



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

16:940:660:01 – Index 23437 – (3 credits)

Prof. Dámaris Otero-Torres - dotero@spanport.rutgers.edu

Thursday 10:20 am – 1:20 pm

Academic Building West, Room 5191, College Avenue Campus

Textualidades Conversas

This seminar offers a critical view of how converso textualities have been constructed within the Spanish canon and what is at stake to re-shape new theoretical approaches. The so-called converso geography has hindered in-depth critical readings that illumine how ‘converso’ imaginaries narrate their difference within the confessional context imposed marked by persecution and practices of shame. Our seminar will examine the multiple discursive strategies that were produced to narrate the trauma, the hopes, and the failures within the textual body and in their own terms. Our main goal will be to examine how converso voices (and bodies) embrace the heterogeneity in legitimizing their own fluctuating and hybrid possibilities to give voice to the instability of their subjective positions.

Through readings of both canonical and relatively unknown texts, the seminar will examine how these converso textualities dismantle the surveillance and crushing ethic/racial ideologies of the time, on the hand. We will also discuss how these texts demand new perspectives that validate and invigorate the layers of heterogeneity that pulsates within converso discursive constellations.

16:940:659:01 – Index 23436 – (3 credits) – cross-listed with 195:608

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

Thursday 10:20 am – 1:20 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.

16:940:599:01 - Index 23433

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 23434 (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 23435 - (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 for Linguists

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 2027

16:940:599:01 - Index 23433

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 16785 (3 credits) – Cross-listed with 940:402

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

Wednesdays 5:40 pm – 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 students to the metalanguage of translation to professionally and academically discuss translations, translation evaluations, etc.
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01:940:567:M1 – Index 16787 (1.5 credits) – Cross-listed with 01:940:487:M1

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

Second 7 weeks (03/09/2027 – 05/03/2027) - Mondays 5:40 pm – 8:40 pm

Room 403, 1 Spring St, Downtown NB

Hospital/Community Interpreting

Through interactive class discussions and laboratory practice, this course will provide students with an introduction to medical interpreting in the clinical encounter. We start with the framing of interpreting as one of the components of language access, to continue with the modes, protocols, standards of practice, and codes of ethics. Students will have the opportunity to develop their interpreting skills in consecutive mode through laboratory practice and by doing exercises in the component skills of shadowing, short term memory development and note taking. The class also has a strong community-based component, with visits from and to different community partners, as well as different possibilities for final projects for the benefit of the community.

16:617:531:90 – Index 15588 (1.5 credits) – Cross-listed with 617:431

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

Asynchronous Content ONLINE

First 7 weeks (01/19/2027 – 03/08/2027)

Computer-Assisted Translation

This course conducted in English requires near-native competence in two languages and basic knowledge of translation techniques. Discussion of translation memory, storage of term bases, and file maintenance for CAT tools. Introduction to major CAT software. Students may work in the second language of their choice but must email instructor with their language combination in translation before registering.



16:940:670:01, Index 23438 (1-6 credits)

Prof. Miguel Jiménez Crespo, 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

16:940:503:01 – Index 16789 (3 credits) – Cross-listed with 940:488

Prof. Thomas Stephens, tstephens@spanport.rutgers.edu

Tuesdays 3:50 pm – 7:00 pm

Room 403, 1 Spring St, Downtown NB

Advanced Spanish Grammar and Stylistics

This course, conducted in Spanish, will review points of Spanish grammar, *sensu lato*. It is designed to analyze & practice grammatical concepts as well as to recognize & use specific advanced structures in the Spanish language. The course further focuses on the development of formal linguistic skills through explicit grammar instruction, reading original texts by contemporary authors, & developing the links among linguistics, formal language, literature, & culture through writing & conversation. That is, this class will emphasize some specific aspects of grammar & style in contexts of "norm" & "variant" - sociolectal, geolectal, & chronolectal.

Core Curriculum Courses

16:617:500:01 – Index 22275 (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 (01/30, 02/27, 05/01/2027)

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.



16:617:502:90 – Index 22276 (3 credits)

Douglass Crouse - crousedc@gmail.com

ONLINE – Eight weeks from 01/19/2027 through 03/22/2027

Contact Patty Blum (pblum@tlc.rutgers.edu) or call 848-932-7016 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.

16:617:599:90 – Index 22277 (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.