

Department of Modern Languages and Literatures
Graduate Bulletin
Spring 2017

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

For more information, contact course instructors or 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 675

From French Maghreb to Maghrebi France

Dr. Ralph Heyndels

Thursdays 5:00-7:30 p.m.

Merrick 201.01

In this seminar, we will critically explore a space (regional, linguistic, imaginary, socio-political) that can be called France-and-the-Maghreb (or The-Maghreb-and-France), focusing on its representations and manifestations in contemporary cultural and literary production. We will reflect on the colonial/post-colonial construction of that space, including how the French Maghreb was, for colonial purposes, invented (referring to the subtitle of Reda Bensmaïa's essay, "Experimental Nations"), and inscribing such a problematic in the perspective of France's "colonial fracture" (Pascal Blanchard et al.) and "post-colonial ruptures" (Nicolas Bancel et al.), as well as its articulation through the "maghrebian (im)migrant diaspora's community of experience" (Ahmed Boubeker). We will read and discuss essays by Mireillo Rosello, Reda Bensmaï and Farid Laroussi that deal with post-colonial Franco-Maghrebian (Nabile Fares, Asia Djebbar, Fouad Laroui, Mehdi Charef, Yamina Benguigui, Karim Dridi, Merzek Allouache) and French (Didier van Cauwelaert, Francois Maspero) textualities and cinematographic realizations. Finally, we will move toward an in-depth consideration of symbolic literary economies expressed and performed by Franco-Maghrebian (Rachid O., Abdellah Taïa, Eyt-Chekib Djaziri, Leïla Sebbar, Ludovic-Mohamed Zahed) and French (David Dumortier, Michel Giliberti) writers as they relate to queer forms of life experience simultaneously located within Maghrebian France and between France and the Maghreb. Such an inquiry will lead to the questioning of what Andy Stafford has coined "la francophonie chez soi" and "la colonisation linguistique interne," as well as the linguistic, narrative, rhetorical, and poetical strategies of ironic "auto-orientalizing" in Maghrebian diasporic literatures (Ieme van der Poel).

This course is open to graduate students with the ability to read and understand French. Students wishing to complete the course for French credit or to fulfill a language requirement should register for the FRE sections and will complete their assignments in French. Others are welcomed to register for the MLL section and can write their final papers in Spanish or 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 602

Bilingualism

Dr. Andrew Lynch

Tuesdays, 5:00-7:30 p.m.

Merrick 210.01

In this seminar we take a critical perspective on the social, psychological, linguistic, and pedagogical dimensions of language contact situations. We begin with some basic philosophical and ideological arguments about the nature of language, then consider the following issues throughout the course: language choice and use in bilingual settings, patterns of bilingual language acquisition, bilingual grammars and discourse (especially code-switching and language mixing), ‘native’ and ‘non-native’ language abilities, bilingual identities, language and emotions, and pedagogical issues relevant to bilingualism and the teaching of heritage languages. Our attention will be focused principally on the situations of Spanish, French, and creole languages in the Americas, and on phenomena related to (im)migration. The seminar has three main objectives: 1) to expand students’ knowledge of theoretical frameworks and research findings in the study of societal language contact; 2) to provide students with some general understanding of bilingual language acquisition and its relationship to second language acquisition and language pedagogy; 3) to stimulate thinking about the place for bilingual realities in literary and cultural studies, and in the language and literature classroom

MLL 614 (*required course for first-year doctoral students in MLL)

Introduction to Critical Theory II

Dr. George Yúdice

Wednesdays, 5:00-7:30 p.m.

Merrick 210.01

The foundational theorists of aesthetics (Baumgarten, Kant, Schiller, Hegel, etc.) conceived of artistic experience as straddling mind and body, reason and affect, imagination and sensation, public and private. Art reconciled these dualities, but for most of these theorists, the integration took place under the dominance of the presumably higher faculties of mind and reason. Even Marx on occasion conceived of art as the sphere in which “man” was in touch with his essential nature. That is, art was the only activity in which “man” labored without alienation: “Milton produced Paradise Lost for the same reason that silkworms produce silk. It was an activity of his nature. Later he sold the product for £5” (Theories of Surplus Value).

We might say that aesthetic experience, in this view, was quintessentially un-alienated labor or creation (subsequently it might be alienated, that is, sold), or that it bridged the divide that capital and industrial society had installed in subjectivity. Reactions to increasing quantification, rationalization, and commodification expressed in the historical

avant-gardes (Futurism, Dadaism, Surrealism, etc.), were accompanied by a counterview according to which art no longer integrated or disalienated, but negated the social: “What [art] contributes to society is not communication with society, [but] rather something very indirect, resistance” (Horkheimer and Adorno, *Dialectic of Enlightenment*). Even the avant-gardes lost their resistance as they accommodated to commodification and the culture industry.

Notwithstanding, there have emerged in the past three decades a number of theorists (De Certeau, Jenkins, Martín-Barbero, etc.) who posit that aesthetic expression, even when mediated and commodified, has a proactive potential rather than the hibernatory negation to which Adorno relegated it, particularly as readers, listeners, and viewers decode against the grain, often on the basis of identity factors (gender, race, sexuality, postcoloniality) that underlie the disidentification in the decoding process. Our age abounds with feminist, gay, black, and other identity-based aesthetics. Moreover, in the new media ecology established by the Internet, there are new possibilities for different “distributions of the sensible,” as Jacques Rancière (*The Politics of Aesthetics*) might say, updating Benjamin’s insights on the relationship of technology to its inscription on sensory experience. Alternatively, a number of post-autonomistas (Negri, Bifo, Lazzarato, Revel) understand the immaterial labor that has become visible in the new creative economy spawned by digitalization and the Internet as a new form of disalienation (creators in charge of their productions) and a catalyst for or expression of a collective or general intelligence, thus circling back to the spirit of early aesthetic theorists. Moreover, the affective turn in critical theory (Deleuze and Guattari, Massumi, Ahmed, Puar, etc.) have opened up new understandings of what aesthetic activity means in this post-Internet age.

This course will examine the developments in aesthetic theory, particularly the counterpoint between alienation and reintegration, as sketched above. In tandem, we shall also examine, from the perspective of these variations on aesthetic theory, the artistic and social significance of literary texts, artworks, films, and new web expressions, from Europe, Latin America, and the US.

MLL 621 (Cross-listed with ENG 695)

Digital Humanities: Theory, Method, Critique

Dr. Allison Schifani and Dr. Lindsay Thomas

Mondays, 5:00-7:30

MLL 210.01

This class will provide an introduction to the theory and practice of the digital humanities from a literary and cultural studies perspective. It will introduce major types of digital humanities work and central debates and concerns in the field. It will also focus on methodology, asking not only how digital technologies and techniques are changing research methods in literary studies and the humanities more broadly, but also on what the value of such changes is (or isn’t). Students will have significant input into the materials we read and discuss in the last half of the semester, but major topics for

discussion will include: points of intersection between the digital humanities, digital media studies, and science and technology studies; the relationship of the digital humanities to “theory;” what constitutes “data” in the humanities; the logic of quantification; methods of text analysis; and the digital humanities and academic labor. While the first half of the semester will follow a more traditional seminar format, the second half will center on project development and hands-on work. Students will form small groups and develop a draft grant proposal for a digital humanities project (students can also work individually on this if they prefer). Readings in this half of the semester will be determined by individual student interest and the needs of the project. No experience in the digital humanities or with digital tools or methods is required. Students with experience in the digital humanities, including previous graduate-level coursework, are also welcome in the course. In this case, should they have a project underway, they may continue to develop it in consultation with the instructors. Additional changes to their assigned reading may also be done under the advisement of instructors.

MLL 621 (Cross-listed with FRE 675)

From French Maghreb to Maghrebi France

Dr. Ralph Heyndels

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MLL 621 (Cross-listed with SPA 636)

Qué Hacer con el Pasado/What to Do with the Past

Dr. Christina Civantos

Mondays 1:30-4:00 pm

Merrick 210.01

This course will consider how earlier historical periods are portrayed and invoked in literature, film, and other cultural products to support ideologies and formulations of identity and/or in search of justice and reconciliation. We will explore how history is used (and possibly abused) to inform or critique experience in the present. This will lead us into methodological and theoretical issues that are part of the relationship between narrative and history, including trauma, memory, truth, and the construction of identity. Along the way, we will examine specific case studies primarily taken from the literature and film of Spain, Argentina, and Cuba. In our in-class discussions, although Spanish will be our base, participation in English will be welcome in order to make it possible for students in other programs/areas of specialization to participate. Although some secondary readings will be in English, the majority of our readings will be in Spanish. Thus, advanced proficiency in both aural comprehension and reading of Spanish are required for the course. The final paper can focus on a non-Hispanophone region as long as it engages directly with the theme of the course.

Our secondary and theoretical readings will include works by Walter Benjamin, Arthur Danto, Hayden White, Paul Ricoeur, Pierre Nora, Fredric Jameson, Svetlana Boym, Jacques Lacan, Shannon Lee Dawdy, Daniela Flesler, José Antonio González Alcantud, Victoria Sanford, Silvia Tandeciarz, Stephanie Sieburth, and Alison Ribeiro de Menezes. Our primary texts will include writings by José Martí, Andrés Bello, Jorge Luis Borges, Jacobo Timerman, and Antonio Gala, visual art by Francesc Torres and Eduardo Molinari, films by María Luisa Bemberg and Icíar Bollaín, the Mosque-Cathedral of Córdoba as a heritage monument, and commemorative monuments such as El Parque de la Memoria (Buenos Aires) and El Valle de los Caídos (near Madrid).

MLL 621 (Cross-listed with LAS 620 and POR 691)

Colonialism, Post-colonialism, & Decolonization in the Portuguese-speaking World

Dr. Tracy Devine Guzmán

Tuesdays and Thursdays, 12:30-1:45

Dooly Memorial 106

This seminar examines the intellectual, religious, and military workings of Portuguese colonialism and the cultural and political inheritances of the Portuguese Empire in Africa, Asia, and the Americas. Working with primary texts, historiography, and a range of cultural products (fiction, film, music, and photography), students will consider key similarities and differences among colonial encounters and their legacies over nearly six centuries, beginning with the Portuguese arrival to the Malabar Coast in the late 1400s and ending in 1999 with the transference of the sovereignty of Macau to the People's Republic of China. Along the way, we will examine historical and present Portuguese influences in Angola, Brazil, East Timor, India, and Mozambique. The final segment of the seminar highlights twentieth century "post-colonial" debates and present-day "decolonial" movements among the indigenous peoples of these countries.

This course is open to graduate students with the ability to read and understand Portuguese. Students wishing to fulfill a language requirement should register for the POR section and will complete their assignments in Portuguese. Others are welcomed to register for the MLL or LAS sections and to participate/complete work in English or Spanish.

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 seminars (three credits)

POR 691 (Cross-listed with LAS 620 and MLL 621)

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Dr. Tracy Devine Guzmán

Tuesdays and Thursdays, 12:30-1:45

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POR 691

Queering the American Dream: LGBT Latin America in South Florida

Dr. Steven Buttermann

Mondays and Wednesdays, 6:25PM-7:40PM

Dooly Memorial 214

This course will be conducted in English but is also open to Portuguese and Spanish speakers who choose to complete writing and reading assignments in these respective languages. In this writing-intensive course, we will explore how sexuality and gender identity "travel" when transiting and "transitioning" across geographic, cultural, and linguistic boundaries. With attention to intersectionality among race, gender, and socioeconomic class distinctions, we will examine how queer identities are reimagined, deconstructed, and/or reconfigured when LGBT-identified individuals and communities from Latin America arrive and adapt to life in South Florida. Incorporating literary analysis, ethnographic research, and theories of diaspora, migration, and transnationalism, the course will also consider how transnational marriage equality reflects or rejects homophobic and transphobic practices throughout the Americas. To that end, we will carefully analyze recent cases of petitions for asylum to the US and Canada made from Latin America and the Caribbean, prompted by and in response to homo/transphobic practices in home countries as diverse as Brazil, Colombia, Honduras, Jamaica, and Venezuela.

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 636 (Cross-listed with MLL 621)

Qué Hacer con el Pasado/What to Do with the Past

Dr. Christina Civantos

Mondays 1:30-4:00 pm

Merrick 210.01

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