

RL COURSES TAUGHT DURING THE 2009-2010 ACADEMIC YEAR

FALL 2009

RL 608: Second Language Teaching Methods – Davis

This course is an introduction to the basic principles of second language acquisition and their application in classroom settings. Topics covered include instructional techniques for developing the three language modes (presentational, interpretive, interpersonal), standards for foreign language learning, proficiency assessment, content-based instruction (CBI), techniques for addressing learner variables, and the role of culture in the L2 classroom. In addition to the theoretical readings and discussions, students will develop a portfolio of teaching materials ready for classroom use. (All lectures and readings are in English; individual projects are prepared in your target language.)

WINTER 2010

RL 407/507: The Black Revolutionary Imagination in 20th Century Caribbean Literature-
- Triana

In this course we will explore writings from revolutionary political and aesthetic movements in the 20th century Caribbean. We will read from a variety of genres, from poetry to political manifestos to history. Possible authors include: Nicolás Guillén, Aimé Césaire, Luisa Capetillo, C.L.R. James, Nancy Morejón, Roberto Fernández Retamar, Frantz Fanon, Audre Lorde, June Jordan, and Maryse Condé.

Students may take this class to fulfill major/minor requirements in Spanish and French if reading and writing requirements in the target language are met. Consult with the professor.

RL 620: Graduate Study in Romance Languages-- García-Pabón

This course is an introduction to purposes, problems, and methods of graduate study in Romance languages. The course will discuss research strategies for diverse literary genres, different historical periods, and specific geographical locations in the RL speaking countries (for example: the study of a medieval text; what specific problems a 19th century nation-building novel poses in Latin America and/or Africa). It will also introduce students to the prevalent theories about literary and cultural production. Specialist in the diverse areas of research will participate in the course.

SPRING 2010

RL 623: Humanism: The Culture of the Book and the Post Human Age—
Lollini/Middlebrook

Both the syllabus of readings for this course and a roster of invited speakers will help us explore the multiple meanings of humanism in the Early Modern, the modern, the post-modern and finally the so-called post-human age. From the period of the European Renaissance deep into the twentieth century, “humanism” was a notion that was

intimately founded on an idea of writing and reading. The predominant received, rather oversimplified, view of European Renaissance Humanism is that it positioned man at the center of a nature which he mastered by means of his God-given powers of reason. In this course we will be taking up key Renaissance and Early Modern texts in order to show that intrinsically, this mastery was associated first with manuscript culture and then with the culture of the book. Consciously and unconsciously, the book-centered view has continued to shape assumptions about the meaning of the word “human” and its derivatives. However, in the current, globalized age, in which science and technology have made inroads into the territory of letters and the book, transforming relationships between the human and the non-human, the natural and the synthetic, the word, the image and the algorithm, we need to reconsider what humanism means. Thus the second part of this course will unfold under the rubric of Donna Haraway’s “ironic dream,” as told in “A Cyborg Manifesto” (1991), the most relevant posthuman manifesto to date.