

MICHELE BOWMAN UNDERWOOD
DEPARTMENT OF MODERN LANGUAGES
AND LITERATURES

UNDERGRADUATE COURSES

SPRING 2025



Michele Bowman Underwood
Department of Modern Languages and Literature
Undergraduate courses
SPRING 2025
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Michele Bowman Underwood
Department of Modern Languages and Literatures
Department Overview

Through its courses dedicated to the study of languages, literatures, and cultures, the Michele Bowman Underwood Department of Modern Languages & Literatures Department (MLL) offers you an exciting opportunity to engage in a learning experience that will help you to succeed in your chosen career path and to acquire a deeper understanding of your own and of others' linguistic and cultural heritage. Whether you opt for a career in education, business, economics, law, medicine, politics, the arts, or the social sciences, our courses will enrich your life beyond your expectations.

If you would like to know more about our majors and minors in French and Spanish, or our minors in Arabic Studies, German, Italian, and Portuguese, or the dual language “modern languages” minor, please contact the appropriate advisor, as listed below. If you have questions about our courses in Haitian Creole, please call the department’s main office at (305) 284-5585.

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Note on Course Professors: In the course lists that follow, wherever possible the instructors for upper-division courses are noted. If the instructor is not noted, it may be that there are multiple sections or that the instructor is still to be determined. Please consult Canelink for more information or updates.

COURSES TAUGHT IN ENGLISH

NOTE: None of the following courses can be used to satisfy the language requirement.

ARB/CHI/FRE/GER/JPN/ITA/POR/SPA/MLL 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the major.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.
- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally-based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences. As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

ARB/ARB 207/MLL325 (Section R): Franco-Arab Cinema (WRIT)

Instructor: Suja Sawafta

The objective of this course is to explore and *witness* the dynamic relationship that exists between France and the Arab world, broadly speaking. With the Mediterranean between them, these two regions have a longstanding history of cross-cultural, transnational, colonial, and postcolonial encounters and confrontations. From questions of migration to linguistics, power and oppression, to shame and integration, this course will survey a number of films that contend with this complex and rich relationship as it is represented in French cinema, as well as minor cinemas in the Middle East; Arabophone and Francophone, in equal measure.

CHI 310 (Section Q): Topics in Chinese Literature and Culture in Translation (WRIT)

Instructor: Rebecca Doran

Specific topics within the literature and cultures of the Chinese-speaking world, including literary, cinematic, and artistic representations of central themes or issues, and the cultural production of particular historical periods or national or immigrant groups. This course is taught in English and does not fulfill the CAS foreign language requirement. May be repeated for credit if topics vary. This semester's topic is "The Supernatural in Chinese Literature and Film."

ENG 364 / JUS 301 / SPA 310/ MLL 321 / HIS 396 / LAS 350 (combined course) (Section Q) (WRIT): *Sephardi and ChatGPT: AI as a Digital Frontiers in Cultural Heritage*

Instructor: Shai Cohen

This 3-credit interdisciplinary course delves into the intersection of Artificial Intelligence (AI) and Sephardic Heritage in Miami, a city known for its diverse cultural landscape and technological innovation. The course introduces students to how AI can preserve, analyze, and disseminate Sephardic cultural and historical studies, emphasizing Miami as a dynamic center for cultural exchange.

Incorporating civic and community engagement, the course offers students opportunities to interact with local organizations that promote Sephardi culture. Through lectures, hands-on projects, and discussions, students will explore AI applications in cultural heritage preservation,

digital humanities, migration identities, and linguistic analysis, with a focus on the Sephardic Jewish community.

This course embarks on a comprehensive exploration of Identity, Culture, and Migration, focusing on the dynamic journey of Judeo-Spanish communities. Our journey spans from the historical "Golden Age" of Spain to the contemporary landscape of America. Within the context of this course, we define "Sephardic" as encompassing all Jewish or clandestinely Jewish groups that have either inhabited the Iberian Peninsula (Spain and Portugal) or conscientiously trace their roots to this geographical region.

This course provides a unique blend of technology and cultural studies, ideal for students interested in how innovative technologies can enhance historical and cultural understanding in a metropolitan setting. Engaging with community leaders and stakeholders, students will gain practical insights into the application of their studies in cultural preservation.

GER 310/JUS 410 (Section GH): German Studies in Translation: Poetics of Travel in Literature and Culture (WRIT)

Instructor: Antonella Cassia

Prerequisites: WRS 106 or ENG 106 or WRS 107 or ENG 107

This course examines the poetics and practices of travelling in both German fictional and non-fictional travelogues. The aim of this course is to analyze paradigmatic texts from different eras, and to investigate the changes in modes and goals of travel, and the changes that this travel had on Germans' perceptions of the world and themselves. The journey will be examined not only to explore new worlds, but also as a path to self-discovery and intercultural communication. The course will deal with a wide variety of textual genres including scientific and ethnographic reports of early scholars, visual representations, Baedeker's travel guides, tourism magazines and the blogosphere. We will also examine the growth in women's travel, and travel writing self-reflection within a multicultural Germany of immigrants. Questions discussed in the course will include: Who are the travelers in the texts and how do their means of transportation shape their respective visions of the world? What are the different kinds of boundaries crossed and the various contact zones? How do they convey the experiences of the traveling subjects and the encounters between self and other? How do they frame the notions of departure and arrival?

LAS 301, MLL 360, AMS 337, INS 310 (combined course) (Section T): Sound and Identity in Mexico and the Caribbean (WRIT)

Instructor: Yoán Moreno

We are used to drawing a link between visuals and identity: we often point at flags, skin color, and clothing to explain who we are. But much less thought has been given to the relationship between *sound* and identity. What is the relationship of music(s), language(s), accent(s), everyday sounds and noise to identity? This course asks these questions about Mexican and Caribbean peoples over the past one hundred years, both at home and abroad. What do their musics, languages, accents, and reproduced sounds—everything from the call of a unique frog to police sirens to moans—tell us about their identities? With respect to the recorded songs, folkloric traditions, noise regulations, and performed poems of these regions and time period that we will study, this course asks you to think about the link between the sounds you hear—or

don't—and the identities expressed. The knowledge you will generate in this course through sound—called “acoustemology” by ethnomusicologist Steven Feld—will help you approach these communities on their own auditive terms; it will also give you a new angle from which to approach topics common to (Latin) American Studies (*mestizaje*, colonialism, *négritude*) that you likely have already studied from a visualist perspective. As we listen to the past hundred years across these regions, we will ask questions like the following: how did the combination of *rumba* and poetry lead Cubans to think of themselves as a “biracial” nation? How does the fact that reggaeton—a music mainly identified with Spanish and Puerto Rico—began its journey in Jamaica affect Puerto Rican identity? What do the accents and grammar in Selena's or La Goony Chonga's music tell us about Mexican- and Cuban-Americans? In short, what can we learn about all of these identities through *sound*?

At the end of the course, not only will you have a stronger auditive, conceptual, and historical knowledge about Mexican and Caribbean peoples, you will have also reflected upon your own identity through sound, whether or not you belong to one of these groups. All are welcome, and all discussions and work will be conducted in English (via translation where necessary).

POL/MLL 322 (Section Q): Introduction to Native American Studies (WRIT)
Instructor: Raymond Orr

SPA 318/375 (Section S): Ecological Cinema in 20th and 21st Century Latin America (WRIT)

Instructor: Allison Schifani

This course will explore a broad range of films produced from a wide range of geographical and cultural contexts. Focused specifically on the ecological, this course will look at cinema that imagines both present, past, and future ecological relationships, both human and non-human. The course films will be paired with theoretical texts such that students will be able to appropriately ground each specific film in historical and cultural terms, develop the ability to engage in close analysis of a cinematic object, and also understand cinema more broadly as a technology that shaped social, political, and even biological life globally. The films will include works by directors such as Lucretia Martel, Alex Rivera, Walter Salles, and others.

ARABIC STUDIES PROGRAM

LOWER DIVISION (100-200 LEVEL)

ARB 102 : Elementary Arabic II

Modern Standard Arabic; oral and written exercises. Closed to native speakers.

ARB 202 (Section D): Intermediate Arabic II

Instructor: Nadia Naami

Readings designed to integrate listening comprehension, speaking, reading, and writing skills in Modern Standard Arabic. Discussion of Arab society, history and culture. Closed to native speakers.

ARB 203 (Section P) (WRIT): Advanced Arabic

Instructor: Suja Sawafta

Prerequisite: ARB 202.

5th semester course in Modern Standard Arabic. Continued development of all four language skills (listening, speaking, reading, and writing) together with study .of cultural aspects of the Arab world. Conducted in Arabic. Closed to students who graduated from a high school in which the primary language of instruction was Arabic.

UPPER DIVISION (300-500 LEVEL)

ARB 310 (Section R) (WRIT): Franco-Arab Cinema (WRIT)

Instructor: Suja Sawafta

The objective of this course is to explore and *witness* the dynamic relationship that exists between France and the Arab world, broadly speaking. With the Mediterranean between them, these two regions have a longstanding history of cross-cultural, transnational, colonial, and postcolonial encounters and confrontations. From questions of migration to linguistics, power and oppression, to shame and integration, this course will survey a number of films that contend with this complex and rich relationship as it is represented in French cinema, as well as minor cinemas in the Middle East; Arabophone and Francophone, in equal measure.

ARB 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

(See Description on Pages 9, 10.)

CHINESE PROGRAM (MANDARIN)

LOWER DIVISION (100-200 LEVEL)

CHI 101 (Section C): Elementary Chinese I.

Instructor: Xialoi Zhang

Conversation, grammar, reading, elementary composition.

CHI 102 (Sections B, D): Elementary Chinese II

Instructor: Xialoi Zhang

Prerequisite: CHI 101

Continuation of CHI 101. Conversation, grammar, reading, elementary composition.

CHI 202 (Sections EF) (WRIT): Intermediate Chinese II

Instructor: Xialoi Zhang

Prerequisite: CHI 201 or equivalent.

Continuation of CHI 201. Further development of reading, writing, speaking, and listening skills in Mandarin Chinese closed to native speakers.

CHI 204 (Section O) (WRIT): Advanced Chinese II

Instructor: Rebecca Doran

Prerequisite: CHI 203

The course is designed to develop students' ability to use Chinese in a more advanced way continuing Chinese 203's emphasis on accurate comprehension, expansion of vocabulary, and development of the ability to use increasing complex grammatical and sentence structures. In addition to improving their language abilities, students will also be exposed to different areas of Chinese culture.

UPPER DIVISION (300-500 LEVEL)

CHI 310 (Section Q) (WRIT): Topics in Chinese Literature and Culture in Translation

Instructor: Rebecca Doran

Specific topics within the literature and cultures of the Chinese-speaking world, including literary, cinematic, and artistic representations of central themes or issues, and the cultural production of particular historical periods or national or immigrant groups. This course is taught in English and does not fulfill the CAS foreign language requirement. May be repeated for credit if topics vary. This semester's topic is "The Supernatural in Chinese Literature and Film."

CHI 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

(See Description on Pages 9, 10.)

FRENCH PROGRAM

LOWER DIVISION (100-200 LEVEL)

FRE 101: Elementary French I

For students with no background or previous study of French. The focus of FRE 101 is the development of communicative abilities in speaking, reading, writing, and comprehension of French and an introduction to the cultural practices of the Francophone world. Themes on university life, family, leisure activities, home, and community. Includes both oral and written assessment of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French. Not open to students who have completed two or more years of high school French. Closed to heritage or native speakers of French.

FRE 102: Elementary French II

Prerequisite: FRE 101 or equivalent. Closed to heritage and native speakers.

Continuation of FRE 101. The development of communicative abilities in speaking, reading, writing, and comprehension of French and an introduction to the cultural practices of the Francophone world. Themes on childhood and adolescence, food and lifestyle, university life, and professions. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French.

FRE 105 (Section D): Accelerated Elementary French

Prerequisite: Three or more years of high school French or the equivalent. Closed to heritage and native speakers.

For students with previous study of French desiring to review material covered in FRE 101 and 102 in preparation for continued study of French at the intermediate level. The focus of FRE 105 is the continued development of communicative abilities in speaking, reading, writing, and comprehension of French and an introduction to the cultural practices of the Francophone world. Themes on family, leisure activities, home, and community, childhood and adolescence, food and lifestyle, university life, and professions. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French.

FRE 201: Intermediate French I

Prerequisite: FRE 102 or 105, the equivalent from another institution, or 3-4 years high school French AP 3 Language test or IB 4. Closed to heritage and native speakers.

For students with previous study of elementary-level French. The continued development of communicative abilities in speaking, reading, writing, and comprehension of French and an introduction to the cultural practices of the Francophone world. Themes on: travel, technological innovations, the evolution of family values, and social and environmental issues. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French.

FRE 202: Intermediate French II (WRIT)

Prerequisite: FRE 201 or 5-6 years of high school French. Closed to heritage and native speakers. Satisfies requirements towards the French major or minor.

For students with some previous study of French at the intermediate level, who are familiar with all tenses and with vocabulary related to the topics covered in FRE 101-201. FRE 202 is the first semester of a two-semester sequence ending with FRE 203. The continued development of skills in reading, writing, speaking and listening in French, with an additional emphasis on cultural competence in the French-speaking world. Themes on: relationships, cultural values, different historical perspectives, and current politics. These themes will be explored through articles, films, and literary texts. The course will develop writing and reading strategies, providing them with the tools to think, read, and write critically and analytically in papers of 1-3 pages. Progress will also be assessed through quizzes and exams. Course conducted entirely in French.

FRE 203 (Section EF): Advanced French (WRIT)

Instructor: Ludovic Mompelat

Prerequisite: FRE 202. Closed to heritage and native speakers. Satisfies requirements towards the French major or minor.

Continuation of FRE 202. This course will prepare students for advanced literature, linguistics, and culture courses. The class will use films, literary works, and other cultural texts. Students will write analytic essays of 3-5 pages to develop style, vocabulary, and syntax. Course conducted entirely in French.

FRE 203 (Section R): Advanced French (WRIT)

Instructor: Viviana Pezzullo

Prerequisite: FRE 202. Closed to heritage and native speakers. Satisfies requirements towards the French major or minor.

French 203 is designed to advance students' French proficiency in the four core skills: speaking, listening, reading, and writing, while providing them with a specialized focus on healthcare. Students will enhance their medical vocabulary, develop cultural competence, and tackle ethical dilemmas in French-speaking environments. They will also participate in debates, case studies, and creative projects, gaining essential skills for healthcare professions. By the end of the course, students will be able to express complex ideas, argue positions, and produce original work in both written and oral forms, preparing them for careers in healthcare in French-speaking contexts.

UPPER DIVISION (300-500 LEVEL)**FRE 301 (Section P): Introduction to French & Francophone Studies (WRIT)**

Instructor: Patoimbasba Nikiema

Prerequisite: FRE 203 or permission of instructor

FRE 301 offers an immersive exploration into the diverse literary and cultural landscapes of the French-speaking world. FRE 301 begins with an overview of French literary and cultural production from the medieval period and provides a foundation in the French history and cultural

contexts. The course then expands its focus to include key texts and multimedia from Sub-Saharan and North Africa, the Caribbean, and Quebec. Through a combination of literary analysis, historical inquiry, and cultural study, students will engage with a variety of texts that highlight the distinctiveness and interconnectedness of Francophone cultures. We will examine seminal works and influential authors, exploring movements such as humanism, the Enlightenment, and Romanticism, alongside important themes like feminism, Quebecois identity, and postcolonialism. Building upon the language and analytical skills developed in FRE 203, the course emphasizes the rigorous examination of texts in their original French. Students will engage in detailed literary and historical analyses, developing critical perspectives that will prepare them for advanced coursework in French at the 300-500 levels.

FRE 322 (Section GH): Bioethical Debates in French (WRIT)

Instructor: Nadia Naami

This course provides students with the skills and tools to engage in informed and dynamic debates on contemporary bioethical issues using various media, including texts, visual arts, films, documentaries, and podcasts. Students will explore complex ethical dilemmas relevant to French and Francophone contexts, such as euthanasia and end of life care, the use of artificial intelligence in healthcare, human-animal research, and stem cell research among others. With a focus on active participation in discussions and debates conducted in French, students will learn to construct, present, and defend arguments using evidence from various Francophone sources, thereby enhancing their debate skills. The course will include critical analysis of media, texts, and case studies related to various bioethical topics to understand their impact and perspectives in different cultural and social contexts, while developing research skills to support well-founded arguments. Additionally, students will gain experience in moderating and participating in debates, fostering a collaborative environment to explore and discuss ethical issues. For their final project, students will create an interactive virtual exhibit on bioethical topics of their choice, showcasing their findings and engaging with their peers on the selected bioethical issues. This course will be entirely conducted in French.

FRE 365 (Section S): The Femme Fatale Class: An exploration of *Carmen* in 19th and 20th Century Francophone Film, Literature and Opera (WRIT).

Instructor: Cae Joseph-Massena

The *femme fatale* character, a passionate power-obsessed seductress who destroys the lives of those who have fallen prey to her charms is a fixture on our screens. Before she became so recurrent, this figure and the terminology ‘femme fatale’ was penned by predominantly French male writers of the 19th century. But what is the function of the *femme fatale* and why did this controversial figure become so prevalent to this day? In this class we will study one emblematic *femme fatale* character of the 19th century: Prosper Mérimée’s *Carmen*. We will compare and contrast Mérimée’s *Carmen* with Bizet’s operatic version of this heroine as well as other *femmes fatales* of the era and beyond. We will use novels, films, and archives in order to contextualize the emergence of this figure. This will lead us to frame its origins within a very specific colonial context which in turn dictates the racial, gendered and class undertones of the *femme fatale* figure. The Class will be in French.

FRE 394 (Section T): Internships in Modern Languages and Literatures**Instructor: Shai Cohen**

(See Description on Pages 9, 10.)

FRE 501 (Section Q): Capstone/ “Visual Voices: Identity and Culture in Francophone Graphic Novels” (WRIT)**Instructor: Patoimbasba Nikiema**

This course explores the rich and complex world of Francophone *bandes dessinées* (BD) as a dynamic medium for storytelling and social critique. As both an art form and a personal expression, graphic novels serve as a window to the world, transcending traditional audiences to become a vehicle for subtle social critique, and creative freedom (Dominique Wolton). Graphic novels are, therefore, more than just comic books – they blend art and narrative to engage readers with powerful stories about identity, history, and social change. In this course, you will delve into a diverse selection of Francophone graphic novels from Europe, Africa, and the Caribbean to uncover how these works address issues like migration, gender, and culture. Through the analysis of both visual and narrative elements, we will examine how graphic novels transcend borders, represent, challenge, and even negotiates identities in complex sociopolitical contexts. Throughout the semester, you will learn how techniques like framing, color, spatial design, and paneling create a storytelling language that captivates readers while delivering nuanced sociopolitical commentaries. In addition to the thematic analysis, the course will sharpen your critical thinking skills as you explore the intersection of art, literature, and social issues.

GERMAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

GER 101 (Section D): Elementary German I

For students with no or little background and/or previous study of German. The focus of GER 101 is the development of communicative skills in speaking, reading, writing, and comprehension of German as well as an introduction to aspects of the culture and history of Germany and German-speaking countries through topics such as family, leisure activities, home and community, and politics. GER 101 will be conducted mostly in German. The course is not open to students who have completed two or more years of high school German.

GER 102 (Section E): Elementary German II

Prerequisite: GER 101 or equivalent. Closed to heritage and native speakers.

Continuation of GER 101 with a focus still on the development of communicative abilities in speaking, reading, writing and comprehension of German. The course will continue to combine the development of communicative skills along the learning about cultural practices and aspects of Germany and German speaking countries. Some of the themes are university life, professions and work, and housing.

GER 202 (Section EF): Intermediate German II: Berlin in Text, Image, and Film (WRIT)

Instructor: Antonella Cassia

Prerequisites: GER 201 or equivalent.

This course is designed to provide students with the language tools and comprehension strategies necessary to carry out advanced work in German and German Studies in an interdisciplinary and theoretically informed manner at the 300-level and above. Thematically focused on Berlin, students explore and learn about the city's architecture, memorials, streets, museums, theaters, and its history, in particular, its existence as both a divided and reunified city. In addition to examining depictions of Berlin in short articles and literary texts, students will also examine representations of the city in films, such as *Himmel über Berlin* (Wings of Desire, Wim Wenders, 1987) and *Good-bye-Lenin!* (Wolfgang Becker, 2004).

Reading- and writing-intensive course with readings and discussions in German. With a strong focus on critical reading, essay writing, and advanced grammatical structures, the course assists students in further developing oral and written communicative skills, critical thinking skills, and their ability to understand and produce different kinds of texts. Pre-requisites: German 201 or equivalent or permission of instructor. Closed to native speakers.

UPPER DIVISION (300-500 LEVEL)**GER 310 (Section GH): German Studies in Translation: Poetics of Travel in Literature and Culture (WRIT)****Instructor: Antonella Cassia****Prerequisites: WRS 106 or ENG 106 or WRS 107 or ENG 107**

This course examines the poetics and practices of travelling in both German fictional and non-fictional travelogues. The aim of this course is to analyze paradigmatic texts from different eras, and to investigate the changes in modes and goals of travel, and the changes that this travel had on Germans' perceptions of the world and themselves. The journey will be examined not only to explore new worlds, but also as a path to self-discovery and intercultural communication. The course will deal with a wide variety of textual genres including scientific and ethnographic reports of early scholars, visual representations, Baedeker's travel guides, tourism magazines and the blogosphere. We will also examine the growth in women's travel, and travel writing self-reflection within a multicultural Germany of immigrants. Questions discussed in the course will include: Who are the travelers in the texts and how do their means of transportation shape their respective visions of the world? What are the different kinds of boundaries crossed and the various contact zones? How do they convey the experiences of the traveling subjects and the encounters between self and other? How do they frame the notions of departure and arrival?

GER 394 (Section T): Internships in Modern Languages and Literatures**Instructor: Shai Cohen**

(See Description on Pages 9, 10.)

HAITIAN PROGRAM

HAI 102/642 (Section J): Elementary Haitian Creole II

Instructor: Cherol Marcelin

Prerequisite: HAI 201

Basic listening, speaking, reading, and writing skills developed in Elementary Haitian Creole 101. Students will produce more complex grammatical structures in oral and written presentations and focus on improvement of pronunciation.

HEBREW PROGRAM

HEB 102/642 (Section O): Elementary Hebrew I

Instructor: Shai Cohen

Prerequisite: HEB 101

Continuation of HEB 101. **Closed to native speakers.**

HEB 202 (Section P): Intermediate Hebrew II (WRIT)

Instructor: Shai Cohen

Prerequisite: HEB 201

Continuation of 201 with oral presentations, compositions, and grammar review. Class conducted in Hebrew. **Closed to native speakers.**

ITALIAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

ITA 101: Elementary Italian I

For students with no background or previous study of Italian. The focus of ITA101 is the development of communicative abilities in speaking, reading, writing, and comprehension of Italian and an introduction to the cultural practices of the Italian world. Themes on university life, family, leisure activities, home and community. Includes both oral and written assessment of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in Italian. Normally closed to students who have completed two years of high school Italian. **Closed to native speakers of Italian.**

ITA 102: Elementary Italian II

Prerequisite: ITA 101

Continuation of ITA 101. Conducted entirely in Italian. Closed to native speakers. Upon successful completion of this course, you will be able to communicate in Italian discussing past and future events, and expressing hope, dreams, and opinions. You will be able to read and comprehend short authentic texts about everyday life in Italy and cultural aspects of Italian life. Keeping in mind that writing is a process, you will be able to write short essays narrating personal stories and experiences using the present, past, and future tenses.

ITA 106 (Section D): Elementary Italian for Spanish Speakers. 3 Credit Hours.

Instructor: Loredana Di Stravolo

First of two courses specifically designed for students who are heritage learners, native speakers of Spanish, or who have reached a proficiency level of Intermediate-Low after 4-5 years of high school Spanish. The course will draw on students' already existing knowledge of the Spanish language so as to improve and accelerate the Italian learning experience.

ITA 201: Intermediate Italian I

Prerequisite: ITA 102, a strong high school background (4 years; good program; good grades). Closed to native speakers.

For students with previous study of elementary-level Italian. The continued development of communicative abilities in speaking, reading, writing, and comprehension of Italian and an introduction to the cultural practices of the Italian world. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in Italian.

ITA 202 (Section GH): Intermediate Italian II (WRIT)**Instructor: Mojca Del Fabro****Prerequisite: ITA 201; closed to native speakers. Satisfies requirements towards the Italian minor.**

This course uses different genres of texts (portraits, descriptions, short stories, film reviews, magazine articles) to explore different ways of writing and to prepare students for 300-level work. Structured in a workshop format, the course develops conversational skills, provides opportunities for students to demonstrate their proficiency in spoken interpersonal communication and their ability to synthesize information from a variety of authentic materials. The course explicitly addresses Italian contemporary life themes and prepare students to use the target language in real-life situations. Class conducted in Italian.

ITA 206 (Section C): Intermediate Italian for Spanish Speakers (WRIT)**Instructor: Loredana Di Stravolo****Prerequisite: ITA 106**

Italian 206 is a continuation of ITA 106 (Elementary Italian for Spanish Speakers and is specifically designed for students who are either heritage learners, native speakers of Spanish, or have reached the proficiency level of Intermediate-Low (based on the ACTFL proficiency guidelines) in Spanish, the latter to be determined by your professor. This course is designed to improve and accelerate the learning of Italian by drawing on the student's already existing knowledge of their native, heritage or Intermediate level of Spanish. Students will be exposed to the basic syntactic and morphological parallels between Italian and Spanish languages to develop and enhance the student's metalinguistic knowledge. In addition, a variety of classroom and online activities will introduce and develop Italian language skills in four areas: listening, speaking, reading, and writing. Reading and writing activities will reinforce and expand the vocabulary and concepts presented and provide further Cultural insights. As the semester progresses, students will be able to comprehend and communicate in Italian at increasingly complex levels. By the end of the term students will be able to participate in basic everyday conversations, understand short texts, and express themselves in writing at a level consistent with the material covered.

UPPER DIVISION (300-500 LEVEL)**ITA 365 (Section EF): 20th-21st Century Topics in Italian. 3 Credit Hours.****Cinema italiano: Culture, Society and Identity in Film (WRIT)****Instructor: Susanna Alles-Torrent****Italian culture and literature of the twentieth and twenty-first century. Taught in Italian.****Prerequisite: ITA 202.**

This course is a comprehensive introduction to the history of Italian cinema from its origins to the present day. This course examines how film has served as both a mirror and a creator of Italian cultural, societal, and individual identities. Through a selection of seminal films, students will explore the evolution of Italian cinema, engaging with key historical movements such as Neorealism, the Golden Age of Italian comedy, political cinema, "Spaghetti Westerns," and contemporary filmmaking. Students will have the opportunity to engage with cinematic masterpieces and influential directors, including Federico Fellini, Roberto Rossellini, and

contemporary figures like Paolo Sorrentino and Nanni Moretti. The course includes weekly film screenings, critical readings, and discussion sessions that encourage deep engagement with the material. Designed for students interested in Italian culture and the intersections of cinema with broader historical and social dynamics, this course is taught in Italian.

ITA 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

(See Description on Pages 9, 10.)

JAPANESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

JPN 101: Elementary Japanese I

Closed to native speakers.

Japanese 101 is designed to develop basic skills in speaking, listening, reading and writing of the modern Japanese language. Classes will be conducted in the target language. Students are expected to be able to use them with ease by the end of the semester. Classes are activity-oriented and active participation is mandatory. Accuracy of pronunciation, intonation and rhythm of speech are emphasized. Japanese culture and customs will be taught by way of media and other resources.

JPN 102: Elementary Japanese II

Prerequisite: JPN 101. Closed to native speakers.

This course is a continuation of Japanese 101 and covers the second half of the introductory level. It is designed to further develop language skills in speaking, listening, reading and writing of the modern Japanese language. Classes are taught in the target language. 80 Kanji will be introduced by the end of the semester, and you are expected to be able to recognize and use them. The short form, which enables students to use the informal speech in addition to more sophisticated and complex structures, will be introduced. You will reinforce writing, reading and comprehension skills while completing assignments and homework for each class. Classes are activity-oriented and active participation is mandatory. Japanese culture and customs will be taught by way of media and/or other resources. Students should be prepared to a building-up and cumulative process of language learning.

JPN 201 (Section D): Intermediate Japanese I

Instructor: Eiko Williams

Prerequisite: JPN 102 or equivalent

Japanese 201 is a continuation of JPN102, and its objective is to further develop students' communication skills in speaking, listening, reading, and writing with extensive exercises to achieve proficiency, using a communicative approach in classroom. The course consists of a review of grammar, vocabulary building, and expansion of Kanji. To enhance students' awareness and understanding, selected topics on Japanese contemporary and traditional culture are presented throughout the course. Class attendance and participation are mandatory.

JPN 202 (Section E): Intermediate Japanese II (WRIT)

Instructor: Eiko Williams

Prerequisite: JPN 201 or equivalent

This course is a continuation of JPN201 and covers the second half of the intermediate level. Students will further develop language skill of more complexity, including the honorific and respectful expressions. By the end of the semester, students should be able to engage in conversation, provide and obtain information on advanced topics in detail. Additional 80 Kanji will be introduced throughout the course. Listening, speaking, reading and writing skills will be enhanced by way of the communicative approach in classroom and daily homework assignments. The modern and traditional culture will be taught through media and other resources. Class attendance and active class participation are mandatory.

JPN 204 (Section G): Advanced Japanese II (WRIT)**Instructor: Etsuko Collins****Prerequisite: JPN 203 or the equivalent**

This course caters to students who have completed JPN203 Advanced Japanese I. It is designed to help students further develop their overall proficiency skills in speaking, listening, reading, and writing skills in Japanese as well as deepen their knowledge of Japanese linguistic structures. Literacy skills including Kanji character knowledge are especially emphasized in this level. The primary course material for this course is the textbook, “TOBIRA: Gateway to Advanced Japanese,” its supplementary grammar book and Kanji reading/writing book, which JPN203 Advanced Japanese I use in the second half of the semester. Additionally, a variety of diverse media: newspapers and magazine articles, short stories, and Japanese television programs will be used to enhance their application skills. The students will undertake a series of projects, such as oral presentations, academic essays, and one-on-one conversations with native speakers of Japanese (contingent upon the conversation partners’ availability), to reinforce their overall fluency and accuracy, which will serve as a crucial bridge to 300-level.

UPPER DIVISION (300-500 LEVEL)**JPN 394 (Section T): Internships in Modern Languages and Literatures****Instructor: Shai Cohen**

(See Description on Pages 9, 10.)

JPN 447 (Section GH): Advanced Conversation through Japanese Theatrical Texts (WRIT)**Instructor: Mari Williams****Prerequisite: JPN 202**

This course is for students who have completed JPN202. Students who have completed JPN201 are also allowed to take this course if they are recommended by their instructor.

This course is designed to enhance Japanese oral proficiency through immersive practice in Japanese performing arts. Students will practice their conversational skills by engaging in activities such as voice-acting for Anime and performing scenes from contemporary Japanese theater. While the primary focus is on oral performance and listening comprehension, students will also read authentic Japanese theatrical and literary texts and create short scripts.

In this course, students will acquire a better understanding of sociocultural dynamics and develop natural communication skills in different social settings (formal vs informal speech, gender stylization, age stylization, etc.). Students will also develop self-study skills to become independent learners of Japanese by learning strategies when encountering unfamiliar words and expressions and reflecting one’s own learning processes.

PORTUGUESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

POR 105/645: Accelerated Elementary Portuguese

Instructor: Leila Da Costa

Prerequisite: Two or more years of college study of Spanish, French, Italian, or Latin.

Also open to heritage speakers of Romance languages other than Portuguese.

Intensive study of material covered in 101 and 102. Specifically intended for students who have completed three or more than years of high school Spanish or beginning Spanish at another university. Also intended for heritage speakers of Romance Languages other than Portuguese, or students with at least two years of college study of Spanish, Italian, or French. Closed to native speakers.

POR 201/651 (Section Q): Intermediate Portuguese I

Instructor: Neta Kanny

Prerequisite: POR 102 or 4 years high school POR, or permission of instructor. Closed to native speakers.

Integrated grammar review. Diverse selection of readings: stories, plays, essays, interviews. Practice in speaking and in writing. Class conducted in Portuguese.

POR 202/652 (Section GH): Intermediate Portuguese II (WRIT)

Instructor: Steven Butterman

Prerequisite: POR 201 or equivalent or permission of instructor. Satisfies requirements towards the Portuguese minor.

Portuguese 202 is designed to enhance the advanced intermediate student's communication skills in the Portuguese language. Grammar lessons will emphasize adverbial clauses, the subjunctive mood, and the uses of the personal infinitive. This course covers a variety of topics that are of utmost importance in political, economic, historical, cultural and social settings in Brazil. Students will have the opportunity to delve into a myriad of materials and media to support and enhance their learning process in the Portuguese Language, such as: films, documentaries, music, poetry, short stories, journalistic texts, and arts. Students will be able to learn and discuss different aspects of Brazilian cultures through Portuguese Language that reflects current social, political and economic situations in Brazil today. This course will also enable students to express their arguments and opinions from a global perspective in a critical and creative way through writing, speaking, and other media resources.

UPPER DIVISION (300-500 LEVEL)

POR 364 / LAS 301 / LAS 650 (Section J): The Contemporary Brazilian Short Story: Os melhores contos dos séculos 20 e 21 (WRIT)

Instructor: Steven Buttermann

Portuguese 364 / 591 (The Brazilian Short Story), conducted entirely in Portuguese, surveys the development of arguably the most important and innovative literary genres in contemporary Brazil. Combining significant readings, songs based on and inspired by short stories, films, and documentaries featuring interviews with writers studied this semester, the course treats the (d)evolution of the short story from 1890 to the present. One of the central aims of this writing-intensive class is to further develop critical writing and reading skills for both non-native and heritage speakers. POR 364 may be used to fulfill the humanities literature requirement and also satisfies the Arts and Sciences writing credit (WC).

Note: POR minors must complete all written assignments in Portuguese. Students enrolled in LAS sections of the course may opt to write in English, Spanish, or Portuguese.

Prerequisite(s): POR 202, or equivalent, or permission of instructor. This course is open to all heritage and native speakers of Portuguese in addition to advanced students of Portuguese and undergraduate/ graduate students in Latin American Studies with Portuguese proficiency.

Please note that this course counts toward the following cognates:

- *Brazilian Studies (Brazilian History and Culture)*
- *Portuguese Language and Culture: Communicating with Portuguese Speakers Latin American Politics and Society (when taken as LAS 301)*
- *Modern Latin America (when taken as LAS 301)*
- *Portuguese Language & Culture for Heritage and Native Learners (A&H)*
- *Luso-
Brazilian Literature: Understanding the Power of Words through Portuguese Language Texts (A&H)*
- *Cultural Codes in the Portuguese Speaking World (P&S)*

POR 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

(See Description on Pages 9, 10.)

SPANISH PROGRAM

LOWER DIVISION (100-200 LEVEL)

SPA 101: Elementary Spanish I

For students with no background or previous study of Spanish. The focus of SPA 101 is the development of communicative abilities in speaking, reading, writing, and comprehension of Spanish and an introduction to the cultural practices of the Spanish-speaking world. Themes on university life, family, leisure activities, and professions. Includes both oral and written assignments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in Spanish. Not open to students who have completed two or more years of high school Spanish. Closed to heritage and native speakers of Spanish.

SPA 102: Elementary Spanish II

Prerequisite: SPA 101 or Equivalent at another institution. Closed to heritage and native speakers of Spanish.

Continuation of SPA 101. The development of communicative abilities in speaking, reading, writing, and comprehension of Spanish and an introduction to the cultural practices of the Spanish-speaking world. Themes on childhood and adolescence, university life, home and community, food and lifestyle, and environmental issues. Includes both oral and written assessments of grammatical structure and vocabulary introduced, informal and formal writing. Conducted entirely in Spanish.

SPA 105: Accelerated Elementary Spanish

Prerequisite: Two or more years of high school Spanish or the equivalent. Closed to heritage and native speakers of Spanish.

For students with previous study of Spanish desiring to review material covered in SPA 101 and 102 in preparation for continued study of Spanish at the intermediate level. The focus of SPA 105 is the continued development of communicative abilities in speaking, reading, writing, and comprehension of Spanish and an introduction to the cultural practices of the Spanish-speaking world. Themes on: university life, family, leisure activities, and professions, childhood and adolescence, university life, home and community, food and life-style, and environmental issues. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in Spanish.

SPA 107: Basic Spanish for Heritage Learners

Designed for students with little or no prior instruction in Spanish who, because of family background or social experience, can understand some casual spoken Spanish and have a passive knowledge of the language, but do not speak the language themselves. Focus on developing basic speaking, reading, and writing abilities.

SPA 201: Intermediate Spanish I

Prerequisite: SPA 102 or SPA 105 or equivalent. Closed to heritage and native speakers of Spanish.

For students with previous study of Elementary-level Spanish. The focus of SPA 201 is the continued development of communicative abilities in speaking, reading, writing and comprehension of Spanish and as an introduction to the cultural practices, family values, and social and environmental issues. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in Spanish.

SPA 207: Intermediate Spanish for Heritage Learners

Prerequisite: SPA 107 or two years of Spanish in high school.

This course is designed for students with some prior instruction in Spanish who, because of family background or social experience, can understand casual spoken Spanish and have some functional communication abilities in the language. Focus is on developing basic speaking, reading, and writing abilities.

SPA 207-91 (Section 91-J, online instruction): Intermediate Spanish for Heritage Learners. Open only to BGS students

Instructor: Maidelín Rodríguez

Prerequisite: SPA 107 or two years of Spanish in high school.

This course is designed for students with some prior instruction in Spanish who, because of family background or social experience, can understand casual spoken Spanish and have some functional communication abilities in the language. Focus is on developing basic speaking, reading, and writing abilities. This format requires BGS course-permission.

ADVANCED LANGUAGE COURSES**SPA 202: Intermediate Spanish II (WRIT)**

Prerequisite: SPA 201 or equivalent. Closed to heritage and native speakers of Spanish. If you have questions about your placement, please speak with Dr. Elena Grau-Lleveria e.graulleveria@miami.edu

Satisfies requirements towards the Spanish major or minor and the following cognates:

- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

This course introduces students to textual analysis and analytic writing while honing grammatical skills and expanding vocabulary. In order to develop further your speaking, writing, reading and listening abilities, we will examine a variety of texts (short stories, poems, plays, music, film, and video) which will be grouped around broad topics. The course will develop writing and reading strategies, providing students with the tools to think, read, and write critically and analytically

in short and long essays. Progress will also be assessed through quizzes and exams. Course conducted entirely in Spanish.

SPA 203: Advanced Spanish (Section B) (WRIT)

Instructor: Pamela Fuentes Korban

Prerequisite: SPA 202. Closed to heritage and native speakers of Spanish.

Satisfies requirements towards the Spanish major or minor and the following cognates:

- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

Spanish 203 is a continuation of Spanish 202, which is an advanced course in Spanish language, film, and literature. In this course, students will focus on close analyses of narrative texts (mainly novels and films) while further developing the four skills (reading, writing, speaking, and listening). It is part of the cohort of courses for the Spanish major and minor. Students will review more challenging grammatical concepts, expand their vocabulary, acquired an advanced level of discourse analysis, and will have ample opportunity to discuss material in class. The class will be conducted in Spanish.

SPA 203: Advanced Spanish (Section CD) (WRIT)

Instructor: Pamela Fuentes Korban

Prerequisite: SPA 202. Closed to heritage and native speakers of Spanish.

Satisfies requirements towards the Spanish major or minor and the following cognates:

- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

Spanish 203 is a continuation of Spanish 202, which is an advanced course in Spanish language, film, and literature. In this course, students will focus on close analyses of narrative texts (mainly novels and films) while further developing the four skills (reading, writing, speaking, and listening). It is part of the cohort of courses for the Spanish major and minor. Students will review more challenging grammatical concepts, expand their vocabulary, acquired an advanced level of discourse analysis, and will have ample opportunity to discuss material in class. The class will be conducted in Spanish.

SPA 203: Advanced Spanish (Section D) (WRIT)

Instructor: Sonia Behar

Prerequisite: SPA 202. Closed to heritage and native speakers of Spanish.

Satisfies requirements towards the Spanish major or minor and the following cognates:

- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

Spanish 203 is a continuation of Spanish 202, which is an advanced course in Spanish language, film, and literature. In this course, students will focus on close analyses of narrative texts (mainly novels and films) while further developing the four skills (reading, writing, speaking, and listening). It is part of the cohort of courses for the Spanish major and minor. Students will review more challenging grammatical concepts, expand their vocabulary, acquired an advanced level of discourse analysis, and will have ample opportunity to discuss material in class. The class will be conducted in Spanish

SPA 203: Advanced Spanish (Section J) (WRIT)**Instructor: Ernesto Rumbaut****Prerequisite: SPA 202. Closed to heritage and native speakers of Spanish.****Satisfies requirements towards the Spanish major or minor and the following cognates:**

- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

Spanish 203 is a continuation of Spanish 202, which is an advanced course in Spanish language, film, and literature. In this course, students will focus on close analyses of narrative texts (mainly novels and films) while further developing the four skills (reading, writing, speaking, and listening). It is part of the cohort of courses for the Spanish major and minor. Students will review more challenging grammatical concepts, expand their vocabulary, acquired an advanced level of discourse analysis, and will have ample opportunity to discuss material in class. The class will be conducted in Spanish

SPA 203 (Section E): Advanced Spanish for Health Care Professions (WRIT)**Instructor: Maidelín Rodríguez****Prerequisite: SPA 202 or equivalent. Closed to heritage and native speakers of Spanish.****Satisfies requirements towards the Spanish major or minor and the following cognates:**

- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

The course will introduce students to basic anatomy, body systems and medical terminology in Spanish. Students will develop interpersonal conversational skills for the clinical setting through lectures, independent study, role playing and debates of social issues. In the final third of the semester, students will be introduced to principles of medical interpreting, including awareness of cross-cultural differences in health care, bringing their own experiences and insight to bear. While focus of the course is on developing oral modes of communication, written assignments and reading provide opportunities to support the development of participants' lexical and grammatical repertoire in Spanish. The class will be conducted in Spanish.

SPA 208 (Section EF): Advanced Spanish for Heritage Learners (WRIT)**Instructor: Sonia Behar****Prerequisite: SPA 207, four years of Spanish in high school, or 5 in the AP language exam.****Closed to native speakers of Spanish.****Satisfies requirements towards the Spanish major or minor.****Fulfills course requirement for the following cognates:**

- **Spanish Language & Culture for Heritage and Native Learners (A&H)**
- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

SPA 208 is an advanced language course designed for those students who have advanced functional abilities in speaking, reading, and writing in Spanish because of family background

or social experience, and prior formal study of the language. The principal aim of the course is to cultivate formal academic speaking, reading, writing competencies and to develop critical thinking skills in Spanish language in relation to cultural, literary, political and social texts. The pedagogical focus is on analytical grammar, short contemporary literary texts and films from throughout the Spanish-speaking world. This course is based on active learner participation. Students are expected to engage in interactive small and whole group activities.

SPA 208 (Section P): Advanced Spanish For Health Care Professions (WRIT)

Instructor: Maidelín Rodríguez

Prerequisite: Spa 207 or equivalent

Satisfies Spanish Major & Minor requirements. Fulfills course requirement for the following cognates:

- **Spanish Language & Culture for Heritage and Native Learners (A&H)**
- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

SPA 208 is an advanced language course designed for those students who have basic functional abilities in speaking, reading, and writing Spanish because of family background or social experience, and prior formal study of the language. The principal aim of the course is to cultivate formal academic speaking, reading, and writing competencies among these students, and to develop critical thinking skills and analytical expression through Spanish language in relation to cultural, literary, political, and social texts. **Any student who attended high school in a Spanish-speaking country must take SPA 207.**

Spanish 208 serves two main functions: 1) to prepare heritage learners who intend to pursue more advanced studies in Spanish (at the 300-level) for the tasks in which they will be expected to engage; in this sense, the course constitutes a ‘bridge’ between the basic language issues focused on in SPA 107 and 207, and the sort of critical thinking and analysis of texts necessary to succeed in SPA 307 (Interpreting Literary and Cultural Texts in Spanish for Native/Heritage Speakers). The pedagogical focus is on analytical grammar, short contemporary literary texts, and films from throughout the Spanish-speaking world, and social and cultural issues.

Since this course is focused on Spanish as used in health professions, we will explore the concepts of medicine, health, diseases, and illness in the literary realm. This course gives specific emphasis to academic and professional discourse within the medical and health care realm. Heritage learners will also be exposed to a wide variety of dialects and cultural issues to create awareness of dialectal variations in medical and health-related discourse. This dual vision: cultural and scientific, will expand their understanding and awareness of dialectal differences and written discourse while enhancing their critical thinking and cultural perspectives.

Our literary corpus will allow students to explore and interpret the concepts of health and sickness as metaphors of understanding reality and society. Three main questions will guide our course: 1) What is the relationship between medicine and literature, film and art, in general? 2) What is the importance of this relationship to the individual and to society? What are the outcomes of these relationships overall?

The course will introduce students to medical terminology and discourse in Spanish. In addition, students will develop interpersonal conversational skills for the clinical setting through lectures, in class talks, independent study, in class presentations and debates of social, medical, and ethical issues. Course readings will expose students to different literary genres from a medical, social,

and cultural perspective. Written assignments, texts analysis, in class portfolio and grammatical assignments will provide opportunities to support the development of participants' lexical and grammatical repertoire in Spanish.

The course will be divided into different blocks or modules that will encompass a main medical topic. The readings and texts in general, for a particular module, will be based on the topics at matter. Each module will have in class presentations in which we will analyze and discuss the particular topic from the health profession and medical viewpoint and from the artistic and literary perspective. **This class will be conducted entirely in Spanish.**

UPPER DIVISION (300-500 LEVEL)

SPA 301 (Section J): Interpreting Literary and Cultural Texts in Spanish (WRIT)

Instructor: Elena Grau-Lleveria

Prerequisites: SPA 203 (or equivalent). This course is closed to heritage or native speakers of Spanish.

Satisfies requirements for the Spanish major or minor. Fulfills course requirement for the following cognates:

- **Hispanic Literature: Understanding the Power of Words Through Spanish- Language Texts (A&H)**
- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Modern European Literature and Society (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners Cultural Codes in the Spanish-Speaking World**

Literature, storytelling, fiction and imagination are part of our daily lives in many different ways. Friends share stories, we tell jokes, we watch movies or listen to poetry, we appreciate a mural or a painting. What is the function of fiction and literature and why is it so important for us?

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. As such, it serves as a window onto the range of upper-level courses that the Spanish program and the Modern Languages and Literatures department offer. The primary goals of this course are to give you a deeper understanding of the characteristics of different literary genres and to further develop your skills in literary interpretation and analytical writing. We will carry this out by closely examining three main literary genres: poetry, drama, narrative prose (short stories and a novella), and considering sub-genres and differences of style. The readings will come from a range of historical periods in Spanish and Spanish-American literatures so as to give you a feel for some of the stylistic changes and movements within these literatures. However, the emphasis will not be on literary history, but rather, on the analysis of different genres.

We will also consider the ways in which literature and literary devices are present in other realms of culture and how the same analytical processes that we apply to literature can be applied to other cultural products. This will lead us to look at connections between literary genres and “texts” from popular culture and political culture—the texts that are the object of analysis in a field known as cultural studies. Through these objects of study, the course develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. Special attention is paid to characteristics of heritage/native speaker expression. The class will be conducted in

Spanish.

SPA 301 (Section P) (Section QES) (Harkness): Interpreting Literary and Cultural Texts in Spanish (WRIT). This course is closed to heritage or native speakers of Spanish

Instructor: Gema Pérez-Sánchez

Prerequisites: SPA 203 (or equivalent)

Satisfies requirements for the Spanish major or minor

Fulfills course requirement for the following cognates:

- Hispanic Literature: Understanding the Power of Words Through Spanish-Language Texts (A&H)
- Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)
- Modern European Literature and Society (A&H)
- Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners
- Cultural Codes in the Spanish-Speaking World

Through a student-centered, interactive discussion and dialogue format, this course trains students in the techniques and vocabulary needed to study literary genres (poetry, drama, essay, short story and novel) and visual culture in Spanish—techniques and vocabulary which they will use later in more advanced classes devoted to specific literary and cultural questions. Students enter the semester with minimal exposure to literary analysis in Spanish but, by the end of the semester, they develop solid knowledge of basic literary tropes and of genre-specific vocabulary for literary and visual analysis. They learn close-reading techniques appropriate to each genre and media by studying representative texts from each, from all historical periods and from different Spanish-speaking countries. In addition, students will develop their critical analysis and academic writing skills in Spanish by engaging in a variety of writing exercises, ranging from informal in-class writing to formal academic essays. By the end of the semester, students will gain basic awareness of the socio-literary context of the texts studied, and the existence of literary movements and trends as they pertain to the texts assigned.

Because this course follows the discussion-based Harkness method, students taking this section will prepare for each class ahead of time through homework, readings and/or viewings and will be responsible for being active participants in round-table discussions. Class time will be spent on discussion-based learning activities and collaborative work. Students will be evaluated on their discussion participation and their careful listening and responses to their classmates' contributions. This discussion and dialogue format was developed at the request of students, who indicated a desire for courses that are more interactive and less focused on faculty presentations. Discussion and dialogue formats include Harkness, Intergroup Dialogue, Problem-Based Learning, and Flipped Classroom. This course is part of the University of Miami Quality Enhancement Plan (QEP).

SPA 302 (Section R): The Cultures of Spain (WRIT)

Instructors: Gema Pérez-Sánchez and Nadiyah Aamer

Prerequisites: SPA 203 or 208

Satisfies Spanish literature major and minor requirements.

Provides writing credit.**Fulfills course requirement for the following cognates:**

- Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)
- Spanish Language & Culture for Heritage and Native Learners. (A&H)
- Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)
- Spanish Language & Culture: Communicating with Spanish Speakers (A&H)
- Modern European Literature and Society (A&H)
- Cultural Codes in the Spanish-Speaking World. (P&S)

En este curso exploraremos la historia y la cultura españolas para desentrañar las claves de la idiosincrasia de la España actual. Cuatro temas fundamentales articularán el curso: (1) La inmigración extranjera en la España actual: ¿qué hechos históricos, qué encuentros culturales y religiosos del pasado afectan la relación actual entre españoles e inmigrantes, especialmente árabes y subsaharianos? ¿Qué relación colonial y postcolonial ha tenido España con África y el Magreb? (2) Las mujeres y las minorías sexuales en España: ¿cuál es la situación de la mujer en la España actual y cómo era en el pasado? ¿Qué ha llevado a España a ser una de las primeras naciones del mundo en lograr el matrimonio homosexual y leyes que protegen a los transexuales? (3) Los nacionalismos: ¿se puede hablar de una España coherente? ¿Cuál ha sido la importancia de los nacionalismos históricos (catalán, vasco, gallego)? ¿Qué compromisos se han alcanzado en la actualidad? ¿Qué tensiones nacionalistas subsisten en el Estado Español actual? (4) La cultura (arte, arquitectura, la música, la literatura): ¿Cuáles han sido las grandes contribuciones de España a la cultura mundial? ¿Qué aspectos de la vida cotidiana de los españoles son particulares al país? ¿Cómo han cambiado los hábitos y las costumbres en las últimas décadas, etc.

SPA 303 (Section P): Cultures of Spanish America: “Encuentros y desencuentros latinoamericanos” (WRIT)**Instructor: Bridget Christine Arce****Prerequisite: SPA 203 OR SPA 208****Arts & Humanities Cognates:**

- **Language & Cultures of the Spanish-Speaking World**
- **Spanish Language & Culture for Heritage and Native Learners**
- **Spanish Language & Culture for 2nd Language Learners**

People & Society Cognates:

- **Latin American Art and Culture**
- **Cultural Codes in the Spanish-Speaking World**

This course will explore Latin American civilization and culture through the trope of the “Encounter.” This idea will guide, but not limit, our study of the various historical, political and cultural encounters that helped to establish some of the main questions that have contributed to the construction of what we call “Latin American” culture. The “others” within Latin America that form an integral part of the notion of “Latinidad,” such as indigenous groups, Afro-descendants and US Latino/Chicanos will occupy the central focus of this course. Latin America

as a vast geographical space cannot possibly be comprehended in one class; therefore, excerpts from many diverse cultural forms will be studied thematically in an effort to encompass a broad, but not diluted, understanding of the issues that have historically faced the many countries that comprise Latin America, and that continue to confront them today. However, the readings and cultural texts will focus on broad themes that reach across Latin America but center on specific geographical areas; Mesoamerica, Mexico and the Caribbean (Cuba, Puerto Rico and the Dominican Republic). Furthermore, the readings will converge around 6 themes where the student objectives and outcomes will be to learn about:

- 1) The continuous encounters of indigenous groups amongst themselves long before the Conquest; the beliefs of Native cultures, the Nahua, before and during the Spanish invasion and their perception of the encounter between the Iberians and the Nahuas.
- 2) The encounter between the races and the discourse of *mestizaje* in the construction of “Nuestra América.”
- 3) The foundational dialectic of “Civilization” and “Barbarism” and its long-term effect on Latin American identity, and, the violent encounters on the “border,” the inter-cultural conflict that produces the cult of the “Bandido” and the popular discourses of “Bandidaje.”
- 5) The others within: the legacy of slavery, Afro-Latinos and the oppositional discourses of musical culture as a product of colonial and imperial “encounters.”
- 6) The encounter between Latinos living in the US and Usonian culture: *latinidad* in the “belly of the beast.

SPA 303 (Section GH): The Cultures of Spanish America (WRIT)

Topic: Identity, Modernity, and Revolution

Instructor: Thomas Matusiak

This course offers a broad introduction to the cultural and political history of Spanish-speaking Latin America from the conquest to the present. Through a selection of historical texts, essays, literature, visual art, and cinema, students will study how Latin America became modern. While modernity offered the promise of progress, we will see that this turbulent process unfolded unevenly. Through readings and class discussions, students will focus on how the desire to achieve modernity gave rise to national and regional identities both organically and through the cultural policies of nation states. Beginning with the first descriptions of the New World by the Spanish conquerors, we will examine how the colonial gaze imagined the Americas as a land of both marvel and economic potential. We will study how the racial and gender hierarchies established during the colonial era survived the independence movements of the nineteenth century and shaped the young Latin American nations. Examining the process of nationalism in the twentieth century, we will continue to reflect on the relation between culture and politics by studying the imagination of radically new cultural identities through revolution. Finally, we will consider how globalization has affected this trajectory by challenging the importance of the nation state and facilitating the transnational circulation of cultural forms, ideas, and identities.

SPA 307 (Section T): Interpreting Literary and Cultural Texts in Spanish for Heritage/Native Speakers (WRIT)

Instructor: Viviana Díaz-Balsera

Prerequisite: SPA 208 or equivalent

Fulfills requirements for the major or minor in Spanish**Fulfills course requirements for the following cognates:**

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners. (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)**
- **Cultural Codes in the Spanish-Speaking World. (P&S)**

Spanish 307 introduces native and heritage learners of Spanish to an in-depth study of what constitutes literary language. The course provides students with the critical and theoretical tools necessary to interpret the fundamental aesthetic properties, structures, and communicative purposes of three major literary genres in Hispanic literatures: lyrical poetry, drama and narrative. Through close-readings of a wide variety of Hispanic texts from different cultural periods and geopolitical contexts, students learn to think about, approach and explicate Spanish literary texts in the informed, sophisticated level required for the successful completion of a major or minor in Spanish. The course will also examine the adaptation of a novel into film. This topic will allow students to delve deeper into the specificities of narrative as they appreciate its intersections and differences with the art of cinematographic language.

The course is student-centered, aiming at the creation of an interactive critical community that brings into the classroom its own (historical) experience to interpret literary texts. Students also work in teams to present topics in literary history geared to enhance their understanding of how genres and periods mediate meaning and even the very notion of literature.

The course contains a strong writing component whose objective is to enhance students' ability to construct cogent, analytical arguments in standard, academic Spanish as well as to produce a research paper in the language. **SPA 307 is closed to non-native speakers of Spanish. Note: Students may not receive credit for both 301 and 307.**

SPA 310 (Section Q): *Sephardi and ChatGPT: AI as a Digital Frontiers in Cultural Heritage*

Instructor: Shai Cohen

This 3-credit interdisciplinary course delves into the intersection of Artificial Intelligence (AI) and Sephardic Heritage in Miami, a city known for its diverse cultural landscape and technological innovation. The course introduces students to how AI can preserve, analyze, and disseminate Sephardic cultural and historical studies, emphasizing Miami as a dynamic center for cultural exchange.

Incorporating civic and community engagement, the course offers students opportunities to interact with local organizations that promote Sephardi culture. Through lectures, hands-on projects, and discussions, students will explore AI applications in cultural heritage preservation, digital humanities, migration identities, and linguistic analysis, with a focus on the Sephardic Jewish community.

This course embarks on a comprehensive exploration of Identity, Culture, and Migration, focusing on the dynamic journey of Judeo-Spanish communities. Our journey spans from the historical "Golden Age" of Spain to the contemporary landscape of America. Within the context of this course, we define "Sephardic" as encompassing all Jewish or clandestinely Jewish groups that have either inhabited the Iberian Peninsula (Spain and Portugal) or conscientiously trace their roots to this geographical region.

This course provides a unique blend of technology and cultural studies, ideal for students interested in how innovative technologies can enhance historical and cultural understanding in a metropolitan setting. Engaging with community leaders and stakeholders, students will gain practical insights into the application of their studies in cultural preservation.

SPA 318 (Section S): Ecological Cinema in 20th and 21st Century Latin America (WRIT)

Instructor: Allison Schifani

This course will explore a broad range of films produced from a wide range of geographical and cultural contexts. Focused specifically on the ecological, this course will look at cinema that imagines both present, past, and future ecological relationships, both human and non-human. The course films will be paired with theoretical texts such that students will be able to appropriately ground each specific film in historical and cultural terms, develop the ability to engage in close analysis of a cinematic object, and also understand cinema more broadly as a technology that shaped social, political, and even biological life globally. The films will include works by directors such as Lucretia Martel, Alex Rivera, Walter Salles, and others.

SPA 321 (Section GH): La literatura y el cine de ciencia ficción: distopías utópicas (WRIT)

Instructor: Elena Grau-Lleveria

Fulfills requirements for the major or minor in Spanish

Fulfills course requirements for the following cognates:

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners. (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)**
- **Cultural Codes in the Spanish-Speaking World. (P&S)**

La ciencia ficción es un género literario y cinematográfico que trabaja con logros científicos y tecnológicos imaginarios y su impacto en la sociedad. Los textos de ciencia ficción tienen sus antecedentes en la tradición de las utopías, sin embargo, desde la modernidad (siglo XVIII), los textos que hoy consideramos ciencia ficción son más distópicos que utópicos ya que simbolizan los miedos y ansiedades ante posibles cambios que producen los avances científicos y tecnológicos. Con todo, es posible encontrar un conjunto de textos latinoamericanos y españoles de ciencia ficción que desde la distopía proponen narrativas utópicas que trabajan temas tan relevantes como la inmigración, la distribución de la riqueza, sistemas de organización social y política, organización del sistema de trabajo, todo tipo de discriminaciones, el papel de las religiones en las sociedades. En este curso vamos a leer y analizar un conjunto de textos (cuentos y películas) que abordan estos temas desde los contextos históricos sociales en que se producen.

SPA 340 (Section R): Visa para un sueño: Images of Immigration in Latin-American Cultural Production (WRIT)

Instructors: Bridget Christine Arce/Savannah Saavedra

This course counts towards the Civic Engagement Certificate

“Yo no crucé la frontera, la frontera me cruzó” ---Los tigres del norte
 “No one is born fully-formed: it is through self-experience in the world that we become what we are.” --- [Paulo Freire](#)

When is the moment in which someone thinks about the possibility of going from one place to another, cross a geographic border as well as symbolic and cultural spaces to start a new life in another country? What is it that makes an individual travel, knowing that they are leaving behind everything known and loved to become a nameless stranger -- even criminal -- in the eyes of the citizens of their new country? What are the dreams that motivate this person to embark on such a perilous journey and what does she think she will find on the other side? What happens along the way? Our objective in this course is to study the growing cultural products that explore the physical and mental journey of the Latin American immigrant to the United States in order to interrogate how art grapples with this polemical (and painful) political and social phenomenon. We will examine the specific immigrant experience of Central Americans, Mexicans as well as Cubans.

The texts we analyze will be our common thread to understand the situations of individuals, who due to different circumstances, decide to immigrate to the United States with the hopes of providing a better life and future for himself/ herself and his/her family. Bearing witness to the mental process and geographical journey that these individuals undertake permits us to question the nature of human existence and study how identity is negotiated during the crossing. Thanks to a selection of cultural texts such as novels and various literary genres, songs, documentaries and films, and votive art, we will accompany the characters and witness not only the transformation that occurs in the person traveling but also consider the point of view of those who either welcome or reject the newcomer.

The class materials focuses on four critical moments which will organize our critical and interpretative objectives, and allow us to consider how different cultural media (documentary film, journalistic biography, popular music, newspaper articles) are shaping society's views, and even public policies, on the immigration “debate”:

- the moment before the journey and the decision to leave;
- the crucial border crossing itself with a special focus on the treacherous “train of death” as well as the “balsa” ;
- the cultural, psychological and political impact on both migrant and citizens of receiving country afterward ;
- the impact on the children left behind

The serious analysis of such complex and dramatic reality through diverse cultural products will also serve as an opportunity to create projects suggesting just solutions that could have a positive impact; be it at a personal, local or community level.

A total of 20^U hours of service throughout the semester is required. That is the equivalent of two hours a week, starting from the second week until the penultimate week of classes. [If the student desires, they could choose to explore other agencies. However, they will have to do this on their own and clear this first with the instructor. For example, other options could be: the UM Immigration Clinic, the Florida Immigrant Advocacy Center, Columbian American Service

Association (CASA), Catholic Charities Legal Services, Archdiocese of Miami, Inc (CCLS)]. **The student MUST begin work at the agency virtually at least by the third week of the semester.**

SPA 353 (Section Q): Colonial Spanish American Topics: The Struggle for Representation: Writing Indigenous Peoples during the Spanish-American Colonial Period (WRIT)

Professors: Viviana Díaz Balsera and Lourdes Schmader

Prerequisite: SPA 301 or 302 or 303 or 307

Fulfills requirements for the major or minor in Spanish

Fulfills course requirements for the following cognates:

Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)

- **Spanish Language & Culture for Heritage and Native Learners. (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)**
- **Cultural Codes in the Spanish-Speaking World. (P&S)**

The momentous year of 1492 inaugurated one of the most dramatic chapters of the early modern period as the world became ever more bound and interconnected. Fraught with conflict, amazement, violence and intense cultural exchanges, the colonization of Indigenous peoples in the Americas by Spain entailed their insertion into a universal Catholic *communitas* and into transatlantic cultural, political and socio-economic circuits. The course will examine rich textual and visual productions throughout the Spanish-American colonial period in which the peoples especially from Mexico and Peru were narrated, imagined, memorialized and contested in their pre-contact past and early global modernity by Spanish, Indigenous, *mestizo* and *criollo* writers. These representation contests were more than literary or rhetorical exercises. The intensely debated distances from and proximities to Christian “civility” and epistemologies of the Indigenous peoples portrayed in these texts were destined to shape the legitimacy of their claims for autonomy, place, power, and justice within the Spanish empire. However, many texts that will be examined in the course also record significant continuities with pre-contact practices and beliefs evincing that although the world of the Indigenous peoples was drastically affected by the fateful arrival of the Spaniards to their lands, their epistemic subjection was never achieved in the way the Spanish intruders claimed, imagined, expected, or hoped for. Students then will be able to consider how Indigenous worldviews were both transformed and retained as Amerindian peoples responded to the modern/colonial challenges of Spanish Christianity, and how mixed forms of historical consciousness and cultural identities emerged as a result.

As part of the learning experience of the course, students will pay one visit to Special Collections and the Kislak Gallery to see unique facsimile editions of pre-Hispanic and colonial Indigenous codices recording traditional knowledges. The semester will conclude with an examination of the 2013 Mandate of the *Kawsak Sacha* (Living Forest). The document was presented to the Ecuadorian National Assembly by the Mujeres Defensoras de la Selva, a collective of Indigenous women from the Ecuadorian Amazon representing the Achuar, Shuar, Shiwiari, Kichwa, Sápara, and Waorani nationalities. This declaration expounds and defends relations with nature that hark back to millennial pre-contact and contact traditions of communicability and reciprocity between human and non-human entities, some of which will have been previously examined in the

Instructor: Andrew Lynch

Prerequisite: Any one of the following: SPA 301, SPA 302, SPA 303, SPA 307

Fulfills requirements for the major or minor in Spanish

Fulfills course requirements for the following cognates:

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners (A&H)**
- **Cultural Codes in the Spanish-Speaking World (P&S)**
- **Linguistics (P&S)**

This course offers a survey of the soundscape of Spanish. Students will learn about the sounds of standard Spanish as well as regional and local dialects, including variations found throughout Latin America, Spain, and the United States. Students will explore the sounds that form the foundation of Spanish, analyzing how they are produced (articulation), perceived (acoustics), and organized within the language's sound system, while exploring the social factors that condition variability in pronunciation. Special attention will be given to the differences in pronunciation across various Spanish-speaking countries, allowing students to develop an understanding of key dialectal features.

Through interactive lectures and practical exercises, students will study the phonetic representation of Spanish sounds, learning to recognize and articulate consonants, vowels, and other speech variables specific to different dialects. Phonological processes will be discussed to help students understand the patterns governing Spanish pronunciation and improve their own abilities.

The course also emphasizes pronunciation practice, providing students with guided opportunities to improve their speaking skills and refine their accent in Spanish. By the end of the course, they will gain a deeper appreciation for the diversity of the Spanish language and will enhance their ability to speak with clarity and confidence. No prior experience in linguistics is required.

SPA 433 (Section O): Medical, Cultural and Bioethical Debates in Spanish (WRIT)

Instructor: Maidelín Rodríguez

Prerequisite(s): SPA 301 or SPA 302 or SPA 303 or SPA 307 Satisfies requirements towards the Spanish major or minor.

Fulfills course requirement for the following cognates:

- **Hispanic Literature: Understanding the Power of Words Through Spanish-Language Texts (A&H)**
- **Language and Cultures of the Spanish-Speaking World: Intermediate and**

- **Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners**

The objective of this course is to enhance oral, reading and writing skills in Spanish with a focus on the specific needs of health care professionals. The course explores a wide variety of medical issues and topics with a specific interest in cultural and bioethical discourses, and how they are applied in today's medical field. We will cover the skills needed for interviewing and actively performing at different professional settings such as: the clinic, the hospital, the ward, the laboratory, and the office. We will explore, through written productions, the documents and literature related to the health care professions with the aid of specific cases and real documents. This course aims to broaden vocabulary, health care terminology and accurate pronunciation enabling the student to master the terminology required to communicate in the field, both with patients and colleagues, be able to present papers in a Spanish-speaking country and deliver a professional level of Spanish when dealing with the medical profession. The course also focuses on the challenges that technology, culture, and other factors pose to the medical field in our postmodern society.

SPA 446 (Section EF): Cultural Debates: Public Speaking on Societal Issues

Instructor: Ager Gondra

Prerequisite: SPA 301, or SPA 302, or SPA 303, or SPA 307, or permission of the instructor
Satisfies requirements towards the Spanish major or minor. Or: Fulfills course requirement for the following cognates:

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners. (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)**
- **Cultural Codes in the Spanish-Speaking World. (P&S)**

This course is designed for students interested in improving their oral proficiency skills in Spanish. Through a variety of articles, films, songs, short stories, movies, and more, the class will explore common situations and topics, as well as cultural, social, political and historical events related to the Hispanic world. Students will enhance their vocabulary and grammatical structures, as well as their reading and speaking skills. Emphasis will be placed on how to critically reflect on course topics.

SPA 501 (Section O): Más allá de lo humano: animales, ética y justicia

ambiental en América “Latina” (WRIT)
Instructor: Tracy Devine Guzmán

Este seminario examina los roles y las representaciones de los animales no humanos en las sociedades, economías, políticas públicas y la producción cultural de América “Latina” desde el siglo XIX hasta la actualidad. A lo largo del curso, exploraremos cómo los debates éticos sobre el uso de los animales, el especismo y los derechos de los animales (y de la naturaleza) se relacionan con la justicia ambiental, el bienestar humano y la búsqueda de sociedades más democráticas y equitativas en el continente.

Al finalizar el semestre, los/las estudiantes podrán responder las siguientes preguntas: ¿Cómo han cambiado las interacciones humanas con los animales en la región durante el periodo bajo estudio? ¿De qué manera la ciencia, la filosofía y las artes han interpretado a los animales no humanos, y en qué puntos estas perspectivas divergen o convergen? ¿Qué podemos saber sobre los pensamientos, las emociones y los valores morales de los animales no humanos? ¿Por qué estos temas han sido importantes en el pasado y para quiénes? ¿Cómo nos afectan hoy?