

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

Spring 2019



**MODERN LANGUAGES AND LITERATURES
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SPRING 2019
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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, 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.

GER 310 (Section S): German Topics in Translation: Nazi Cinema: Hitler at the Movies (WRIT)

Instructor: Dr. Elisabeth Juetten

Prerequisites: ENG 106 and one 200-level course in Humanities or Social Sciences. The course may be used for German major or minor credit.

Fulfills course requirement for the following cognates:

German Language and Culture: Communicating with German Speakers (A&H)

Modern European Literature and Society (A&H)

Germany: History, Politics, and Culture (P&S)

This course examines the nature and functions of film in Nazi Germany between 1933 and 1945 as well as representations of Hitler and the enduring “fascination” with German National Socialism in postwar and contemporary film. In the first half of the course, we will analyze the cinematic and artistic productions of Hitler’s media dictatorship as propagandistic expressions of Nazi ideology and commodities of mass culture while critically evaluating their status as aesthetic products and works of “art.” Films to be discussed will include, among others, Leni Riefenstahl, *Triumph of the Will* (1935); Fritz Hippler, *The Eternal Jew* (1940); and Veit Harlan, *Jew Sues* (1934). In the second part of the course, we will look at cinematic depictions of Hitler and Nazi perpetrators films after 1945, such as the German Rubble film *The Murderers Are Among Us* (1946); *The Night Porter* (1974); *Downfall* (2004); and *Inglorious Basterds* (2009). In our efforts to understand the fascination of German fascism and broad appeal of Nazi ideology in its cinematic and broader cultural forms at the time, the discussions of films will be complemented with readings of critical essays on German culture and history, media theory, and cinema by writers, critics, and scholars such as Susan Sontag, Siegfried Kracauer, and Eric Rentschler.

This is a reading- and writing-intensive course with readings and discussions in English. In addition to weekly homework assignments and a final take-home exam, students will also complete two analytical 5-page papers. Students will also be required to watch films outside of regularly scheduled class hours.

MLL 404 / SPA 422 (Section H extended) Language in Society (WRIT)

Dr. Andrew Lynch

Prerequisite: *For MLL 404:* ENG 106 or 107; *For SPA 422:* SPA 301 or 302 or 303

This course offers an introductory overview of issues of *language in society*, and the principle theoretical concepts and methodologies that guide research on those issues. We will explore cultural, ideological, political, and economic dimensions of language in societies across the globe. We will explore how languages vary socially and geographically, considering aspects of multilingualism, interaction and interpersonal communication, gender, language and power, language discrimination, urbanization, and mass media. The main focus of the course will be non-English languages; for students of SPA 422, readings related to Spanish will be the focus, and writing assignments will be in Spanish. The objectives of the course are the following:

- to help students develop a more acute awareness of ‘language’ as a cultural, ideological, political, and economic construct
- to provide students with the theoretical and methodological bases that they need to become more informed observers of language in society and the impact of language-related social phenomena in their everyday lives, at both the macro- and micro-levels
- to challenge students to think about language in critical terms, and understand language as a product of the human experience rather than a given fact of human existence

SPA310 (Section R) Topics in Spanish and Spanish American Studies in Translation: Mythical Landscapes: Performing Greco-Roman Myths Across the Americas (WRIT)

Dr. Ernesto Fundora

Prerequisite: ENG 106 or ENG 107

Latin American theater, performance, and cinema provide several examples that illustrate how myths from Ancient Greece and Rome have been nurturing playwrights and stages from the Baroque to contemporary times. In this course, we will learn how to analyze, from a comparative perspective, texts produced by Latin American authors inspired by stories and heroes from Greek and Roman mythology, giving special emphasis to the ways in which Classics have been read from the Latin American postcolonial canon. Students will think critically about the potentiality that Greco-Roman mythology holds for understanding, explaining, and representing concepts and contexts that cannot effectively be conceived by means of language, or under certain epochs (e.g. colonialism) or regimes (e.g. dictatorships). We will analyze the ways in which Greco-Roman mythology offers models of sanctioned and unsanctioned forms of legitimation and transgression, ritualized practices and codified behaviors, and typologies of kinship arrangements and senses of belonging. Central to our study will be the consideration of how Latin American productions reread myths not only as performed fictions, but also as strategies of

discovering new ways of understanding narratives of identity, race, gender, sexuality, migration, and nationhood across the Americas. The course will include works by Homer, Ovid, Sor Juana Inés de la Cruz, Pedro Bloch, Derek Walcott, Emilio Carballido, Sergio Blanco, Cherríe Moraga, Abel González Melo, among others, and the film *Edipo alcalde* (*Oedipus mayor*), whose script was written by Gabriel García Márquez.

ARABIC STUDIES PROGRAM

LOWER DIVISION (100-200 LEVEL)

ARB 102 Elementary Arabic II

Prerequisite: ARB 101 or the equivalent. Closed to native speakers.

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.

ARB 102 Discussion.

ARB 202 (Section G) Intermediate Arabic II.

Prerequisite: ARB 201 or equivalent

Continuation of Arabic 201. Readings designed to integrate listening comprehension, speaking, reading, writing skills. Discussion of Arab society, history and culture. Closed to native speakers.

ARB 204 (Section F): Advanced Arabic II.

Prerequisite: ARB 203

The sixth course of the Modern Standard Arabic sequence within the Arabic Studies Program. The three primary goals of the Arabic language sequence are: (1) developing oral and written communicative abilities in Arabic; (2) understanding the rich culture of the Arabic-speaking world through engaging with texts and cultural artifacts; (3) studying and understanding the Arabic language, from grammar and spelling to writing with coherence, cohesion and accuracy.

ARB 208 (H-LONG) ARABIC FOR HERITAGE LEARNERS II.

PREREQUISITE: ARB 202 OR ARB 207

Arabic 208 is combined with the sixth course of the Modern Standard Arabic sequence within the Arabic Studies Program. The three primary goals of the Arabic language sequence are: (1) developing oral and written communicative abilities in Arabic; (2) understanding the rich culture of the Arabic-speaking world through engaging with texts and cultural artifacts; (3) studying and understanding the Arabic language, from grammar and spelling to writing with coherence, cohesion and accuracy.

ARB 394. INTERNSHIP. 1-3 CREDITS.

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in an Arabic-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 27 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

CHINESE PROGRAM(Mandarin)

LOWER DIVISION (100-200 LEVEL)

CHI 101 Elementary Chinese I

Conversation, grammar, reading, elementary composition. **Closed to native speakers .**

CHI 102 Elementary Chinese II

Prerequisite: CHI 101 or equivalent.

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

Closed to native speakers.

CHI 201 Intermediate Chinese I

Prerequisite: CHI 102 or equivalent

Expanding further on language skills (grammar, composition and reading) while introducing students to aspects of Chinese customs, history and culture. **Closed to native speakers.**

CHI 202 Intermediate Chinese II

Prerequisite: CHI 201 or equivalent

This course is designed as a continuation of Chinese 201 (Intermediate Chinese I). The course aims to develop students' ability to use Chinese in a more advanced way. The course continues Chinese 201's emphasis on accurate comprehension, expansion of vocabulary, and development of the ability to use variety of increasingly complex grammatical and sentence structures. In addition to improving their language abilities, students will also be exposed to different areas of Chinese culture. **Closed to native speakers.**

CHI 204. (Section G) Advanced Chinese II.

Prerequisite: CHI 203 or equivalent.

The course aims to develop students' ability to use Chinese in a more advanced way by 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. **Closed to native speakers of Chinese.**

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 the 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 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

Prerequisite: FRE 201 or 5-6 years of high school French. Closed to heritage and native speakers. (WRIT)

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 Advanced French (WRIT)

Prerequisite: FRE 202. **Closed to heritage and native speakers.**

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.

UPPER DIVISION (300-400 LEVEL)

FRE 301(Section H-Long): Interpreting Literary and Cultural Texts In French (WRIT)

Dr. Holly Runde

Prerequisites: FRE 203 or equivalent

French literature and the socio-cultural contexts to which they belong are rich and varied. In this course, we will discuss and analyze a selection of texts, movements, and works of art from diverse periods, from the medieval period to our era. We will also concentrate on developing analytical appreciation of works, through in-class discussions and formal writing. This course will give you a basis for pursuing more advanced studies in French in future semesters; the course is conducted entirely in French. Closed to native speakers formally educated in French.

FRE 310/SAP Topics in French and Francophone Studies in Translation: Memory, Patrimony, Conflict: Seminar/Practicum in French Cultural History (*Open exclusively UParis students (required for students who have not taken FRE 301)*) (WRIT)

Dr. Logan Connors

This experiential seminar, taught in English, queries the conflictual history of the French capital. Through readings, site visits, week-end excursions, class discussions, guest speakers, and independent research projects, students will tackle a series of polemical flashpoints in Paris, both past and present. As a culminating project, students will be asked to conduct guided, on-site research about a historical or contemporary economic, social, artistic, and/or political conflict that informs our understanding of the French capital today.

FRE 322/SAP. Topics in Global French Culture : MÉMOIRE, PATRIMOINE, CONFLIT: SÉMINAIRE/PRACTICUM, HISTOIRE CULTURELLE DE FRANCE
(Open exclusively to UParis students (required for students who have already taken FRE 301) (WRIT)

Dr. Logan Connors

Prerequisite: FRE 301

Dans ce séminaire, nous examinerons l'histoire polémique de la capitale française grâce à une série de lectures, visites, excursions et expériences interactives. Ensemble, nous allons analyser plusieurs moments de conflit qui ont particulièrement frappé la ville de Paris, y compris le massacre de Saint-Barthélemy, la Révolution française, l'occupation Nazi, les guerres postcoloniales, le mouvement LGBTQ parisien, les émeutes de mai '68 et l'avènement des programmes européens et néolibéraux. Le semestre culminera avec un projet de recherche guidé et par une journée d'étude, « Paris polémique ».

FRE 325. (Section J) Topics in French Language Cinema : Complicated Women of French and Francophone Cinema (WRIT)

Dr. Holly Runde

Prerequisite: FRE 301

The figure of the “anti-hero”, with his roots in the writings of Sartre and Camus, has dominated our so-called “golden age” of television, in series from *Mad Men* to *Breaking Bad*. But what about the “anti-heroine”: are we able to relate to a difficult and criminal female protagonist as we so easily do with male ones? How might a film director try to help us empathize with such an enigma? This course will introduce you to French and francophone cinema through the study of some of its most celebrated, maddening, controversial, and complex female protagonists and filmmakers from the 20th and 21st centuries. Taught entirely in French.

FRE 340 (Section Q) SERVICE LEARNING DESIG. Migration in Literary and Cultural Studies: “NEW CARIBBEAN SPACES”: IMMIGRATION AND CULTURAL PRODUCTION (WRIT)

Dr. Aleksandra Perisic.

Prereq. FRE 301

In this course we will study 20th-century literary and cultural works from the Francophone Caribbean (Martinique, Guadeloupe, La Guyane, and Haiti), in which immigration is a central theme. These works are primarily written and created by authors who have immigration in their background. Questions addressed in this course include: what are the historical and social circumstances that lead people to leave their country of origin? What is the immigrant experience of the journey to a new country? Once in their new ‘home,’ how do immigrants renegotiate questions of national belonging, citizenship, ethnic and racial identity? A key component of the course will be to gain first-hand insight by volunteering at either the Little Haiti Cultural Center or Fanm Ayisyen nan Miami (Haitian Women in Miami). This real-world experience will complement the cultural representations of Caribbean immigration, allowing us to further address questions of social justice and social change.

FRE 364: (Section P) Early Modern Topics in French: The French Empire and its Other. (WRIT)

Dr. Aleksandra Perisic.

Prereq: FRE 301

Note: all French majors are required to take FRE 363, 364, or 365.

This course examines key moments in French colonial history. Constructed in an interdisciplinary fashion, it draws from literary, political, philosophical and anthropological texts to introduce students to the history and culture of France and the French-speaking world. Readings bear on the nature of nation and citizenship, the tension between republic and empire, the dynamics of universalism and particularism, changing discourses of race and ethnicity. We will discuss major historical events that marked French colonial history including: French expansion into the Caribbean, the French and Haitian revolutions, the colonization of Algeria and the beginnings of the anti-colonial movement. The course and class discussions will be conducted in French.

FRE 394. Internship

Prerequisite: FRE 203

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships

ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in an French-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 27 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

FRE 501(Section S) Capstone: 20th and 21st Century Topics in French: D'HOSPITALITÉ FRANÇAISE À FRÈRES MIGRANTS (WRIT)

Dr. Ralph HEYDELS

Prerequisites : FRE 301 and status as senior major for FRE 501

In this seminar we will reflect, from an ethical viewpoint, on the notion of “French hospitality” within the context of (im)migration. In the first part of the course, we will read from Tahar Ben Jelloun’s *Hospitalité française*, Abdellah Taïa’s *Un pays pour mourir* and Patrick Chamoiseau’s *Frères migrants*, comparing / contrasting essayistic, narrative and poetical approaches to that topic, along with texts from the collective book *Bienvenue! 34 auteurs pour les réfugiés*. In the second part of the course, under the guidance of the professor, and regular weekly scheduled consultation with him, students will work individually on an essay or creative writing piece related to the topic at stake. Taught entirely in French. **Please note: seniors must sign up for FRE 501 (capstone)**

GERMAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

GER 101 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 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 201 Intermediate German I

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

For students with previous study of elementary-level German. The continued development of communicative abilities in speaking, reading, writing, and comprehension of German and an introduction to the cultural practices and aspects of Germany and German speaking countries: travel, transportation, childhood and adolescence, food and nutrition, and social and environmental issues

GERMAN 202 Intermediate German II (WRIT)

Pre-requisite: GER 201 or equivalent or permission of instructor. Closed to native speakers.

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. Reading- and writing-intensive course with readings and discussions in German.

UPPER DIVISION (300-500 LEVEL)

GER 310 (Section S): German Topics in Translation: Nazi Cinema: Hitler at the Movies (WRIT)

Instructor: Dr. Elisabeth Juetten

Prerequisites: ENG 106 and one 200-level course in Humanities or Social Sciences. The course may be used for German major or minor credit.

Fulfills course requirement for the following cognates:

German Language and Culture: Communicating with German Speakers (A&H)

Modern European Literature and Society (A&H)

Germany: History, Politics, and Culture (P&S)

This course examines the nature and functions of film in Nazi Germany between 1933 and 1945 as well as representations of Hitler and the enduring “fascination” with German National Socialism in postwar and contemporary film. In the first half of the course, we will analyze the cinematic and artistic productions of Hitler’s media dictatorship as propagandistic expressions of Nazi ideology and commodities of mass

culture while critically evaluating their status as aesthetic products and works of “art.” Films to be discussed will include, among others, Leni Riefenstahl, *Triumph of the Will* (1935); Fritz Hippler, *The Eternal Jew* (1940); and Veit Harlan, *Jew Sues* (1934). In the second part of the course, we will look at cinematic depictions of Hitler and Nazi perpetrators films after 1945, such as the German Rubble film *The Murderers Are Among Us* (1946); *The Night Porter* (1974); *Downfall* (2004); and *Inglorious Basterds* (2009). In our efforts to understand the fascination of German fascism and broad appeal of Nazi ideology in its cinematic and broader cultural forms at the time, the discussions of films will be complemented with readings of critical essays on German culture and history, media theory, and cinema by writers, critics, and scholars such as Susan Sontag, Siegfried Kracauer, and Eric Rentschler.

This is a reading- and writing-intensive course with readings and discussions in English. In addition to weekly homework assignments and a final take-home exam, students will also complete two analytical 5-page papers. Students will also be required to watch films outside of regularly scheduled class hours.

HAITIAN

HAI 102 (Section J) Elementary Haitian Creole II

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

Prerequisite: HAI 101 or its equivalent.

HEBREW

HEB 102 (O) Elementary Hebrew II.

Prerequisite: HEB 101 or equivalent.

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

HEB 202 (P) Intermediate Hebrew II

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

ITALIAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

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 201 Intermediate Italian I

Prerequisite: ITA 102 or a strong high school background (4 years; good program; good grades).

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 202 Intermediate Italian II

Prerequisite: ITA 201; closed to native speakers.

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: Intermediate Italian for Speakers of a Romance Language.

Prof. Manny Garcia-Rossi

Pre-requisite: ITA 106

Italian 206 is a continuation of ITA 106 (Elementary Italian for Speakers of a Romance Language) and is specifically designed for students who are either heritage learners or native speakers of a Romance language (e.g. Spanish, Portuguese, French, Creole, etc.), or have reached the proficiency level of Intermediate-Low (based on the ACTFL proficiency

guidelines) in Spanish or another Romance language, 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 Romance language. Students will be exposed to the basic syntactic and morphological parallels between Italian, Spanish, and other Romance 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 394: Internship.

Prerequisite: ITA 202

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in an Italian-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 27 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

ITA 446. Cultural Debates: Public Speaking on Societal Issues.

Prerequisite: ITA 202.

Dr. Mojca Del Fabbro

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 Italian 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 Italian culture through its rich cinema heritage and other forms of cultural production. 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.)

Japanese Program

LOWER DIVISION (100-200 LEVEL)

JPN 101 Elementary Japanese I

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. **Closed to native speakers.**

JPN102 Elementary Japanese II

Prerequisite: JPN 101 or equivalent. 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 Intermediate Japanese I

Prerequisite: JPN102 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 Intermediate Japanese II

Prerequisite: JPN201 or the 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 Advanced Japanese II

Prerequisite: JPN 203

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 (300-400 LEVEL)

JPN 447 (Section C) Advance Conversation Through Japanese Theatrical Texts.

Prerequisite: JPN 202

Professor Mari Williams

Students will develop conversational skills and acquire a better understanding of sociocultural dynamics by practicing Japanese performing arts, such as Rakugo (comic story telling), Manzai (standup comedy), voice-acting for animation of folk stories, and

scenes from contemporary Japanese theater. Students will also develop independent study skills and communication skills in different social settings.

PORTUGUESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

POR 105 Accelerated Elementary Portuguese

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 Intermediate Portuguese I

Prerequisite: POR 105 or 4 years high school POR, or permission of instructor, and 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 (Section H-Long) Intermediate Portuguese II (WRIT)

Dr. Steve Butterman

Prerequisite: POR 201.

This intermediate course focuses on textual analysis and critical writing while enhancing grammatical tools and expanding vocabulary in the Portuguese language. Students will engage in collaborative activities to foster discussion on a variety of cultural products, including literary fiction, newspaper articles, essays, music, film, and telenovelas.

UPPER DIVISION (300-500 LEVEL)

POR 322/691 (Section H-Long) Urban Cultures of Brazil: Informality, Criminality and Cultural Vitality in the Favelas of Rio de Janeiro

Prerequisite: POR 202

Dr. George Yúdice and Professor Mariví Véliz

This course examines the economic, social and cultural dimensions of favela life in Rio de Janeiro. The course begins with the history of favelas in this city, moves on to the current period, taking into consideration such factors as the informal economy, narco-traffic, racial discrimination, policing and security, violence and organizing to combat it. Among the materials to be discussed are urban planning documents, policing projects, news coverage of violence in the favelas, high profile literary and audiovisual works such as *Black Orpheus*, *Orfeu*, *City of God*, *Tropa de Elite*, etc. Additionally, students will read and view community materials such as documentaries, local civil society initiatives aimed at dealing with lack of employment and violence; youth, music and dance venues, and important organizations such as the Grupo Cultural Afro Reggae, Nós do Morro, Central Única das Favelas, Observatório das Favelas, Festa Literária da Periferia, Agência de Redes Para Juventude, etc. The course will be taught in English and Portuguese. Most sessions will begin with a ½ hour lecture in English taught by Professor Yúdice and then the class will break up into two discussion groups, one in Portuguese (led by Yúdice) and the other in English (led by TA Mariví Véliz). Each student will write short weekly reaction papers, take a midterm exam, and produce a final project (preferably an in-depth power point presentation or video). Each student will make a presentation on a topic vetted by the instructor.

POR 394: Internship

Prerequisites: POR 202

Fulfills requirements towards the Portuguese minor

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in an Portuguese-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 27 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

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

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 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. **Prerequisite:** two or more years of high school Spanish or the equivalent. Closed to heritage and native speakers of 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 105 or equivalent

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

SPA 202 Intermediate Spanish II (WRIT)

Prerequisite: SPA 201 or equivalent

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 101-201. SPA 202 is the first semester of a two-semester sequence ending with SPA 203. 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 201 or equivalent. Closed to heritage and native speakers of Spanish.

SPA 203 Advanced Spanish (WRIT)

Prerequisite: SPA 202 or equivalent

Satisfies requirements towards the Spanish major or minor.

Continuation of SPA 202. 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 202. Closed to heritage and native speakers of Spanish.

SPA 203 (Section F): Advanced Spanish: focus on the field of Communication Studies (journalism and advertisement) (WRIT)

Prerequisite: SPA 202 or equivalent

Dr. Fiorella Cotrina

Satisfies requirements towards the Spanish major or minor.

Spanish 203 is an advanced course in Spanish language and cultures. In this course, students will focus on close analyses of journalistic, advertising, and audiovisual texts,

while further developing the four skills (reading, writing, speaking, and listening). Students will review challenging grammatical concepts, will expand their vocabulary, and will have ample opportunity to discuss material in class. The class will be conducted in Spanish. Closed to heritage and native speakers of Spanish.

SPA 203 (Section E): Advanced Spanish for Medical and Health Professions (WRIT)

Prerequisite: SPA 202 or equivalent

Dr. Maidelín Rodríguez

Satisfies requirements towards the Spanish major or minor.

In this course, students will focus on close analysis of narrative texts (mainly novels and films) while further developing the four skills (reading, writing, speaking and listening). Students will review more challenging grammatical concepts, expand their vocabulary and will have ample opportunity to discuss material in class.

Since this course is focused on Spanish as used in medical and health professions, we will analyze the concept of health, diseases and illness in the literary realm. Our literary corpus will allow us to explore and interpret the concepts of health and sickness as metaphors for 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 student 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, role playing, in class presentations and debates of social and medical issues. 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 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 208 Advanced Spanish for Heritage Learners (WRIT)

Prerequisite: SPA 207, four years of Spanish in high school, or 5 in the AP language exam

Satisfies requirements towards the Spanish major or minor.

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.

SPA 208/LAW 390 (Section O): Advanced Spanish for Heritage Speakers: (WRIT)

Dr. Mónica A. Durán

Prerequisite: SPA 207

Satisfies Spanish Major & Minor requirements

Fulfills course requirement for the following cognates:

- **Spanish Language & Culture: Communication with Spanish Speakers (A&H)**
- **Spanish Language & Culture for Heritage and Native Speakers (A&H)**
- **Hispanic Literature: Understanding the Power of Words Through Spanish Language Texts (A&H)**
- **Language and Culture of the Spanish-Speaking World: Intermediate & Advanced (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

This advanced course for Heritage Speakers introduces students to legal topics from various Spanish-speaking countries. Taught through an interactive activity-based approach, the learner will engage in individual and group activities to complete tasks presented in class. The topics covered range from constitutions to immigration and human rights. Conducted in Spanish, the students will be evaluated through class presentations, 2 exams, writing assignments, and the development of a professional portfolio. Cross-referenced with LAW 390, undergraduate students will have the opportunity to consolidate their Spanish with School of Law students as their peers. This class follows the Law School academic calendar. Please contact the instructor at m.duran4@umaimi.edu before enrolling to complete the language diagnostic.

UPPER DIVISION (300-400 LEVEL).

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

Prerequisite: SPA 203 or equivalent to 6th semester college Spanish. Closed to native or heritage speakers of Spanish

Fulfills major or minor requirements

Satisfies requirements for 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)**

Sixth semester of college 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. Note: Students may not receive credit for both 301 and 307. Check CANELINK for other sections.

SPA 302 (Section P) The Cultures of Spain. (WRIT)

Dr. Gema Pérez Sánchez

Prerequisites: SPA 203 or SPA 208 or equivalent

Satisfies requirements for 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)**
- **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 idiosincracia 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.

Nota importante: En este curso estudiaremos mucha historia. Vengan preparados para leer extensamente sobre la historia de la Península Ibérica desde la prehistoria hasta la actualidad.

SPA 303 (Section G) Latin American Civilizations and Cultures (WRIT)

Dr. Chrissy Arce

Prerequisite: SPA 203, 208 or equivalent.

Satisfies Spanish Minor and/or Major Requirements

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)**
- **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)**

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.

SPA 307 (E) Interpreting Literary and Cultural Texts in Spanish for Heritage/Native Speakers. (WRIT)

Dr. Omar Vargas

Prerequisites: SPA 208, or 5 in the AP Literature Exam or equivalent

Fulfills requirements for the major or minor in Spanish

Or: 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)**

Sixth semester of college Spanish. This is an upper division 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 clear and persuasive arguments supported by textual evidence. Special attention is paid to characteristics of heritage/native speaker expression. This course is for heritage learners and native speakers only. **Closed to non-native speakers of Spanish.**

SPA310 (Section R) Topics in Spanish and Spanish American Studies in Translation: Mythical Landscapes: Performing Greco-Roman Myths Across the Americas (WRIT)

Prerequisite: ENG 106 or ENG 107

Dr. Ernesto Fundora

Latin American theater, performance, and cinema provide several examples that illustrate how myths from Ancient Greece and Rome have been nurturing playwrights and stages from the Baroque to contemporary times. In this course, we will learn how to analyze, from a comparative perspective, texts produced by Latin American authors inspired by stories and heroes from Greek and Roman mythology, giving special emphasis to the ways in which Classics have been read from the Latin American postcolonial canon. Students will think critically about the potentiality that Greco-Roman mythology holds for understanding, explaining, and representing concepts and contexts that cannot effectively be conceived by means of language, or under certain epochs (e.g. colonialism) or regimes (e.g. dictatorships). We will analyze the ways in which GrecoRoman mythology offers models of sanctioned and unsanctioned forms of legitimation and transgression, ritualized practices and codified behaviors, and typologies of kinship arrangements and senses of belonging. Central to our study will be the consideration of how Latin American productions reread myths not only as performed fictions, but also as strategies of discovering new ways of understanding narratives of identity, race, gender, sexuality, migration, and nationhood across the Americas. The course will include works by Homer, Ovid, Sor Juana Inés de la Cruz, Pedro Bloch, Derek Walcott, Emilio Carballido, Sergio Blanco, Cherríe Moraga, Abel González Melo, among others, and the film *Edipo alcalde* (Oedipus Mayor), whose script was written by Gabriel García Márquez.

SPA 321 (Section G) Introduction to Literary Themes: Representations of Indigenous Epistemologies in Contemporary Latin American Literature (WRIT)

Prerequisite: SPA 301 or SPA 302 or SPA 303 or SPA 307, or equivalent

Dr. Viviana Díaz Balsera

Satisfies requirements for the Spanish major or minor

- **Or: 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 will explore representations of indigenous epistemologies in twentieth and twenty-first century Latin American poetry, short stories, and long narratives by indigenous and non-indigenous writers. The course will examine how these epistemologies are aesthetically constructed and the register of voices that are heard. Students will analyze portrayed indigenous relationships to land and waterscapes, to kinship and language, to local histories and cosmologies, to human and non-human actors, as horizons of identity. Students will also reflect on how these relations are posited in the texts as political struggles against absorption and domination by Latin American nation states. The course will include readings by Pablo Neruda, Miguel Angel Asturias, José Maria Arguedas, Elena Garro, Maria Sabina, Rigoberta Menchú, Heriberto Prado Pereda, and Román Gemes Jiménez, among others. Class sessions will be conducted in Spanish. Students who are not majors or minors in Spanish may write their papers and exams in English.

SPA 321 (Section Q) Introduction to Literary Themes: Escritura y poder (WRIT), (CIVIC)

Prerequisite: SPA 301, or 302, or 303, or 307, or the equivalent.

Dr. Christina Civantos

Satisfies requirements for the Spanish Major and Minor

Or: Fulfills a 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 (A&H)

How are reading and writing personally and politically transformative? This seminar, "Escritura y Poder," explores the relationship between literature and the so-called Real World by examining what reading and writing offer us as individuals, how writers try to resist political realities through literature, why and how censorship takes place, and why and how literacy itself is restricted. A key component of this Civic Engagement course will be participation in the Exchange for Change letter exchange program. This program anonymously pairs students in our class with inmates enrolled in a Spanish-language writing course in a local prison that covers some of the same readings as our course. This will provide an opportunity to reflect upon a set of specific intersections of power and the written word and to assist these inmates in their learning process, as well as learn from them.

We will start out by considering the psychological and social effects of reading and writing. We will then read and comment upon resistance literature, that is, literature from the Hispanophone world that uses the written word as a political tool. One main focus in

this segment of the course will be a sub-genre known as The Dictator Novel—narrative fiction that depicts actual dictatorships. These novels will lead us to the intersections between the written word and the power dynamics of gender, sexuality, and religious ideology. Through these dictator novels we will analyze how literature plays a powerful role not only in real-life politics, but also in how we conceive of reality itself. Interspersed with these novels we will look at specific cases of censorship and shorter literary works that focus on writing and political resistance.

But who has access to literature and its deeper messages? In the last segment of the course we will consider education as a human right and also study the politics of literacy and how literary imagination and critical literacy can be powerful tools.

Please note: Although a few secondary readings will be in English, this course will be conducted entirely in Spanish.

SPA 340 (Section E) Migration Studies: Exile and Culture in the Americas (WRIT)

Pre-requisites: SPA 301 or SPA 302 or SPA 303 or 307.

Dr. Marelys Valencia

Satisfies requirements for Spanish majors or minors

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)**

In this course, students will engage in the analysis of literary pieces from poetry, short stories, theater, to cinema and performance art to inquire on the varied forms that artists and writers have envisioned displacement, place-making, homeland and mythical returns. The course will tackle the historical contexts that have stimulated/obliged the exodus of persons of Latin American origin from the 19th century to the present. Equally important will be the exposure to the ideological and historical frameworks in which concepts like exiles, travelers, migrants, and nomads have emerged by exploring the diverse histories behind mobility beyond national borders. In addition, students will think critically about the intersection of language, identity and migration.

SPA 360/LAS 302/LAS 603 (Section Q) Travels Through Cuba: “The Most Beautiful Land” (WRIT)

Prerequisites: SPA 301 or SPA 302 or SPA 303 or SPA 307

Dr. Ernesto Fundora

Satisfies requirements for Spanish majors or minors

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 involves required travel during the Spring Break and it has a program fee. As the largest island of the Antilles, Cuba has long captivated the attention of explorers seeking conquest and wealth, religious conversion and scientific knowledge, and other encounters with the island's diverse landscape, wildlife, and people. From Christopher Columbus onwards, many travelers and explorers have come to Cuba to unlock the island's mysteries, traversing its coasts, its jungle, as well as Havana and other cities. This course examines the experiences of foreign and domestic travelers over the course of the last five centuries in Cuba. Students will look carefully at the shared assumptions of travelers and compare their modes of social inquiry, scientific investigation, and the ways in which they reflect about the island and its various realities. In pursuing a better understanding of the genre of travel writing and its literary and historical significance, the course draws upon a variety of first-person accounts about the island Columbus called, right after disembarking in its shores, "The most beautiful land human eyes have ever seen." Students will have the opportunity to work in archives at the Cuban Heritage Collection and visit several sites in Miami in preparation for the trip to the Cuban cities of Havana, Viñales, Matanzas, and Cienfuegos. Coursework, archival work, and field experience will be incorporated in their final research/creative projects. (Travel component is pending approval.)

SPA 363(Section O) Medieval and Early Modern Peninsular Topics: Heroes and Lovers (WRIT)

Dr. Susanna Allés-Torrent

Prerequisites: SPA 301 or SPA 302 or SPA 303 or SPA 307

Fulfills pre-twentieth course requirement for Spanish majors

Satisfies requirements for Spanish majors or minors

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 offers a general overview of some of the canonical works of Medieval and Early Modern Spain literature through the topic of heroes and lovers. We will read and interpret several masterpieces of Spanish literature that are connected with the notion of “hero”, such as the *Poema del Mio Cid*, and fragments of several chivalric romances, such as *Amadis de Gaula* or *Tirant Lo Blanc*. We will turn upside-down the concept of hero and we will study other works where examples of the opposite can be seen, such as the main character of the Picaresque novella, *Lazarillo de Tormes*, or the famous madness of *Don Quixote*. Similarly, we will approach the Medieval and Renaissance concept of love and how it evolves throughout time reading the desperate love poems of the troubadour tradition, passing by the *Carcel de Amor*, and arriving to the misfortunes narrated by *La Celestina*. The majority of text will be in the original language, for others a modern adaptation will be provided, and few of them will be in translation.

SPA 394: Internship

Fulfills requirements towards the Spanish major or minor

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in a Spanish-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 27 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

SPA 401 (Section J, extended) Introduction to the Study of Hispanic Linguistics (WRIT)

Prof. Ager Gondra

Prerequisites: SPA 301 or SPA 302 or SPA 303 or SPA 307

Fulfills minor credits and 400-level requirement for Spanish major.

This course provides an introductory overview of the study of Spanish linguistics. We will examine the theoretical aspects of numerous subfields of linguistics: phonetics, phonology, morphology and syntax, and begin to apply this knowledge to the fields of dialectology and sociolinguistics. We will also analyze social and geographic variation of Spanish in diverse parts of the world (e.g. in Spain, Hispanic America and United States), as well as the linguistic particularities of Spanish as spoken in contemporary bilingual societies. All materials, discussions, tests and assignments will be in Spanish.

MLL 404 / SPA 422 (Section H extended) Language in Society (WRIT)

Dr. Andrew Lynch

Prerequisite: *For MLL 404:* ENG 106 or 107; *For SPA 422:* SPA 301 or 302 or 303

Satisfies Spanish Major & Minor requirements

Fulfills course requirement for the following cognates:

- **Linguistics**
- **Cultural Codes in the Spanish-Speaking World**
- **Cultural Codes in the Arabic-Speaking World**
- **Cultural Codes in the Italian-Speaking World**

This course offers an introductory overview of issues of *language in society*, and the principle theoretical concepts and methodologies that guide research on those issues. We will explore cultural, ideological, political, and economic dimensions of language in societies across the globe. We will explore how languages vary socially and geographically, considering aspects of multilingualism, interaction and interpersonal communication, gender, language and power, language discrimination, urbanization, and mass media. The main focus of the course will be non-English languages; for students of SPA 422, readings related to Spanish will be the focus, and writing assignments will be in Spanish. The objectives of the course are the following:

- to help students develop a more acute awareness of 'language' as a cultural, ideological, political, and economic construct
- to provide students with the theoretical and methodological bases that they need to become more informed observers of language in society and the impact of language-related social phenomena in their everyday lives, at both the macro- and micro-levels
- to challenge students to think about language in critical terms, and understand language as a product of the human experience rather than a given fact of human existence

SPA 434/LAW 570 (Section R): Legal Debates: Gender and Family in Latin America (Género y familia en Latinoamérica) (WRIT)

Dr. Mónica A. Durán

Prerequisite: SPA 301, or SPA 307, or SPA 302, or SPA 303

Satisfies Spanish Major & Minor requirements

Fulfills course requirement for the following cognates:

- **Spanish Language & Culture: Communication with Spanish Speakers (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners (A&H)**
- **Spanish Language & Culture for Heritage and Native Speakers (A&H)**
- **Hispanic Literature: Understanding the Power of Words Through Spanish Language Texts (A&H)**

- **Language and Culture of the Spanish-Speaking World: Intermediate & Advanced (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

From a sociolinguistic perspective, this course analyzes documents, stories, film, music, and art, to understand how the social relationships and gendered sociopolitical constructs informed the legal system and determined aspects such as property, inheritance and family law. The students will engage in reading and writing activities that foster development of style and purpose for legal and social analysis. Writing credit. This course is taught in a hybrid format to introduce the students to 21st century communication for the professions. Cross-referenced with LAW 570, this class follows the Law School academic calendar. Please contact the instructor at m.duran4@umaimi.edu before enrolling to complete the language diagnostic.

SPA 501 (Section R): Capstone Seminar for Seniors: “Migration in the Popular and Mass Cultures of Spain” (WRIT)

Dr. Gema Pérez-Sánchez

Prerequisites: The capstone course is to be taken in the last semester of the major.

En este seminario de investigación leeremos teorías y estudiaremos metodologías pertinentes al estudio cultural de cómo lxs inmigrantes son representadxs en la literatura, el cine, la novela gráfica, la fotografía, y las canciones populares producidos en España. El tema de la inmigración y su representación en estas formas de producción cultural vendrá apoyado por el estudio de las teorías sobre los estudios culturales en sí. Así, leeremos algunos textos importantes de la Escuela de Birmingham de Estudios Culturales (especialmente de Raymond Williams y Stuart Hall) y de la Escuela de Frankfurt (especialmente de Theodor Adorno y Max Horkheimer). Con ayuda de estas armas teóricas, nos preguntaremos: ¿cómo nos acercamos al estudio formal e ideológico de un cómic? ¿Y de las canciones pop? ¿Y del cine como medio de comunicación de masas? ¿Y de la literatura popular de género (detectivesca, para adultos jóvenes, de terror, etc.)? ¿Qué papel cumple el consumidor de estos productos culturales en la resignificación de los mensajes ideológicos asignados a cada producto? Dicho de otra manera, el foco teórico serán los estudios culturales y los casos concretos que estudiaremos vendrán de ejemplos relacionados con la inmigración de sujetos norteafricanos, subsaharianos y latinoamericanos a España en las últimas décadas del siglo XX y principios del XXI y sus experiencias de asimilación (o falta de ella). En sus proyectos de final de curso, lxs estudiantes tendrán libertad para extender las teorías sobre migración y estudios culturales aprendidas en el curso al estudio de fenómenos semejantes en Latinoamérica o entre la frontera de México y los EE.UU., previa consulta con la profesora. Lxs estudiantes también podrán extender sus áreas de investigación a temas que entran en intersección con la inmigración, tales como el género y la sexualidad (cuestiones LGTBQIA y de feminismo), la clase social, la ecología, los desahucios inmobiliarios, los movimientos ciudadanos como el 14-M o Occupy Wall Street, etc.). A lo largo del curso, pero especialmente a partir de la segunda parte del mismo, habrá sesiones fuera de clase (en

sustitución de la sesión en clase) durante las que lxs estudiantes llevarán a cabo una de las siguientes actividades: reunirse independientemente con la profesora para comentar sus proyectos de fin de curso, progresar en sus trabajo de investigación en la biblioteca y los archivos de Richter, participar en talleres de escritura y edición con lxs compañerxs, asistir a conferencias obligatorias, etc.. Cada estudiante podrá escoger la región y el período histórico que quieran para realizar su trabajo de investigación de final de curso. Nota importante: A lo largo del curso, es muy posible que tengamos la oportunidad de asistir a ciclos de películas, conferencias de profesores invitados o charlas de escritores relevantes, ya sea en UM o fuera de UM. Los estudiantes deben hacer lo posible por asistir a estas conferencias.

SPA 501 (Section H-Long) Capstone: From Worldly Latin Americans to Post-National Citizens (WRIT)

Dr. Marelys Valencia

Prerequisite: The capstone course is to be taken in the last semester of the major.

This course will explore what is cosmopolitanism from a multidisciplinary perspective. Students will delve into the evolving history of cosmopolitanism in the realms of literary and cultural studies (production, circulation, promotion, and reception), as well as in the philosophical tradition. As such, literary materials will enter in dialogue with critical philosophical conceptualizations of the term, its relation to Western understandings of global relations, and the varied ways in which Latin American writers have envisioned themselves as part of such relations and traditions throughout the twenty century and current times. Students will engage in the analysis of different cultural expressions that celebrate and interrogate cosmopolitanism, including their own limits as genres. Students will gain familiarity with the Latin American Avant-garde, the Boom, the Post-Boom, and early 21st century post-national writers.