

## **RL Graduate courses, 2023-24**

### **Fall 2023:**

#### **FR 560: Histoires d'îles / Stories of Islands**

**Fabienne Moore**

Ce cours explore la singularité et la diversité des îles comme sites de fantasmes, de découvertes, d'exploitation, de naufrages, de survie, de révolution, d'internement et plus encore. Nous contrasterons mythes et réalités, utopies et dystopies, passé et présent d'îles spécifiques—la Réunion, Madagascar, Tahiti, Haïti, la Martinique et l'île Maurice. Le cours est organisé de façon chronologique et commence au dix-huitième siècle avec Rousseau réfugié sur l'île de Saint-Pierre en Suisse. Nous lirons une pastorale exotique de Bernardin de Saint Pierre situé sur l'île Bourbon (aujourd'hui La Réunion). Nous aborderons ensuite un évènement historique peu connu, le naufrage en 1761 d'un navire transportant clandestinement des esclaves sur une petite île de l'océan indien, Tromelin, et la survie pendant quinze ans de ces Malgaches « oubliés ». Nous comparerons le roman historique d'Irène Frain avec la bande dessinée de Savoia, Les Esclaves oubliés de Tromelin. Nous étudierons ensuite la révolution haïtienne (1791-1804) derrière le court roman sentimental Sarah de Marceline Desbordes-Valmore (1821).

Dans la dernière partie du cours, nous lirons deux auteurs francophones contemporains qui ont représenté deux problèmes majeurs de notre temps : le changement climatique et l'incarcération. Raconté dans la double perspective d'un oiseau de proie et d'un colibri, le roman de Patrick Chamoiseau décrit le désastre environnemental qui ravage le fragile écosystème d'une île des Caraïbes (Les Neuf consciences du Malfini, 2010). Le Dernier frère (2007) de Nathasha Appanah restore l'histoire oubliée de l'île Maurice pendant la deuxième guerre mondiale alors qu'elle servit de site d'internement pour les Juifs.

Loin d'être périphériques, les îles sont si singulières géographiquement, qu'elles constituent depuis longtemps des espaces emblématiques qui condensent les meilleures et les pires expériences de l'humanité, comme en témoigne bien la littérature. Ce cours est une invitation à repenser notre fascination pour et notre relation avec les îles : elles se révèlent un litmus test de comment nous traitons la nature et comment nous nous traitons les uns les autres. Notre approche écocritique inclura Richard Grove (Green Imperialism), Alain Corbin (Le Territoire du vide), Bruno Latour et Jacques Derrida (extraits du séminaire « La bête et le souverain »). Pour leur projet final, les étudiant-e-s sont invité-e-s à travailler sur une île de leur choix.

Période MA 2 et 4. Possibilité de travailler sur des romans de la Période 3.

#### **LT 536 (Counts as RL 636): Design for Learning Language Systems.**

**Keli Yerian**

Application of language learning design to word, sentence, and discourse-level systems in listening, speaking, reading, and writing second languages.

## **RL 507: Kinds of Women**

### **Leah Middlebrook**

This course traces paths between twentieth- and twenty-first century narrative and artwork that explores “woman” as a social and political category and concepts and representations of “woman” that were devised and circulated in sixteenth and seventeenth century Europe (emphasis on Spain, the Hispanic world, France, and the Francophone world). Topics include the woman’s voice; woman and space; women and patriarchy; women, race, and racialization; and women, privilege, and ‘the mythic norm’. Writers and artists considered include: Marie de France, Marguerite de Navarre, Miguel de Cervantes, Maria de Zayas, Diego Velázquez, Pablo Picasso, Marie N’Diyae, Magela Baudoin, María Teresa Hincapié. Theoretical readings from the work of Audre Lorde, María Lugones, Emily Anne Parker.

Language of instruction is English. Students may take this course for FR or SPAN credit by carrying out all reading and writing in the relevant language. This course satisfies SPAN MA Periods 1, 2 and 4 and FR Periods 1 and 4.

## **SPAN 520: Heritage Language Education**

### **Sergio Loza**

Este curso le ofrece al alumno una introducción a las cuestiones sociolingüísticas y pedagógicas que rodean la enseñanza e investigación del español como lengua heredada en los Estados Unidos. Leerán capítulos y artículos transcendentales en el campo para que los alumnos adquieran un conocimiento acabado de los temas más importantes relacionados con los Latinxs en el aula de español. Asimismo, la primera parte del curso se centra en investigaciones importantes del español lo cual incluye las ideologías lingüísticas, el orgullo lingüístico y el perjuicio lingüístico, el mantenimiento y la pérdida, las políticas lingüísticas y la educación de los hispanos. La segunda parte del curso se enfoca en explorar los aspectos de la pedagogía e investigación en esta área, incluyendo una descripción del alumno de español como lengua heredada, el campo, los objetivos y prácticas de enseñanza. Después de leer los varios trabajos investigativos asignados, los alumnos de este curso serán expuestos a las diversas metodologías y preguntas teóricas que actualmente forman y guían el subcampo.

## **SPAN 525: Literary Translation**

### **Amalia Gladhart**

Theories and practices of literary translation are profoundly interconnected and can most productively be explored together. Practicing (and thinking about) translation gives us insight into the complexities of reading and of studying multiple languages. The practice of translation enhances and refines language skills in both the source and target language. In translating, we become more accomplished readers and writers, cultivating both our analytical skills and our creative expression. This seminar-workshop gives practical experience in literary translation, through shared exercises and individual projects.

The work for this course will include analysis of selected literary texts alongside their translations; critical readings of translators’ introductions and notes; readings of texts in translation history and theory; analysis of book reviews of literary translations; and a substantial literary translation (short story, novel excerpt, selection of poems, graphic

novel extract). Readings will address the pragmatic challenges encountered in practice exercises and activities, and explore issues in translation theory. We will examine various approaches to issues including linguistic similarity and dissimilarity; translation as close critical reading; questions of dramatic and poetic translation; the translation of gender, race, social class, and political geography; and the creative uses writers and poets have made of translation. As we consider translators' approaches to the promises of and obstacles to cross-cultural communication and understanding, 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. Readings and discussion in Spanish and English.

MA period 3 or 4, depending on final translation project.

### **Winter 2024**

#### **COLT 615 (Counts as RL 620): Comparison from the South**

##### **Lanie Millar**

In this course, we will trace the development of a theoretical concept, “The Global South,” as well as how that concept is deployed and debated in a variety of cultural studies contexts. But what is the “Global South,” and what do “Global South Studies” entail? In what ways do Global South Studies overlap with postcolonial studies? How do they differ? In this course, we will track the development of the concept of “Global South” as well as critical frameworks constitutive and responsive to this concept. Our course begins with the idea that both postcolonial and Global South Studies always already imply comparison, whether that comes in the form of comparison to colonial/ European/ world literatures or whether theorists and writers from the Global South are trying to undo or move around such axes. Through an examination of how postcolonial studies have given rise to the field of Global South studies, we will investigate methodologies and theories of comparison within these frameworks. Our goals will be to understand how to read theoretical texts, how to understand the conversations that take place among them, and how to incorporate these conversations in our work.

#### **FR 590: Transatlantic Postcolonial**

##### **André Djiffack**

To understand the racial tension on the public and private spheres of the US since the beginning of the Obama administration, I am proposing, in this seminar on Transatlantic Postcolonial, to revisit the classics of African American literature. We will study authors such as Chester Himes, Richard Wright, and Frederick Douglass. As radical as their perspectives may seem, their works are an extraordinary tool to enlighten public debate on racial cohabitation from the era of plantation to civil rights movement, from affirmative action to Black Lives Matter. Not to mention George Floyd death and the gentrification.

Traumas endured by Africans during the colonial era will be analyzed in comparison with the above-mentioned writers. *Le vieux Nègre et la médaille* by Ferdinand Oyono, *Le Pauvre Christ de Bomba* by Mongo Beti, and *L'Aventure ambiguë* by Cheikh Hamidou Kane examine the brutalities of colonial power. The destruction of African

identities and its socio-cultural organization echoes the culture of violence imposed upon the enslaved people in the plantation. The colonial machine at work in Africa mirrors the transatlantic postcolonial in term of traumas, segregation, racism, discrimination, exploitation, dehumanization, and negation of Africans and African Americans.

Prescribed books

- Chester Himes, *Plan B*
- Richard Wright, *Un enfant du pays*
- Frederick Douglass, *La Vie de Frederick Douglass, esclave américain, écrite par lui-même*
- Mongo Beti, *Le Pauvre Christ de Bomba*
- Ferdinand Oyono, *Le Vieux Nègre et la médaille*
- Cheikh Hamidou Kane, *L'Aventure ambiguë*

#### **MA Period 4**

#### **RL 507: Mediterranean Ecocriticism**

**Diana Garvin**

Ecocriticism is a body of theory exploring human-land relationships. Our course centers on Mediterranean ecocriticism to highlight environmental debates that are specific to Northern Italy and France. Theorists like Serenella Iovino, Bruno Latour, and Michel Serres will guide our analysis of Slow Food activism, COP-21 performance art, and the challenges of wine-making during climate change. Because this course aims to prepare you for leadership in the field, our projects teach professionalization. You will learn the five stages of grant writing through in-class modules with visiting experts, including grant reviewers from the Council of Library and Information Resources in D.C. as well as the Director of Strategic Research and Development here at UO. Public speaking labs provide the guided practice necessary to give a compelling talk, as well as tips and tricks for forging collegial relationships. By the end of this course, you will have a fellowship application and a conference paper ready for submission, helping you to launch your professional trajectory into the wider world.

#### **SPAN 537: La guerra civil española: una visión transatlántica**

**Cecilia Enjuto Rangel**

En este curso analizaremos la revolución poética que provocó la guerra civil española, y cómo la literatura contemporánea repiensa y rescribe la guerra décadas después del fin de la dictadura de Franco. La discusión se centrará en dos preguntas: ¿Cómo es que se representó y se peleó la guerra a través de la poesía? ¿Cómo es que la literatura y el cine contemporáneo la recuerda y reinterpreta? La guerra civil española unió a muchos escritores y artistas latinoamericanos y españoles que estaban a favor de la República española y en contra del golpe de estado fascista. Estudiaremos la guerra civil como un conflicto nacional e internacional, y nos concentraremos en el análisis de textos literarios, películas, documentales, estudios críticos, históricos y teóricos que nos lleven a repensar cómo escribimos la memoria histórica.

#### **SPAN 680**

**Pedro García-Caro****Mining Nation(s): Extractivism and Culture in the long 19th Century.**

This seminar explores cultural production (films, literary and testimonial narratives, poems and songs, essays, photography and painting) and a wealth of secondary bibliography from different disciplines dealing with industrial mining activities in five specific sites of the Americas: California, Mexico, Bolivia, Chile, and Peru. This comparative methodology will allow students to analyze a rich and diverse cultural history and to think critically about common trends and local contrasts.

Two central topics provide a basis for a solid interdisciplinary approach: mineral resources in the Americas and the cultural debates associated with their extraction and exploitation. The combination of these subjects is directed to students from Earth Sciences, the Social Sciences, and the Humanities who work on the Americas, as well as students from other areas who may be interested in this approach to environmental and cultural studies. As an advanced capstone seminar, it seeks to challenge students to explain and relate to others from very different areas of knowledge their understanding of these central issues, applying their diverse expertise and their intellectual achievements throughout their undergraduate studies. The seminar will look into concepts and issues such as expropriation, colonization, mechanization, industrialization, pollution, depletion, dependency, sustainability, and dehumanization in different locales and different moments of history. We will seek to address questions such as: How/when was the hemisphere conceived as a supplier of raw mineral materials? How does that role contrast with americanist ideas of agricultural or environmental utopianism? Is culture always at odds with industrialization? What other forms of understanding, representing and managing mineral resources are at work in the Americas?

**Spring 2024****RL 507 - Travel Literature****Nathalie Hester****RL 623: Mafia: The Cultures of Narco-Traffic****Pedro García-Caro**

This is a seminar on the Cultures of Narco-Traffic across different Romance-language countries, from the Mediterranean basin to Mesoamérica. The seminar proposes a comparativist discussion of the cultures emerging around the traffic of illicit narcotics along the US-Mexico border, across the Atlantic, and in the North/South coasts of the Mediterranean. There will be several thematic concentrations, including the cartel cultures of Colombia and Mexico (films as well as novels), centering some of the readings and viewings around a discussion of Zayak Valencia's groundbreaking *Gore Capitalism*. We will also be reading the work of Italian novelist and journalist Roberto Saviano (*Gomorra*, 2006) and its film adaptation. As part of the rich theoretical framework, we will be reviewing, we will be drawing from French-language authors such as Franz Fanon and Achille Mbembe (his *Necropolitics* is a fundamental reference in Valencia's monograph, Mbembe is from French Cameroon and writes originally in

French. I plan to organize a speaker series as well as a film series to go with the seminar.

**SPAN 520: Applied Linguistics**

**Sergio Loza**

Este curso le ofrece al alumno una introducción a la lingüística aplicada. Se leerán capítulos y artículos trascendentes en el campo para que los alumnos adquieran un conocimiento acabado de los temas más importantes relacionados con la aplicación de la lingüística en contextos del "mundo" real. Aunque habrá un enfoque en la aplicación de la lingüística en el salón de clase y en cómo se enseña el español, también se discutirá la lingüística en el campo médico y político. Después de leer los varios capítulos asignados, los alumnos de este curso serán expuestos a las diversas metodologías y preguntas que actualmente forman y guían el campo de la lingüística aplicada.

**SPAN 520**

**Devin Grammon**