All registrations must be cleared with your main advisor before completing the process.

Please follow the following guidelines

1. Make sure your course selection complies with the requirements of your program (MA or PhD, Literature or Linguistics). This is particularly important when courses are not offered in a yearly basis.

2. In the case of MA students it is rarely advisable to enroll in classes outside the department, since most students need maximum preparation in their field for the Comprehensive exams.

3. MA students preparing for their Comps may enroll in SPN 6900: Directed Readings in Spanish. Pre-requisite: successful completion of one semester of MA studies. Co-requisites: enrollment in two 3-hour credit courses of approved MA study and approval by the student’s advisor. (See Handbook for details).

4. For both MA and PhD students. Graduate School regulations stipulate that only three SPW 6905 (Individual Work) courses are permitted in the student’s entire graduate career.

5. PhD students cannot take their Quals without previously complying with the prerequisite of a “second Romance language or another foreign language deemed appropriate to their scholarly specialization and approved by their supervisory committee” For details, see Doctoral Program: “Additional Foreign Languages” in your Handbook.

6. Doctoral students who have completed their required coursework may take up to 12 credits of SPW 7979 in the semester when they take their Qualifying Examination. (In exceptional cases and upon approval of the Graduate Coordinator, a Supervisory Committee may allow a student to enroll in up to 3 credits of SPW 7979 in the semester previous to the Quals.)

7. All students must fill out a SEMESTER REGISTRATION FORM and return it to Ms. Tania Fleming. However, registration will not be finalized until each student enters it online (one.ufl.edu).

8. Please keep a thorough record of your registration in the MA or PhD “Record Sheet.” Make sure that your advisor also keeps a copy of it (see sample in your Handbook).
GENERAL COURSES

**FOL 6943 (Class number: 19470): Romance Language Teaching Methods (3 cr.)**
Dr. Wooten
TUR 2342 / Period 9-11 (4:05 – 7:05 p.m.)

*NOTE: New graduate students who have teaching appointments are required to take FOL 6943 unless exempted by the Director of Language Instruction*

**COURSE DESCRIPTION / OBJECTIVES**
This course addresses both theoretical and practical issues related to the teaching of foreign languages at the college level. Typically, class time will be divided between the discussion of theoretical issues raised in the assigned readings and the application of theory to the implementation of language teaching practices. The goals of the course are to help students develop the necessary skills to critically evaluate language teaching methods, practices, and materials, as well as to explore and develop techniques for teaching language and culture communicatively.

**MATERIALS / READINGS:** TBD (will be posted to Textbook adoption site)

**EVALUATION:** Preparedness and active in-class participation are required! Additional assessments likely will include in-class teaching demonstrations, the creation of classroom materials, self-evaluations and peer evaluation of classroom instruction, and/or critical critiques of instructional materials.

**SPN 6940 (Class number: TBD): Supervised Teaching (0 cr.)**
Jennifer Wooten
Class meeting place TBD - M 9-11

*NOTE: Required of all graduate students teaching in SPS*

**COURSE DESCRIPTION / OBJECTIVES**
This course is designed to provide students with ongoing professional development and to ensure sufficient supervision of their role as language instructors. Goals include students: engaging in continual reflection and evaluation of their skills as language instructors; staying up-to-date with current pedagogical and methodological developments in the field of language teaching and learning; developing, administering and assessing educational and instructional materials for their classes; and forming part of a professional learning community where they can share, learn, and grow with their peers and supervisors.

**MATERIALS / READINGS:** TBD (will be posted to Textbook adoption site if required)

**EVALUATION:** TBD (Varies based on semester pedagogical focus. Past assessments have included individual pedagogical projects and the creation of pedagogical materials to be made available to colleagues for current or future use.)
LINGUISTICS COURSES

SPN 6705 (Class Number 20396): Foundations in Hispanic Linguistics
Dr. Valdés Kroff
MW FAB 105, F UST 101 - MWF, Period 4

COURSE DESCRIPTION
Foundations is a hybrid course with the concurrent undergraduate course, SPN 3700, Introduction to Hispanic Linguistics. The course objective is to provide an introduction into the core areas of linguistic analysis using Spanish as the test case. During the semester, we will cover several areas including: the sounds of Spanish (phonetics and phonology), word formation (morphology), sentence structure (syntax), history of the Spanish language, regional and social variation (dialectology and sociolinguistics), and second language acquisition. Graduate students will also participate in a graduate student-only Friday section in which we will enter more advanced topics than those offered in the Monday, Wednesday main lectures. Fridays will also serve as a pro-seminar style section in which students will interact with the core faculty in Hispanic Linguistics and learn about their research.

MATERIALS / READINGS

Additional readings will be posted on Canvas

EVALUATION
The course grade will consist of Participation (15%), Homework (15%), Take-home exams (40%), and a Final Project (30%).

SPN 6735 (Class Number 20377): Experimental Methods
Dr. Valdés Kroff
MAT 112 - W, Periods 9-11

COURSE DESCRIPTION / OBJECTIVES
As access to statistical software (e.g. SPSS, R) and data gathering techniques become more ubiquitous across campuses, a strong quantitative foundation for analyzing data is increasingly necessary for the experimental linguist. This course will offer a practical introduction to hypothesis testing for linguistic research, covering data management, experimental design, analysis, and providing an overview of the most common experimental methods used. For experimental design, we will discuss Latin Square design, counterbalancing, pseudorandomization, and determining statistical power (i.e. how many items per condition are needed for detecting an effect size). For statistical analysis, we will discuss null and alternative hypotheses, Type I and II errors, and the most common statistical tests used in linguistic research, including chi square, t-tests, ANOVA, and regression methods. Finally, throughout the course, we will overview the most popular experimental methods used in experimental linguistic research, such as judgments, self-paced reading, priming, RSVP, eye tracking, and ERP. Students
will be required to bring laptops to each class session. No prior knowledge of statistics is assumed.

**MATERIALS / READINGS**
Course readings and data sets will be provided through Canvas.

**EVALUATION**
Students’ performance will be evaluated by in-class participation (10%), homeworks (25%), class presentations (number TBD by class size, 25%), 1 take-home exam (20%), and 1 group project (20%).

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**SPN 6735 (Class Number 20378): Understanding the Heritage Speaker**
Dr. Pascual y Cabo
UST 101 - R 9-11

**COURSE DESCRIPTION / OBJECTIVES**
This seminar introduces students to the field of Spanish heritage speaker bilingualism. Via readings, lectures, presentations, and research projects, students will learn about the acquisition, development, maintenance, and loss of the heritage language. Furthermore, the information presented in this seminar will also strengthen the students’ understanding of best pedagogical practices associated with the teaching of Spanish as a heritage language.

Students will complete research projects throughout the semester, culminating in the presentation of the study in the format of a conference presentation. This will allow them to take an active role in their learning and professionalization.

**MATERIALS / READINGS**
Readings (i.e., book chapters, journal articles) will be made available electronically at the beginning of the semester.

**EVALUATION**
The course grade will be determined as follows:
- Research Project: 30%
- Research project presentation: 10%
- 2-minute article presentations: 25%
- Final exam: 25%
- 1 Article review: 5%
- 1 Class observation: 5%

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**SPN 6735 (Class Number 22059): L2 Fluency**
Dr. Lord
TUR 2319 - MWF 3

Please contact instructor for further information.
LITERATURE / CULTURE COURSES

POW 6930 (Class Number 19629): Nineteenth-Century Brazilian Literature
Dr. Ginway and Dr. Ferreira
FLG 285 - MWF 7

In this class students we will study the origins of the myths of Brazilian identity by reading short stories, poetry, crônicas and short novels of the nineteenth century in conjunction with historical studies and Doris Sommer’s idea of the Latin America’s national romance. We will examine the trajectory of Brazil’s national myths beginning in 1840s to their demise by the 1880s, when the basis of foundational fictions starts to crack, and the institutional crisis of the monarchy, slavery, urbanization and economic dependence erode concepts of national unity. Contemporary texts will be incorporated to illustrate how many of these myths persist while works of film and literature continue to question them. (NB: this is a double component class).

Graduate students are required to read one of the following, A moreninha (1840) by Macedo, Memórias de um sargento de milícias (1852) by Almeida or Inocência (1872) by Taunay, O mulato (1881) or O cortiço (1890) by Azevedo or Memórias póstumas de Brás Cubas (1881) or Quincas Borba by Machado de Assis, write an original 10-12 page paper focusing on the theoretical and critical texts read for the class (40%). Two exams (30%), and leading a discussion (10%) a class presentation on a novel (10%). Attendance, blogs and participation 10%. Criticism will also be incorporated into tests in a supplemental portion turned in as an extra take-home essay.

SPW 6902 (Class Number 203342): Skepticism and Science on the Spanish Stage
Dr. Armon
MAT 013 – T 5-6, R 6

Remedios de Varo (1908 Girona-1963 México)
La figura del “Mundo” para El gran teatro del mundo de Pedro Calderón de la Barca

Los dos ejes críticos de este curso se constituyen en torno a:
(1) El arte escénico, óptica analítica y punto de encuentro con el teatro áureo y pos-calderoniano
(2) La curiosidad, manifestación de la transición entre el barroco y la pre-Illustración

Las lecturas incluirán: La Celestina (Rojas)
La Numancia (Cervantes)
Tres entremeses de varios ingenios
La dama boba (Lope de Vega)
El perro del hortelano (Lope de Vega)
La dama duende (Calderón)
Tres autos sacramentales de Calderón
Tres comedias pos-calderonianas

Calificación
2 análisis de 2 págs. cada de la puesta en escena @ 15% x 2 30%
1 informe sobre escepticismo y curiosidad en el barroco 15%
1 lectura dramática (en equipo) 15%
1 ensayos final de 10-12 págs. 40%

SPW6934 (Class Number 3B36): Testimonio in the Americas: Voices in Pursuit of Social Justice
Professors: Clara Sotelo; Ryan Morini and Juanita Duque
ROG 106 – R 3-5

COURSE DESCRIPTION / OBJECTIVES
In this class Testimonio will be approached as polyphony of voices of people from different communities from Canada to the South Cone who have suffered discrimination and whose story did not make into the history books or the literary cannon. We will establish comparisons and see the differences with oral history/life history interviews, as well as other genres such as autobiography, traditionally structured through the linear progressive development of the individual. The class will hear the voices of marginal peoples such as blacks, Hispanics, women, migrants and people with special gender identities whose lives have been recorded and made into books. While testimonio has sometimes been understood as a specific literary genre spanning the divide between orality and writing, in this course we approach its liminal condition as a key to understanding it less as a definable genre than as an adaptable tool for breaking the silences imposed on marginalized peoples and groups.

Students will:
• Become familiar with testimonio as a tool for expression and to open spaces for dialogue
• Sharpen skills in recognizing and confronting power asymmetries in our society
• Develop critical understanding of the relationship between orality, literacy, narrative, and voice, especially as these are entangled with gender, race, sexuality, and more.
• Approach a people’s history of the Americas that meaningfully includes marginalized voices
• Learn about women’s and men’s roles in Indigenous and Black activism and resistance throughout the Americas
MATERIALS / READINGS
Apart from a number of articles and other testimonials that students will read in Canvas, the only required textbooks are:

- Barnet, Miguel, and Esteban Montejo. 1966. _Biografía de un cimarrón._

EVALUATION

- Attendance and participation
  - Composing a testimonio as a final project, possibly in multiple media  
    And reflections/analysis of process  
  - Select a week to lead/facilitate discussion, including circulating 
    a short reflection piece to the class emphasizing main points that stand out  
  - Select a testimonio from a list and write a reflection
  
SPW 6934 (Class Number 20374): _La mirada / The Gaze_
Dr. Sorbille
RNK 215 - R 9-11

OBJETIVO
El objetivo de este curso es trabajar la teoría de la mirada psicoanalítica (lo negativo en el registro visual), en oposición a los conceptos positivos de la mirada (Merleau-Ponty, Foucault, Mulvey, Althusser, etc.). A su vez, habrá de analizarse cómo se manifiestan en representaciones fílmicas algunas de las modalidades de la negatividad de la mirada (amor a primera vista, el doble, etc.).

TEXTOS NECESARIOS
Un paquete de lecturas y dos textos a informarse próximamente.

EVALUACION
Comentarios interpretativos, presentaciones orales, trabajo final.