



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

16:940:501:01 – Index 19063 – (3 credits)

Sara Sáez Fajardo - ss5241@spanport.rutgers.edu

Wednesday 3:50 pm – 7:00 pm

Academic Building West, Room 5190, 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.

16:940:659:01 – Index 16866 – (3 credits) – cross-listed with 195:608

Prof. Daniel Da Silva - ddsilva@spanport.rutgers.edu

Thursday 2:00 pm – 5:10 pm

Academic Building West, Room 5190, College Avenue Campus

Queer Aqui: Gender and Sexuality in Latin American and Luso-Afro-Brazilian Cultures

This seminar will explore theories of queer, trans, and travesti identities and sexualities, and in Luso-Afro-Brazilian and Latin American cultures to locate queer, feminist, Black, and indigenous intersections and examine formations of Black diaspora. Taught in English.

Some of our texts may include, but are not limited to, the following sample list:

- Aidoo, Lamonte. *Slavery Unseen: Sex, Power, and Violence in Brazilian History* (2019)
- Arrizón, Alicia. *Queering Mestizaje. Transculturation and Performance* (2006)
- Blackmore, Josiah and Hutcheson. *Queer Iberia* (1999)
- Byrd, Jodi A. *The Transit of Empire: Indigenous Critiques of Colonialism* (2011)



- Cruz-Malavé, Arnaldo and Martin F. Manalansan, *Queer Globalizations: Citizenship and the Afterlife of Colonialism* (2002)
- Gomes Pereira, Pedro Paulo. *Queer in the Tropics* (2019)
- Hurtig, J., and Rosario Montoya del Solar. *Gender's Place: Feminist Anthropologies of Latin America* (2016)
- Landes, Ruth. *The City of Women* (1994)
- Morgensen, Scott Lauria. *Spaces Between Us: Queer Settler Colonialism and Indigenous Decolonization* (2011)
- Ochoa, Marcia. *Queen for a Day: Transformistas, Beauty Queens, and the Performance of Femininity in Venezuela* (2014)
- Preciado, Paul. *Countersexual Manifesto* (2018);
—*Yo soy el monstruo que os habla* (2020)
- Quinlan, Susan Canty and Fernando Arenas. *Lusosex: Gender and Sexuality in the Portuguese-Speaking World* (2002)
- Quiroga, José. *Tropics of Desire: Interventions from Queer Latino America*. NYU Press, 2000.

16:940:660:01 – Index 16864 – (3 credits) – cross-listed with 195:606

Prof. Karen Bishop - kebishop@rutgers.edu

Tuesday 10:20 am - 1:30 pm

Academic Building West, Room 4052, College Avenue Campus

Literary Translation: Theory & Practice

This course is both a seminar on the theory of literary translation and a workshop in which we will share, revise and refine our own translations-in-progress. We will read and discuss the major theoretical texts that make up the field of translation studies, including works by Dryden, Schleiermacher, Goethe, Benjamin, Jakobson, Borges, Heidegger, Steiner, Berman, Derrida, Appiah, Tedlock, Spivak, Levine, Apter, and Carson, and reflect on recent trends in the field. In our discussions, we will consider questions of translatability, fidelity, out-dated hierarchies between original texts and their translations, and the charged politics and ethics of translation. Throughout the semester, we will compare different translations of literary texts in order to examine how each version works and discuss how translators make decisions of language, style, form, and cultural equivalency. Students will complete a short translation project halfway through the semester and at the end of the term, will prepare a final project, which may be either a literary or theoretical analysis or an original translation accompanied by a critical translator's introduction. Course meetings will be supplemented by visits and lectures from working translators and translation scholars, which may require attendance outside of class time (times and dates TBA). The prerequisites for this class include a demonstrable knowledge of a language other than English. Our common working language will be English.



16:940:599:01 - Index 19067

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 19063 – (3 credits)

Sara Sáez Fajardo - ss5241@spanport.rutgers.edu

Wednesday 3:50 pm – 7:00 pm

Academic Building West, Room 5190, 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.

16:940:585:01 – Index 19065 - (3 credits)

Prof. Joseph Casillas - joseph.casillas@rutgers.edu

Thursday 10:20 am -1:30 pm

Academic Building West, Room 5190, College Avenue Campus

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).



16:940:588:01– Index 19066 - (3 credits)

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

Tuesday 5:40 pm -8:00 pm

Academic Building West, Room 5190, College Avenue Campus

Translation and Interpreting: Cognition and Bilingualism

Main foundations for research on issues related to cognition, bilingualism and language acquisition in translation and interpreting. Introduction to cognitive approaches and models in translation and interpreting studies. Main research methods in translation and interpreting (process-oriented, product -oriented and participant-oriented research). Overview of translation and interpreting technologies, including AI, in bi- multilingual contexts. Translation and interpreting competence models and their role in language learning contexts.

16:940:657:01– Index 19068 - (3 credits)

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

Monday 8:30 am – 11:30 am

Academic Building West, Room 5190, College Avenue Campus

Psycholinguistics of Bilingualism

How do bilinguals handle having multiple languages in a single mind? Why do adults have difficulty achieving native-like competence in another language? Why do some people learn foreign languages more easily than others? In this course, students will learn about a myriad of topics related to the bilingual mind. These include neural underpinnings of bilingual processing, biological, linguistic and cognitive effects on adults' difficulty achieving native-like competence in a non-native language, theories on how bilinguals handle multiple languages in a single mind, cognitive individual differences that make foreign language learning easier for some people than for others, prediction of what a speaker is about to say in a non-native language, the cognitive consequences of studying abroad, processing a heritage language, and general consequences of bilingualism for cognition (e.g., the bilingual advantage) and language (e.g., code-switching). The course combines lectures with discussion of empirical studies, guest speaker presentations, and lab hands-on visits.



16:940:599:01 - Index 19067

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

16:940:575:01 – Index 19064 (3 credits)

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

Wednesdays 5:40 PM – 7:00 PM/ Hybrid – Some meetings online

1 Spring Street, Room 403, New Brunswick

Community and Simultaneous Interpreting

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.

01:617:579:01, Index 12481 – Cross-listed with 940:479

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

Mondays 6:00 pm – 9:00 pm

Room 403, 1 Spring St, Downtown NB

Translation, Media and Technology

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.



16:940:670:01, Index 19069 (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 of 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

16:940:506:01 – Index 12478 (3 credits) – cross-listed with 940:404

Thomas Stephens - tstephens@spanport.rutgers.edu

Tuesday 3:50 pm – 7:00 pm

Room 403, 1 Spring St, Downtown NB

Language Race, and (In)justice in Latin America

This class will confront issues of language and racial/cultural norms in greater Latin America, varying from related social justice models in North America. It will consider how language varieties are associated with discrimination and attempt to answer specific instances in which language upholds discrimination and injustice. Topics will include fairness in multilingual settings, racial epithets in civil society, gendered pronouns, discourses regarding migrants/migrations/immigration, patterns of communication that create more just societies, historical views of (non-)feminist speech/sexist, unconsciously misogynist and paternal language patterns, accounts of BLM-related and indigenous movements in Spanish America and Brazil, the power of symbols, and the long struggle for recognition and rights in Haiti. There will be invited guest speakers. Projects will revolve around real speech and its connection to a civil and just world. Taught in Spanish.

Course objectives

This course aims to teach students about

- Discourse of a daily variety used as a form of prejudice and discrimination
 - Euphemisms and dysphemisms
 - Social class, racial group, and poverty
 - Protest signs and racial/social injustices (e.g., BLM, Mujeres de la Plaza de Mayo, Marielle Franco, Mapuches and other indigenous groups in Chile)
 - Gendering and pronoun replacement
 - Similarities between various American cultures and acts of social (in)justice
 - Politicizing of bilingual education
 - Feminist speech and political correctness
 - Language of political repression and social movements
 - Language maintenance and linguistic freedoms.
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Core Curriculum Courses

16:617:500:91 – Index 17980 (3 credits)

Douglass Crouse - crousedc@gmail.com

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

Saturdays, 8:30 am-12:00 pm (10/05, 11/02, 11/30/2025)

Contact info@tlc.rutgers.edu to register.

Methods of World Language Teaching (K-12)

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.

16:617:599:90 – Index 17981 (3 credits)

John Allen - jea52@njaes.rutgers.edu

ONLINE

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

Teaching Portfolio Project

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.
