

# CAS Department of Romance Languages

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## Romance Languages Course Descriptions: 2017/2018

ex: 101 = course NOT being offered (*plain text*)  
 ex: **101** = course being offered (*bold & underline*)

Fall 2017	Winter 2018	Spring 2018	Min Maj
<b>399</b>	399	399	
407, 407/507	<b><u>407, 407/507</u></b>	<b><u>407, 407/507</u></b>	
410, <b><u>410/510</u></b>	410, 410/510	410, 410/510	
607	607	607	
<b><u>608</u></b>	<b><u>608</u></b>	608	
620	<b><u>620</u></b>	620	
623	623	<b><u>623</u></b>	

*Courses that combine materials from two or more of the Romance Languages are taught under the course number RL 407/507. Each professor who proposes an RL course has compelling reasons for choosing the materials, languages, and periods his or her course will cover, and that information is posted well in advance along with the course description (e.g., French Period 1 + Italian Period 1). No exceptions will be made to the announced languages and periods the course will cover.*

### FALL 2017

#### RL 399: Define American

In this course, we will work closely with Pulitzer Prize winning journalist, filmmaker, and activist Jose Antonio Vargas (Documented, 2013; White People, 2015) who will be on campus to occupy the Wayne Morse Chair of Law and Politics. In collaboration with non-profit media and culture organization, Define American, we will explore the relationship between media and public perception, address diverse histories of immigration in the U.S., and review academic research about portrayals of immigrants and immigration in the mainstream U.S. entertainment media.

#### RL 410/510: Translation- McPherson

Theories and practices of literary translation are profoundly interconnected. The questions and challenges we encounter in translating literary texts have vital implications for our work as literary scholars: engaging in (and thinking about) translation gives us insight into the rich complexities of what we are doing as readers. The practice of translation also enhances and refines language skills in both the source and target language. In translating, we become more

### Romance

#### Romance Languages Courses

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francophonie **French**

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Jesus Sepulveda Latin

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**Languages** Scholarships

Sergio Rigoletto SHL Spain

**Spanish** Spanish Civil

War Spanish for Heritage

Speakers Study Abroad

transatlantic studies

**Translation** Translation Studies

US-Mexico Border US Latino

Culture

accomplished readers and writers, cultivating both our analytical skills and our creative expression. This course is grounded in the belief that theory and practice can most productively be explored together and in a dynamic, collaborative context. We will be considering translators' approaches to the promises of and obstacles to cross-cultural communication and understanding. We will be paying particular attention to how social, historical, cultural, regional, and generic contexts inform our decisions as translators. We will be concerned with relationships between content and style—nuances of tone, voice, register—and will also be negotiating tricky territories mapped out between clarity and obscurity, domestic and foreign, fidelity and experimentation. The work for this course will include close readings and analysis of selected literary texts alongside their translations; critical readings of translators' introductions and notes; analysis of book reviews of literary translations; reading and discussion of seminal texts in translation history and theory. Students will work throughout the term on individualized translation projects in small, collaborative, language-specific workshop groups. **MA Period 3 & 4**

### **RL 608: Workshop on Teaching Methodology– Wacks**

This course is the starting point for pre-professional training in the teaching of Romance languages (French, Italian, and Spanish) to adults. The class readings, lectures, discussions, and portfolio activities will help you to:

- design and implement a complete instructional sequence for new material, with attention to sequencing of activities, learning styles, and modes of communication (presentational, interpretive, interpersonal);
- personalize instruction for a diverse group of learners, with different motivations and interests in language study;
- demonstrate knowledge and understanding of major concepts and the historical context of the field of language learning and teaching in the U.S.;
- utilize effectively and appropriately a range of technologies for the second language classroom; and
- reflect on your own professional practice and by analyzing and evaluating your own teaching and that of your peers.

**This class is required of all new GTFs in Romance Languages.**

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## **WINTER 2018**

### **RL 407/507: Women Talking to Women- Middlebrook**

An advanced seminar in which we analyze the representation of women in conversation in the literature of England, France, Italy and Spain. In particular, we will analyze the literary representation of female friendship, rivalry, love, agency and relations to masculinist systems of power. The course opens with a look at some fourteenth- and sixteenth-century texts that represent women's conversation in misogynist or idealizing terms. Subsequently, we will move onto sixteenth-century texts written by women and centered on representing the conversations women have with each other. Finally, we will look at two 20th and 21st c. novels by the writers Lydie Salvayre and Elena Ferrante. In the wake of celebrated social and cultural revolutions, what do writers tell us about women, gender and speech today? The course is taught in English, but students expected to read / work in a romance language: French, Spanish or Italian. As a seminar, the course entails written weekly responses to readings, active participation in class and a final paper of ~12 pages (for the 407 students). This course satisfies **M.A. Periods 1 and 2, as well as Period 4**, in French, Italian and Spanish. Note that for MA Period credit it is necessary to receive permission from the Instructor and from your advisor, and to prepare all readings and written work in the language for which you seek credit.

### **RL 608 Workshop: Teaching Literature and Cinema- Powell**

This workshop aims to create a stimulating teaching-laboratory that offers professional development in a creative and supportive atmosphere. How do we: present the complex tools of literary and cinematic analysis while building students' language acquisition and cultural knowledge? Balance close reading skills with study of historical and social contexts? Select texts for a coherent curriculum that is relevant and useful for our students' intellectual, creative, community, and professional lives? And: balance upper-division teaching with our own research and writing commitments?

Faculty members from across RL and the UO campus using various disciplinary approaches will be invited to share their best practices and secrets of success. Class members will explore methodologies, evaluation tools, student activities, classroom flow, etc. Each participant will build and present a model course syllabus with reading list and sample activities that address the diverse learning styles and backgrounds of students in a public U.S. institution (or the setting in which you foresee teaching).

Open to all graduate students in RL, this pilot course is especially recommended for those now assigned to, or hoping to teach, a 3rd-year Literature and Culture survey. If 608 "Teaching Literature and Cinema" becomes a permanent RL offering, it may be a prerequisite for GEs teaching the surveys in future.

### **RL 620 Grad Studies- Moore**

Course description TBA

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## **SPRING 2018**

### **RL 407/507 Idea of Europe- Gould**

Course description TBA

### **RL 623: Authenticity- Moore & Rigoletto**

Course description TBA

## **Department Office Hours**

Monday-Friday  
8:00am-5:00pm  
(Closed for Lunch 11:45-1:00)

## **Office Address**

102 Friendly Hall, 1233 University of Oregon  
Eugene, OR 97403-1233  
Phone: (541) 346-4021, Fax: (541) 346-4030

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