

Spanish & Portuguese Graduate Course Descriptions

Fall 2025

SPANISH

Spanish 630:

SE Constructions

Prof. Grant Armstrong

TR 1:00 pm – 2:15 pm

1120 Van Hise

The reflexive pronominal clitic *se* is one of the most widely investigated and vexing topics in the history of linguistic studies on Spanish and other Romance languages. In descriptive grammars and pedagogical resources, it is common to find lists of distinct uses of *se* (sometimes more than 10 depending on the source), which encompass a dizzying array of meanings, from a reflexive marker in sentences like *Pepe se mira (a sí mismo) en el espejo*, to impersonal subjects in sentences like *aquí no se trabaja los domingos*, to highly specific meanings related to lexical semantic properties of particular verb classes, such as “moving away from a source location” in sentences like *los estudiantes se fueron*. Moreover, after decades of research, there is still no consensus on whether it is possible to provide a unified theoretical analysis of all sentence types where *se* may appear. In this course, we delve into some of the most important questions about *se* from multiple perspectives. How do all of these “uses” develop historically from what is traditionally thought to be a reflexive pronoun? How are they acquired by children and adult language learners? What methods should we use to teach this topic in language classes? What kinds of grammatical theories are best suited to elegantly account for why so many meanings are attributed to a single form? To begin to answer these questions, we will draw from different linguistic subdisciplines that employ a variety of methods and theoretical frameworks. Students will develop a research project, either individually or in a group, on any aspect of *se* constructions that piques their interest.

Selected references

- Armstrong, Grant & Jonathan E. MacDonald (eds.). 2021. *Unraveling the complexity of SE*. Dordrecht: Springer. <https://doi.org/10.1007/978-3-030-57004-0>
- Cennamo, Michela. 1993. *The Reanalysis of Reflexives: A Diachronic Perspective*. Naples: Liguori Editore.
- De Benito Moreno, Carlota. 2022. *The Middle Voice and Connected Constructions in Ibero-Romance. A variationist and dialectal account*. Amsterdam/Philadelphia: John Benjamins. <https://doi.org/10.1075/silv.29>
- Fábregas, Antonio. 2021. SE in Spanish: properties, structures, analyses. *Borealis* 10 (2): 1-236. <https://doi.org/10.7557/1.10.2.5934>
- González, Luis H. 2022. *Understanding and Teaching Reflexive Sentences in Spanish*. New York: Routledge. <https://doi.org/10.4324/9781003214090>
- Kemmer, Suzanne. 1993. *The Middle Voice*. Amsterdam/Philadelphia: John Benjamins. <https://doi.org/10.1075/tsl.23>

Spanish 770: Introduction to the Profession Will Morgan W 4:00 pm – 7:00 pm 1120 Van Hise	Welcome to Spanish 770. This course is titled, <i>Introduction to the Profession</i>, with a sole emphasis on the language teaching component of the profession of language education. This course is designed in a <i>workshop</i> style in which we will dive into the responsibilities of language educators, including, but not limited to: a history of language education in the United States, theories of language learning and teaching, communicative language teaching methods, lesson planning, material creation, grammar instruction, assessment design, proficiency-oriented curriculum building, and much more. Most importantly, this course is designed to provide the most modern teaching methods for lower-division Spanish courses that can be applicable in most, if not all, language departments beyond the University of Wisconsin-Madison. In this course, you will be challenged to participate in critical discourse about the profession of language education, to hone your teaching practice in alignment with the teaching philosophy of the Spanish Basic Language Program (SBLP) in the Department of Spanish and Portuguese, and to develop essential skills in course design and lesson planning that reflect proficiency-based instruction. Throughout the semester, you will complete a series of in-class skills evaluations focused on lesson planning, metalinguistic grammar knowledge, and course design to reinforce your pedagogical knowledge. You will also engage in a one-on-one mentorship meeting with Dr. Will Morgan to discuss your growth as an educator and receive tailored guidance. Additionally, you will be required to complete weekly reflections on artificial intelligence (AI) in language education, critically assessing AI's role and integration in communicative teaching. One of your major projects will include designing a pedagogical innovation utilizing AI, which will encourage you to explore technology's role in modern language instruction. The teaching portfolio serves as the capstone of this course, providing tangible evidence of your development as an instructor. It will include: • A teaching philosophy that articulates your approach to language instruction. • A CV and cover letter tailored for an academic job in language teaching. • A full instructional unit (minimum of four lessons) aligned with the SBLP methodology.
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	• A comprehensive Integrated Performance Assessment (IPA), covering all three components (interpretive, interpersonal, and presentational communication). • Three teaching observations with a senior peer mentor, reflecting on effective classroom practices. • One pedagogical innovation that integrates AI into language teaching. • A final reflection (minimum one page) on your growth as a language educator and how the course has shaped your professional trajectory. By the end of this course, you will have gained practical experience in course design, assessment creation, lesson implementation, and AI integration, equipping you with the skills necessary to succeed in academic and professional teaching environments. This course not only strengthens your ability to teach Spanish effectively but also prepares you for the job market by fostering critical engagement with contemporary pedagogical innovations and best practices in the field.
Spanish 801: Justicia poética Prof. Victor Goldgel-Carballo M 4:00 pm – 6:00 pm 1120 Van Hise	Este seminario se enfoca en la relación entre literatura y justicia. Está organizado en torno a los conceptos de justicia poética, autonomía literaria, ley, complicidad y reparaciones. Abordaremos las siguientes preguntas: ¿Cómo contribuye la literatura a imaginar la justicia? ¿En qué consiste el espacio liminal entre la justicia poética y lo que se entiende por justicia de modo más amplio? ¿Qué papel desempeñan en la esfera literaria las narrativas escritas por víctimas directas? ¿Qué estrategias desarrolla la ficción en relación con la historia del colonialismo, la esclavitud, el racismo, el sexismo y otras formas de violencia?
Spanish 861: Visual Narratives in Spanish Cultures Prof. Alicia Cerezo T 4:00 pm – 6:00 pm 1120 Van Hise	In this interdisciplinary course, we will explore works from 19 th -to-21 st -century Spain in which images, either independently or alongside texts, convey ideological, historical, and/or fictional narratives. From aesthetic and cultural perspectives, students will delve into a series of chronological case studies involving periodicals, books, postcards, early cinema, photography, sequential art (comics and graphic novels), contemporary experimental film, and other media. Our goal is to understand how the material characteristics of each medium shape narratives and how these narratives foster cultural change. Throughout the semester, students are encouraged to develop their own research interests (i.e., in different geographical areas or fields of study) and teaching methodologies for the future (e.g., creating your own course syllabus).

PORTUGUESE**Portuguese 411**

Survey of Portuguese
Literature before 1825

Prof. Kathryn Sanchez

MW 2:30 pm – 3:45 pm

355 Van Hise

This course presents a panoramic view of Portuguese literature from its origins to the beginning of the 19th century in relation to Iberian literature in particular and European literary movements in general. We will focus on the representation of class and gender, trans-Atlantic discourse, rhetoric of empire, the concept of *Iberismo*, and the idealization of the exotic and otherness throughout this period. The works of canonical Portuguese writers who were influential in the formation and exploration of literary genres in the Iberian Peninsula are the focus of the course—many of these authors wrote both in Spanish and Portuguese. We will study a sample of Portuguese troubadour *cantigas*, chronicles, plays, epic poetry, subversive literature, travel literature, shipwreck narratives, sermons, and Baroque poetry by early feminist writers. We will also explore how these literary texts compare to other forms of art, performance, and music of the same time. All texts will be discussed in relation to their political, historical, and social context, and the development of technology and the materiality of these literary documents.

Class discussions and assignments will be in Portuguese, with the option for Spanish graduate students to write in Spanish.

All readings will be available through Canvas.

Portuguese 640

Lusophone Modernisms

Prof. Ellen Sapega

TR 2:30 pm – 3:45 pm

1120 Van Hise

In this class, we will study works by the major writers and artists associated with Portuguese and Brazilian modernism. After an initial unit on the *Orfeu* generation in Portugal (Fernando Pessoa, Mário de Sá-Carneiro, José de Almada Negreiros, Amadeo de Souza-Cardoso, among others), we will turn our attention to the 1922 *Semana de Arte Moderna* and its aftermath in Brazil. We will read works by such poets as Manuel Bandeira, Oswald de Andrade, Mário de Andrade, and Carlos Drummond de Andrade and discuss their collaboration with the painters as Tarsila do Amaral and Anita Malfatti. In the final unit, we will identify possible points of contact between Portuguese and Brazilian modernists and examine their influence and legacies in LusoAfrica (Cabo Verde, Angola, and Mozambique).

This class will be taught in Portuguese. The format will be lecture and discussion. All undergraduate students will write three short papers (4-6 pages), as well as being responsible for one oral presentation. Graduate students are expected to complete two short papers, an oral presentation, and a longer final paper (8-10 pages).

INTERDISCIPLINARY

LACIS/SPAN/PORT 982

2025 Special Topic:
Environmental and
Indigenous Studies; A
Transdisciplinary Perspective

Prof. Kata Beilin

R 4:00 pm – 6:00 pm

1120 Van Hise

This seminar offers an in-depth, transdisciplinary exploration of contemporary Latin America, examining the region's environmental, economic, cultural, and political challenges through the lens of indigenous history, resistance, and philosophies. We will critically engage with the entanglements of culture and nature, dismantling conventional divides and exploring diverse cultural perspectives on knowledge, economy, technology, education, and work. In doing so, we will engage with alternative frameworks such as Liberation Theology, the Rights of Nature, *buen vivir*, and inter- and intraculturality. From a transdisciplinary perspective, we will investigate themes such as water and forest cultures, debates on health and food production, while questioning the meanings and implications of development in Latin America. Throughout the course, we will consider art, music, language revitalization, and the resurgence of indigenous literatures in contemporary cultural debates on the transformation of global culture of nature. Grounded in decolonial perspectives, this course places a strong emphasis on emerging transdisciplinary methodologies, participatory research, and evolving academic writing conventions. Designed for graduate students eager to engage with critical, intersectional, and practice-based approaches, this seminar invites participants to rethink conventional academic boundaries and contribute to transformative debates on Latin America's past, present, and future.