

2011-2012 Hispanic Studies MA

FALL

SPAN 601 Thursday 1800-2015

C. Vallejo

Discourse Analysis and Research Methods

This course is designed to provide both a broad theoretical introduction and concrete practice in the research and analysis of literary and cultural texts. Students consider, critique, and incorporate theory and criticism into the articulation and elaboration of an analytical essay. They also implement fundamental research practices such as performing bibliographical searches and documentation; implementing narrative, argumentative, and persuasive rhetorical strategies; and, finally, developing a rigorously defended and coherent argument.

SPAN 603 Monday/Wednesday 1615-1730

M. Díaz

Introduction to the Pedagogy of Spanish

In this course, students learn and implement important aspects of teaching methodology and techniques. Opportunities for observation of Spanish classes are provided. Students apply the techniques learned in micro-teaching and peer teaching exercises. Assignments include lesson planning and the evaluation of teaching performance. This course will be offered in the first semester of every year. In order to integrate practice into the curriculum, an effort will be made to offer students an opportunity to teach an Introductory Spanish language course.

SPAN 662 Tuesday 1800-2015

J. A. Giménez Micó

Plebeian Condition and Subalternity

Within the past few decades, a considerable portion of academia (anthropologists, ethnologists, “new historians,” literary critics) has sought to “give voice to the voiceless,” i.e. the so-called “subalterns”: the marginalized, the excluded, the ones who have no right to speak. The success of such a project is nevertheless far from being certain. Two main interrelated problems have been pointed out by some of the most prominent “subalternists”: the impossibility for subalterns to “speak” or, rather, to “speak to the non subalterns,” whose “listening” would necessarily “appropriate the other by assimilation” (G. Spivak), and the impossibility to “listen to” or “study” the “subaltern” since subaltern studies are embedded in institutions that are complicit in the production of “subalternity” (the university system, historiography, literary criticism or literature itself) (J. Beverley). This self-criticism may be particularly profitable for academia itself, but it implies some questions that we will try to solve in this seminar. For instance: aren’t we displacing the object of study from “the subalterns” to “we, intellectuals unable to study the subalterns”? The very fact of

taking care to avoid the risk of “appropriating the other by assimilation,” could not be a sophisticated manner of ignoring him/her once again? Are “Subalterns” the only ones condemned to be “appropriated by assimilation”? The exploration of this problematic will help us to determine if “subalterns” and academia can speak and listen to each other and, if so, under what conditions and constraints.

WINTER

SPAN 621 Tuesday 1800-2015 M. Díaz

Introduction to Hispanic Linguistics

Note: The course will be taught entirely in Spanish, however, reading proficiency in English is required.

This course provides an introduction to Hispanic Linguistics and establishes the basis for further application of linguistic principles to other areas of research and study as they relate to the Spanish language. The content encompasses an overview of the basic linguistic properties of the Spanish language. The content will include (a) an overview of the phonological and phonetic features of Spanish; (b) a revision of the morphological characteristics of Spanish (such as word formation and verbal inflection); (c) an analysis of the basic syntactic structures of the language; as well as (d) an exploration of the linguistic variation in the Spanish speaking world. In addition, issues on sociolinguistics and History of Spanish might be explored. The description and analysis of the linguistic properties of Spanish will be used to raise discussion on its consequences for the process of acquisition of Spanish as an L2.

SPAN 632 Wednesday 1800-2015 H. Hazelton

Translation as a Vector: The Role of Translation in the Development of Latino-Canadian Literature

Over the past four decades, as increasing numbers of exiles, refugees, and immigrants have arrived in Canada from all over the Spanish-speaking world, a new branch of literature has arisen: Latino-Canadian writing. This development has also prompted a new literary dialogue between Latin America and Canada, underlining Canada's presence in the Americas. Translation has played a key role in the exchange, both in terms of increasing the accessibility of Hispanic writing in Canada to a wider public and in encouraging interest in Canadian literature in Latin America. This seminar will provide an overview of Latino-Canadian literature and of the challenges involved in its translation, with reference to theoretical concepts proposed by Lawrence Venuti, Antoine Berman, George Steiner, Itamar Even-Zohar, Roman Jakobson, Umberto Eco, and others. The phenomenon of self-translation and its relevance to Latino-Canadian literature will also be examined. In addition, the course will include active translation of works by Latino-Canadian authors into English, as well as of Canadian authors into Spanish.

Baroque Science Fiction

The goal of this course is to increase our understanding of the impact of scientific discoveries and technological innovations in early modernity by considering Spanish Golden Age literature through the optic of (post)modern science fiction. The idea is to brush a number of early modern texts “against the grain” of our own mass culture in order to grasp more fully the historical impact of both emergent scientific thought and its aesthetic expression. Informed by scientifically-centred theories and studies by scholars such as Mario Biagioli, Andrea Battistini, David Castillo, N. Katherine Hayles, and Scott Bukatman, we will analyze the often contentious encounters between *avant garde* Copernican astronomers and Neo scholastic natural philosophers through the literary staging of the epochal crisis brought about by the shift away from an earth-centred cosmology. Early and late modern “texts” may include works by Cervantes, Zayas, Calderón de la Barca, Sor Juana, as well as William Gibson, Neal Stephenson, Ridley Scott, and the Wachowski Brothers.