

**DEPARTMENT
OF
HISPANIC LANGUAGES
&
LITERATURE**

Graduate Course offerings

Fall 2019



**Stony Brook
University**

Fall 2019 MA & Ph.D. Graduate course listing

SPN 510 / 405

Disabled Bodies, National Politics.

Aurélie Vialette

Wednesday 5:30-8:30 pm

This course will focus on the disabled body in nineteenth century Iberian cultural production. Who was considered disabled and what were the consequences of being discriminated as such? We will study medicine treatises, fiction, paintings, essays, military portraits and pamphlets to see the entanglements of race, nation, masculinity, the poor and the marginalized at that time. We will see how masculinity was idealized and projected the notion of a strong Spanish Empire throughout the world. Of particular interest will be the study of military masculinity, disabled male bodies (“useless men”), racial dynamics and discrimination. In addition, we will pay attention to the disabled poor, whose body was considered “useless” for modernity. We will examine politics of discrimination against the vagrants’, the poor’s and the prostitutes’ bodies, which the political power was trying the dispose of.

This course will also include a profound analysis of the main scholarship in disabilities studies in academia. **Fall, 3 credits, ABCF grading**

SPN 506

Bilingualism

Lilia Ruiz-Debbe

Tuesday 5:30-8:30 pm

This graduate course is an introductory study of bilingualism that explores theories about bilingualism, bilingualism and cognition, bilingualism and second language acquisition, bilingual memory, heritage language learners, and bilingual education. **Fall, 3 credits, ABCF grading**

SPN 612

Topics Seminar: “Women’s Cinema in Spain and Latin America”

Kathleen Vernon

Wednesday 4:30-7:30 pm

What does it mean to posit a tradition of women’s cinema in the Spanish-speaking world? In this course we will explore the role of women in cinema from Latin America and Spain as this role has changed over time, and as it takes varied forms in different nations and regions. We will establish a critical, theoretical and historical framework for understanding the limits on women’s access to film directing and to exhibition of their work. We will then raise a number of questions having to do with themes women address and how these have shifted: the political issues (individual and collective) their films raise, the choice and uses of film genres, and the increasing transnationalism women’s films both address and participate in. The goals of the course are multiple. Students will develop their skills in film analysis as part of a broader cultural inquiry into the role of gender in cultural, social and ideological experience both within and across national and regional boundaries. A practical, pedagogical component will seek to aid students in developing and refining their skills in teaching and writing on film. **Note: This course is also open to student with no Spanish proficiency. Fall, 3 credits, ABCF grading**

SPN 662.01

19th Century Spanish –American Literature
“Imagining Amazonia: bodies, labor, nature”

Javier Uriarte

Thursday 2:30-5:30 pm



photo by Javier Uriarte

Course description

Throughout the centuries, the Amazon River basin has been central in the imagination of travelers, writers, State officials, soldiers, and adventurers. This enormously rich cultural space has been the subjects of all kind of narratives since the colonial times. These narratives are very diverse, even sometimes contradictory, but have consistently constructed Amazonia as a mysterious, dangerous, and inscrutable space. This has fueled, of course, the imagination of many writers, and has posed the jungle as the space where danger, adventure, the unknown and the fantastic appear together. The jungle, as we will see, is the space of the exceptional *par excellence*.

In this course we will try to approach the immense complexity and richness that the representations of the Amazonian space have adopted throughout this last two centuries. This extraordinary complexity can be explained by the fact that this space is shared by eight different South American countries. Not just Spanish and Portuguese are spoken in these lands, but also English, and innumerable indigenous languages, some of them threatened with extinction. The several indigenous communities (with their diverse cultures and languages) living in this space (some of which still have not yet encountered so called civilized men) significantly add to the cultural dynamics of these region. This explains in part that we are going to read texts in Spanish, Portuguese, and English. One of the central ideas that has organized this course is that the Amazonian space can only be understood if a strong comparative approach is adopted. The Amazon as discourse is in part a product of many texts, it is in itself a Babel tower.

Some of the key questions that we are going to discuss and try to respond during the semester deal with the construction of this space through the eyes of what has been called “informal empire” (Gallagher and Robinson), or just neocolonialism. How these lands have been imagined by the logic of conquest and exploitation? How have them been transformed by this logic? How can we connect the representation of the jungle with the notions of uneven development and the production of space, discussed by Marxist geographers (Lefebvre, Harvey, Smith)? We will also focus on how the Amazonian space has been represented from the perspective of the Nation-State. In this respect, we will discuss some key concepts in the cultural history of Latin America, such as those of frontier, margin, and desert. What is the significance of the jungle in the imagination of the Nation-State? What is the status of these territories within the sovereign space of the State? Is this space appropriable, exploitable, transformable, dangerous or fragile? Is this a space *against which* the State must fight or, on the contrary, one *for which* it has to fight (against –possible, imagined or concrete– foreign invaders)? How is the Amazon region conceived in terms of movement, speed, and visibility? What role does it play in the famous dichotomy between civilization and barbarism? How is it related to war, danger and national security? How is the body described and imagined in the Amazonian space? We are going to be discussing the connotations that disease and fever (and madness and hallucinations) adopt in many of these narratives.

In order to discuss these theoretical problems we will read authors such as Joseph Conrad, Arthur Conan Doyle, Roger Casement, William Henry Hudson, Henry Walter Bates, Alfred Russel Wallace, Theodore Roosevelt, Horacio Quiroga, José Eustasio Rivera, Rómulo Gallegos, Alejo Carpentier, Mario Vargas Llosa, William Ospina, Euclides da Cunha, Alberto Rangel, Márcio Souza, Milton Hatoum. An important theoretical component of the class will deal with the field of environmental studies. Theoretical and critical readings will include Eduardo Viveiros de Castro, Philippe Descola, James C. Scott, Deleuze and Guattari, Michel de Certeau, Henri Lefebvre, David Harvey, Neil Smith, Ana Pizarro, Margarita Serje, Michel Foucault, Flora Sussekind, Francisco Foot Hardman, Ileana Rodríguez, etc. **Fall, 3 credits, ABCF grading**

SPN 691 Practicum in the Teaching of Spanish Language.

Theory and practice of language teaching. Applied methodology and linguistics in classroom situations specifically geared to Spanish as Second Language. Explore two issues of L2 learning: the role of explicit instruction and input and classroom interaction, and the basic principles of second language acquisition. Acquire knowledge of the second language learning processes as observed in the diverse group of bilingual students of the Elementary Spanish class at the College Level

A required course for teaching assistants. Prerequisite: Permission of instructor, Department Chair, or graduate program director.

Fall, 3 credits, ABCF grading

SPN 693 Practicum in The teaching of Spanish Language II

Apply current methodologies of applied linguistics as they relate to Spanish language teaching. Explore a variety of teaching techniques in the skills areas: reading, comprehension, writing, and speaking. Experience in microteaching, what to teach and how to teach it in particular situations. A required course for teaching assistants. Prerequisite: Permission of instructor, Department Chair, or graduate program director.

Fall and Spring 3 credits, S/U grading