

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

Spring 2014



MODERN LANGUAGES AND LITERATURES UNDERGRADUATE COURSES SPRING 2014

TABLE OF CONTENTS

DEPARTMENT OVERVIEW	3
ADVISING CONTACTS.....	3
COURSES TAUGHT IN ENGLISH	
Culture, Film, Linguistics & Literature; may count for an MLL major or minor.....	4
ARABIC STUDIES PROGRAM.....	5
FRENCH PROGRAM	
LOWER DIVISION (100-200 LEVEL)	6
UPPER DIVISION (300-400 LEVEL)	7
GERMAN PROGRAM.....	10
ITALIAN PROGRAM.....	11
PORTUGUESE PROGRAM.....	12
SPANISH PROGRAM	
LOWER DIVISION (100-200 LEVEL)	13
UPPER DIVISION (300-400 LEVEL)	15
CHINESE COURSES.....	19
HAITIAN CREOLE COURSES.....	19
HEBREW COURSES.....	20
JAPANESE COURSES.....	20

MODERN LANGUAGES AND LITERATURES

Through its courses dedicated to the study of languages, literatures, and cultures, the 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, German, and Spanish or our minors in Arabic Studies, 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, Hebrew, Japanese, or Mandarin Chinese, please call the department’s main office at (305) 284-5585.

ADVISING CONTACTS

ARABIC STUDIES

Dr. Christina Civantos
Merrick Bldg. 210-19
305-284-4858 Ex: 8-7265
ccivantos@miami.edu

ITALIAN

Dr. Laura Giannetti
Merrick Bldg. 210-23
305-284-4858 Ex: 8-7227
lgiannetti@miami.edu

FRENCH

Dr. David Ellison
Merrick Bldg. 210-08
305-284-4858 Ex: 8-7226
dre@miami.edu

PORTUGUESE

Dr. Steve Buttermann
Merrick Bldg. 212-07
305-284-4858 Ex: 8-7221
buttermann@miami.edu

GERMAN

Dr. Markus Zisselsberger
Merrick Bldg. 210-17
305-284-4858 Ex: 8-3239
mzisselsberger@miami.edu

SPANISH

Dr. Lillian Manzor
Merrick Bldg. 210-07
305-284-4858 Ex: 8-7314
lmanzor@miami.edu

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

These courses **do not require any previous study of a second language.** They offer students without any second language expertise an entry into different cultural worlds and a sense of what our courses taught in other languages are all about. These courses **may count toward one of the MLL majors or minors;** check with the MLL advisor for your program for details. These courses are in English and **do not fulfill the language requirement.**

GER 370/591 (WRI) (R) Prof. ZISSELSBERGER

The Holocaust in History, Film, and Memorial Culture

The course examines the representation of the Holocaust in historiography, film, and memorial culture. Readings will include texts by historians and writers such as Primo Levi, Raul Hilberg, Daniel Goldhagen, James Young and others; films will include, among others, Alain Resnais's *Night and Fog*, Claude Lanzmann's *Shoah*, and Steven Spielberg's *Schindler's List*. Reading- and writing-intensive course with readings and discussions in English. In addition to daily/weekly homework assignments, an in-class midterm exam and a final, cumulative take-home exam, students will also complete an extended analytical term paper. Students will also be required to watch films outside of regularly scheduled class hours. **Prerequisite:** Sophomore standing or permission of the instructor.

MLL 321 (WRI) (P) Prof. David ELLISON

Paris, Capital of the Long Nineteenth Century

In this course, we will look at the ways the city of Paris has been represented in literature from the 1830s until the 1920s. We will consider how the city came to be known, in the words of Walter Benjamin, as "the capital of the nineteenth century," as a magnet for writers, artists and intellectuals throughout Europe and North America. We will begin with Honoré de Balzac's *Old Man Goriot*, and will then read Gustave Flaubert's *Madame Bovary* and selected poems by Charles Baudelaire. We will move on to the German writer Rainer Maria Rilke, whose *Notebooks of Malte Laurids Brigge* describe Paris at the turn of the century. After studying Marcel Proust's *A Love of Swann's*, we will conclude with Ernest Hemingway's *A Moveable Feast*, which depicts the American "lost generation." We will also consider film versions of *Old Man Goriot*, *Madame Bovary*, *A Love of Swann's*, and will conclude with Woody Allen's *Midnight in Paris* – a contemporary homage to Hemingway, F. Scott Fitzgerald and Gertrude Stein, in which certain figures surrounding the "lost generation," such as Pablo Picasso, play cameo roles. This course is in English and does not fulfill the language requirement. **Prerequisite:** ENG 106.

MLL 325 (WRI) (J) Prof. I-hao WOO

Chinese Cinema

The class aims to introduce modern China through major Chinese films interpreted in the light of modern Chinese history, culture, and society. The focus is placed on questions of cultural identity in films from the 80's to the present day by directors and filmmakers from Mainland China, Taiwan, and Hong Kong. **Prerequisite:** ENG 106

ARABIC STUDIES PROGRAM

ARB 101 Elementary Arabic I

The development of communicative abilities in speaking, reading, writing, and comprehension of Modern Standard Arabic and an introduction to the cultural practices of the Arabic-speaking world. Closed to native speakers.

ARB 102 Elementary Arabic II

Further development of communicative abilities in speaking, reading, writing, and comprehension of Modern Standard Arabic and an introduction to the cultural practices of the Arabic-speaking world. **Prerequisite:** ARB 101 or the equivalent. Closed to native speakers.

ARB 201 Intermediate Arabic I

Reading and translation; oral and written exercises. Closed to native speakers. Closed to native speakers. **Prerequisite:** two semesters of Arabic or the equivalent. Closed to native speakers.

ARB 202 Intermediate Arabic II

Continuation of Arabic 201. Readings designed to integrate listening comprehension, speaking, reading, writing skills. Discussion of Arab society, history and culture. **Prerequisite:** ARB 201 or the equivalent. Closed to native speakers.

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 2 or more years of high school French. Closed to heritage or native speakers of French.

FRE 102 Elementary French II

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

FRE 105 Accelerated Elementary French

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

FRE 211 Intermediate French I

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. **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.

FRE 212 Intermediate French II

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 101-211. FRE 212 is the first semester of a two-semester sequence ending with FRE 214. 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. **Prerequisite:** FRE 211 or 5-6 years of high school French. Closed to heritage and native speakers.

FRE 214 Advanced French

Continuation of FRE 212. 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. **Prerequisite:** FRE 212. Closed to heritage and native speakers.

UPPER DIVISION (300-400 LEVEL)

FRE 301 (WRI) (R) Prof. Suzanne BRASWELL **Interpreting Literary and Cultural Texts in French**

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the French-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. **Prerequisite:** FRE 214 or equivalent. Closed to native speakers formally educated in French.

MLL 321 (WRI) (P) Prof. David ELLISON **Paris, Capital of the Long Nineteenth Century**

In this course, we will look at the ways the city of Paris has been represented in literature from the 1830s until the 1920s. We will consider how the city came to be known, in the words of Walter Benjamin, as “the capital of the nineteenth century,” as a magnet for writers, artists and intellectuals throughout Europe and North America. We will begin with Honoré de Balzac’s *Old Man Goriot*, and will then read Gustave Flaubert’s *Madame Bovary* and selected poems by Charles Baudelaire. We will move on to the German writer Rainer Maria Rilke, whose *Notebooks of Malte Laurids Brigge* describe Paris at the turn of the century. After studying Marcel Proust’s *A Love of Swann’s*, we will conclude with Ernest Hemingway’s *A Moveable Feast*, which depicts the American “lost generation.” We will also consider film versions of *Old Man Goriot*, *Madame Bovary*, *A Love of Swann’s*, and will

conclude with Woody Allen's *Midnight in Paris* – a contemporary homage to Hemingway, F. Scott Fitzgerald and Gertrude Stein, in which certain figures surrounding the “lost generation,” such as Pablo Picasso, play cameo roles. This course is in English and does not fulfill the language requirement. **Prerequisite:** ENG 106.

FRE 345 (WRI) (H) Profs. Ralph HEYNDELS and Melissa HAFFAF
Arab Voices of Self Dissidence between the Maghreb and France

In this new course, we will reflect on the notion of "Self Dissidence" (as different from simple "self defense") encapsulated within colonial / post - colonial situations both in the Maghreb and in France. Particular attention will be drawn to issues of poverty and social inequity, political alienation, cultural adjustments and negotiations, and gender and sexuality, in a series of novels written by authors from Tunisia, Algeria and Morocco from circum 1950 until today. An encounter with Abdellah Taia, who will visit the class and discuss with the students, will offer a remarkable opportunity to question further the complex social, existential and sexual instances of the emergence of a "dissident self" between the Maghreb and France and within the dialectics of the Maghreb-in-France and France-in-the Maghreb. **Prerequisite:** FRE 301.

FRE 365 (WRI) (O) Prof. David ELLISON
Le réel et l'imaginaire dans la prose du 19^e siècle:
Balzac, Stendhal, Sand, Flaubert, Zola

In this course, we will read prose fiction from the 19th century in which noted writers of the period engage variously with the problem of the representation of reality (*mimesis*). In some cases, a novelistic project sets as its goal the “chronicling” of social and political reality (Stendhal's *Le rouge et le noir*), or the depiction of a quite precise geographical/regional setting (Sand's *François le champi*), or even a quasi-scientific or medical description of human impulses as they tend toward violence and excess (Zola's *Thérèse Raquin*). In other cases, the writers appeal to the reader's imagination and depict imaginary realms, legendary spaces, dreams, and hallucinations which lie beyond the immediacy of our historical or social context (Balzac's *La peau de chagrin* and Flaubert's *Trois contes*). The course aims at opening up a view onto the sheer variety of fictional modes operating in the French nineteenth century. **Prerequisite:** FRE 301.

FRE 432 (WRI) (T) Prof. Suzanne BRASWELL
French for Global Business

A specialized language, business French necessarily carries with it cultural expectations and practices, ideals of community and communication, and traces of economic and political policy, most particularly in the era of the European Union and global interconnectedness. In this class, we'll study not only the practical language of business French today, but also its norms, habits, and practices so that students will gain understanding and expertise in conducting commercial affairs in an international setting. **Prerequisite:** FRE 301.

FRE 501 (WRI) (4J) Prof. David ELLISON

**Voices of the Self: The Autobiographical Impulse
from Montaigne to Duras"**

Self-examination has been at the heart of French literature, from the early phases of its history until the present moment. Set against the background of religious confession (notably its earliest model in Saint Augustine's *Confessions*, written at the close of the 4th century, and its later iteration within the French Medieval tradition, with the 12th-century *Historia calamitatum* composed by Pierre Abélard), the secular elaboration of this impulse begins in the late Renaissance, in magisterial style, with Montaigne's *Essais*. After reading selections from the *Essais*, we will study portions of Rousseau's *Confessions* before moving on to Stendhal's *La Vie de Henry Brulard* and Gide's *Si le grain ne meurt*. We will conclude with late 20th-century autobiographical writings which continue in the tradition of confessional literature, but which are experimental in form: Sarraute's *Enfance* and Duras's *L'Amant*. Students will write short papers followed by a final synthetic research paper to be formulated in consultation with the professor. **Note: To be taken the last semester of the major.**

GERMAN PROGRAM

GER 101 Elementary German I

Fundamental grammatical principles; exercises to develop a foundation for skills of listening, speaking, reading, and writing; introduction to German culture. Closed to native speakers.

GER 102 Elementary German II

Continuation of GER 101. **Prerequisite:** Ger 101 or equivalent. Closed to native speakers.

GER 211 Intermediate German I

Continuation of GER 102, with special emphasis on essay writing. **Prerequisite:** Ger 102 or equivalent. Closed to native speakers.

GER 212 (P) Prof. Markus ZISSELSBERGER

Intermediate German II: Berlin in Text, Image, and Film

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. 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. 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* (Wim Wenders, 1987) and *Run Lola Run* (Tom Tykwer, 1998). Reading- and writing-intensive course with readings and discussions in German. **Prerequisite:** German 211 or equivalent or permission of instructor. Closed to native speakers.

GER 370/591 (WRI) (R) Prof. ZISSELSBERGER

The Holocaust in History, Film, and Memorial Culture

The course examines the representation of the Holocaust in historiography, film, and memorial culture. Readings will include texts by historians and writers such as Primo Levi, Raul Hilberg, Daniel Goldhagen, James Young and others; films will include, among others, Alain Resnais's *Night and Fog*, Claude Lanzmann's *Shoah*, and Steven Spielberg's *Schindler's List*. Reading- and writing-intensive course with readings and discussions in English. In addition to daily/weekly homework assignments, an in-class midterm exam and a final, cumulative take-home exam, students will also complete an extended analytical term paper. Students will also be required to watch films outside of regularly scheduled class hours. **Prerequisite:** Sophomore standing or permission of the instructor.

ITALIAN PROGRAM

ITA 101 Elementary Italian I

Drill in pronunciation, grammatical principles, reading and translation, oral and written exercises. Normally closed to students who have completed two years of high school Italian. Closed to native speakers.

ITA 102 Elementary Italian II

Continuation of ITA 101. Closed to native speakers. **Prerequisite:** ITA 101.

ITA 211 Intermediate Italian I

Integrated grammar review. Diverse selection of readings: stories, plays, essays, interviews. Practice in speaking and in writing. Class conducted in Italian. **Prerequisite:** Closed to native speakers. ITA 102, A strong high school background (4 years; good program; good grades).

ITA 212 Intermediate Italian II

This course uses different genres of texts (portraits, descriptions, short stories, film reviews, magazines) to explore different ways of writing and to prepare students for 300-level work. Structured in a workshop format, the course also develops conversational skills. Class conducted in Italian. Closed to native speakers. **Prerequisite:** ITA 211; closed to native speakers.

ITA 363 (WRI) (G) Prof. GIANNETTI **Italian Renaissance Comedy**

Modern European theatre was born in Italy in the sixteenth century. After studying the historical and cultural circumstances that permitted its success, we will focus on a group of representative texts and will attempt to understand renaissance comedies in renaissance terms. Not just a simple re-writing of Boccaccian novelle and old Roman plays, renaissance comedies represented social construction of gender and identity, cultural manifestations of power, both political and personal, issues and values of everyday life. Comedies created laughter and humor with cross-dressed characters, old fools and the battle for love over arranged marriage, but also stretched the boundaries of the possible imaginatively with serious implications for renaissance society and culture. Taught in Italian. **Prerequisite:** Italian 212.

PORTUGUESE PROGRAM

POR 105 Accelerated Elementary 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. **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.

POR 211 Intermediate Portuguese I

Integrated grammar review. Diverse selection of readings: stories, plays, essays, interviews. Practice in speaking and in writing. Class conducted in Portuguese. **Prerequisite:** POR 102 or 4 years high school POR, or permission of instructor, and closed to native speakers.

POR212 Intermediate Portuguese II

Intensive preparation for 300-level work through various genres (portraits, descriptions, short stories, film reviews, magazines, a novel). Workshop format, the course also develops conversational skills. Students complete a number of written projects (including an analytic paper). Class conducted in Portuguese. Closed to native speakers. **Prerequisite:** POR 211 or AP-4 (IB-5), and closed to native speakers.

POR 364/591 (WRI) (R) Prof. Steven BUTTERMAN **The Brazilian Short Story: The Best in Brazil's Short Fiction** **from 1890 to the Present (Writing credit)**

This course surveys the development of one of the most important and innovative literary genres in contemporary Brazil. Combining significant readings, songs, feature films, and documentaries with interviews with writers studied during the 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. **Prerequisite:** POR 212, or equivalent, or permission of instructor.

Note: POR minors must complete all written assignments in Portuguese. Other enrolled students may opt to write in English, Spanish, or Portuguese.

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 2 or more years of high school Spanish. Closed to heritage and native speakers of Spanish.

SPA 102 Elementary Spanish II

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

SPA 105 Accelerated Elementary 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 lifestyle, and environmental issues. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in Spanish. **Prerequisite:** two or more years of high school Spanish or the equivalent. Closed to heritage and native speakers of Spanish.

SPA 143 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 211 Intermediate Spanish I

For students with previous study of Elementary-level Spanish. The focus of SPA 211 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. **Prerequisite:** SPA 102 or SPA 105, the equivalent. Closed to heritage and native speakers of Spanish.

SPA 212 Intermediate Spanish II

For students with previous study of Spanish at the intermediate level, who are familiar with all tenses and with vocabulary related to the topics covered in SPA 101-211. SPA 212 is the first semester of a two-semester sequence ending with SPA 214. The continued development of skills in reading, writing, speaking, and listening in Spanish with an additional emphasis on cultural competence in the Spanish-speaking cultures of the 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 students 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 Spanish. **Prerequisite:** SPA 211 or equivalent. Closed to heritage and native speakers of Spanish.

SPA 214 Advanced Spanish

Continuation of SPA 212. This class 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 to develop style, vocabulary, and syntax. Course conducted entirely in Spanish. **Prerequisite:** SPA 212. Closed to heritage and native speakers of Spanish.

SPA 243 Intermediate Spanish for Heritage Learners

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. **Prerequisite:** SPA 143 or two years of Spanish in high school.

SPA 244 Advanced Spanish for Heritage Learners

This course is designed for those students who, because of family background or social experience and prior instruction in Spanish, possess functional communication abilities in the language. Focus is on developing formal speaking, reading and writing abilities. **Prerequisite:** SPA 243, four years of Spanish in high school, or 5 in the AP language exam.

UPPER DIVISION (300-400 LEVEL)

SPA 301 (WRI) (C) Prof. Chrissy ARCE

SPA 301 (WRI) (F) Prof. Omar VARGAS

Interpreting Literary and Cultural Texts in Spanish

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. **Prerequisite:** SPA 214 or equivalent. Closed to native and heritage speakers. **Note: Students may not receive credit for both 301 and 343.**

SPA 302 (WRI) (Q) Prof. Miguel Balsa-Marin

The Culture of Spain

This course presents a historical survey of the arts, science, letters, and political and social institutions in Spain. **Prerequisite:** SPA 214.

SPA 321 (WRI) (O) Prof. María G. Pardo

Flash Fiction

The short story and the short-short story or “flash fiction,” have been among the favorite genres of some of the most accomplished Latin American writers, from Argentinean Jorge Luis Borges all the way to Mexican Juan José Arreola. However, historical surveys of the region’s literature tend to favor the novel, usually neglecting the works of authors like Guatemalan Augusto Monterroso, whose most famous story, “El dinosaurio,” is only eight words long. For those who still believe that “less” is, in fact, “more”, this hands-on course explores the art of rendering compelling tales in very few words. After a close examination of very short stories by some of the masters of the form throughout the region, students will engage in workshop activities to create their own works of flash fiction by appropriating some of the techniques and strategies studied in class. **Prerequisite:** SPA 301 or SPA 343.

SPA 322 (WRI) (E) Prof. Chrissy ARCE

“In Search of a Visa to Fulfill a Dream”:

Cultural Products on (I)llegal Immigration

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 s/he is 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 s/he think s/he 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 (i)legal 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 Mexicans, Central Americans as well as Cubans and Dominicans. A key component of the course will be to gain first-hand insight into this complex and problematic reality by volunteering at Catholic Legal Services of Miami (CCLS), a non-profit legal agency that works with (un)documented immigrants. This real-world experience will complement the aesthetic and popular representations of legal and illegal immigration, informing our interpretations of these cultural products. **Note: A total amount of 20 hours of service throughout the semester is required.** That is the equivalent of two hours a week, starting from the second week until the last week of classes. The reading assignments take into account the additional commitment of civic engagement and community service that will occupy several hours a week. 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. **Prerequisite:** SPA 301 or SPA 343.

SPA 330 (WRI) (G) Prof. Gema Pérez-Sánchez
LGBTQI Thought, Literature, and Film in Contemporary
Latin America and Spain

This course will address very recent political, activist, and cultural debates in Spain and Latin America on gay, lesbian, queer, transgender, and intersex issues and the legal gains attained by these groups in some countries in the Spanish-speaking world. We will read key texts in LGBTQI theory originally written both in Spanish (especially from Spain, Mexico, and Argentina) and English, and contrast them with contemporary films, literature, and activist interventions in order to gauge the very important contributions of Hispanic queer thought and culture to global debates about gender, sexuality, and human rights. The theoretical and activist texts we will study may include works by Beatriz Preciado, Paco Vidarte, Javier Sáez, Sejo Carrascosa, Néstor Perlongher, Raquel (Lucas) Platero, Carmen Bachiller, and Brad Epps. We will discuss a selection of films among the following: Pedro Almodóvar's *All About My Mother* and *La piel que habito*; Barbet Schroeder's *La virgen de los sicarios*—based on Fernando Vallejo's eponymous novel—Lucía Puenzo's *XXY* and *El niño pez*; and Marcelo Piñeyro's *Plata quemada*—based on Ricardo Piglia's eponymous novel. Finally, we will read literary works by Manuel Ramos Otero, Yolanda Arroyo Pizarro, Felicitas Jaime, Luis Antonio de Villena, Leopoldo Alas, Lucía Puenzo, Fernando Vallejo, Lucía Etxebarria, Cristina Peri Rossi, Isabel Franc (a.k.a. Lola Van Guardia), Eduardo Mendicutti, etc. The focus will be on works from the last twenty years. This course will be linked to the *Thinking Queer Activism Transnationally* Symposium of April 2014. The course will be conducted exclusively in Spanish, although we may occasionally conduct some readings in English. **Prerequisite:** SPA 301 or SPA 343.

Note: Students may be allowed to enroll without the prerequisite if they take SPA 301 or SPA 343 at the same time that they are enrolled in SPA 330. Please, consult with the instructor.

SPA 343 (WRI) (J) Prof. Omar VARGAS

SPA 343 (WRI) (R) Prof. María G. PARDO

**Interpreting Literary and Cultural Texts in Spanish
for Heritage/Native Speaker**

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further 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. This course is for heritage learners and native speakers only. **Prerequisite:** SPA 244, high school degree from a Spanish-speaking country, or 4 in the AP literature exam. **Note: Students may not receive credit for both 301 and 343.**

**SPA 354 (WRI) (D) Profs. Christina CIVANTOS and
Ainai MORALES PINO**

Palabra, imagen y mirada: puestas en escena de la civilización

The concepts of "civilization," "progress," and "modernity" that circulate today in Latin America have their roots in the 19th century. Intellectuals and artists of the period used words and images, and representations of piercing gazes, to package and promote certain conceptions of progress and its opposing term, barbarism. In this course we will interpret and analyze 19th century literary works and visual materials that were part of the staging of civilization. What can they tell us about the construction of national identities? What can they tell us about our own assumptions regarding human progress? What is marginalized and muffled in pursuit of nationhood and progress? The course will be conducted exclusively in Spanish, although we may occasionally conduct some readings in English. **Prerequisite:** SPA 301 or SPA 343.

**SPA 355 (WRI) (R) Profs. Lillian MANZOR and
Sara GUSKY**

Building a Nation, Constructing the Other:

Invisibility, Contamination, and Danger in Latin American Literature

This course explores the production of Latin American literature during the 20th and 21st centuries. Focusing specifically on three pivotal periods of Latin American literary history, (Modernismo, el "Boom," and el "Post-Boom"), this course will introduce a collection of literary, visual, and filmic texts that cover a wide range of genres and forms. Following a chronological trajectory, the works we will study provide a genealogy of nation building efforts and social constructions that emerge from representations of contamination, invisibility, and danger regardless of the text's historical moment, literary movement, or national affiliation. The course will be conducted exclusively in Spanish, although we may occasionally conduct some readings in English. **Prerequisite:** SPA 301 or SPA 343.

SPA 433 (WRI) (F) Prof. Mabel BASTERRECHEA
Spanish for Health Care Professions

This course teaches medical vocabulary, technical and practical terminology in Spanish. Compositions are based on models of the documents, letters, and medical history cases required in health care professions. **Prerequisite:** SPA 301 or SPA 343.

SPA 442 (WRI) (P) Prof. María G. PARDO
Stylistics and Composition

What makes business e-mail effective? What makes a short story compelling? How does advertisement convince us to buy products? In this workshop-style seminar conducted entirely in Spanish, we will focus on the rhetoric underlying a variety of quotidian cultural genres, from simple text messages to sophisticated political journalism. By analyzing, emulating and questioning some of the conventions of each specific genre, students will make connections between literature and everyday life in order to hone their critical skills as readers while simultaneously broadening the repertoire of their creative skills as writers. **Prerequisite:** SPA 301 or SPA 343.

SPA 446 (H) Prof. Omar VARGAS
Cultural Debates: Public Speaking on Societal Issues

The main goals of this course are to improve student's conversational skills cultivating formal academic speaking competencies, and to develop their critical thinking skills and analytical expression in Spanish through active, responsible participation in discussions, debates and oral presentations in class. In addition, this course seeks to build students' oral proficiency at the advanced level while increasing their awareness of Hispanic. This course will provide students with a contextualized content-based approach to oral communication resulting in a fluent oral language production. Even though, the emphasis of this course is on oral and listening proficiency and not on grammar, syntax, reading or writing, some reading and writing are also practiced. (Reading and listening materials provide opportunities for students to be exposed to authentic language use, and to integrate these forms into their speaking and writing.) Classroom activities will include oral presentations, debates, discussions, and playacting. In addition, students will participate in the Virtual Immersion Program through which they will hold bi-weekly conversations with students from a country in Latin America. **Prerequisite:** SPA 301 or SPA 343.

Note: Students may be allowed to enroll without the prerequisite if they take SPA 301 or SPA 343 at the same time that they are enrolled in SPA 446. Please, consult with the instructor.

SPA 501 (WRI) (T) Prof. Elena GRAU-LLEVERIA
Cultural Construction of Gender in the Spanish Speaking World

The course is organized around a representative selection of gender theories and artistic texts. We will explore the interconnections between culture and gender, and gender and politics. The students will have the opportunity to incorporate the readings and theoretical perspectives to which they have been exposed in other Spanish courses. **Note: To be taken the last semester of the major.**

CHINESE (Mandarin)

CHI 101 Elementary Chinese I

Conversation, grammar, reading, elementary composition.

CHI 102 Elementary Chinese II

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

Prerequisite: CHI 101.

CHI 202 Intermediate Chinese II

Consolidation of the foundation which students have built on CHI 101, 102, and 201, with emphasis on four language skills and cultural studies. **Prerequisite:** CHI 201; closed to native speakers.

MLL 325 (WRI) (J) Prof. I-hao WOO

Chinese Cinema

The class aims to introduce modern China through major Chinese films interpreted in the light of modern Chinese history, culture, and society. The focus is placed on questions of cultural identity in films from the 80's to the present day by directors and filmmakers from Mainland China, Taiwan, and Hong Kong. **Prerequisite:** ENG 106

HAITIAN CREOLE

HAI102 Elementary Haitian Creole II

Continuation of 101. Closed to native speakers. **Prerequisite:** HAI 101 or its equivalent.

HEBREW

HEB 102 Elementary Hebrew II

Continuation of HEB 101 Grammatical principles: reading for comprehension and conversation; oral and written exercises. Normally, closed to students who have completed two years of high school Hebrew. **Prerequisite:** HEB 101 or 4 years of high school Hebrew or permission of instructor, and closed to native speakers.

HEB 202 Intermediate Hebrew II

Integrated grammar review. Diverse selection of readings: stories, plays, essays, interviews. Practice in speaking and in writing. Class conducted in Hebrew. **Prerequisite:** HEB 102 or 4 years of high school Hebrew or permission of instructor, and closed to native speakers.

JAPANESE

JPN 101 Elementary Japanese I

Pronunciation, grammar, conversation, and the elements of the writing system. Closed to native speakers.

JPN102 Elementary Japanese II

Continuation of JPN 101: pronunciation, grammar, conversation, and the elements of the writing system. **Prerequisite:** JPN 101 and closed to native speakers.

JPN 202 Intermediate Japanese II

Continuation of JPN 201. Grammar, composition and readings in modern Japanese, which will introduce students to aspects of Japanese customs, history and culture. Closed to native speakers. **Prerequisite:** JPN 201, and closed to native speakers.