

LITERATURE AND CULTURE (Ph.D.)

16:940:549:01 – Index 16683 - Contemporary Spanish-American Poetry (3 credits)

Dr. Karen Elizabeth Bishop, kebishop@rutgers.edu

Tuesdays 10:20 am-1:20 pm

Academic Building, Room 5190, College Avenue Campus

LYRIC RISK

a seminar in poetics

course overview

This seminar investigates the state of lyric in Latin American letters by asking what formal and social risks lyric requires, assumes, and enables. We will look at the evolution of lyric risk from the early twentieth century through to our current moment. Together we will look at key moments of rupture, rejection, retention, suspension, disappearance, play, excess, and revelation in Latin America's modern poetic landscape. We will study how language changes under certain aesthetic and political pressures, how the lyric voice takes on historical trauma, and the ways in which experimental poetry amplifies the capacity of the literary. We'll look critically at the various vanguard movements that have swept the last hundred years of Latin American poetry, including Ultraism, Creationism, Surrealism, Confessionalism, Anti-Poetry, testimonial poetry, ecopoetry, activist poetry, and recent projects of spoken word, performance, landscape, digital, and intermedial poetry. As we analyze the risks we espy, their cost and worth, we will consider recent calls for postlyricism and ask what viable alternative forms lyric might take in contemporary efforts to present the twenty-first-century speaking self as part of a larger, collaborative, and ethical poetic community.

Our primary entry into this corpus of texts will be a careful, responsible, and generous close reading, a skill we will work to self-reflexively perfect throughout the semester. Seminar participants will, among other assignments, write weekly response papers, introduce a cluster of critical work, perform a mid-semester close reading, and write a final paper.

required texts

poetry, interviews, and readings by Jorge Luis Borges, Vicente Huidobro, Oliverio Girondo, Octavio Paz, Pablo Neruda, Nicanor Parra, Juana de Ibarbourou, Alejandra Pizarnik, Susana Thénon, Idea Vilariño, Amanda Berenguer, Ida Vitale, Reina María Rodríguez, Blanca Varela, Néstor Perlongher, Raúl Zurita, María Negroni, the Electronic Disturbance Theater, Sara Uribe, Balam Rodrigo, y Raquel Salas Rivera, among others.

criticism and scholarship by Amy Sara Carroll, Jonathan Culler, Anna Deeny Morales, Harris Feinsod, Jean Franco, Rachel Galvin, Ignacio Infante, Francine Masiello, Sylvia Molloy, Marjorie Perloff, Susan Stewart, among others.

16:940:660:01 – Index 16688 – Seminar: Advanced Topics in Hispanic Literature (3 credits)

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

Thursdays 10:20 am-1:20 pm

Academic Building, Room 5190, College Avenue Campus

Diasporic Memories, Migrant Identities, and the New Forms of Cultural Coalitions in Contemporary Spain

In this seminar, we will examine a variety of theoretical ideas that are considered under the rubric of Diaspora Studies from Hall, Gilroy, Chow, Braziel, Mannur, Fraser, Crenshaw, Hirsch to Ahmed. By looking at a wide range of Spanish texts recounting the stories of displacement from exile, travel, immigration to other forms of cultural encounters that are made possible as part of the global processes, we will discuss how the Studies of Diaspora challenge the traditional sense of Spanish identity and provide evidence of new forms of cultural coalitions. Students will be encouraged to provide critical insight from other cultural, political conditions of diaspora and develop their own line of research pertinent to the given theoretical framework.

BILINGUALISM AND SECOND LANGUAGE ACQUISITION (Ph.D.)

16:940:584:01 – Index 16684 (3 credits)

Dr. Amy Bustin, amy.bustin@rutgers.edu

Thursdays 8:30 -11:30 am

1 Spring Street, Room 319

Spanish Syntax

This course is an introduction to syntax, that is, the study of the structure of sentences. This course approaches syntax from a generative perspective and provides coverage of the core components of transformational grammar and the Minimalist Program. Accordingly, this class focuses on the concepts and principles which have been central to both the fundamental components and recent developments of syntactic theory. These include Phrase Structure grammar, Structural Relations, Binding Theory, X'-schema, θ -Theory, Government, Case, Transformations/Movement (e.g., Head-to-Head, DP, and Wh-Movement), and Copy Theory. Theoretical research examined in this class will focus on the syntax of the Spanish language. Upon completion of this course students will be able to: understand the nature of language from a generative perspective, draw trees and solve syntactic problems, present academic papers and handle questions, and refine their skills of linguistic argumentation.

16:940:585:01 – Index 16685 (3 credits)

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

Mondays 10:20 - 1:20 pm

Academic Building, Room 5190, College Avenue Campus

Spanish Phonetics/Phonology

Course description

This course serves as an introduction to Spanish phonetics and phonology. As such, a principle 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).

Materials

Class websites

- TBD
- Presentations and scripts here: www.jvcasillas.com/

Recommended books

Phonetics/Phonology

- Hualde, J. I. (2014). *Los sonidos del español*. Cambridge University Press.
- Núñez Cedeño, R. A., S. Colina, and T. G. Bradley (2014). *Fonología generativa contemporánea de la lengua española*. Georgetown University Press.
- Reetz, H. and A. Jongman (2011). *Phonetics: Transcription, Production, Acoustics and Perception*. Wiley-Blackwell.
- Hualde, J. I., A. Olarrea, and E. O'Rourke, ed. (2012). *The Handbook of Hispanic Linguistics*. Wiley Blackwell.
- Hualde, J. I., A. Olarrea, A. M. Escobar, et al. (2010). *Introducción a la lingüística hispánica*. Cambridge University Press.

Programming

- Wickham, H. and G. Grolemund (2017). *R for Data Science*. O'Reilly.
 - Wickham, H. (2016). *ggplot2: Elegant Graphics for Data Analysis*. Springer.
 - Xie, Y. (2015). *Dynamic Documents with R and knitr*. Vol. 29. CRC Press
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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.
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01:940:471:10, Index 10041, add G prefix for graduate credit (1-3 credits)

Dr. Laura Ramirez Polo

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

Scott Hall, Room 202, College Avenue Campus

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.

16:617:535:01, Index 10043 (3 credits)

Instructor: Betty 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 421, 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.

16:940:670:01, Index 16689 (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.

TEACHING K-12 (M.A.T)

16:940:597:90 – Index 16686- Seminar in Hispanic Literature (3 credits)

Dr. Celines Villalba, villalba@spanport.rutgers.edu

Online

Spanish for Community Engagement

This multi-level language and culture online course is designed for social workers and professionals engaging with the community who want to learn or improve their Spanish and learn more about the culture of the Spanish-speaking countries. It combines language learning practice with awareness of language and cultural diversity. Students will have the opportunity to (a) focus on the learning/practice of linguistic functions needed in the professional field and (b) reflect on cultural practices, and perspectives to better understand the Spanish-speaking community in the US. Critical reflection of cultural practices and their implementation in language activities are emphasized. In addition, students will complete a final project in which they can further explore language in context, linguistic diversity and research resources for their field.

M.A.T. CORE CURRICULUM COURSES

“Language and Social Justice in the Americas”

16:617:590 (with 01:617:490) Index 08927

- SPR-403, DNB (1 Spring Street, room 403); T 5:40-8:40 p.m.
- Platforms: Canvas – syllabus, discussions, assignments, quizzes, etc.; remote by Zoom
- Instructor: Tom Stephens
- Email: tom.stephens@rutgers.edu
- Cell/Mobile: +1-908-917-8181
- Office Hours: before class; by arrangement – in person, Zoom, cell/text, email, WhatsApp, Zoom, Skype, Webex, Teams, etc.

Course description

In this course, students will examine prevalent attitudes, beliefs, and values associated with language variations and use and explore how arguments about language are based on ideology and emotion, rather than fact. Students will describe and analyze the varieties and use of language from a sociolinguistic perspective and investigate how certain groups have been and continue to be excluded from certain privileges based on linguistic discrimination. Through the lens of language justice, participants will examine and explore many social justice themes to deepen students’ understanding of the political nature of language, and create a more inclusive learning experience to K-12 students at schools and communities. Participants will explore questions such as the following: What is the relationship between language and power? How does linguistic prejudice contribute to social inequality? Is language choice/preference a human right, and if so, what are the implications?

This class will specifically confront issues of language, justice, and cultural norms in the Americas, from the Arctic Circle to Tierra del Fuego, and will consider the many ways in which language varieties and language usage are associated with discrimination and attempt to answer to specific instances in which language upholds discrimination and injustice. Topics will include the 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, (un)consciously misogynistic and paternalistic language patterns, accounts of BLM-related and indigenous movements, the power of symbols and signs, and the long struggle for recognition and rights, among others. There will be invited guest speakers. Projects should revolve around real speech and its connection to a civil and just world and the calls for fairness that are innately concomitant.

Course objectives

- This course aims to teach students about the topics below:
 - 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/VNI, Mujeres/Madres de la Plaza de Mayo, Mapuches and other indigenous groups in Chile, feminism, native peoples of Canada, original settlers in the US, LGBTQ rallies/protests/requests for rights, etc.)
 - 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
 - Bilingualism and translanguaging

Students will:

- examine prevalent attitudes, beliefs, and values associated with language variation and use in the United States and other American countries
- examine the issue of language rights
- explore how arguments about language are based on ideology and emotion, rather than fact
- describe and analyze the components and varieties of language from a sociolinguistic perspective
- investigate how certain groups have been and continue to be excluded from certain privileges based on linguistic discrimination
- review the implications and effects of language laws and legislation, past and present

Required course materials

Readings can be found in the Graduate Reading Room of Alexander Library, available electronically, and via web documents.

- Textbooks/readings
 - *Language and Social Justice in Practice*, ed. by N. Avineri et al., 2019. Routledge. ISBN: 978-1-138-06945-9
 - Alex Library digital copy: <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?pq-origsite=primo&docID=5613655>
 - *Racism and Discourse in Latin America*, ed. by T. van Dijk, 2009, Lexington. ISBN: 978-0-7391-2728-5
 - Alex Library Graduate Reservations Book, F1419.A1R325 2009
 - Alex Library digital copy: <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?pq-origsite=primo&docID=1175186>
 - Additional readings
 - Alim, H., Rickford, J., & Ball, A. (Eds.) (2016). *Raciolinguistics: How Language Shapes Our Ideas About Race*. Oxford University Press.
 - Baker, C., & Wright, W.E. (2017). *Foundations of Bilingual Education and Bilingualism*. (6th ed.) Multilingual Matters.
 - Garcia, O. (2009). *Bilingual Education in the 21st Century. A Global Perspective*. Wiley-Blackwell.
 - Lippi-Green, R. (2012). *English with an Accent. Language, Ideology, and Discrimination in the United States*. Taylor and Francis Group
 - Piller, I. (2016). *Linguistic diversity and social Justice: An introduction to Applied Linguistics*. New York, NY: Oxford University Press.
 - Okan Z. (2020) *Language and Social Justice*. In R. Papa (Ed.), *Handbook on Promoting Social Justice in Education*. Springer, Cham. https://doi.org/10.1007/978-3-030-14625-2_111
 - Preece, S. (2020). *The Routledge Handbook of Language and Identity*. Routledge, New York: NY.
 - Randolph, L.J., Jr., & Johnson, S.M. (2017). *Social Justice in the Language Classroom: A call to Action*. Dimension, 9-31.
 - Other readings found in Modules and/or below in daily assignments.
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METHODS OF WORLD LANGUAGE TEACHING (K-12) (CR. 3)

16:617:500:01:15434

ONLINE, IN-PERSON THREE SATURDAYS, 8:30AM-12:00PM, 2/5, 3/5, and 4/23/2022.

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) (CR.3)

16:617:502:90:15435

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 (CR.3.)

16:617:599:90:15436

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.
