This course focuses on developing stronger speaking skills and oral comprehension through a multimedia experience that will expand your knowledge of contemporary French and francophone cultures.

The course also aims to prepare you to speak more comfortably in a variety of contexts and registers of language from talking about one’s tastes in food to the more formal setting of a professional interview. A general topic will be explored each week: traveling, the workplace, cuisine, relationships, the environment, cinema, health and more.

No text needs to be purchased for this course. Documents will be made available via Moodle. You will have the opportunity to work with podcasts, popular music, comic strips, YouTube videos, film subtitles and more.

Weekly activities will involve contributing to a general discussion of cultural topics and current events by recording short videos of yourself using new vocabulary related to the topic of the week. You will also prepare short videos of yourself interacting with other course participants via Zoom, Skype or any other application that supports side-by-side conversation recording.

For every individual, short video you upload, you will have the opportunity to prepare and practice at your own pace. Dialogue videos will sometimes be centered on reading lines from a play or a film, for example. They may also require you to improvise speech but this will be happening between two participants, without direct monitoring.

For your final assignment you will prepare an in-person interview with a native speaker of French and make a short video using a computer or phone camera to record your interaction with them.

*Classes will follow a Tuesday-Thursday schedule and Tuesday sessions will be taught synchronously via zoom.*
ADVANCED COMPOSITION AND SYNTAX IN FRENCH

DR. STARR
FRENCH 3042-P001
CLASS #21960
2:00 – 3:15 T/TH
3 CREDITS

Prerequisite: French 2002 or consent of department. This course will be conducted mostly in French, with some oral translating into English, for the benefit of appreciating the language. Your written assignments will put into practice classroom exploration and discussion of various linguistic functions and types of writing. The emphasis is on increasing your proficiency in written expression while expanding your knowledge of vocabulary and grammatical structures. You will have the opportunity to revise preliminary drafts of your writing. Your grade will be based on classroom participation, seven compositions, and a final exam.

TEXT: Students will be provided a custom-made set of vocabulary, grammar, and writing exercises, in Moodle.
INDEPENDENT STUDY
AUDUBON CHARTER SCHOOL
DR. STARR

FRENCH 3191-3192-3193-O001
CLASS# 20680, 20681, 20682
INTERNET
1, 2, or 3 CREDITS

This course is restricted: special departmental permission is required to enroll. Only students in need of it to fulfill a special requirement will be allowed to enroll. Prerequisite: French 2002 or departmental consent. A maximum of 3 credits may be earned per semester. The set of 3 courses 3191-3192-3193 may be repeated once for credit. Students will work as teacher assistants in the French immersion program at Audubon Charter School, then write in French about their observations.
TUTORIAL FOR GRADUATING MAJORS

DR. STARR
FRENCH 3500-O001
CLASS#: 20683
INTERNET, 1 CREDIT

This course prepares majors for the completion of their requirements in the B.A. in Romance Languages-French concentration through advising by a designated professor. The course includes an oral mid-term exam, regular meetings with the advisor to discuss the List of Topics, and the Written Exit Exam, a 2-hour long comprehensive exam written in French. Pass/Fail.

TEXT: “List of Topics,” to be downloaded from the Foreign Languages website, from Moodle, or obtained from Dr. Starr
Problems of grammatical analysis and contrastive stylistics will be presented and discussed in this course. Extensive practice in translation exercise, from and into French. Practice material will include grammar drills from textbook, short literary excerpts, song lyrics, comic strips, press documents, etc.

Students will have an opportunity to explore French syntax at a higher level as well as to consolidate their knowledge of it by studying, week after week, the chapters in *La grammaire à l’œuvre* and by completing exercises provided in the textbook as well as other assignments. All homework will be assigned from the actual textbook or other handouts selected by your instructor. Supplemental material such as magazine advertisement, songs, literary paragraphs, etc. will also be used for translation practice or other forms of class activities.

Grades will be based on a mid-term, a final exam and weekly participation. All students registered online will take the mid-term and final exam. Online students will submit selected assignments in writing via a Moodle forum and will receive individual feedback on a rotation system. Graduate students will give an oral presentation in class or in video format, on a research topic related to the French language (acquisition, dialects, sociolects, theory of translation, etc.). You will select and propose your topic with the help of your instructor.

ISBN-10: 075939864X  
**Physical copy only.** We will not be using the online component of *La grammaire à l’œuvre.*
Mysterious cats, teary-eyed prostitutes, time-traveling mummies, elegant swans trapped in a prison of ice…Nineteenth-century French literature has it all! In this survey course we will study the various movements (romanticism, realism, naturalism, symbolism) and genres (poetry, short story, theater, novel). Undergraduates will read nine poems, two short stories and a play. Graduate students will also read a novel. We will have a brief weekly assignment or quiz, a midterm, and a final exam. The texts are all on the Reading List for the M.A. in Romance Languages and are provided by the professor in Moodle. Grad students are encouraged to procure a paper copy of *Nana*.

**REQUIRED TEXTS** (all posted in Moodle):
Packet of poems
*Boule de suif* - Maupassant
*La Dame aux camélias* (play) – Dumas fils
*Le pied de momie* – Gautier
*Nana* – Zola (graduate students only)
A study of heroism and its dark side, which will lead us to the intersection of history, literature, movies and comic strips. We’ll discuss how heroic or villainous figures are created, evolve through the ages and acquire additional meanings. We’ll also investigate the typical “Frenchity” or “Frenchiness” of these depictions and their pertinence for us, XXIst century onlookers. Our starting point is the gaulois hero Vercingétorix as depicted in the comic strip Alix, We’ll focus next on Gilles de Rais and Jeanne d’Arc: the medieval serial killer and the saint; on XVIIth century Versailles with Annie Jay’s amusing detective story and finally on the heroes of the terreur period of the Revolution in Dumas’ novel. Our exploration will be framed by 2 essays in socio-history.

The class is taught online and asynchronously. It will be centered on discussion of the readings through a weekly forum. There will be a mid-term, a final essay and a presentation.

REQUIRED TEXTS:

Dr. Sebastián Figueroa
jfiguer1@uno.edu
2:00-3:15 Tuesdays and Thursdays
3 credits
Prerequisite: Spanish 2002, or departmental consent

This class is designed for students who want to improve their communicative abilities in Spanish and further develop their knowledge of Hispanic cultures. We will emphasize fluency, pronunciation, listening, vocabulary building, reading comprehension, grammar, and cultural analysis through short films, music, and newspaper articles. Students are expected to prepare the assigned materials before the class and actively participate in small and large group activities that include everyday conversations, presentations, and discussions of current topics of the Hispanic world such as migration, politics and the environment. The class contemplates weekly homework, quizzes, oral presentations, and events participation. Assignments, tests, and projects will be announced in Moodle and in the course syllabus. Readings and other class materials will be provided by the professor in a timely manner. The class will be in-person and conducted entirely in Spanish.
SPANISH 3042  Advanced Spanish Composition and Syntax
Instructor: Clifton M Sutton
Times: MWF 11:00 – 11:50
Required text: *El cuento hispánico*, Edward J Mullen and John F Garganigo 8th edition
ISBN10: 0073385409

The course is designed for students to practice different types of composition writing in Spanish while paying attention to style, syntax, idioms, and verb forms.

To achieve this goal, students will read short stories from 13 different authors from Spain and Latin America with a focus on vocabulary use and grammar patterns. Students will submit written answers based on the short stories and write personal responses to the stories.

Class will be conducted in Spanish.
In Spanish 3100 the student will be reading modern adaptations of Spanish medieval masterpieces and at the same time will be learning to analyze traditional literary topics and how they relate to verse production in the Middle Ages. This course is taught in English, but the works are read in Spanish from an anthology uploaded in Moodle. Because our anthology contains a large amount of textual excerpts, we can only study a few representative authors from the 12th century to the 16th century. However, we will be studying the works of as many authors as possible, which means that each student must stay current with the readings each week. There will be two short papers in this course (5 pages each), a midterm exam and a final exam along with weekly homework assignments on Moodle’s Discussion Board.


Please note- There will be a copy of our textbook in the Library for consultation.
This course intends to convey to the advanced student of Spanish a deep understanding of the fascinating historical and cultural development of the Iberian colonies in the New World. Throughout the course we will see the pre-Columbian cultures before the arrival of the Spanish ships; the age of discovery and the conquest; the colonial government and institutions; population and labor; production, exchange, and defense; the social economy; family and society; women in colonial society; Indian and African slavery; culture and the arts; the administrative reforms during the rule of the House of Bourbon; the crisis and the collapse of the colonial order; the British Anti-Spanish Black Legend.

Likewise, to our study, we will add some important literary documents such as the letters of Hernán Cortés to Emperor Carlos V, the protest of Father Las Casas against the abuses of the colonial administrators against the indigenous population; the baroque poetry and feminist ideas of Mexican nun Sor Juana Inés de la Cruz; the cultural legacy of Spain to Latin America and the Spain-bashing "black legend", as a British instrument of propaganda in those days and its persistence.

Requirements: online guided readings and weekly questionnaires in Spanish about the textbook and literary documents. A term paper of 6/7 pages for the undergraduate student and 10/12 pages for the graduate, both with notes and bibliography, according to the style rules of the MLA.


Mark A. Burkholder & Lyman L. Johnson, authors.
The purpose of this course is to present in an orderly fashion the best of Hispanic American short story production since the third decade of the 19th century, namely: romanticism and its non-conformist attitudes in Echeverría’s "El Matadero"; costumbrista realism in Tomás Carasquilla’s "San Antoñito"; naturalism in Lillo’s "La Compuerta"; modernism and its primacy given to artistic sensibility in Rubén Darío’s "El rubí"; criollismo and the awakening of nationalist consciousness in "El hombre muerto" by Horacio Quiroga; the avant-garde with "El jardín de los senderos que se bifurcan,” by J. L. Borges; the feminism of "Aquí pasan cosas raras," by Luisa Valenzuela; the boom and magical realism with "Cartas de mamá", by Julio Cortázar... At the same time, in each case we shall cover the fundamentals of storytelling, applying useful literary designations given in Spanish such as setting, protagonist / antagonist, plot, characterization, climax, and denouement. Central to the discussion will be the cultural import the stories may bring with them, to serve as a basis for the student’s interpretation and appreciation of the stories.

Requirements: the course and its questionnaires will be in Spanish. Readings of the texts proposed in the syllabus; answers to the pertinent weekly questionnaires (sent and corrected online); zoom presentation by each student on a previously shared reading story.

The focus of the seminar is to analyze how neoliberalism has shaped Latin American cultural production in the last thirty years. We will examine short novels, films, and cultural artifacts that explore the effects of globalization, consumerism, economic crisis, and the spectacle of violence in societies of countries with dissimilar national histories such as Chile, Argentina, Mexico, or Brazil. We will discuss the concept of neoliberalism in historical perspective, beginning with its implementation at the end of the 20th century and finishing with the new cycle of protest against neoliberal policies throughout the region. Students will also explore the environmental issues of neoliberalism through literature, art, and cinema focusing on indigenous communities and extractivism. In this way, the course will provide students with an accurate understanding of some of the fundamental manifestations of contemporary Latin American culture related to neoliberalism and its crisis. We will read and discuss critical essays by scholars such as Nelly Richard, Néstor García Canclini, Luis Cárcamo-Huechante, Idelber Avelar, and Josefina Ludmer; short novels and stories by Diámel Elit, César Aira, Pedro Lemebel, Roberto Bolaño, Jáime Bayly, Alejandro Zambra; and films like *Amores perros, Y tu mamá también, NO, Cidade de Deus, Silvia Prieto, Días de Santiago*, and *También la Lluvia*; among others. The course contemplates lectures and discussions on Moodle based on weekly readings (20%), student presentations (10%), the submission of a mid-term paper (4-8 pages, 30%) and a final paper (12-15 pages, 40%) in MLA style. This course will be offered entirely in Spanish, with some critical readings in English. Most readings and screenings will be provided by the instructor, but students may occasionally be required to have access to streaming platforms.
ROML 6003 – O001 Applied Romance Linguistics

Online with Dr. Bryant Smith

This course is a study of recent second language teaching methods based on current learning theory. The class will include readings, discussions of language methodology, textbook analysis, and critiques. This class, which will be conducted in English, will discuss the evolution of language teaching pedagogy and highlight practices that should be implemented to facilitate meaningful language acquisition. Assignments will include a textbook analysis/critique, active message board participation, a teaching philosophy, and a final paper/project based on L2 teaching.