

Fall 2022 Graduate Open House Itinerary

*Note: bolded events are **highly recommended**. Sitting in on classes is up to your discretion, and you may arrive late or leave early in order to attend overlapping events/classes. If you would like to set up a meeting with an instructor that you're interested in working with, please contact them directly by using the email addresses listed on <https://romancestudies.unc.edu/people/faculty/>

Monday, October 3rd

- **9:00-10:00 – The Who, What, Why, and How of Graduate Study in ROMS with Dr. Carmen Hsu and Dr. Ellen Welch**
- 10:10-11:00 – ROML 700, Dey 205
- 11:15-12:05 –
 - SPAN 105 (student-taught course), Hamilton 423
 - FREN 203 (student-taught course), Dey 202
- 12:20-1:10 – ITAL 204 (student-taught course), Dey 209
- **1:15-2:15—Lunch with GRA students**
- 3:35-6:05 – SPAN 835, Dey 204

Tuesday, October 4th

- **9:30-11:00 – Campus Tour with Admissions**
- 9:30-12:00 – FREN 590, Dey 209
- 11:00-12:15 – SPAN 678, Dey 210
- **12:00-1:15 – Lunch with Language Directors and Graduate Advisors**
- 12:30-1:45 – FREN 687, Dey 209
- 2:00-3:15 – SPAN 745/CMPL 745, Dey 208
- 2:00-4:30 – ITAL 830, Dey 209 (Interdisciplinary course taught in English, anyone can attend)
- 3:30-4:45 – SPAN 682, Dey 203
- 3:30-6:00 – SPAN 650, Dey 301

University of North Carolina at Chapel Hill
Department of Romance Studies
Fall 2022: Graduate Course Descriptions

FREN 590 Novel Climates: Environmental Justice and the Politics of Reading

Tu 9:30-12:00, Dey Hall 209

Prof. Jessica Tanner (jltanner@email.unc.edu)

This course examines 19th-21st-century French-language literature and culture through the lens of the environmental humanities. It introduces students to the major concepts, questions, and debates of this interdisciplinary field, which combines literary, cultural, geographical, political, historical, anthropological, and philosophical modes of analysis. That foundation will inform our study of a series of primary texts from the French-speaking world, including novels, poetry, theater, films, artworks, graphic novels, theory and criticism, digital media, and installations. Throughout the course, we will consider questions of environmental justice, including how colonialism, capitalism, racism, and historical events have shaped who is most vulnerable to planetary warming and other crises. A series of other questions will guide our inquiry: how can literature and art help us reimagine the world, and our communities? How does the geological timescale of the Anthropocene change our approach to times and cultures that otherwise seem distant? How might literature and art help us envision new modes of connection and interconnection? How might reading and thinking in a second language help train our perception of climate and distributed agency? Our objective is not simply to see what the humanities can help us think, but also to see what humanistic inquiry can do in times of crisis. Literary readings include works by authors such as Chateaubriand, Baudelaire, Rimbaud, Zola, Flammariion, Verne, Robida, Camus, Chamoiseau, Glissant, Tadjó, and Darrieussecq; we will also read critical and theoretical texts by thinkers such as Serres, Vergès, Ferdinand, Audier, Keucheyan, Patel and Moore, Crist, Haraway, Tsing, Malm, Harney and Moten, Song, Shotwell, Yusoff, Lethabo-King, Gumbs, McKittrick, Todd, Simpson, Estes, Whyte, Clark and Szerszynski, Tuck and Yang, Sze, and Jue. Course is conducted in French and is open to both undergraduates and graduate students.

FREN 687 Diaspora and Transculturalism in Québécois Literature

TuTh 12:30-1:45, Dey Hall 209

Prof. Erika Serrato (serrato@email.unc.edu)

This course examines the province of Québec as a nexus of major literary production, influencing not only the Francophone world but also world literature, littérature migrante, and exile literature. We will break down how Québec's literatures question and push the notions of identity and national literature. We will study texts from different parts of the world and scrutinize what it means to be or become Francophone. We will pay particular attention to the Haitian diaspora in our analyses of the spaces inscribed in the texts. Last, a full examination of the history and present status of the literature produced in Québec would not be complete without the works of First Nations writers.

Readings by Marie-Celie Agnant, Lula Carballo, Yara El-Ghadban, Anne Hébert, Natasha Kanapé Fontaine, Dany Laferrière, Wajdi Mouawad, and Kim Thuy.

Prerequisites: FREN 300 and one additional course above FREN 330; permission of the instructor for students lacking the prerequisites.

This course is taught in French. Contact serrato@email.unc.edu for more information.

ITAL 830 Pier Paolo Pasolini: Corpi, Luoghi e Paesaggi. In Italian.

Tu 2:00-4:30, Dey Hall 209

Prof. Serenella Iovino (serenella.iovino@unc.edu)

Pier Paolo Pasolini è uno degli intellettuali più importanti e prolifici del XX secolo. La sua produzione spazia dalla poesia alla letteratura, dal cinema alla critica culturale e sociale. In tutti questi campi è stato portatore di una visione *engagée*, potente e originale, capace di infrangere ogni luogo comune. E soprattutto, è stato capace di pensare e poetare attraverso il corpo: il proprio, quello altrui, e il corpo politico dell'Italia.

In occasione del centenario della nascita del poeta, questo corso esamina il nesso tra corpi, luoghi e paesaggi nella sua opera. Dalla Bologna delle sue prime esperienze culturali allo scenario apocalittico di Salò, set del suo ultimo film, leggeremo insieme poesie, articoli, opere narrative, film e altri documenti per conoscere meglio un protagonista assoluto della cultura italiana e il suo tempo.

ROML 700 Theories and Techniques of Teaching

MWF 10:10-11:00, Dey 205

Prof. Anastacia G. Kohl (kohl@email.unc.edu)

This course explores relevant areas of foreign language pedagogical research and their application to the task of teaching modern foreign languages. Through readings, lectures, and practical demonstrations, students are exposed to second-language acquisition and learning theories, as well as the principles of proficiency. Working with a variety of approaches to communicative language teaching, students will actively explore classroom techniques designed to develop listening, reading, speaking, and writing skills while integrating culture. The development and implementation of testing, as well as the evaluation of instructional materials, are also highlighted. To illustrate the practical applications of the theories studied, each member of the class selects one topic for further research which will lead to a final research paper and class presentation. In addition to the presentation, grading is based on participation, peer observations, weekly reflective journal entries, lesson plans, a midterm and a final exam. *Required of all new teaching associates and fellows in the Department of Romance Studies without comparable pedagogical training.

Required of all new graduate instructors. Contact Dr. Kohl (kohl@email.unc.edu) if you wish to seek an exemption.

SPAN 650 Playing the Spaniards: The Politics and Poetics of Identity in Early Modern Spanish Theatre

Tu 3:30-6:00, Dey Hall 301

Prof. Carmen Hsu (carmen.hsu@unc.edu)

What does it mean to be a Spaniard in 1600? How does one act the part? Is acting the same as being? Using history, myth, legend, news, and Spain's poetic traditions, playwrights mirror familiar roles, but reshape them and fashion new ones for a changing society in an expanding world. Signature *Comedia* themes – honor, decorum, virginity, masculinity – examined in plays by Cervantes, Lope, Alarcón, Tirso, Miras de Amescua, through inquiries into the performing and staging of Spanish identity in relation to peoples from various regions beyond Iberia (American, African, Asian), complex relationships between theatre, myth, and imperialistic discourses, the role of gender in representations of cultural difference.

This course is conducted in Spanish. For undergraduate students, the course will count as one coursework for major. For graduate students, the course will count as either MA or PhD coursework. Open to graduate students or advanced undergraduate students who have taken SPAN 370 or 373 or permission of the instructor.

SPAN 678 History of the Spanish Language

TuTh 11:00-12:15, Dey Hall 210

Prof. Lamar A. Graham (lagraham@email.unc.edu)

In this course we examine the main linguistic changes from Classical and Spoken (Vulgar) Latin to Old, Classical, and finally Modern Spanish, with a focus on theories of linguistic change. Internal changes that affected the phonology, morphology, syntax, lexicon, and semantics will be the main aim of the course, with additional attention paid to linguistic changes due to external influences, such as linguistic contact resulting from conquests and colonial expansion.

Prerequisite: SPAN 360 or 376, graduate standing, or permission of the instructor.

SPAN 682 Spanish Sociolinguistics

TuTh 3:30-4:45, Dey Hall 203

Prof. Lucia Binotti (lbinotti@email.unc.edu)

Sociolinguistics is the study of language in its social context and the study of social life through linguistics. Broadly defined in this way sociolinguistics is a vast interdisciplinary field. It subsumes many different traditions of study that have their own titles as well as their own established methods and priorities. In fact, sociolinguistics is the best single label to represent a very wide range of contemporary research at the intersection of linguistics, sociology and social theory, social psychology and human communication studies. Sociolinguistics is probably the most active but also the most diverse area of contemporary language studies. Among its main concerns have been:

- How are forms of speech and patterns of communication distributed across time and space?
- How do individuals and social groups define themselves in and through language?
- How do communities differ in the 'ways of speaking' they have adopted?
- What are typical patterns in multilingual people's use of languages?
- How is language involved in social conflicts and tensions?
- Do our attitudes to language reflect and perpetuate social divisions and discrimination, and could a better understanding of language in society alleviate these problems?
- Is there a sociolinguistics theory of language use?
- What are the most efficient, and defensible, ways of collecting language data?
- What are the implications of qualitative and quantitative methods of sociolinguistics research?

This course arises these theoretical and methodological, but also practical, issues specifically focusing on the Spanish speaking world and on the relationship of Spanish with English. Spanish is one of the most widely spoken languages of the world, and its extension and diversity provides the linguist and the student with an immensely productive field of analysis.

SPAN 745/CMPL 745 The Vanguardists: Seminar

TuTh 2:00-3:15, Dey Hall 208

Prof. A. Rivero (arivero@unc.edu)

DESCRIPTION: We'll use "vanguard" to refer not only historically to literary movements in the first decades of the 20th century, but also (and especially) to the concept of experimentation in the 19th, 20th, and 21st centuries. Parallel developments in other literatures and non-literary art, as well as relevant theory will also be explored. We'll apply these notions to seminal poems, novellas, short stories, and theoretical essays from Spanish America (our primary focus), as well as from France, Spain and elsewhere that illuminate the concepts we'll probe. Discussion topics include, but are not limited to: the break with literary tradition; surrealism; modernity and postmodernity; changing roles of authors and readers; metawriting; gender; genre; race, transculturation and hybridity; historiography; postcolonialism, and cultural studies.

WORK FOR THE COURSE: (1) a 15-20" talk on a required reading (with a choice), including critical and theoretical sources (40% of the grade); (2) a 15-25 pp. research paper which will combine criticism, theory, and textual analysis (60%)—it may either expand the presentation or examine a different topic related to the course—it's your option. Active class participation expected.

TEXTS (may vary depending on availability): The course will be taught in English and translations will be available as coursepacks, but you should read in the language(s) in which you specialize. Required books or bilingual selections in a coursepack: Darío, Selected Poems; Mallarmé, "Un Coup de dés"/"A Throw of the Dice"; Huidobro, Altazor; Breton, Poems (selection), "From Manifesto of Surrealism," "From Second Manifesto of Surrealism"; Vallejo, Trilce (selections); Bombal, Última Niebla/New Islands and Other Stories (selections); Lorca, Gypsy Ballads and Poet in New York (selections); Guillén, Man-Making Words (2003 ed., selections); Valenzuela, Cambio de armas/Other Weapons (selections); Cortázar, Todos los fuegos el fuego/All Fires the Fire (selections); a digital text (online, TBA). Many of the texts are on the MA reading list.

SPAN 835 Seminar of Spanish American Literature: *Politics, Language, Love, Race, and other Nineteenth Century Spanish American Diseases*

M 3:35-6:05, Dey Hall 204

Prof. Juan Carlos González Espitia (jcge@email.unc.edu)

This seminar explores ideas and discourses of divergence as they were articulated in Spanish America during the long nineteenth century. It covers the unfolding of independence (1807–1840); the crafting of models of national identity (1840–1890); and the consequences of the implementation of such models (1890–1910). Participants will develop nuanced discussions in relation to canonical and non-canonical literary works of the period and the ideas of nation, race, sickness, and language.

Some of the texts we may study include:

Echeverría, Esteban. “El matadero” (1839/1871)

Gómez de Avellaneda. *Sab* (1841)

Blest Gana, Alberto. *Martín Rivas* (1862)

Cambaceres, Eugenio. *Sin rumbo* (1865)

Isaacs, Jorge. *María* (1867)

Cabello de Carbonera, Mercedes. *Blanca Sol* (1888)

Matto de Turner, Clorinda. *Aves sin nido* (1889)

Sierra, Justo. “La fiebre amarilla” (1893)

Silva, José Asunción. *De sobremesa* (1896/1925) Díaz Rodríguez, Manuel. *Ídolos rotos* (1901) Gamboa, Federico. *Santa* (1903)

Viana, Javier de. “La tísica” (1910)

Azuela, Mariano. *Los de abajo* (1915)