

GRADUATE COURSES IN SPANISH AND PORTUGUESE [Spring 2023]

SPAN 6010 – METHODS OF TEACHING SPANISH AND PORTUGUESE (in Spanish)

Roxanne Dávila rdavila@tulane.edu

Mondays – 3.30-6.00

This course examines current trends, issues, and practices in the fields of second language teaching and acquisition, with a specific focus on Spanish. Students will engage with language acquisition theories and teaching methods to better understand how these can apply to daily realities of the classroom. This course will demonstrate how 1) to become more effective at teaching, 2) to develop skills in evaluating teaching performance and creating instructional materials, 3) to work in an online learning environment, and 4) to appreciate the importance of ongoing professional development.

SPAN 6120 – SOUND STUDIES AND SOUND ART IN LATIN AMERICA (in English)

Ana María Ochoa Gautier aochoa1@tulane.edu

Thursdays – 3.30-6.00

This course explores the main authors, debates and critical approaches to sound studies and sound art in Latin America. It questions the notion of sound studies, as defined in the Anglo-American literature in the early 2000s and explores historical understandings of the sonic and of listening in the region. We explore notions of experimentalism in music and sound and the type of expanded art provoked by the changing boundaries between music, sound and visual arts. We explore the place of epistemic notions of sound related to the colonial and to nature as well as collective practices of diverse peoples- from urban sound walks to indigenous notions of sound to sound installations- that challenge first world definitions of sound studies and sound art. The course introduces students to different sound artists and sound collectives and assignments will include listening as well as reading.

PORT 6440 – BRAZILIAN POPULAR MUSIC (in English and Portuguese)

Christopher Dunn cjdunn@tulane.edu

Tuesdays + Thursdays – 11.00-12.15

This course will offer an in-depth inquiry into over a century of Brazilian culture through the prism of popular music, often regarded as Brazil's premier field of artistic production. To a large extent, Brazil's self-understanding has been elaborated through the production and consumption of popular music. No other field of cultural production has had quite the same appeal among Brazilians, nor reached the same degree of international acclaim. The study of popular music is therefore particularly useful for engaging the history, culture, and literature of Brazil. Genres and cultural phenomena to be covered include maxixe, samba, bossa nova, MPB, Tropicália, and Mangue Beat, as well as international forms such as rock and rap that have been "cannibalized" and "Brazilianized." The study of music will provide the basis for an exploration of issues such as nationalism, regionalism, cosmopolitanism, experimentalism, race, gender, sexuality, and cultural citizenship.

This course will be taught in conjunction with MUSC 3310: The Music of Brazil, taught by Prof. Dan Sharp. We will meet together with his class on Tuesdays for presentations and discussions pertaining to readings in English. Unless otherwise indicated, we will meet separately on Thursdays to discuss readings in Portuguese. Although half of our class sessions will be conducted in English, all written assignments should be completed in Portuguese. While Professor Sharp will serve as a vital resource for the class, Prof. Dunn will be responsible for evaluating students enrolled in PORT 6440.

SPAN 6910 – POLITICAL VIOLENCE AND THE OBJECTIFICATION OF BODIES IN SPANISH AMERICA

Fernando Rivera-Díaz friverad@tulane.edu (in Spanish) Wednesdays – 6.00-8:30

This seminar develops a model theory of the objectification of the human body drawn from the analysis of sexual violence against women in Spanish America. It takes the sexual captivity of women as a case model to analyze the different procedures and instances involved in the practice of producing (and self-producing) human beings as objects. Being an object is a way of being human. It could happen in private life (e.g. sexual relationships) and social life (e.g. sports, commercials), but also in processes of political domination such as slavery and forced labor. The seminar also discusses the similarities and differences among “reification,” “objectivation” and “objectification” developed in American feminism – some ideas drawn from these terms serve as an important foundation for the proposed model. Throughout the course we will read brief essays and passages by major thinkers from Europe, the US and Latin America, testimonies by women victims of sexual violence in Peru, and novels, films, diaries, and plays by authors such as Arguedas, Bolaño, Colón, Gálvez, Llosa, León and Titu Cusi Yupanqui.

SPAN 7910 – EARLY MODERN SELF-WRITING IN SPAIN AND LATIN AMERICA (in Spanish)

Dale Shuger dshuger@tulane.edu

Tuesdays – 3.30-6.00

Although Spaniards of the 16th and 17th centuries do not seem to have written autobiographies according to the generally accepted standards proposed by modern literary theory, they did write in the first person: they wrote accounts of visions, prologues, spiritual diaries, letters, judicial declarations, and fake life narratives, among others. The work of our class will be to approach these texts and understand the type of subject and subjectivity being simultaneously formed and revealed. We will read a wide variety of texts in the first person: canonical texts and manuscript excerpts; prose and poetry; fiction and non-fiction; peninsular and colonial Latin American texts; of men and women (and a text from someone who starts out as a woman and becomes a man). We will think about how literary genre is used to express different aspects of the self and how the self is constructed dialogically in the pact between a writing subject and his/her/their reader. It has been said that the "modern subject" is born in the Renaissance: can we, reading these texts, see it in its infancy?

(October 2022)