

Fall 2020 Graduate Course Descriptions

LING 5322

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR	
39951	LING	5322	004	Foundations of Language Teach	TR	1400 1520	CMLL	00106	Vasseur	Raychel

LING 5330 (Cross listed with SPAN 5343)

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR	
40052	LING	5330	001	Second Language Acquisition	W	1530 1820	CMLL	00104	Elola	Idoia

SPAN 5343/LING 5320: This course is required for Spanish Linguistics and Applied Linguistics students (taught in English)

What is second language acquisition? How do we learn a language after acquiring a first one? What factors seems to affect people's acquisition of a new language system? These questions are some of the questions that this course will investigate. Second language acquisition (SLA) is a field of inquiry that examines people's capacity to learn languages other than the first language, during late childhood, adolescence or adulthood. As part of the course, we will study universal influences on L2 acquisition, such as age, mother tongue, environment and cognition, as well as individual differences (e.g., language aptitude and motivation), and social dimensions to help us understand the path towards language learning. In addition to reading and analyzing these topics, we will work on designing a research proposal, how to complete an IRB form, and work on abstracts for conferences.

PORT 5342

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR	
38978	PORT	5342	001	Intensive Grad Portuguese II	TW	1830 1950	CMLL	00106	Ladeira	Antonio

Portuguese 5342 is the second part of a beginning intensive course of Portuguese for Graduate students proficient in Spanish. The course will include, in one semester, the materials taught in Portuguese 2301 and 2302 in addition to comparative approaches to Portuguese and Spanish relevant to Graduate students. The course will cover basic vocabulary, fundamentals of grammar and will provide an introduction to the cultures of the Portuguese-speaking countries around the world such as Brazil, Portugal, Cape-Verde, Angola, Mozambique, Guinea-Bissau. Practice in speaking, reading and writing will be attained through communicative activities. Graduate students will also engage in discussions of scholarly materials relevant to their particular field of interest. Presentation of audio-visual materials and subsequent debate constitute an important part of the course. The course includes analysis of common and contrasting aspects of Portuguese and Spanish.

Required Materials:

Klobucka, Anna. *Ponto de Encontro : Portuguese as a World Language*. New Jersey : Prentice Hall, 2007.

Simões, Antonio. *Pois Não : Brazilian Portuguese Course for Spanish Speakers with Basic reference Grammar*. Austin. UT Press, 2008.

Recommended:

Costa, J. Almeida. *Dicionário da Língua Portuguesa*. Lisboa: Porto Editora. 1997. 7 Ed.

Nitti, John. *501 Portuguese verbs*. New York: Barron.

PORT 5355

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR
10882	PORT	5355	001	Reading In Luso-Brazilian Lit	R	1530 1820	CMLL	00106	Ladeira Antonio

An introduction to some of the major travel literature works in Portuguese with an emphasis on the XVI and XVII centuries. Topics include the Iberian empires, voyages of trade and exploration in Africa and Asia, settlement in Brazil, ethnicities and race, international treatises, etc. One book by XIX century Portuguese author Almeida Garrett will be included, as it generates discussion on new, modern concepts of travel, applicable to contemporary times, urbanism, life in modern cities, the concept of modernism and psychological travel, etc. Theoretically, the course's approach will mostly feature cultural studies, postcolonial and gender studies perspectives. A reader with historical, anthropological and critical articles will be available. Students will be required to read four books, three of which are included in the reading list for graduate Portuguese minors:

Peregrinação by Fernão Mendes Pinto

Os Lusíadas by Luís Vaz de Camões

História Trágico-Marítima by Bernardo Gomes de Brito (excerpts)

Carta do Achamento do Brasil by Pero Alvarez Caminha

Viagens na Minha Terra by Almeida Garrett

SPAN 5352

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR
34897	SPAN	5352	001	Mtds Literary Criticism	W	1530 1820	CMLL	00102	Larson Susan

SPAN 5362

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR
36181	SPAN	5362	001	Golden Age Literature	M	1700 1950	CMLL	00117	Beusterien John

An introduction to the classics of the Spanish Golden Age. The class will enhance an appreciation for the culture and literature of sixteenth- and seventeenth- century Spain through contemporary approaches to the works, including performance theory, race, animal studies, and material culture. Students will also work on a collaborative project on the *comedias sueltas* that are found in the Rare Books Collection at the Texas Tech Southwest Collections. Readings are taken from the M.A. and Ph.D. reading list for the Spanish Golden Age:

Romances (selected ballads)

Luis de León (selected poetry)

Teresa de Ávila (selected poetry)

Francisco de Quevedo (selected poetry)

Luis de Góngora (selected poetry)

Juana Inés de la Cruz (selected poetry)

Fernando de Rojas, *La Celestina*

Vida de Lazarillo de Tormes

Lope de Vega, *El caballero de Olmedo* and *Fuenteovejuna*

Andrés de Claramonte, *El valiente negro en Flandes*

Francisco de la Torre, *La confesión con el demonio*

Ana Caro, *Valor, agravio y mujer*

José Pellicer de Ossau y Tovar, *Anfiteatro de Felipe el Grande*

Miguel de Cervantes, *El retablo de las maravillas* and *El coloquio de los perros* María de Zayas, *El castigo de la miseria* and *El prevenido engañado*

Pedro Calderón de la Barca, *La vida es sueño* and selected *entremeses*

SPAN 5370

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR	
36494	SPAN	5370	001	Colonial Spanish American Lit: Indigenous Intellectuals in the 'Lettered City'	R	1530 1820	CMLL	00118	Guengerich	Sara

In this classic work, *La ciudad letrada* (the Lettered City) Ángel Rama envisions the viceregal city as a visible and material symbol of colonial order, one in which another "lettered city" of religious men, administrators, educators and authors controlled access to power through their mastery of the pen and access to books. His *letrados* (men of letters), however, are primarily of a lighter complexion, stemming from the noble ranks of Spaniards, creoles, and a few ascending mestizos. But as new scholarship convincingly demonstrates, colonial indigenous peoples who served as informants to missionaries and anthropologists or as authors and artists themselves, were also intellectuals who wrote histories and scientific treatises, made legal demands, and performed other unwritten forms of scholarly activity that contributed significantly to colonial societies and modern nations, both in the centers of viceregal power as well as in the peripheries. This graduate course will explore this topic through reading and discussion of primary and secondary sources to examine the idea that colonialism and modern nation building in Latin America were collaborative endeavors that included people that were previously thought had no participation of it. The course aims to expand the meaning of the "lettered city" and in so doing understanding intellectuals and the general transmission of knowledge in colonial and modern Latin America.

SPAN 5385

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR	
39600	SPAN	5385	001	Seminar: Spanish Quantitative Sociolinguistics	T	1530 1820	CMLL	00118	Regan	Brendan

This seminar is an in-depth overview of the principle concepts, theories, and methodologies of the field of variationist sociolinguistics. While some attention will be given to qualitative sociolinguistic approaches, the overwhelming majority of this course will concentrate on variationist (Labovian) quantitative sociolinguistics. The aims of this seminar are three-fold: (i) to review different approaches to analyzing various social factors (socioeconomic status, gender & sexuality, age, race & ethnicity, education, style, etc.) as related to linguistic variation and change; (ii) to identify common linguistic variables within the Spanish-speaking world per linguistic domain (socio-phonetics/phonology, morphosyntax, discursive-pragmatic, etc.); and finally, (iii) to review some of the most common methodological approaches (the sociolinguistic interview, data coding, and the main statistical analyses of variationist sociolinguistics, such as multivariate logistic regressions in R and Rbrul). Throughout the course we will discuss previous and on-going debates within the field of variationist sociolinguistics. While our focus will be on Spanish sociolinguistic variation, this course will place this variation within the larger context of language '*lenguaje*' general variation. Therefore it is essential that students are familiar with the debates, methodologies, and cutting-edge research within general sociolinguistics in order to be able to connect their own research and teaching of Spanish sociolinguistics within the field of general sociolinguistics. Students are expected to propose and conduct original research projects to examine a specific sociolinguistic hypothesis. This is a reading intensive course designed to prepare students to have a solid foundation in variationist sociolinguistics.

SPAN 5343 (Cross listed with LING 5330)

CRN	SBJT	CRS	SCTN	TITLE	DAYS	TIME	BLDG	RM#	INSTRUCTOR
32270	SPAN	5343	001	Studies in Spanish	W	1530 1820	CMLL	00104	Eloia Idoia

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