

**Department of Modern Languages and Literatures
Spring 2015 Graduate Bulletin**

Course offerings in French, Modern Languages and Literatures, Portuguese, and Spanish.

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FRENCH

FRE 615: Topics in Nineteenth-Century French Literature: “Lyric Modernities”

Instructor: Dr. Suzanne Braswell

Thursdays: 5-7:30

French writers of the nineteenth century – a period of literary manifestos and crises – interrogated and shaped the very contours of modernity’s approach to representation while deliberately extending, even transgressing, traditional categories of expression. From the 1830s forward, novels become theatrical spaces; poetry becomes symphonic and mobile as traditional demarcations of prose and poetry begin to elide; and dance and painting enter the fray not as isolated categories of artistic expression, but as literary ideals and stakes. But authorial voices are not alone in this quest for more elastic modes of expression: painters and philosophers, too, engage the debate for renewal. In this course, we shall consider a range of texts and critical approaches to French modernity across the nineteenth century, including theoretical documents by writers of the period. Primary authors will include Mme de Staël, Stendhal, George Sand, Jules Janin, Aloysius Bertrand, Honoré de Balzac, Charles Baudelaire, Arthur Rimbaud, Stéphane Mallarmé, and Emile Zola.

Language: Taught in French, but graduate students with sufficient reading ability in French are invited to enroll in the course, after consultation with the professor.

MODERN LANGUAGES AND LITERATURES

MLL 621: Atlantic Crossings: Literature and Immigration in the Age of Globalization

Instructor: Dr. Aleksandra Perisic

Tuesdays: 5-7:30

In this course, we will study literary works written since the 1980s in French, Spanish, and English, wherein immigration is a central theme. These works are written primarily by writers who, in one way or another, have immigration in their background. Instead of thinking about immigration within a national context, as a facet of national identity and source of cultural difference, these works place immigration within the larger context of the global flows of capital, people, and information. Some of these contemporary texts further decenter Europe and the U.S. as the primary immigrant destinations in order to address the question of inter- and intra-regional migrations. Our discussions of literary works will be complemented by readings of sociological and historical studies, as well as theoretical essays. Students will read texts in their primary language(s) of study and, when necessary, in translation.

MLL 614: Introduction to Critical Theory II

Instructor: Dr. George Yúdice

Mondays: 5-7:30

This seminar continues “Introduction to Critical Theory I,” which ends in the mid-1960s. The focus in this course will be on so-called poststructuralist theories, beginning with Foucault and continuing with thinkers who attempt to understand literary and cultural production in an age that Nester García Canclini (2010) characterizes as “society without a storyline,” and that Lyotard (1979) called “la fin des grands récits”—i.e., the waning purchase of concepts like nation, political party, personal identity as narratives that serve as foundations for action. This turn entailed the invention of new concepts, such as Deleuze’s *agencement* (translated into English as assemblage), or the reconversion of such notions as sovereignty, agency, identity, and culture. The critical theories we shall examine attempt to engage with a world whose modern forms of control (e.g., discipline) are no longer viable. Deleuze has called this society the “society of control,” where platforms for viable action in a disordered world erupt into myriad singularities connected by networks of affect that Hardt and Negri call the “Multitude.” This reticulated singularization intensifies exponentially in the cyberworld of new technologies and social media. What happens to the intersectional projects of postcolonialism, feminist, racial, and queer strategies of emancipation in such a world? Is the “Multitude” a viable agent of social change? Theorists like Puar attempt to imagine practices wherein identities and singularities conflict and relate. Aside from these theories, we shall examine a series of literary and cultural phenomena that manifest these conundrums.

MLL 604: Symbols and the Sociocultural Mind: Creativity, Conceptual Transformation, and Revolution in the Classroom

Instructor: Dr. Eduardo Negueruela

Thursdays: 2-4:30

In this seminar, we will engage with theoretical proposals emerging from arts-based research (Leavy, 2009), a sociocultural theory of mind (Vygotsky, 2004), critical views on language study and applied linguistics (Shor, 1992; Pennycook, 2001), and concept-based pedagogy in the second language classroom and its generalizability (Negueruela-Azarola, 2013).

We will also question basic categories that conform habitual understandings of research, theory construction, philosophy of science, language, and classroom practices both in the humanities and social sciences (Danziger, 1997).

Topics to be discussed in the seminar:

- (1) Creativity as the main source of human development.
- (2) Arts-based research as an alternative way of conducting and reporting on research findings.
- (3) Evolutionary vs. revolutionary views of human mind and human development.
- (4) Critical views on language and education.
- (5) Learning as work vs. learning as play.
- (6) The concept both as the minimal unit of analysis for consciousness and as the kernel to transcend the ontological dualism established by the nature vs. nurture debate.
- (7) The effects of transformative pedagogical practices on conceptual development in elementary, secondary, and adult classrooms.
- (8) Generalizability-obsessiveness (or why a single case study is as generalizable as a large-scale quantitative study).
- (9) Method-olatry (or why it is not necessary to include both qualitative and quantitative research approaches in all studies).
- (10) Theory-mania and the empire of theory (or why the object of study in humanities and social sciences keeps expanding) .

Working as a learning community, the outcome of this seminar is to articulate solid personal research agendas for the humanities, education, and the social sciences based on arts-based research and sociocultural theory principles.

PORTUGUESE

POR 591 (cross-listed with POR 212): Brasil: O paraíso do paradoxo?

Instructor: Dr. Steve Butterman

Tuesdays and Thursdays: 12:30-1:45

Neste curso serão criados contextos que levem à reflexão sobre as condições pelas quais muitos estudiosos e artistas consideram o Brasil como a utopia da ambiguidade, cultivando a contradição e fugindo de tentativas de classificar ou definir a brasilidade, ou seja, o perfil cultural ou caráter nacional do Brasil, dos vários “Brasis,” e dos brasileiros. Em cada uma das sessões, os alunos estudarão noções teóricas básicas que lhes permitirão ler/interpretar os materiais de forma crítica e deverão, em todas as aulas, conduzir às suas próprias interpretações dos materiais propostos.

Serão estudados vários componentes de estudos culturais no Brasil, privilegiando jornais, revistas, músicas, poesias, e discursos encontrados na Internet. O curso centra-se, pois, na análise dos textos escritos, orais e visuais cujo objetivo é compreender mais, ou então, desafiar construções e conceituações de brasilidade.

As aulas deste curso serão organizadas de acordo com diferentes temas diariamente. Haverá atividades em duplas e/ou grupos, análise e discussão de diferentes materiais relacionados a cada tema, trazidos pelo professor e também pelos alunos, construindo uma comunidade de estudiosos cuja obra é contemplar os paradoxos do país. Os alunos deverão fazer uma apresentação oral no penúltimo dia de aula sobre um assunto escolhido por eles, de acordo com consultas com o professor Butterman. Haverá também um trabalho final no qual os alunos deverão escrever sobre um dos temas discutidos na aula, com base em diferentes textos de apoio (estudados em aula assim como pesquisados pelos alunos independentemente das aulas) que poderão orientar a questão.

Objetivos:

O objetivo geral do curso é analisar criticamente diferentes textos e artigos que focalizem, construam, ou acrescentem a imagem e o imaginário do Brasil como um espaço privilegiado da ambiguidade, aludindo ao perfil ou “personalidade” do país como território de contradição ou então, o “país de contrastes.”

Com relação ao que se espera dos alunos, os objetivos específicos do curso são:

1) Melhorar a expressão escrita e oral por meio da análise crítica de diferentes textos e fontes, inclusive crônicas, poesias, músicas, entrevistas, e textos acadêmicos com ênfase no tema de vários “Brasis” contraditórios;

2) Adquirir noções básicas relativas à cultura contemporânea do Brasil, com ênfase nas polêmicas e situações mais “quentes” que dizem respeito à política, sociologia, e estudos de gênero em relação à atualidade brasileira. No final do curso, dedicaremos atenção especial às origens e motivos das manifestações de rua ocorridas em junho de 2013 e dos protestos gerados pela Copa do Mundo de 2014; e

3) Desenvolver a capacidade argumentativa e aumentar a confiança para expressão oral e escrita por meio de leituras, debates e apresentações orais acerca das polêmicas e ambiguidades estudadas em cada artigo lido e analisado, empregando o vocabulário e o registro adequados.

POR 625 (cross-listed with POR 105): Portuguese for Graduate Research

Instructor: Prof. Leila da Costa

Mondays, Wednesdays, and Fridays, 11:15-12:15

Intensive study of all the material covered in POR 101 and 102. Specifically intended for students who have completed three or more years of high school Spanish or beginning Spanish at another institution. Also intended for heritage speakers of Romance Languages other than Portuguese or students with at least three years of college study of Spanish, Italian, or French. (Closed to native speakers of Portuguese).

POR 635 (cross-listed with POR 212): Portuguese for Graduate Students

Instructor: Dr. Steve Buttermann

Tuesdays and Thursdays, 11-12:15

Intended principally for students who will be carrying out research related to the Lusophone world, Portuguese 635 is designed to enhance graduate students' communication skills at the low-advanced level of proficiency.

SPANISH

SPA 635: Las complejas redes estético-ideológicas de la narrativa de entre siglos

Instructor: Dr. Elena Grau-Lleveria

Wednesdays: 5-7:30

En este curso se va a estudiar la compleja red de discursos políticos, estéticos, culturales y raciales presentes en la producción narrativa del entre siglos latinoamericano. Se hará hincapié en las formas de conceptualización de género y las éticas-estéticas que se asocian con determinados comportamientos sociosexuales.

El curso se basa en las siguientes preguntas críticas: ¿Qué efectos tiene la modernización de las sociedades en el escritor y en la escritora? ¿Cómo se configuran los imaginarios naturalistas, modernistas y novecentistas, y por qué es importante analizar los solapamientos entre ellos mediante un marco teórico feminista? ¿Por qué ninguna narradora entra dentro de lo que la historia de la literatura considera como modernismo, mundonovismo o novecentismo? ¿Cómo acercarnos teóricamente a las narraciones escritas por mujeres en el periodo del entre siglos? ¿Qué formas de masculinidad se privilegian estéticamente? ¿Qué diferencias hay entre las masculinidades y las feminidades que producen los escritores y las escritoras? ¿Son las masculinidades y las feminidades que se privilegian estéticamente las mismas que se privilegian éticamente?