

Department of Modern Languages and Literatures

Graduate Course Offerings

Fall 2018

Course offerings in Arabic, Chinese, French, German, Haitian Kreyòl, Hebrew, Italian, Modern Languages and Literatures, Portuguese, and Spanish

For more information, please contact course instructors or Dr. Tracy Devine Guzmán, Director of Graduate Studies (tdguzman@miami.edu)

ARABIC

Language/culture courses (zero credits; consult Canelink for schedules)

ARB 641	Elementary Arabic I for Graduate Students
ARB 642	Elementary Arabic II for Graduate Students
ARB 651	Intermediate Arabic I for Graduate Research
ARB 652	Intermediate Arabic II for Graduate Research
ARB 654	Advanced Arabic II for Graduate Research
ARB 658	Advanced Arabic for Graduate Heritage Learners

CHINESE

Language/culture courses (zero credits; consult Canelink for schedules)

CHI 641	Elementary Chinese I for Graduate Students
CHI 642	Elementary Chinese II for Graduate Students
CHI 651	Intermediate Chinese I for Graduate Research
CHI 652	Intermediate Chinese II for Graduate Research
CHI 654	Advanced Chinese for Graduate Research

FRENCH

Language/culture courses (zero credits; consult Canelink for schedules)

FRE 641	Elementary French I for Graduate Students
FRE 642	Elementary French II for Graduate Students
FRE 645	Accelerated Elementary French for Graduate Students
FRE 651	Intermediate French I for Graduate Research
FRE 652	Intermediate French II for Graduate Research
FRE 653	Advanced French I for Graduate Research

Graduate Seminar (three credits)

FRE 775

Atlantic Crossings: Literature and Immigration in the Age of Globalization (cross-listed as MLL 721 for students not needing FRE credit and/or to fulfill a language requirement)

Dr. Aleksandra Perisic

Mondays, 5:00-7:30

Merrick 201.02

In this course, we will study literary works written since the 1980s in French, Spanish, and English in which immigration is a central theme. These works are primarily written by writers who, in one way or another, have immigration in their background. Instead of thinking about immigration within a national context, as a facet of national identity and source of cultural difference, these works place immigration within the larger context of the global flows of capital, people, and information. Some of these contemporary texts further decenter Europe and the U.S. as the primary immigrant destinations in order to address the question of inter and intra regional migrations. Our discussions of literary works will be complemented by readings of sociological and historical studies, as well as theoretical essays. While students are encouraged to read the works in the original language, translations will also be provided. Although the course will be conducted in French, students who can read and understand French, but do not need FRE credit, are welcomed to enroll in MLL 721 and to participate and write their papers in English.

GERMAN

Language/culture courses (zero credits; consult Canelink for schedules)

GER 641 Elementary German I for Graduate Students
GER 642 Elementary German II for Graduate Students
GER 651 Intermediate German I for Graduate Research
GER 652 Intermediate German II for Graduate Research

HAITIAN KREYÒL

Language/culture courses (zero credits; consult Canelink for schedules)

HAI 642 Elementary Haitian Kreyòl II for Graduate Students
HAI 652 Intermediate Haitian Kreyòl for Graduate Research

HEBREW

Language/culture courses (zero credits; consult Canelink for schedules)

HEB 642 Elementary Hebrew II for Graduate Students
HEB 652 Intermediate Hebrew for Graduate Research

ITALIAN

Language/culture courses (zero credits; consult Canelink for schedules)

ITA 641	Elementary Italian I for Graduate Students
ITA 642	Elementary Italian II for Graduate Students
ITA 651	Intermediate Italian I for Graduate Research
ITA 652	Intermediate Italian II for Graduate Research

MODERN LANGUAGES AND LITERATURES

Graduate seminars (three credits)

MLL 701

Intro to Second-Language Teaching: Theory and Practice

Dr. Ager Gondra

Tuesdays, 5:00-7:30

Merrick 201.01

This course will bring the theory and practice of second language teaching together, as teaching is necessarily based on a theoretical foundation and theory is directly impacted by the realities of the classroom. In this seminar students will: 1) discuss current theories of linguistics and second language acquisition; 2) learn about different second language teaching methods, particularly communicative language teaching (CLT) and task-based language teaching (TBLT); 3) acquire reflective experience in second language teaching by engaging in teaching demonstrations and observations; and 4) develop a teaching portfolio which includes a philosophy of teaching statement, a sample syllabus of a language course, an analysis of language textbooks, an exam and its grading rubric, and classroom activities and assessments.

MLL 711

Intro to Critical Theory: From World Literature to Pluriversal Thinking

Dr. Yolanda Martínez-San Miguel

Thursdays, 2:00-4:30

Merrick 210.02

This graduate seminar will review critical theory in dialogue with the discipline of Comparative Literature. Instead of a history of literary theory from Aristotle's Poetics to Agamben or Žižek, this course proposes a meditation on how to engage literary studies through a critical examination of frameworks like official national languages, world literature, exegesis, close-reading and comparativism. The first half of the course will review of notions of poetics in Europe, Africa, Asia and the Americas, and will explore the genealogies of literary study as a western category in dialogue and tension with conceptualizations of the literary/symbolic and poetics in the global south and the non-western world. We will review key works from the function of the author,

psychoanalysis, feminism, race and gender studies, history, memory and trauma, and translation. The second half of the course will engage debates in literary theory that are relevant to the conceptualization of world literature in using comparative, interdisciplinary and transdisciplinary methodologies, such as critical race and ethnic studies, queer and trans studies, diaspora and border studies, visual, spatial and sonic studies, postcolonialism, decoloniality, and performance studies as possible frameworks to conceptualize contemporary debates in literary theory. The class includes visits from 3-4 guest lecturers from UM and other institutions who are experts on particular theoretical frameworks.

The main questions explored in this course will be:

1. How has the object of study of literary analysis been traditionally defined and how has it been transformed by comparative and interdisciplinary modes of analysis in the last 50 years?
2. How has the transformation in the methods and methodologies of analysis we currently use in our field actually questioned the historical genealogies and boundaries of existing disciplinary formations?
3. How can comparative literary/cultural studies allow for generative and innovative articulations for the study of symbolical and cultural representations in pluriversal contexts?

Throughout the course each student will use their areas of research interest or their actual topics for dissertation projects to write short reaction papers and to design their own theoretical repertoire and methodology in a 10-15 page final paper in which they meditate about how their work advances and/or transforms existing methods in critical theory and/or in the field of comparative studies. Course open to students from all departments, and at all levels of their training.

MLL 721

(Latin) American Literatures of Transgression and Poetries of Perversion: (Erotic)

Poetry is not a Luxury

Dr. Steven F. Butterman

Wednesdays, 5:00-7:30

Merrick 210.01

This course, open exclusively to graduate students and taught in English, will examine literature of transgression, focusing on the French *poète maudit* and the Brazilian *poesia maldita*, but casting a wide net to examine transgressive poetics in Western canonical works. Some of the questions we will consider include the following:

- In poetic texts, how does transgression differ from subversion?
- Is transgression a liminal, limited, or infinite vector, and how do contemporary Latin American poets test the limits of transgression?
- What are the relationships between poetry as “*gênero*” (genre/gender) and queer theory/pedagogy?
- To what extent does the Bakhtinian *carnavalesque* manifest in contemporary poetics, and in Western literary (anti-)aesthetics more generally?
- How does erotic poetry differ theoretically, socio-politically, and aesthetically from pornography?
- How do poetic universes inhabit and/or transcend (anti-)rationalist discourses to interrogate and challenge hegemonic and “other-genred” expressions and definitions of logic and language?
- Despite its great economy of words, how does poetry gain access to excess in ways that other literary genres may not or cannot?

MLL 721

Atlantic Crossings: Literature and Immigration in the Age of Globalization (cross-listed as MLL FRE 721 for students needing FRE credit and/or to fulfill a language)

Dr. Aleksandra Perisic

Mondays, 5:00-7:30

Merrick 201.02

In this course, we will study literary works written since the 1980s in French, Spanish, and English in which immigration is a central theme. These works are primarily written by writers who, in one way or another, have immigration in their background. Instead of thinking about immigration within a national context, as a facet of national identity and source of cultural difference, these works place immigration within the larger context of the global flows of capital, people, and information. Some of these contemporary texts further decenter Europe and the U.S. as the primary immigrant destinations in order to address the question of inter and intra regional migrations. Our discussions of literary works will be complemented by readings of sociological and historical studies, as well as theoretical essays. While students are encouraged to read the works in the original language, translations will also be provided. Although the course will be conducted in French, students who can read and understand French, but do not need FRE credit, are welcomed to enroll in MLL 721 and to participate and write their papers in English.

MLL 726**Social Movements and Democracy in Latin America (cross-listed as SPA 736 for students needing SPA credit and/or to fulfill a language requirement)****Dr. Tracy Devine Guzmán****Tuesdays, 11:00-12:30****Merrick 210.01**

This course considers the history of the concept of “democracy” in relation to various social movements in Latin America from the mid-19th century to the present. Beginning in the post-Independence period, we will consider: 1) how “democracy” has been constructed and mobilized across time and space; 2) relationships among “universal” and particular democratic ideas and ideals (in theory and in practice); and 3) how the democratic aspirations of communities “imagined as national” (Benedict Anderson), inform and are informed by diverse sociocultural phenomena and distinct forms of cultural production.

Our assessment of these questions will include perspectives and contributions of a wide range of actors, such as indigenous communities; enslaved and formerly enslaved peoples; migrants and immigrants; peasants and urban laborers; soldiers and revolutionaries; women and sexual minorities; students, adolescents, and children. Our study will be interdisciplinary, comparative, and transnational, drawing on work from and about Argentina, Bolivia, Brazil, Guatemala, México, Nicaragua, and Peru (and perhaps other locales of collective interest to enrolled students).

Although the course will be conducted in Spanish, students who can read and understand Spanish, but do not need SPA credit, are welcomed to enroll in MLL 726 and to participate and write their papers in English. (Some translated editions may be available for these students).

MLL 774**Digital Humanities Practicum****Dr. Susanna Allés Torrent and Dr. Allison Schifani****Thursdays, 5:00-7:30****GPC NORM**

This seminar is largely experiential, hands-on, and project-based and offers students the chance to apply their learning in the field of Digital Humanities toward a personal or group research project. It will offer a set of practical skills that span a wide range: from general principles of computing, web technologies, command line, electronic text analysis and distant reading, text encoding and XML markups to mapping, and network visualization. Students should expect to carry out many practical exercises with programming languages and digital tools, conduct a relatively small amount of readings that will familiarize them with the diverse work and theoretical grounding of work in DH, and work towards a digital final project. This course is part of a planned graduate certificate in Digital Humanities available to students from across campus. No previous knowledge of DH methods or work is required.

MLL 799

Dissertation and Professional Writing Seminar

Dr. Logan J. Connors

Tuesdays, 2:00-4:30

Merrick 210.01

This seminar is a writing practicum for graduate students who are completing their dissertation prospectuses or have defended their prospectuses and are in the early, mid-, or late stages of writing the dissertation. The course is mandatory for students in their seventh semester of study. It may be repeated for 0 credits for students who find the seminar beneficial to their dissertation progress and/or preparation for the job market.

The primary goal of the course is for each student to complete a dissertation prospectus and the first chapter of the dissertation over the course of the semester and in consultation with the dissertation director and committee members. A second goal is to offer students sustained training in a variety of professional writing endeavors with an emphasis on publication, grant and conference proposal writing, and preparation for the academic job market. Over the course of the semester, students will draft and hone a CV, cover letter, writing sample, journal article, and fellowship application. Course grades will be based on students' weekly participation and active engagement with their classmates' work (50%) and the instructor's evaluation of the progress and maturity of work produced over the course of the semester (50%). Each student is expected to submit a substantial amount of specific work every two weeks in consultation with the instructor.

PORTUGUESE

Language/culture courses (zero credits; consult Canelink for schedules)

POR 642 Elementary Portuguese II for Graduate Students

POR 645 Accelerated Elementary Portuguese for Graduate Students

POR 651 Intermediate Portuguese I for Graduate Research

POR 652 Intermediate Portuguese II for Graduate Research

Graduate seminar (three credits)

POR 691

Introduction to Global Portuguese Literary Studies

(Brazil/Portugal/Angola/Mozambique): The Best Hits from Three Continents

Dr. Steven F. Butterman

Mondays and Wednesdays, 3:35-4:50

Dooly Memorial 108

Portuguese 691 surveys selected materials from various genres of Luso-Afro-Brazilian literatures. One of the central aims of the course is to develop critical writing and reading skills for non-native and heritage speakers.

SPANISH

Language/culture courses (zero credits; consult Canelink for schedules)

SPA 641	Elementary Spanish I for Graduate Students
SPA 642	Elementary Spanish II for Graduate Students
SPA 645	Accelerated Elementary Spanish for Graduate Students
SPA 647	Basic Spanish for Graduate Heritage Learners
SPA 651	Intermediate Spanish I for Graduate Research
SPA 652	Intermediate Spanish II for Graduate Research
SPA 653	Advanced Spanish I for Graduate Research
SPA 657	Intermediate Spanish for Graduate Heritage Learners
SPA 658	Advances Spanish for Graduate Heritage Learners

Graduate Seminar (three credits)

SPA 736 Social Movements and Democracy in Latin America (cross-listed as MLL 726 for those students not needing SPA credit and/or to fulfill a language requirement)

Dr. Tracy Devine Guzmán

Tuesdays, 11:00-12:30

Merrick 210.01

This course considers the history of the concept of “democracy” in relation to various social movements in Latin America from the mid-19th century to the present. Beginning in the post-Independence period, we will consider: 1) how “democracy” has been constructed and mobilized across time and space; 2) relationships among “universal” and particular democratic ideas and ideals (in theory and in practice); and 3) how the democratic aspirations of communities “imagined as national” (Benedict Anderson), inform and are informed by distinct sociocultural phenomena and diverse forms of cultural production.

Our assessment of these questions will include perspectives and contributions of a wide range of actors, including indigenous communities; enslaved and formerly enslaved peoples; migrants and immigrants; peasants and urban laborers; soldiers and revolutionaries; women and sexual minorities; students, adolescents, and children. Our study will be interdisciplinary, comparative, and transnational, drawing on work from and about Argentina, Bolivia, Brazil, Guatemala, México, Nicaragua, and Peru (and perhaps other locales of collective interest to enrolled students).

Although the course will be conducted in Spanish, students who can read and understand Spanish, but do not need SPA credit, are welcomed to enroll in MLL 726 and to participate and write their papers in English. (Some translated editions may also be available for these students).