

# SPRING 2025 – ROMANCE STUDIES PROJECTED UNDERGRADUATE COURSE OFFERING

\*subject to change

## ASL

### **ASL 101 American Sign Language**

Introduction to learning and understanding American Sign Language (ASL), and the cultural values and rules of behavior of the American Deaf community. Includes receptive and expressive readiness activities; sign vocabulary; grammatical structure; facial expressions (emotional & grammatical), body/spatial movement, gestures; receptive and expressive finger spelling; and deaf culture do's and don'ts. Specific concepts/topics include the number/letter/color/shape basics, identifying people, activities, transportation, cities, places, and family. FL. *Kraig Klingenberg*

### **ASL 102 American Sign Language**

Second-semester Elementary ASL. Focus on the learning and understanding of basic signing and the cultural values and rules of behavior of the ASL Deaf community. Includes receptive and expressive activities; sign vocabulary, grammatical structures, facial expressions (emotional and grammatical) body/spatial movement, and gestures. Fingerspelling and Deaf culture dos and don'ts. Topics include navigating everyday life and the language of primary interaction. FL. *Kraig Klingenberg*

## CREOLE – see video 1 & video 2

**CREOLE 102 Elementary Creole II (Online)** Second course in the two-semester sequence on elementary Haitian Creole provides essential elements of Creole language and aspects of Haitian culture. Course is designed to help students develop speaking, listening, reading, and writing skills in Haitian Creole. Students will be exposed to different aspects of Haitian culture through films, storytelling, games, music, and proverbs. Pre-requisite: Creole 701 or a comparable level of previous Creole language experience. Taught in Haitian Creole. *Jacques Pierre*



**CREOLE 204 Intermediate Creole II (Online)** Second semester of Intermediate Creole. Sharpens students reading and communication skills, further mastering Haitian Creole grammar at an advanced level, gaining a deeper understanding of the different

components of Haitian culture while becoming familiar with the works of several Haitians artists (art, literature, poetry, and music) that play a significant role in promoting Haitian culture. Recommended prerequisite: Creole 703 or equivalent. Taught in Haitian Creole. *Jacques Pierre*

## FRENCH –

**FRENCH 301S Finding your Voice in French** Develop your authorial voice in French. Whether you want to make readers laugh or cry, how can you use nuance, word choice, a sense of language rhythm to create impact? Study a multitude of texts for inspiration, from Nobel Prize winners to those who rebel and write, or sing, from the margins, using and creating language in powerful and innovative ways. Write in many forms--children's stories, poetry, persuasive speech, essays, literary fiction--expanding the space for self-expression and the power and possibilities of your own multilingualism. Close reading, discussion of craft, journaling and creative writing, workshopping, peer feedback, revision. Prerequisite: French 204, AP score of 5, or equivalent. CCI, FL, W. *Laura Florand*

**FRENCH 302S Cultural Perspectives in the Age of Disinformation** Designed to give students leaving intermediate French the reading and writing skills necessary to enter mid-300 level courses in French studies. It will offer an introduction to the concept of "Francitude" or Frenchness (what is at stake when one says "I am French"?) which will serve as a foundation to investigate how fake news circulates across languages and cultures, thus deeply affecting the public discourse and everyday information practices of people in France and other countries. The concepts of culture and fake news are closely intertwined: culture defines and dictates our identities, choices, emotions, and reactions to the world around us. Disinformation navigates the cultural traits of national identities to influence and manipulate. What a culture does best is hide its components and functioning from its participants. The same could be said of disinformation. The course will examine the (re-)negotiation of the French identity through various materials and media that introduce students to

contemporary Francophone thought. Recommended prerequisite: French 204. Not open to students who have received a 5 on the AP French Language and Culture Exam. CCI, FL, W. *Germain Choffart*

**FRENCH 303S French for Current Affairs** Contemporary culture/civilization course on changes/controversies in France today. Sources from French media (press and TV). Current cultural, social, economic, political issues. Also includes political institutions, media, religion, immigration, health, educational systems, foreign policy, and France in the European Union. Equal emphasis is given to written and oral skills. Conducted in French. Recommended prerequisite: French 204, AP French Language and Culture test score of 5, or equivalent. CCI, FL. *Christelle Gonthier*

**FRENCH 313 Explorations in French - Sustainability**

Introduction to topics of sociocultural, scientific, political, or historical importance in the Francophone world. Students will engage in a critical exploration of a focused topic using primary sources including novel-length fiction or nonfiction texts, journalistic articles, essays, case studies, audio materials, and films. Students will develop advanced-level language proficiency through study of a variety of discursive genres, seminar-style discussion, and individual and group projects. Conducted in French. Recommended prerequisites: French 204 or equivalent. CCI, FL, ALP *Sandy Valnes Quammen*

**FRENCH 327S North African Literature and Film** This seminar constitutes an introduction to North African francophone literature and film. A variety of novels, poetry books, and films (including fiction and documentaries) along with theoretical texts, will be thoroughly studied throughout the semester, to allow a decolonial understanding of the post-colonial reality of the Maghreb. This course will examine the complexity of linguistic plurality and the imperial implication of second language acquisition in French-speaking North Africa. We will be investigating coloniality and its materialization in the region, to debunk myths and assumptions, and to reconsider the relationship between France and the continent (in the past and the present). Equally invested in feminist literature and art, we will discover the voices of North African women who will be at the center of the seminar. We will also try to study African and Arab feminism in relation to / in opposition to second-wave French feminism. Prerequisite: French 204, or SAT II score in French of 640 or higher, or AP score in French of 5. ALP, CCI, FL. *Samar Miled*

**FRENCH 367S/CULANTH 369/MUSIC 367S Soundscapes of Migration)** This class studies migration through the prism of music, focusing on Paris as a node of networks of musical migration. It analyzes how the metropolis has been a site of musical encounters, as well as a recipient, catalyzer, and disseminator of migrating musical practices. It studies music as a transnational and diasporic cultural process. Although our musical journey will be structured chronologically, its frontiers will encompass the soundscapes of the capital's peripheries. The range of music considered will be varied: from the Eastern European classical repertoire and African American Jazz to contemporary Rap, through Algerian Raï and Arab-Andalusian popular music. Taught in French. ALP, R, CCI, FL. *Gabriel Richard*

**FRENCH 390 Francophone LGBTQIA+ Literature and Cultures** Stretching backwards through the depths of time, francophone literatures have repeatedly questioned the normative formations of gender and sexuality through brilliant transgressions. Pioneers like Rachilde, Colette, Simone de Beauvoir, Jean Genet, and many others have established the pillars of a canon that surrounds literary musings of those whose identities and expressions cannot and will not be bound to/by institutions (i.e., religious or colonial). Rules must be known before they can be cast aside; and while the reach of this LGBTQIA+ canon is rightfully vast, this course turns its focus to the contemporary writers, artists, and performers who weave narratives of their own design. By expanding the horizon to include global francophone stories, students will gain new perspectives on the expansiveness of French-language archives of queer and trans inheritance as well as a deftness in maneuvering the intricacies of transnational storytelling modes of the present. Literary works of potential consideration could include those by Bouchard, La Mackerel, Bayamak-Tam, Spitz, Daas, Taïa, Garréta, Despentès, Diome, Brossard, Devi, Prophète, Sarr, or Djavadi This course will be entirely offered in French with French-language texts and assignments. ALP, CZ, CCI, FL. *Eric Disbro*

**FRENCH 411 Biography, Life Writing, Autofiction** History and art of the life story, examining biography as it drives research and contemporary writing. From Montaigne to Rousseau, the biopic to the lives of troubadours, we will study modes, media and social functions: portrait, caricature, meditation, fragments, selfies. The subjects: famous or anonymous people; those who are not human, landscapes, the sea—even inanimate objects. The accounts of radical change or metamorphosis, personal epiphanies, self-conscious reflection. The aims of depicting lives as they unfold. Texts include Foucault, Augustine,

Flora Tristan, Pascal, Ferraroun. Critical readings will be coupled with creative work culminating in a research project around your life. CCI, FL, R, ALP, CZ *Helen Solterer*

### **FRENCH 428 Reading Contemporary Literature in French for the 'Choix Goncourt' Prize**

Why read literature today? And how do we talk about what we read? This seminar offers a unique opportunity to participate in the Choix Goncourt Prize in the U.S, and learn how to be a literary critic. Students will engage in dialogue with contemporary authors, acquire theoretical and critical literary tools, and learn the best practices of being part of a selecting literary committee. It is intended for those who want to deepen their knowledge of literature and culture, sharpen their critical spirit, and improve their skills in reading and writing French. One student will be designated as delegate and travel to NYC to attend the Prize ceremony at the Albertine bookshop. Taught in French. FL, W, ALP, CZ. *Anne Gaëlle Saliot*

### **FRENCH 432S Francophone African Literature**

This course provides an overview of contemporary French-speaking African literature. During the 1950s, it emerged as a major genre for expressing the identity and emancipation concerns of the African continent and configured a space of discourse. Since the "era of the African novel" post independence, the genre has evolved both aesthetically and thematically. Recent decades have seen the emergence of a postcolonial literature of great vitality, and creativity. The worldwide recognition of African literary production, particularly in French, is well established. What does this postcolonial African literature have to say? How does it fit into the current renewal of imaginary worlds? CCI, FL, ALP *Felwine Sarr*

**FRENCH 481 Flaubert's Brain: Neurohumanities** Consideration of 'realist' fiction of Gustave Flaubert from social and cognitive neuroscience perspective. Investigation of implications of Flaubert's illustration of cognitive, affective, and somatic experiences of his characters, and his own experience, e.g. lapses of consciousness, convulsions, heightened emotions. Use of digital resources to chart emerging discourses and patterns in documentation of neuropathology, while attempting to define unique properties of fiction as literary 'technology', e.g. by consideration of realist mimesis as analogous to mapping and other technologies documenting brain function/dysfunction. A preceptorial may be available for French majors/minors. CCI, STS, ALP. *Deborah Jenson*

## **ITALIAN –**

**ITALIAN 89S Worlds and underworlds in the epic tradition** Writers have engaged with epic themes such as war, death and the divine both within and beyond the great epic poems for thousands of years. Ancient and modern works of literature have grappled with the question of our mortality, confronted loss and violence, rebuilt the world in search of renewal, and imagined worlds beyond our own. This seminar will introduce students to the practice of collective close reading and to conversations taking place between authors over the last 3000 years by tackling some of the great questions of epic literature: How should we live? Why should we suffer? How should we die? What have we lost or left behind? How do we mourn and let go? By the end of the course students will have crafted an intimate relationship with some of the most famous works of literature from Homer's *Odyssey* to Dante's *Inferno* to Woolf's *To the Lighthouse*, acquired practical skills such as close reading, and building evidence-based arguments. Most importantly students will have a space to ask fundamental questions of themselves and of each other. The course can serve as a preparation for further exploration in the humanities but also or provide a holistic perspective to complement the study of science and technology. By deconstructing storytelling with surgical precision, students will gain comfort with ambiguity, learn to build consensus with their peers, recognize patterns within complex and deceptive textual worlds, and expand emotional intelligence. ALP, CCI, CZ. *Nassime Chida-Madiwale*

**ITALIAN 281/582, HIST 253, LIT245/582, MEDREN 341/603, REL 262 Dante's Divine Comedy** A close reading of Dante's whole poem (Hell, Purgatory, and Paradise) in its philosophical (Plato, Aristotle), theological (Augustine, Aquinas, Catherine of Siena), historical (Papacy vs. Empire, Florentine factionalism), and literary (Virgil, Ovid, Arthurian romance) contexts, as well as an exploration of its influence on later thinkers, artists, poets, and popular culture (Boccaccio, Machiavelli, Botticelli, Galileo, Borges, Beckett, Primo Levi, Rodin, Dali). Taught in English. CCI, EI, ALP, CZ. *Martin Eisner*

### **ITALIAN/LINGUIST 302S Italian Conversations: Explore Italy and Italians through Media, Film, Literature**

A high-intermediate/advanced language course designed for students who wish to learn about contemporary Italy and improve their conversation skills, including their listening and speaking competencies and pragmatic sensibilities. The aim of

this course is to develop students' ability to participate in culturally nuanced discussions, successfully negotiate transactions and gain greater confidence in giving presentations. Emphasis on discussion of cultural topics explored through film, media and news, and specific student interests. Prerequisite: an Italian 200 level FL course or above. CCI, FL, ALP, CZ Taught in Italian. *Mattia Begali*

### **ITALIAN/LINGUIST 303S Italian Sociolinguistics**

Linguistic diversity in modern Italy. Social and geographic language variation, multilingualism, and the relationship between language and dialect. Special codes, including youth slang, language and politics, language and bureaucracy. Discussion of language and gender, language and racism, linguistic etiquette within Italian society. CCI, FL, CZ, SS. Taught in Italian. *Luciana Fellin*

**ITALIAN 334 Text and Image in the Italian Tradition** Textual, visual, and other media-informed studies of important authors and historical events in the Italian tradition. Authors and periods may vary. Course may focus on one author/text (e.g., Dante, Boccaccio, Petrarch, Ariosto, Stampa, Tasso, Pirandello, Morante, Ferrante, etc.) and their visual and material representations, or may study a comparative range of figures and their interconnected influences over time. The course is taught in Italian and is designed for students who have completed Italian language study through at least the 204 level. Students who have taken Italian 301 ("Introduction to Italian Studies") will be especially prepared for this course. CCI, FL, ALP, CZ *Kate Driscoll*

### **K'ICHE' MAYA – see video**

**KICHE 102 Elementary K'iche' Maya II (Online)** Continuation of K'iche' Maya I. Second semester course that introduces the essential elements of K'iche' Maya language and aspects of Maya culture. K'iche' Maya, a language spoken by about a million people in the western Highlands of Guatemala, is one of the major indigenous languages in the Americas. Emphasis on active language production to develop basic conversational skills for everyday interactions. Course taught at Vanderbilt University; Duke students participate through video conference and/or telepresence classroom. Pre-requisite: K'iche' Maya 101 or equivalent. *Mareike Sattler*

### **KICHE 204 Intermediate K'iche' Maya II (Online)**

Students read and discuss K'iche' language socio-historical context beginning with colonial texts to the present. Primarily a translating class, students read primary sources in K'iche' going back to the 16th century using philological methods. Texts include colonial dictionaries and grammars, phrase books, wills and testaments, missionary texts from colonial period and late 19th century, dance dramas, and the Popol Wuj. Learn about the range of materials available in K'iche' and the tools and methods used to work with these sources. Taught at Vanderbilt University; Duke students participate through video conference/telepresence classroom. Prerequisite: K'iche' Maya 203 or equivalent. *Mareike Sattler*

### **MALAGASY-**

**MALAGASY 102 Elementary Malagasy II (Online)** This course introduces students to the Malagasy language, which is spoken by 25 million people in Madagascar and the Comoro Islands. This is the second semester of a two-semester sequence, in which students will learn to speak, listen, read, and write basic Malagasy, as well as learn to function appropriately in routine situations in the target culture. Online. Instructor will email schedule to students. *Noé Rajerison*

### **PORTUGUESE-**

### **ROMANCE STUDIES –**

**ROMST 338S/AAAS 359S/LATAMER 338S Brazil and Lusophone** This seminar examines three historical components of the South Atlantic in terms of history, culture, and contemporary political and economic consequences. European colonialism in Africa and Brazil constitutes the baseline for this exploration, but the long and tardy nature of Portuguese colonialism in Africa in comparison with other European colonial powers, especially in its post-World War II manifestations, is our starting point. We will examine the last stages of Portuguese colonialism in Lusophone Africa, the African liberation movements and the efforts to forge new transnational relations among Portugal, Lusophone Africa and Brazil. CCI, CZ *Lamonte Aidoo*

**ROMST/LINGUIST/ITALIAN/SPANISH 390S Doing Citizen Sociolinguistics** Research projects that entail collaborations with lay people (citizen scientists) are common in the natural and biological sciences. In this course linguists and students will act as citizen scientists to document, analyze and reflect on language practices in Duke and the surrounding communities. We will look at linguistic choices and habits as linked to language variation. We will explore the connection between language and identity, stereotyping, raciolinguistics and the role of language in the processes of belonging and creation of social hierarchies. Students and the community will gain language awareness and agency. Students will engage with other perspectives and examine the power of language in society. CCI, EI, R, SS *Luciana Fellin & Liliana Paredes*

## SPANISH –



### **SPANISH 303 Introduction to Cultural Studies**

Introduction to ideologies and political debates that shape the cultural configuration of Hispanic communities both within and outside the US Borders. The main goal is to explore and examine critically how particular discourses (within different genres and media) relate to politics, art, culture, and society. Articles, literary texts, films, web sites, etc. will serve as resources. As students engage with cultural studies, it is expected that they achieve discursive complexity and linguistic accuracy through vocabulary development, group and individual presentations, video

recordings, writing projects and debates. Prerequisite: Spanish 204 or equivalent. CCI, FL *Varies*

**SPANISH/LSGS 305 Advanced Spanish for Heritage Learners** This course is designed for heritage or bilingual students who grew up speaking Spanish at home, but have been educated almost exclusively in English. Together we will explore, reflect, and express opinions about topics that affect the diverse Latino communities in the United States such as: identity, bilingual education, immigration, health and human rights issues. Through reading current news and literary works, and listening and watching audiovisual media, students will develop the ability to read and write in Spanish in formal contexts, and also comprehend and compare the diversity and commonality of their Hispanic heritage. CZ, CCI, FL, W. *Joan Munné*

**SPANISH/LSGS/HLTHPOL 306-1 & GLHLTH 326 Health Culture, and the Latino Community: Service Learning** Exploration of health issues in the Spanish-speaking world shaped by social, cultural, political, ethnic, and economic determinants. Topics: cultural competency, community beliefs, medical practices and policies, preventive medicine, mental health. This is a service-learning or community-engaged course. Engagement may include direct, project-based, or research-focused service with local/global community partners among other engaged practices. Evaluation on knowledge of content, oral and written proficiency in Spanish. One 300-level Spanish course recommended prior to enrolling. Prerequisite: Spanish 204 or equivalent. CCI, FL *Bethzaida Fernandez*

**SPANISH/EDUC/LSGS 307S Issues of Education/Immigration** Topics include Latino/a/x identities, educational pathways for Spanish-speakers in our community, relevant public policy and legislation, and social action. Required 20 hours outside of class with assigned community partners. Assessment on knowledge of content, oral and written Spanish, and participation in service. One 300-level Spanish course recommended prior to enrolling. CCI, FL *Rebecca Ewing*

**SPANISH/LSGS 308 Issues of Education/Immigration** Construction of Latinx identity(ies) and formation of community voices through the lens of cultural, political, and social issues at local and national level. Assessment on knowledge of content, oral and written Spanish. Includes service-learning component. Recommended students take 300-level Spanish course prior to enrolling. CCI, FL, W, CZ *Joan Clifford*

**SPANISH 316S Global Humanities in Spanish** For students with advanced or native Spanish, a gateway to the Spanish major focusing on global humanities in Spanish. Key humanistic contributions in peninsular, Latin American, and Latinx contexts, as organized around comparative themes, regions, and eras. From colonial /indigenous encounter to border studies, Cervantes to José Martí and Rosario Castellanos to Sandra Cisneros, political economy to food studies, and natural history to decolonial arts and literatures. Novels, films, poems, and paintings, as well as critical and historical writing—in digestible bites. Frequent, diverse writing assignments and group work. A foundation for lifelong cultural navigation/enrichment in Spanish. Recommended prerequisite: native speaker status, AP Spanish exam score of 5, or other advanced Spanish training. ALP, CZ, CCI, FL, W. *Katryn Evinson*

**SPANISH 327 Cinema and Exoticism in Latin America**

Selected readings on topics concerning the different national literatures of Spain and Latin America. May be repeated if a different topic. Recommended prerequisite: Spanish 204 or AP score of 5 on Spanish Language exam, or SATII score of 660+, or other equivalent experience. CCI, FL, ALP *Nicolay Monteiro*

**SPANISH 333 Introduction to Literature and the Visual Arts** Survey of literature and painting in Spain from the mid-17th to the late 20th c., taking as an entry point the work of Velázquez, Goya, Picasso and Maruja Mallo as well as painters and writers from the Generation of 1898. Besides studying comparatively literary and pictorial texts, students will view major historical films that depict and interpret the lives and times of the artists just mentioned. Recurring themes include minority identities, women's rights, socio-economic exclusion and various forms of protest in addition to such community-making performances as religious worship, popular festivals and public spectacles. Prerequisite: Spanish 301, 331S, or AP Spanish Literature score of 5. ALP, FL, CCI. *Katryn Evinson*

**SPANISH 334 Introduction to Spanish-American Literature: 16th - 18th C.** A survey of major writers and movements from the periods of discovery to conquest, colonial rule, and early independence. Includes works by native Indian, 'mestizo', and women writers. Prerequisite: Spanish 301, 331S, or AP Spanish Literature score of 5. ALP, FL, CCI. *Richard Rosa*

**SPANISH 390S/ARTHIST/ICS/VMS Creative Power: Art and Politics in Latin America Today** Learn how contemporary artists employ design, text, performance, visual arts, and digital and social media to participate in struggles over the major political issues across Latin America today. Central topics include: state propaganda and censorship, human rights and the rights of nature, linguistic rights, Indigenous and Black social and political movements, migration, femicide, and sexual and gender diversity. The artists we discuss do not just represent these topics of regional and global concern, they seek ways for their art work to intervene actively in them. Taught in Spanish. ALP, CZ, FL, CCI. *Esther Gabara*

**SPANISH/LINGUIST/RIGHTS 409S Identity and Linguistic Rights in the Spanish Speaking Americas**

This course focuses on linguistic justice and linguistic rights in interaction with other human rights. The class explores concepts of language, power, linguistic discrimination, and raciolinguistics in the context of bilingualism/multilingualism, indigenous languages, and endangered languages. We will examine how language is used to shape and negotiate identities, and how it reflects and sustains social realities and situations of social inequality. Methodologically, we will use linguistic and sociolinguistic analysis and elements of critical discourse analysis. CCI, EI, FL, CZ *Liliana Paredes*

**SPANISH/ARTHIST 417S & LIT 418 Art Democracy Madrid/Barcelona/Valencia/Bilbao**

Beyond the poster, mural and graffiti, was there a painterly art in the pre-digital age that found a fitting place on the street and the square, the citizen venues where direct democracy and the people's rights first emerged? Is there an ethically responsive and socially responsible praxis which may yield visual works of enduring value without sacrificing the humanistic imperative of communicability? Since the 1950s such questions concerned Spanish artists in all styles (Tapiés, Genoves, Ibarrola, Equipo Cronica). Like Goya before them, these painters tried to help their society transition from political tyranny to more inclusive forms of participation. Prerequisite: Advanced reading knowledge of Spanish. ALP, FL. *Jose Maria Rodriguez Garcia*

**SPANISH 433S/ARTHIST 433S/ICS 459S/VMS 433S Photography in the Americas** Since it emerged in the 19th century until today, the camera has framed our way of seeing and understanding the world. In this course, students accompany the camera in its path through major events in the Americas—North, South, and Central—and examine the profound connections between them. We discuss photography as a weapon of war, a souvenir for tourists, an instrument of protest, an illustration of history, a journalistic and ethnographic tool, and an artistic medium. Key developments in photographic processes, from half tone printing to digital imaging, offer opportunities to reflect on the relationship between visual culture and technology, and art and politics. Taught in Spanish. CCI, FL, ALP, CZ *Esther Gabara*

**SPANISH/LSGS/LATAMER 439S Global Spain** This Duke in Spain course draws from comparative perspectives across countries and cultures. It links Madrid's socio-cultural turning points vis-à-vis national and international migration to other geographies where Spanish is spoken. Forming a nexus with broader Spanish-language mobile circuits—as evinced, for example, through U.S. Latino/a/x populations—this seminar explores the Spanish capital as a global urban epicenter and primary destination site for migrants from Africa, the Americas, Europe, and Asia. Prerequisite: Spanish 204 or equivalent.. ALP, FL, CCI, EI. *Claudia Milian*

**SPANISH 443 Spanish American Novel** The course will introduce students to the analysis of Spanish American novels from the second part of the twentieth century to the twenty-first century. We will study the works by Spanish American authors that responded to the crisis induced by capitalist development and dictatorship, colonialism, expropriation, and extractionism, white supremacy and patriarchy, and how they explore and push the discursive limits of national sovereignty and capitalism and how they imposed their order upon living and non-living beings in the Americas. The course also explores how these novels respond to ecological crisis and the anthropocene, from a racial, gendered and transgendered perspective. ALP, FL, CCI. *Jose Maria Rodriguez Garcia*

**SPANISH /Lit 490S/LSGS 490S LatinX Autobiography and Memoir** Seminar considers cultural and intellectual approaches to the construction and emergence of individual self-awareness and self-reference, exploring representations of the autobiographical voice, textual authority, and boundaries between fact and fiction. These acts and discursive manifestations of individual life experience are studied from the sociocultural and political modes of the U.S. Latino/Latina category, looking at how cultural producers live and literarily represent both the America and the Latin/o America of their time. Through autobiography, memoir, literary criticism, theoretical readings, we will interrogate how self, place, and “community” are negotiated. ALP. CCI. *Claudia Milian*

**SPANISH 490 Race Across the Hispanic World** This class serves as an introduction to the key concepts that underpin racial thinking in the Hispanic world, both past and present (such as *limpieza de sangre*, *casta* system, *mestizaje*...), examining the artistic, literary, and cultural manifestations of these belief systems (such as *autoethnography*, *habla de negros*, *flamenco*...), and their impact on the Hispanic world from the early modern period to the present. Throughout the semester, we will consult heterogeneous sources such as film, short stories, podcasts, essays, poetry, and theater, to investigate two central questions that guide the course: 1) How is race conceived in the Hispanic world in across diverse spatiotemporal contexts? 2) How are these conceptions manifested in Hispanic art, literature, and culture? Each creative perspective will be accompanied by a critique, with the aim of deepening the conversations that arise from multiple points of view. ALP. CCI. EI. FL. *Alison Posey*

**SPANISH 490 African Literatures in Spanish** What about Africa? Historically, talking about Spain’s colonial legacy has meant talking about the Americas. In the last fifty years, however, Hispanophone novelists and poets of African descent have answered this question by drawing critical attention to the erasure of Spanish colonialism on the continent through their creative production. For these writers, (re)locating Africa in Spain, and Spain in Africa, has proved a productive means to contest enduring issues of colonialism and white supremacy both at home and abroad. In this class, we will examine Afrospanish identities through the literature of 20th and 21st century Hispanophone Africa (Equatorial Guinea, the Maghreb, and Western Sahara) and its diasporas. Our analysis will be informed by scholarship that foregrounds transnational exchange between Spain and the African continent; in particular, we will trace the development of Hispanophone writing by authors after colonial occupations. The course will follow a seminar format, in which active participation in class discussion is crucial. The class will be conducted in Spanish. ALP. CCI. FL. *Alison Posey*