in Translation/Interpreting

A special section will be offered for MAT students.

Core Curriculum Courses

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

16:617:500:01 – INDEX: 15582

DOUGLASS CROUSE

On-campus meetings at Rutgers New Brunswick - 1 Spring St, room 403

Saturdays, 8:30 am-12:00 pm (10/5, 11/2, 11/30/2024)

Contact info@tlc.rutgers.edu to register.

Prerequisite: 617:502

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.



TEACHING PORTFOLIO PROJECT (3 credits)

16:617:599:90 – INDEX: 15584

ONLINE

KAREN SÁNCHEZ

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.

ASSESSMENT IN THE WORLD LANGUAGE CLASSROOM (3 credits)

16:617:504:90 – INDEX 15583

ROSANNE ZEPPIERI

Asynchronous Content Online

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.
