



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

16:940:598:01 – Index 19639 – (3 credits) – cross listed with 988:517

Prof. Evelyn Autry - ea605@womenstudies.rutgers.edu

Monday 12:10 pm – 3:10 pm

Cook Douglass Campus – CWP 110

Advocacy: Tactics and Techniques

Drawing examples from decolonial and Indigenous feminist theory and praxis, the class will prepare students for the demands of social change activism and advocacy and assist them in cultivating the skills needed for learning theory from praxis. Regardless of the feminist cause, there are certain skills that are essential for effective advocacy. This course will assist students in developing basic capacities such as public speaking, agenda setting, issue identification, group facilitation, social mobilization, networking, and coalition building. Students will develop anti-colonial, anti-racist, and anti-sexist gender analysis, feminist writing, researching, and reflective participatory, and decision-making skills. They also will learn key concepts such as privilege and oppression, intersectionality, power, heteropatriarchy, and healing justice. Course materials combine intensive case studies of multiple social change mobilizations, particularly from Abya Yala, with activities designed to explore coloniality/decoloniality.

16:940:660:01 – Index 19644 – (3 credits)

Prof. Camilla Stevens, camilla.stevens@rutgers.edu

Thursday 2:00 pm -5:10 pm

Academic Building, Room 5190, College Avenue Campus

Performing the Caribbean

Theatrical performance, an embodied site of collective remembrance where futures can be imagined, constitutes a powerful critical and creative intervention in the discourses of catastrophe and colonialism in the Caribbean. Natural disasters, political upheaval, armed conflict, economic hardship, migrant crises, gender violence, and public health emergencies have had catastrophic effects on Caribbean societies. While these events are often framed as discrete ruptures, catastrophes have a past, present, and future; they are embedded in history, in Europe's first contact with the Americas, and have long-term consequences. Decolonial philosopher Nelson Maldonado-Torres notes that in the



Caribbean, coloniality can be understood as “metaphysical, demographic, and environmental catastrophe, that is, as a major ‘downturn’ in the definition of peoples, the environment, and the very basic coordinates of what constitutes a human world.”¹ In this seminar, some of the questions we will ponder include:

- How and why does the Caribbean (and its diasporas) offer particularly rich sites to unpack the multiple threads of coloniality?
- Why are theater and performance powerful forms to engage with the coloniality of catastrophe? How do theater and performance specifically bring public and political consciousness to catastrophe? How can they contribute to “counter catastrophic” thought and lay bare the coloniality of disaster?
- How do performances about catastrophe imagine modes of survival or conceptions of world building that represent an alternative means of engaging with coloniality? In what ways do these understandings of catastrophe and coloniality intersect with inquiries posed by disaster studies, human rights studies, post-colonial and decolonial studies, trauma studies, memory studies, and the environmental humanities, for example?

This course is taught in English, but student projects on texts in their original languages are welcome and depending on the student cohort our discussion can be multilingual. We will draw from Theater and Performance Studies, Post-Colonial and Decolonial Studies, and Black Studies to frame our readings/viewings of pieces by authors such as Aimé Césaire, Derek Walcott, Earl Lovelace, Maryse Conde, Simone Schwarz-Bart, Ina Césaire, Trevor Rhone, René Marqués, José Triana, Nilo Cruz, Carmelita Tropicana, and Josefina Báez.

^[1] “Afterward: Critique and Decoloniality in the Face of Crisis, Disaster and Catastrophe” in *The Aftershocks of Disaster*, eds. Bonilla and LeBrón, 338.

16:940:599:01 - Index 19641

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.)

16:940:656:01– Index 19642 (3 credits)

Prof. Jennifer Austin, jbaustin@newark.rutgers.edu

Thursday 10:20 am -1:20 pm

Academic Building, Room 5190, College Avenue Campus

Bilingual Language Development

This graduate course will focus on how bilingualism affects language acquisition in children and adults, including topics such as language differentiation, age of acquisition effects, cross-linguistic influence in the grammars of bilinguals, variability in heritage grammars, and language attrition. We will also explore the implications of research on bilinguals for wider debates in the field regarding the role of innate constraints versus language-specific experience in language development. In addressing these questions, we will discuss recent research findings from linguistics, cognitive psychology, and neuroscience.

16:940:658:01– Index 19643 - (3 credits)

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

Monday 10:20 am -1:20 pm

Academic Building, Room 5190, College Avenue Campus

Data Science

In this course students examine the fundamental principles of doing experimental research in linguistics. Specifically, the focus is on developing an in depth understanding of the experimental paradigms and statistical procedures used in sociolinguistics, phonetics, psycholinguistics, syntax, and corpus linguistics. Students will learn advanced techniques used to explore, tidy, visualize, and analyze data. We will also focus on how to make the aforementioned procedures reproducible and shareable. Students will develop a foundation in programming in R, as well as learning the most common tools at the disposal of today's data scientist (i.e. GitHub, Knitr, etc.). No prior experience with statistics or programming is necessary.



RUTGERS-NEW BRUNSWICK
School of Arts and Sciences
Department of Spanish and Portuguese

Graduate Course Schedule

Spring 2025

16:940:599:01 - Index 19641

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

16:940:502:01 – Index 13013 (3 credits) – Cross-listed with 940:402

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

Mondays 5:40 pm – 8:50 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.



01:617:535:01, Index 13015 – Cross-listed with 940:477

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

Wednesdays 5:40 PM – 8:50 PM/ Online Synchronous

1 Spring Street, Room 403, New Brunswick

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: 01:940:401 and 01:940:475. Grad students can attend class in person or synchronous remote.

16:940:670:01, Index 19645 (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.

16:940:599:01 - Index 19641

INDEPENDENT STUDY IN SPANISH (3 credits)

Hours by arrangement

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

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M.A.T. IN SPANISH

16:940:580:90 – Index 19638 (3 credits)

Iván Andreu Rascón, ia308@connect.rutgers.edu

Asynchronous Content ONLINE

The Sounds of Spanish

"Sounds of Spanish" is a course ideal for those interested in bilingualism, particularly aimed at professionals in education, linguistics, and cognitive studies. It delves into bilingual phonetics and phonology, focusing on the processing of sounds in both Spanish and English. The course encompasses a wide range of Spanish dialects, including US Spanish, Peninsular Spanish with its standard and regional dialects, and Latin American varieties.

The program is especially beneficial for language educators, providing strategies for teaching Spanish pronunciation. Participants gain a thorough understanding of the contemporary variants of Spanish, particularly those prevalent in the U.S. The curriculum covers a variety of topics such as the articulatory system, sound production, classification of vowels and consonants, phonetic transcription, mental representation of sounds, dialectal variation and accent, and sound change processes. This approach equips learners with the knowledge and skills necessary to understand and teach the phonetic and phonological aspects of Spanish in a bilingual context.

Core Curriculum Courses

16:617:500:01 – Index 18444 (3 credits)

Maria Cabrera Puche - mjcp@tlc.rutgers.edu

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

Saturdays, 8:30 am-12:00 pm (02/01, 03/01, 05/03/2025)

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 18446 (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.

16:617:502:90 – Index 18445 (3 credits)

Douglass Crouse - crousedc@gmail.com

ONLINE – Eight weeks from 01/21/2025 through 03/24/2025

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

Theories of Second Language Acquisition and Learning (K-12)

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.



ASSISTANTSHIPS

Graduate Fellowship Registration Number: 16:940:811:01, Index 19660

Full TA Appointment Registration Number: 16:940:877:01, Index 19662

Matriculation Continued Registration Number (MA & MAT only): 16:940:800:01,
Index 19659