

## UNO ADVANCED COURSE OFFERINGS – SPRING 2022

Undergraduate courses carry 3000 and 4000 numbers. Graduate courses carry 5000 and 6000 numbers.

Please email [Prof. Bourderionnet](mailto:Prof. Bourderionnet) with your 7-digit student number if you need a block lifted.

Codes: O=Online, H=Hybrid, P=In Person

# PRACTICAL FRENCH PHONETICS

Course: FREN 3002-P001 (class #22143)

Instructor: Clifton M Sutton

Meetings: Mo/We/Fr 11:00 – 11:50

3 credits

**Required Text:** *Savoir dire : cours de phonétique et de prononciation*

Enhanced 2<sup>nd</sup> edition, Diane Dansereau

The primary goal of the class is to improve the student's pronunciation and to eliminate, as much as possible, the influence of the student's native language when speaking French. The course will focus on the sounds of the French language as well as how to transcribe them using the International Phonetic Alphabet. The students will learn to describe and classify French sounds based on how and where they are formed in the mouth. There will be four in-class written exams, two oral exams as well as a written final exam. The course will be conducted in English. Prerequisite: FREN 2002 or consent of department.

Les voyelles orales Oral vowels in French					
[i] si	[e] pré	[ɛ] père	[a] mal	[y] tu	[ø] peu
[ə] je	[œ] soeur	[u] cou	[o] zéro	[ɔ] sort	

## ADVANCED COMPOSITION AND SYNTAX IN FRENCH

**DR. STARR**  
**FRENCH 3042-P001**  
**CLASS #22144**  
**3:30 – 4:45 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, style 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 IN FRENCH

AUDUBON CHARTER SCHOOL OR UNO LANGUAGE LAB

DR. STARR

**FRENCH 3191-3192-3193-0001**

**CLASS# 20929, 20930, 20931**

**1, 2, or 3 CREDITS**

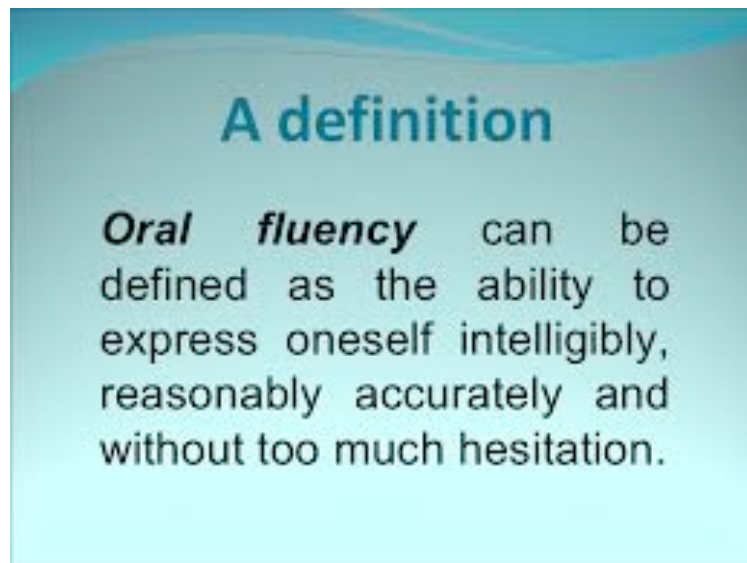
**Prerequisite: French 2002 or consent of department.** Registration is restricted for this course. Only students in need of fulfilling a special requirement will be allowed to register. A maximum of 3 credits may be earned per semester. The set of 3 courses 3191-3192- 3193 may be repeated once for credit. The course will be taught in French, online. Students will work as teacher assistants in the French immersion program at Audubon Charter School or as French tutors in the UNO Language Lab. Their written observations in French will be turned in and graded.



## DEMONSTRATION OF ORAL PROFICIENCY

**DR. STARR**  
**FRENCH 3197-O001**  
**CLASS #20932**  
**ONLINE 1 CREDIT**

This course, for French majors only, is taken concurrently with French 3100 or another French 3000+ literature or civilization course. It entails a presentation of a detailed *explication de texte* in English to the professor teaching the course, and discussion of the chosen text with the professor in a manner designed by him/her. Successful completion of this 1 credit course with the pass/fail grading fulfills the general degree requirement for oral competency in English, which is also a College of Liberal Arts, Education and Human Development requirement.



## **TUTORIAL FOR GRADUATING MAJORS**

**DR. STARR**

**FRENCH 3500-O001 (INTERNET)  
CLASS #20933  
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



## SURVEY OF MEDIEVAL FRENCH LITERATURE

FRENCH 4110-0001, CLASS #22170 (UNDERGRADUATE)

FRENCH 5110-0001, CLASS #22171 (GRADUATE)

ONLINE, 3 CREDITS

DR. JULIANA STARR

[jestarr1@uno.edu](mailto:jestarr1@uno.edu)

In this survey course we will study the various medieval literary genres: epic, courtly, and comic literature; sacred and profane theater; and lyric poetry. All students will read excerpts from *La Chanson de Roland*, three lais by Marie de France, several lyric poems, and excerpts from two fabliaux, a religious play, and a profane play. Graduate students will also read the courtly novel *Yvain ou le chevalier au lion* in its entirety. We will have a weekly discussion board or quiz, a midterm exam, and a final exam. The texts are all included on the Reading List for the M.A. in Romance Languages.

### REQUIRED TEXTS (provided in Moodle):

Packet of lyric poems by Pisan, d'Orléans, Villon et al.

Epic literature: *La Chanson de Roland*

Lais: *Lanval*, *Le Chevrefeuille*, *Le Rossignol*

Fabliaux: *La Bourgeoise d'Orléans*, *Le Roman de Renart*

Théâtre: *Le Miracle de Théophile*, *La Farce de Maître Pathelin*

Roman courtois: *Yvain ou le chevalier au lion* (graduate students only)



## FRENCH THOUGHT

“VOYAGES . . . VOYAGES . . .”

FREN 6205-0001  
Course #22172

Dr. Denis AUGIER

3 CREDITS

Voyage. Travel. Journeys to some/no – where? Perhaps both. Escaping too. To? From? A journey through space and time. No direction home. No? Through different genres – utopia, dystopia, philosophical voyage, mystery, science fiction. Voyage, real or imagined, from the XVth to the XXIst century.

*Dépaysement?* Certainly. And. What we discover on the way, we get to keep. For real. Or imagined?

One more question: will you join me on this trip?

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

### TEXTS:

François Rabelais. *Le Quart Livre*. Points. **ISBN-10: 2020309033**

Cyrano de Bergerac. *L'Autre monde (Les États et Empires de la Lune - Les États et Empires du Soleil)*. Folio. **ISBN-10: 2070425010**

Voltaire. *Candide*. Petits Classiques Larousse. **ISBN-10: 9782035866011**

Jules Verne. *Le Sphinx des glaces*. Livre de Poche. **ISBN-10: 2253045721**

Pierre Drieu la Rochelle. *L'Homme à cheval*. Gallimard (L'Imaginaire).

**ISBN-10: 207072719X**

Alain Damasio. *La Horde du contrevent*. Folio. **ISBN-10: 207292751X**



UNO ADVANCED COURSE OFFERINGS – SPRING 2022

## **DIRECTED STUDY**

Dr. Olivier Bourderionnet

FRENCH 6397- 0001

Class # 20939

3 credits

This course is restricted: special departmental permission is required to enroll. Only students in need of it to fulfill a special requirement or to complete their degree will be allowed to enroll. Subjects treated this spring: The 20<sup>th</sup> Century French Novel

*Un amour de Swann*, Marcel Proust  
*Voyage au bout de la nuit*, Louis-Ferdinand Céline  
*L'Étranger*, Albert Camus





## THE FRENCH DOCUMENTARY FILM

FREN6295-0001 #22146 3 credits Prof. Bourderionnet



This course proposes an exploration of French language documentary films produced between the 1940's and the first decades of the 21<sup>st</sup> century. We will define and question the notions of “factual” and “non-fictional” cinema and will develop analytical tools to discuss form and content. The works presented will be selected on the basis of their formal relevance to the evolution of this cinematographic genre as well as on their informative or controversial quality with regards to contemporary French history and society.\*

Film selection will be related to such topics as the Franco-German “collaboration” during WWII, post-war reconstruction decolonization, youth movements of the sixties, French visions of America, French education, environmental activism, gender, urban violence, the political arena and more.

Each week, we will watch one documentary film (sometimes two, depending on length) read scholarly articles related to them as well as a selected chapter in our required text. Films and supplemental readings will be made available via Moodle. In addition, your instructor will post weekly lectures in audio or video format (all in French) on Moodle.

During the session, students will be asked to respond in French to assigned material and specific questions in a discussion forum. Students will prepare an oral presentation of a film and write a final paper.

### Required Texts:

- Gauthier (Guy), *Un siècle de documentaires français*, Collection Armand Colin Cinéma Armand Colin, 2004. (pdf on Moodle)  
François Niney, *Le Documentaire et ses faux-semblants* collection 50 questions, Klincksieck, Paris, 2009. (excerpts will be made available as pdf on Moodle)

### A list of possible documentaries featured in our program:

- |  |  |
|--|--|
| <i>Aubervilliers</i> (Eli Lotar, 1945)                               | <i>Les glaneurs et la glaneuse</i> (Agnès Varda, 2000)                         |
| <i>La Seine a rencontré Paris</i> (Joris Ivens, 1957)                | <i>Etre et avoir</i> (Nicolas Philibert, 2002)                                 |
| <i>Les statues meurent aussi</i> (Alain Resnais, Chris Marker (1953) | <i>Chats perchés</i> (Chris Marker, 2004)                                      |
| <i>Les maîtres fous</i> (Jean Rouch, 1955)                           | <i>Au delà de la haine</i> (Olivier Meyrou, 2005)                              |
| <i>L'Algérie en flammes</i> (René Vautier, 1958)                     | <i>Roubaix, commissariat central, affaires courantes</i> (Mosco Boucaut, 2008) |
| <i>Moi, un noir</i> (Jean Rouch 1958)                                | <i>Le temps des grâces</i> (Dominique Marchais, 2009)                          |
| <i>Le chagrin et la pitié</i> (Marcel Ophüls, 1969)                  | <i>Ce n'est qu'un début</i> (Jean Pierre Pozzi, Pierre Barougier, 2010)        |
| <i>Place de la République</i> (Louis Malle, 1972)                    | <i>Profils paysans: la vie moderne</i> (Raymond Depardon, 2008)                |
| <i>Une partie de campagne</i> (Depardon 1974)                        | <i>Swagger</i> (Olivier Babineaux, 2016)                                       |
| <i>Grands soirs et petits matins</i> (W. Klein, 1978)                | <i>La cravate</i> (Etienne Chaillou, Mathias Thery, 2020)                      |
| <i>L'heure exquise</i> (René Allio 1981)                             |  |
| <i>Shoah!</i> (C. Lanzmann, 1985)                                    |  |

\*This course is recommended to students interested in including Civ. III to their four areas of concentration.



## **SPAN 3031-P001 SPANISH CONVERSATION**

**Lisbeth Philip, PhD**

**Class #21590**

**T/Th 2:00-3:15 PM**

**3 credits**

**Prerequisite Spanish 2002, or  
departmental consent**

Spanish Conversation is a class for students who want to improve their communicative abilities in Spanish. With this goal in mind, the course will provide them with exposure to authentic language and culture via pre-selected movies and allow them to practice their knowledge enacting daily-life interactions.

The format of this class will be onsite. The student will be required to watch the assigned material prior to attending class, where they will participate in discussions and other active learning activities, which will help them apply course concepts during class time.

Reading materials and other class materials will be provided by the professor in a timely manner.

Assignments, tests, and projects will be announced in Moodle and in the course syllabus.

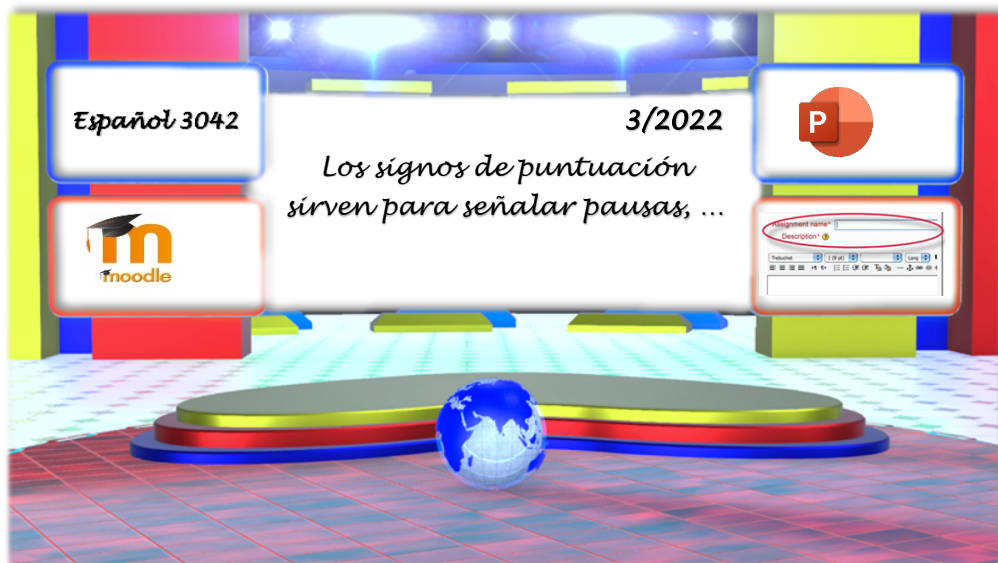
UNO ADVANCED COURSE OFFERINGS – SPRING 2022

SPANISH 3042 CLASS # HYBRID MS. DULCE M. MENES  
M/W 3 – 4:15

This course, conducted in Spanish, emphasizes the written expression. We will explore different types of writing--descriptive, narrative and expository. You will refine your writing skills through exercises and assignments completed in and out of the classroom. Practice with punctuation, syntax and spelling are also a part of this course.

The final project for this class will be a short term-paper in Spanish.

Required text: Although there is no required textbook for this course, we will include sections from *Manual de gramática* by Iguina and Dozier, as well as other on-line and printed material (made available by the instructor through Moodle).



## ROMANCE CULTURES OF NEW ORLEANS AND LOUISIANA

SP 3406 - FR 3406.

Class # 20948 - Professor Manuel García-Castellón - 3 CRD

Room & time: TBA

Throughout the 18th century, colonial New Orleans developed under the leadership of two powerful romance cultures: France, which initiated the settlement and gave the colony its original French character, and Spain, that transformed it into a stately city and, as capital of the Spanish Province of Louisiana, gave it administration, laws, architecture, prosperity... This romance character was reinforced by the subsequent arrival of Acadians from Canada, Canary islanders, refugees from Haiti, Sephardic Jews, Italians from Calabria and Sicily ... and, up to date, nurtured by the constant influx of refugees or migrants from Latin America, especially after the Katrina disaster. Knowing the nature of these original cultural inputs will edify the student's appreciation of New Orleans as a melting pot of romance cultures, in happy conviviality with the American mainstream.

The course will be conducted in English. Requirement: SP 2000 or FR 2000, or Department consent. As for the *final essay*, it will have an extension of 8/10 pages, including bibliography and formatted according to the MLA rules of style. There will be a final exam and three or four partial quizzes.

Texts : *documents, book chapters & lectures provided by the teacher.*



## TRANSLATION AND INTERPRETING IN THE HEALTHCARE SETTING

SPAN 4171/5171

(Online synchronous: Wed. 5-7:45 p.m.)<sup>1</sup>

Prof. Lisbeth A. Philip, CHI™

Certified Healthcare Interpreter



This course is designed to introduce students to the discipline of translation and interpreting in the healthcare setting. In this course, students will develop skills to safely and accurately convey health-related topics to and from Spanish. The knowledge and skills developed in this course will contribute to effective communication between patients and with limited English proficiency (LEP) and their healthcare providers in treatment and services, in a manner that meets the patients' written communication needs. This course will include an intensive study of medical vocabulary, grammar, sentence structure, and translation/ interpreting difficulties.

It will also cover intensive practical training techniques in the three modes of interpreting (sight translation, consecutive and simultaneous) in the healthcare setting. An overview of the profession of healthcare interpreting and aspects of language and communication dynamics as they impact interpreting will be discussed in detail.

Given the nature of the course of study, we will fluctuate between Spanish and English, depending on the object of our discussion or on the direction in which we are translating and interpreting.

**Required Texts:** There is no textbook required for this course. All Readings and other required materials will be made available in Moodle in a timely manner.

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<sup>1</sup> This course will be 100% online synchronous (we will meet via Zoom in real time on Wed from 5 – 7:45 p.m.)

## UNO ADVANCED COURSE OFFERING - SPRING 2022

### CULTURA Y CIVILIZACIÓN DE ESPAÑA SP 5202-4202 (476)

#### AN ONLINE COURSE Prof. Manuel García-Castellón

In this course, we will proceed to the study of the culture and civilization of Spain, a crucial country in world history as the Motherland, and the genesis of the modern nations of Latin America. After observing the incursions of ancient peoples (Phoenicia, Greece, Carthage); the Romanization (as the original nucleus of the Latin character of the Hispanic peoples, in general); the barbarian invasions (as the cultural connection with the European world); the Islam and Judaism (idem, with the Eastern world), and the extraordinary circumstance of the discovery and conquest of the New World as the first contribution to the global culture, we will also observe the process of world hegemony of this country during the 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> c., as well as its decline in the 19<sup>th</sup> c., and its resurgence in modern times.

Every Friday, the student will receive the questionnaire covering each of the chapters and will send their answers before the following Friday at 11:00 pm for review by the teacher. Graduate and undergraduate students will complete a term paper according to the MLA Manual of Style.

Primary text: Cantarino, Vicente. *Civilización y cultura de España*, 5th Edition.



## UNO ADVANCED COURSE OFFERINGS – SPRING 2022

### Latin American Literature in Translation

Spanish 6197-O001

Spring 2022

Dr. Elaine S. Brooks

3 cr.

### The Voice of the Other in 20<sup>th</sup> Century Spanish-American Literature

In this course we will read three novels whose characters represent people without power and without a voice to express their struggle for political and social justice. We will begin with Alejo Carpentier's novel, *El siglo de las Luces*, in which the historical depiction of 18<sup>th</sup>-century Caribbean revolt comes to light not through the major protagonists of that period, but through those who suffered the effects of political injustice- they are the "other" whose voices are not registered in historical documents. Carpentier gives voice to those who do not belong to the "voz oficial" of the historical moment when the ideals of the French Revolution flowed into the Caribbean islands. As the European ideals of liberty clash with regional dictators and enslaved people, Carpentier's common man becomes the central point around whom the fight for liberty and life are pitted against treason, death, and terror.

In a different land and time, our second novel, Juan Rulfo's, *Pedro Pármeno*, describes social injustice during the Mexican Revolution as depicted by the ephemeral "others." Most of the characters are ghosts who have died at the hand of the cruel and ambitious Pedro Pármeno. This novel has many twists and turns in terms of narrative techniques and flashbacks. The reader becomes a participant in the novel, and in some sense, one of the "others" because the reader must weave the story into a coherent portrait of familial betrayal against the backdrop of historical upheaval. The same kind of incoherence that the reader must piece together occurs in our third novel, Manuel Puig's, *Boquitas pintadas*. The entire novel is a flashback based on popular forms of communication in Argentina during the 1930's. The main character Juan Carlos dies at the beginning of the novel and only through diary entries, sordid notes, love letters and his lovers' memories do we understand that the novel's true protagonists are the silent women who loved and hated Juan Carlos. *Boquitas pintadas* is a feminist novel whose many subtexts are brought to the surface by the reader who must unravel the mystery behind the women's silenced voices.



UNO ADVANCED COURSE OFFERING - SPRING 2022

SP 6265

## CONTEMPORARY HISPANIC SOCIETY AND INSTITUTIONS

### Searching for the soul of modern Latin America

Dr. Manuel García-Castellón

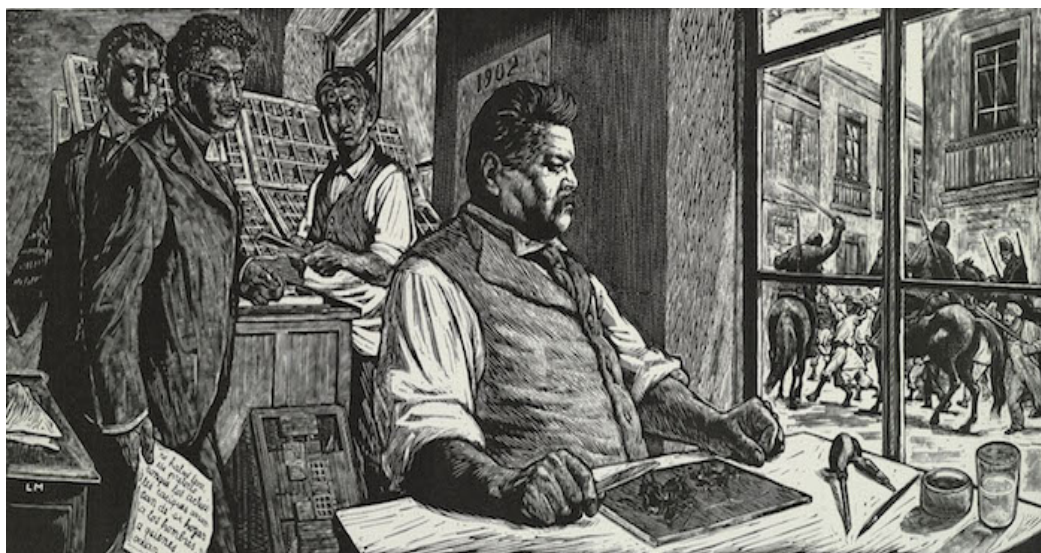
An online course, 3 credits.

In this course, we will initiate our general study of the culture, civilization, politics, economy, religion, and fine arts of Hispanic America after the emergence of its modern nations. Topics will include Mesoamerica (Mexico and Central America), the Caribbean region (Cuba, Puerto Rico, Venezuela, Colombia); the Andean region (Ecuador, Peru, Chile), and the River Plate region (Argentina, Paraguay, Uruguay), as well as formerly imperial and current Brazil. The course, conducted in Spanish, will require a weekly questionnaire, mainly based upon the chapters of the text mentioned below. The student will submit a final 9/12-page research paper at the end of the course. The teacher will also provide scanned selected articles or documents to be discussed in the course forum.

#### TEXTS:

Arturo Fox: *Latinoamérica: presente y pasado. 4<sup>th</sup> edition.* Prentice Hall, 2011

Plus, selected essays by Latin American writers and some historical documents.





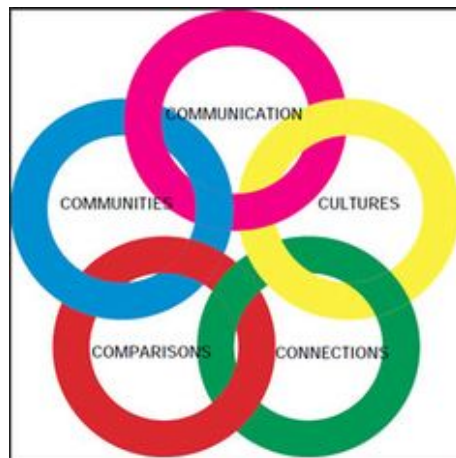
# ROML 6003 – Applied Romance Linguistics

Spring 2022

3 Credit Hours

Dr. Bryant Smith

A study of recent second language teaching methods based on current learning theory. Class will include readings, discussions of language methodology, and textbook 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, an essay-based exam, and a final paper/project.

Required text: *Teaching by Principles: An Interactive Approach to Language Pedagogy* by H. Douglas Brown.