

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

FALL 2021



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MODERN LANGUAGES AND LITERATURES

DEPARTMENT OVERVIEW

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

ITA 311/REL 404 (Section T): To Hell and Back with Dante: Women, Politics, and Poetry

Prof. Dabney Park

Prerequisite: ENG 106 or equivalent

This course will offer an overview of Dante's Divine Comedy and his other works to explain how he treats key men and women, how his poetry carries his messages, and how his work at once reflected and contested the religious ideas and the power relationships of his times.

Students who take this course will follow Dante's travels to Hell, Purgatory, and Paradise using John Ciardi's translation of the Divine Comedy. Reading selected texts comprising much of the Divine Comedy, they will also consider some of Dante's prose works that shed light on his life, work, and times. The course will focus particularly on Dante's treatment of key men and women, on how his magnificent poetry delivers the messages he has for the audiences of his day and for our times, and on how his work reflected and conflicted with the religious ideas and the power relationships of his times.

ITA 310: Travels to/through Italy

Drs. Maria Stampino and John Paul Russo

URome Study Abroad Program

The depiction of Italy as a member of the G8 and NATO, a leading provider of fashion, cinema, cars, design, and cuisine, is relatively recent, though widely held. But Italy as the seat of a highly prized way of life traces back through the centuries, with many writers declaring their admiration, from Goethe, De Stael and Stendhal, to Milton and Shakespeare. To understand Italy's contemporary image in the world, this course seeks to understand some of the earlier representations of Italy and Italians from Dante, through the Renaissance and Baroque periods, the Risorgimento, the Great Migration, the Economic Boom and la dolce vita, and down to the present time. A primary goal of the course is to connect students' experiences in Rome and Italy more generally with the experiences of other travelers and with the rich and diverse history of what being Italian is. Specific themes will include geography, the persistence of classicism in Italy to the present day, paganism and Christianity, northern Europe vs. the Mediterranean, post-Renaissance decline, rationalism vs. passion, localism vs. nationalism, civilization and the natural. Students will come to realize that, beyond the Italian state, there are many "Italies" conditioned by a variety of historical, political, economic, social, cultural, and religious circumstances.

MLL 322/APY/HIS/ECS/AMS (Section T): North American Native and Global Indigenous Perspectives:

Stories of Resistance and Resilience

Prof. Caroline LaPorte, J.D. (Descendant, Little River Band of Ottawa Indians)

Tuesdays and Thursdays: 6-7:15

Rooted in an Indigenous perspective, this course is intended to provide students with a critical overview of the experiences of Native and Indigenous Peoples within the United States and globally. Students will have the opportunity to learn about historical injustices and contemporary issues Indigenous people face and about the impact that Native-led social justice movements have in regards to these issues. Students will contrast Native and Global Indigenous worldviews, frameworks for approaching community issues (legal, spiritual, land-based, political, and cultural), and accompanying creation stories with those of the West. Students will be immersed in Indigenous teachings around kinship and language, and will have the opportunity to examine common historical, political, and modern impacts of colonization on Native and Indigenous ways of being and knowing. Participants in this course will be able to identify the different eras of federal Indian law and policy (pre-contact, contact, genocide and colonization, removal, allocation and assimilation, recognition, termination and self-determination) and be able to dive deeper into their own assumptions, which may or may not be based on inaccurate historical narratives. To this end, students will have gained a more accurate portrayal of the history of Native and Indigenous peoples and will develop an appreciation for the ongoing and historical experiences in these communities, as well as the resiliency and survivance found within. Participants in this course will have a solid understanding of the value systems in which Indigenous teachings, stories, languages, and worldviews are rooted and be able to explain how these value systems have resisted colonial oppression since colonization. Success in this class will be measured by:

1. Student ability to address and answer the core question of this course: What does it mean to be Indigenous to a place?
2. Student ability to identify and explain the many ways in which settler colonialism and white supremacy have had a seriously detrimental impact on Native and Indigenous peoples, their worldviews and experiences; and
3. Student willingness to confront internal bias and challenge their thinking using cultural humility as a model.

In order to accomplish this, this course will prioritize Indigenous scholarship and will utilize various sources (peer-reviewed articles, Native literature, plays, movies and Native podcasts, as well as texts focused specifically on anti-racism) to encourage meaningful student engagement with the course topics. Students will be required to submit weekly reflection papers (addressing key themes around historical issues/modern impacts, Native and Indigenous identity/blood quantum and anti-Blackness/anti-Indigeneity, white supremacy/colonization, genocide, oral traditions/creation stories, gender, and more) and a formal research paper. As a group, students will lead their own discussion forum space to create community with one another as we address more emotionally challenging topics (Indian boarding schools, removal, land theft, genocide, cultural genocide, missing and murdered Indigenous women and girls, violence against Native women, and overall tensions around identity and white supremacy).

POR 310/GSS 320/LAS 350: LGBTQ Brazil: Queering & Querying the Paradise of Paradox

Dr. Steve Butterman

Section T

Tuesdays and Thursdays: 6:00 – 7:15 p.m.

This interdisciplinary cultural studies seminar, conducted in English with optional break-out sessions in Portuguese, examines the relationship between burgeoning critical socio-political movements and institutions and the language discourses used to configure and conceptualize them. More specifically, we will study characteristics that make life unique for sexual minorities in today's Brazil while also viewing Brazil in relation to global LGBTQ sociopolitical movements, critically assess the complex relationship(s) between the visual arts and political activism, carefully analyzing artistic representations of LGBTQ identities through photography, film, literature, visual arts, music, and other sources. Our journey together will also embark on interrogating the usefulness and the challenges of Brazil as a case study for understanding the cultivation of ambiguity in contemporary (re)constructions of queer life. As such, we will conduct a discourse analysis of the dynamics and features of the largest LGBT Pride Parade in the world (São Paulo, Brazil), while examining the limits and the potential of creating theoretical frameworks invested in promoting linkages between political activism and academic scholarship. Finally, we will analyze the intricacies of terminology Brazilian sexual and gender minorities have adopted and adapted, illustrating the development of LGBTQ identities through performative language use.

SPA 410/MLL 410 (Section G Long) Digital Literacy Through Cultural and Literary Topics

Dr. Susanna Allés-Torrent

This course introduces and involves students actively into a full stack of digital methods and tools applied to literary and cultural studies, with special emphasis for Spanish. The course is conceived as a first hands-on approach to new methods and general tendencies within the humanities. Students will have the opportunity to deepen their digital literacy, surveying and gaining a general understanding of what is (or are) Digital Humanities and experiencing new ways of exploring digital textuality. They will become familiar with the basic principles of computing, as well as the fundamentals of some markup languages, such as XML-TEI, and techniques of text mining. The course looks towards the many dimensions of texts as data, and the many approaches available to collect, annotate, process, analyze and interpret them; thus, concepts such as textual corpus, semantic tagging, text mining, or topic modeling will be at the core of this course. At the end of the course students will present a digital project along with a long paper connected to the topic's course and using the language of their choice.

ARABIC STUDIES PROGRAM

LOWER DIVISION (100-200 LEVEL)

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 203: Intermediate Advanced Arabic I (Section E)

Prerequisite: ARB 202 or equivalent.

Prof. Suja Sawafta

This 5th semester course in Modern Standard Arabic continues to develop all four language skills (listening, speaking, reading, and writing) while exploring cultural aspects of the Arab world. The course hones students' abilities in communicating about cultural topics and current events in the Arab world while building critical reading and writing skills.

Conducted entirely in Arabic. Closed to native speakers who can already read and write Arabic at the advanced level and students who graduated from a high school in which the primary language of instruction was Arabic.

ARB 207: Advanced Arabic I for Heritage Learners (Section H: MW: 3:35-4:50)

Prof. Suja Sawafta

This course in Modern Standard Arabic is tailored to the specific needs of advanced heritage learners (students who were raised speaking Arabic and can read and write it at the advanced level, but did not complete secondary school in an institution where Arabic was the main language of instruction). The course, through specific literary texts, films, and/or cultural topics aims to develop students' ability to carry out formal presentations and write critical analyses and argumentative essays in Arabic. This course will help you improve your Arabic reading and writing skills while completing a cognate in Arts & Humanities (the Arabic Language & Culture cognate). If the course is not being used to fulfill a cognate, it fulfills the College of Arts & Sciences's Language Proficiency requirement.

UPPER DIVISION (300-500 LEVEL)

ARB 394: Internship. 1-3 credit hours.

Dr. Christina Civantos

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 28 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

ARB 591: Directed Readings (WRIT)

Dr. Christina Civantos

Directed readings (Independent study) in Arabic Studies.

CHINESE PROGRAM (MANDARIN)

LOWER DIVISION (100-200 LEVEL)

CHI 101: Elementary Chinese I

Conversation, grammar, reading, elementary composition.

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 203 Section (O): Advanced Chinese I

Prerequisite: CHI 202 or equivalent.

Dr. Rebeca Dorán

The course is designed to develop students' ability to use Chinese in a more advanced way. The course emphasizes 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.

CHI 312 Section (Q): Ghosts, Immortals, and Other Phantoms in Chinese Literature, Film, and Television

Prerequisite 203 or equivalent

Dr. Rebeca Dorán

**Cognates: Chinese Culture, History, and Politics
Chinese Studies**

Ghosts, immortals, animal spirits, and other non-human phantoms played an important role in Chinese literature and culture from an early date. This course explores the appearance and transformations of these figures in various genres of literature, film, and television. Close attention is paid to themes including gender and the supernatural; interconnected notions of humanity, divinity, and monstrosity; and reinterpretations of earlier supernatural tales in film and television media.

FRENCH PROGRAM

LOWER DIVISION (100-200 LEVEL)

FRE 101 Elementary French I

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

FRE 102 Elementary French II

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

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

FRE 105 Accelerated Elementary French

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

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

FRE 201 Intermediate French I

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

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

FRE 202 Intermediate French II (WRIT)

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

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

FRE 203 Advanced French (WRIT)

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

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

UPPER DIVISION (300-500 LEVEL)

FRE 301 (Section O): Introduction to French & Francophone Studies (WRIT)

Prerequisite: FRE 203 or permission of instructor

Prof. Aleksandra Perisic

Tools for the interpretation and analysis of cultural materials from the French-speaking world. Acquisition of terminology and methodology for advanced study in French and Francophone Studies. Emphasis on historical, literary, and geographical breadth of French-speaking cultures as well as on critical writing skills. Taught entirely in French.

FRE 302 Section (P) The French Empire and Its Other

Prof. Aleksandra Perisic

This course examines key moments in French colonial history from the seventeenth century to the early twentieth century. 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.

One of the goals of this class is to foster proficiency in the reading, writing, and speaking French. The course and class discussions will be conducted in French. All readings are primary sources in French. The class counts towards the following cognates: French Language and Culture: Communicating with French Speakers a French and Francophone Studies: Literature, History, and Culture.

FRE 303 Section (S): Introduction to Contemporary Intellectual Movements of the francophone Caribbean and its diaspora

Dr Cae Joseph-Masséna

This course is a survey of Francophone Caribbean Intellectual Movements of the 20th and 21st century. Drawing from literature as well as cinema, music and visual cultures from the French-speaking Caribbean and its diaspora, students will learn about several influential Caribbean intellectual movements and become familiar with key concepts associated with Caribbean thinkers and artists such as indigénisme, négritude, noirisme, antillanité, sprialisme, créolité and créolization. The course and discussions will be conducted entirely in French.

FRE 394 Internship. 1-3 Credit Hours.**Prof. Logan Connors**

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 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 591 Directed Readings

GERMAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

GER 101 (Section C and Section E): Elementary German I

Instructor: Dr. Elisabeth Juetten

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

GER 102 (Section F): Elementary German II

Instructor: Dr. Elisabeth Juetten

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 (Section G) Intermediate German I

Instructor: Dr. Antonella Cassia

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 practices and aspects of Germany and German speaking countries. Some of the themes are university life, professions and work, and housing.

UPPER DIVISION (300-500 LEVEL)

GER 301 (Section R): Interpreting Literary and Cultural Texts in German: Turkish-German Literature and Film (WRIT)

Instructor: Dr. Elisabeth Juetten

Prerequisites: GER 202 or equivalent.

This course will examine contemporary Turkish-German literature and film. It will give students the opportunity to investigate the different ways of constructing and shaping “the Other” in the context of a multiethnic society in Germany while learning about the historical events, political climate, cultural atmosphere, and social changes from the 1960 until today. Works to be examined and discussed will include the literary writings of Feridun Zaimoğlu and films like, “Gegen die Wand” (*Head-On*, Fatih Akin 2004); “Auf der anderen Seite” (*The Edge of Heaven*, Fatih Akin 2007) and “Aus der Ferne” (*From Far Away*, Thomas Arslan 2006). Reading and writing assignment intensive course with discussions in German.

GER 394. Internship. 1-3 Credit Hours.

Instructor: Dr. Elisabeth Juetten

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 German-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 28 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

GER 591. Directed Readings

Instructor: Dr. Elisabeth Juetten

HAITIAN

HAI 101: Elementary Haitian Creole I

Development of basic listening, speaking, reading and writing skills; focus on conversation and the grammatical fundamentals of Haitian Creole. Closed to native speakers.

HAI 201: Intermediate Haitian Creole I

Prerequisite: HAI 102 or Equivalent.

Basic listening, speaking, reading and writing skills developed in Elementary Haitian Creole. Continued development of communicative abilities and introduction to the cultural practices, family values, and social and environmental issues of Haiti. Include both oral and written components.

HEBREW

HEB 101: Elementary Hebrew I

Grammatical principles: reading for comprehension and conversation; oral and written exercises. Closed to students who have completed two years of high school Hebrew. **Closed to native speakers.**

HEB 201: Intermediate Hebrew I

Prerequisite: HEB 102 or 4 years of high school Hebrew. Closed to native speakers

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

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

ITA 106: Italian for Spanish Speakers

Italian 106 is specifically designed for students who are either heritage learners, native speakers of Spanish or have reached the proficiency level of Intermediate-Low (based on the ACTFL proficiency guidelines) in Spanish, the last one 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 Spanish. Students will be exposed to the basic syntactic and morphological parallels between the Italian and Spanish languages to develop and enhance the student's metalinguistic knowledge. In addition, a variety of classroom and online activities will introduce and develop Italian language skills in four areas: listening, speaking, reading, and writing. 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. There is no prerequisite for registration; however, continuation in the course is based on the instructor's assessment (carried out on the first day of class) and approval.

ITA 102: Elementary Italian II

Prerequisite: ITA 101

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

ITA 201: Intermediate Italian I

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

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

ITA 202: Intermediate Italian II (WRIT)

Prerequisite: ITA 201; closed to native speakers. Satisfies requirements towards the Italian minor.

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

UPPER DIVISION (300-500 LEVEL)**ITA 310: Travels to/through Italy**

Drs. Maria Stampino and John Paul Russo
URome Study Abroad Program

The depiction of Italy as a member of the G8 and NATO, a leading provider of fashion, cinema, cars, design, and cuisine, is relatively recent, though widely held. But Italy as the seat of a highly prized way of life traces back through the centuries, with many writers declaring their admiration, from Goethe, De Stael and Stendhal, to Milton and Shakespeare. To understand Italy's contemporary image in the world, this course seeks to understand some of the earlier representations of Italy and Italians from Dante, through the Renaissance and Baroque periods, the Risorgimento, the Great Migration, the Economic Boom and la dolce vita, and down to the present time. A primary goal of the course is to connect students' experiences in Rome and Italy more generally with the experiences of other travelers and with the rich and diverse history of what being Italian is. Specific themes will include geography, the persistence of classicism in Italy to the present day, paganism and Christianity, northern Europe vs. the Mediterranean, post-Renaissance decline, rationalism vs. passion, localism vs.

nationalism, civilization and the natural. Students will come to realize that, beyond the Italian state, there are many “Italies” conditioned by a variety of historical, political, economic, social, cultural, and religious circumstances.

ITA 311/REL 404 (Section T): To Hell and Back with Dante: Women, Politics, and Poetry

Prof. Dabney Park

Prerequisite: ENG 106 or equivalent

This course will offer an overview of Dante’s Divine Comedy and his other works to explain how he treats key men and women, how his poetry carries his messages, and how his work at once reflected and contested the religious ideas and the power relationships of his times.

Students who take this course will follow Dante’s travels to Hell, Purgatory, and Paradise using John Ciardi’s translation of the Divine Comedy. Reading selected texts comprising much of the Divine Comedy, they will also consider some of Dante’s prose works that shed light on his life, work, and times. The course will focus particularly on Dante’s treatment of key men and women, on how his magnificent poetry delivers the messages he has for the audiences of his day and for our times, and on how his work reflected and conflicted with the religious ideas and the power relationships of his times.

ITA 444: (Section G Long) Introduction to Translation (WRIT)

Pre-requisites: ITA 202

Instructor: Dr. Antonella Cassia

Fulfills course requirements towards the Italian minor.

The main objective of this course is to develop the knowledge and skills of the Italian language learner in the field of translation, with Italian and English both as source and target languages. The course addresses the linguistic foundations of translation as process and product from theoretical and applied perspectives.

Aspects that will be considered during the course:

- The first step: read to translate. Identifying dominant, key words, rhythm, peculiarities of the narrator.
- Preparation: The necessary choices. What does 'betting on intention' mean? Linguistic fidelity and cultural fidelity: identifying the most suitable translation strategy. Determine the register. Addressing non-univocal issues: The time of narration, jargon, dialect, pun, presence of notes or glossary.
- The translation. From the incipit to the final. The tools and the method.
- The mistakes to avoid and the distorting tendencies
- Re-translate the classics: The peculiarity of a new translation
- The three-phase revision. Pull the Wires
- The translator as a professional figure.

ITA 394: Italian Internship

ITA 592: Directed Readings

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.

JPN102 Elementary Japanese II

Prerequisite: JPN 101 and closed to native speakers

Continuation of JPN 101: pronunciation, grammar, conversation, and the elements of the writing system.

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 Section F Intermediate Japanese II

Prerequisite: JPN201 or equivalent

Prof. Eiko Williams

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 203 Section G: Advanced Japanese I**Prerequisite: JPN 202 or the equivalent****Dr. Etsuko Collins**

Continuation of JPN 202. This course will solidify and advance students' grammatical knowledge and will improve their application skills in all four areas: speaking, listening reading, and writing, dealing with various topics in Japanese at an advanced level. In addition to improving their language abilities, students will also be exposed to different areas of Japanese culture.

PORTUGUESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

POR 100: Business Portuguese for Spanish Speakers.

Introduction to commercial vocabulary, economic, technical, and diplomatic terminology in Portuguese for Spanish Speakers. Composition based on models of business correspondence directed to Portuguese-speaking countries or firms.

POR 105/625 Comb.: 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[Section D]: Intermediate Portuguese I

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

Dr. Marcia Fanti Negri

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

POR 202/652 [Section S]: Intermediate Portuguese II (WRIT)

Dr. Steve Buttermann

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

Português 202 é uma matéria de nível intermediário que oferece uma abordagem cultural à língua portuguesa (formal e coloquial) e uma introdução à produção literária do Brasil. Além de analisar as estruturas gramaticais, estender o vocabulário e aperfeiçoar a pronúncia, os estudantes farão uma série de leituras e redações para adquirir maior fluência na expressão oral e escrita. Usaremos música, filmes, e outros textos visuais para facilitar a conversação e desenvolver um pensamento crítico sobre a sociedade brasileira e sua relação com o mundo

lusófono, os Estados Unidos e os outros países americanos. O curso se organizará em formato de seminário (“bate papo”), requerendo a preparação e participação ativa de todos os alunos.

UPPER DIVISION (300-500 LEVEL)

POR 310/GSS 320/LAS 350 (Section T): LGBTQ Brazil: Queering & Querying the Paradise of Paradox Dr. Steve Buttermann

This interdisciplinary cultural studies seminar, conducted in English with optional break-out sessions in Portuguese, examines the relationship between burgeoning critical socio-political movements and institutions and the language discourses used to configure and conceptualize them. More specifically, we will study characteristics that make life unique for sexual minorities in today's Brazil while also viewing Brazil in relation to global LGBTQ sociopolitical movements, critically assess the complex relationship(s) between the visual arts and political activism, carefully analyzing artistic representations of LGBTQ identities through photography, film, literature, visual arts, music, and other sources. Our journey together will also embark on interrogating the usefulness and the challenges of Brazil as a case study for understanding the cultivation of ambiguity in contemporary (re)constructions of queer life. As such, we will conduct a discourse analysis of the dynamics and features of the largest LGBT Pride Parade in the world (São Paulo, Brazil), while examining the limits and the potential of creating theoretical frameworks invested in promoting linkages between political activism and academic scholarship. Finally, we will analyze the intricacies of terminology Brazilian sexual and gender minorities have adopted and adapted, illustrating the development of LGBTQ identities through performative language use.

POR 322 & SPA 322: Social Justice and Cultural Production in Latin America MW: 3:30-4:45 Dr. Tracy Devine Guzmán & Prof. Lidiana de Moraes

What is the role of cultural production in historical and ongoing struggles for social justice across Latin America? In this multi-lingual and transnational seminar, we seek to answer this question by examining the creation, reception, and use of literature, film, journalism, photography, and popular music in the Spanish- and Portuguese-speaking Americas, beginning in the early-twentieth century.

Grounded in an understanding of social power that stems from the legacies of colonialism and the persistence of a colonialist order, students will examine a variety of individual and collective perspectives on “justice” as they relate specifically to categories of work, class, race, ethnicity, gender, sexual identity, national origin, political affiliation, and intersections thereof. Moving into the twenty-first century, we will also consider how recent debates over environmental justice and speciesism complicate longstanding efforts to theorize and realize more equitable societies.

Over the course of the semester, students will develop a greater understanding of how diverse efforts to foster social justice have transformed over time; how those efforts relate to a variety of ongoing national projects; and how cultural production has served to reflect, advance, and sometimes hinder

democratic ideas, institutions, and governance.

Prerequisite: SPA 301 or POR 212. While students will have an opportunity to engage cultural production from the Spanish-speaking Americas and Brazil, they need not be proficient in both language traditions to take this course. SPA students will do their work in Spanish, and POR students will do their work in Portuguese. Students with the ability to work in both languages will develop a specialized plan in consultation with the instructors but should register for the section in which they seek language credit.

POR 391 Directed Readings

POR 394 Internship. 1-3 Credit Hours.

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 Portuguese-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 28 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

POR 591. Directed Readings in Portuguese. 1-3 Credit Hours.

SPANISH PROGRAM

LOWER DIVISION (100-200 LEVEL)

SPA 101: Elementary Spanish I

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

SPA 102: Elementary Spanish II

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

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

SPA 105: Accelerated Elementary Spanish

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

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

SPA 107: Basic Spanish for Heritage Learners

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

SPA 201: Intermediate Spanish I

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

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

SPA 202: Intermediate Spanish II (WRIT)

Prerequisite: SPA 201 or equivalent. Closed to heritage and native speakers of Spanish.

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.

SPA 203: Advanced Spanish (WRIT). Several sections

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

SPA 203 (Section O): Advanced Spanish: Focused on the Field of Communication Studies (Journalism, Advertising, and Cinema) (WRITING)

Prerequisite: SPA 202 or equivalent

Dr. Catalina Quesada-Gómez

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 texts, advertisements, and films, 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. Students will learn to recognize different journalistic genres and to analyze them critically. We will also address the relationships between journalism, advertising, literature, and cinema. In addition, they will learn to analyze advertising, its communication strategies, and trends, and to critically detect the presence of stereotypes. We will thus reflect on the different ways in which advertising, as a cultural and ideological mechanism of consumer society, tries to reinforce a certain world view. Since this is a flipped, discussion-based course, students must be prepared for each class ahead of time through short video-recorded lectures, homework, readings, and/or film viewings and will be responsible for being active participants in in-class discussions and activities. The class will be conducted in Spanish. Closed to heritage and native speakers of Spanish.

SPA 203 (Section C): Advanced Spanish for Health Professions (WRIT)

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

Dr. Maidelín Rodríguez

Satisfies requirements towards the Spanish major or minor.

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

SPA 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 (Section O) ADVANCED SPANISH FOR HEALTH CARE PROFESSIONS (WRIT)

Instructor: Dr. Maidelin Rodriguez

Prerequisite: Spa 207 or equivalent

Satisfies Spanish Major & Minor requirements

Fulfills course requirement for the following cognates:

Spanish Language & Culture for Heritage and Native Learners (A&H)

Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)

Cultural Codes in the Spanish Speaking World (P&S)

Satisfies requirements towards the Spanish major or minor.

SPA 208 is an advanced language course designed for those students who have basic functional abilities in speaking, reading and writing Spanish because of family background or social experience, and prior formal study of the language. The principal aim of the course is to cultivate formal academic speaking, reading and writing competencies among these students, and to develop critical thinking skills and analytical expression through Spanish language in relation to cultural, literary, political and social texts. **Any student who attended high school in a Spanish-speaking country must take SPA 307.**

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

Since this course is focused on Spanish as used in health professions, we will explore the concepts of medicine, health, diseases and illness in the literary realm. This course gives specific emphasis to academic and professional discourse within the medical and health care realm. Heritage learners will

also be exposed to a wide variety of dialects and cultural issues to create awareness of dialectal variations in medical and health related discourse. This dual vision: cultural and scientific, will expand their understanding and awareness of dialectal differences and written discourse while enhancing their critical thinking and cultural perspectives.

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

The course will introduce students to medical terminology and discourse in Spanish. In addition, students will develop interpersonal conversational skills for the clinical setting through lectures, in class talks, independent study, in class presentations and debates of social, medical and ethical issues. Course readings will expose students to different literary genres from a medical, social and cultural perspective. Written assignments, texts analysis, in class portfolio and grammatical assignments will provide opportunities to support the development of participants' lexical and grammatical repertoire in Spanish.

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

208 (Section P): Advanced Spanish for Heritage Learners

Dr. Lorella Di Gregorio

Prerequisite: SPA 207, four years of Spanish in high school, or 5 in the AP language exam. Closed to native speakers of Spanish.

Satisfies requirements towards the Spanish major or minor.

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.

208 (Section G Long): Advanced Spanish for Heritage Learners

Dr. Sonia Behar

Prerequisite: SPA 207, four years of Spanish in high school, or 5 in the AP language exam. Closed to native speakers of Spanish.

Satisfies requirements towards the Spanish major or minor.

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.

UPPER DIVISION (300-500 LEVEL)

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

Tuesdays and Thursdays, 11:35 a.m.-12:35 p.m.

Instructor: Dr. Gema Pérez Sánchez

Prerequisites: SPA 203 (or equivalent)

Satisfies requirements for the Spanish major or minor.

This course is close to Heritage and Native Speakers of Spanish.

Fulfills course requirement for the following cognates:

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

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

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

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

Instructor: Ómar Vargas

Prerequisites: SPA 203 (or equivalent)

Satisfies requirements for the Spanish major or minor

Fulfills course requirement for the following cognates:

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

This course will provide students with the requisite tools for the interpretation and analysis of literary and cultural products from the Spanish-speaking world. Students will acquire terminology and theories through the study of the main literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis, which in this case will be film studies. The class emphasizes critical writing skills.

The function of this class within the sequence of SPA courses is to train the students in the techniques and vocabulary of literary analysis, which they will use in later classes devoted to specific literary and cultural questions. Students will enter the semester with minimal exposure to literary analysis in Spanish. By the end of the semester, they should have good knowledge of basic literary tropes, and of genre-specific vocabulary for literary analysis. They should learn techniques of close reading, appropriate to each genre. They should learn how to cite properly from the primary text during the semester and how to avoid plagiarism. They should start the semester able to support an argumentative thesis written in response to the professor's prompts, but by the end of the semester they should be guided into the ability to develop their own thesis.

By the end of the semester, students should gain some basic awareness of the socio-literary context of the texts studied, and the existence of literary movements and trends as they pertain to the texts assigned; a more sustained introduction to specific moments and movements will come in 321 and the survey courses. Taught entirely in Spanish.

This course is closed to heritage/native speakers.

SPA 302 (Section J): The Cultures of Spain. (WRIT)

Instructor: Dr. Susanna Allés Torrent

Pre-requisite: SPA 203 or SPA 208

Satisfies major and/or minor requirements

En este curso exploraremos la historia y la cultura españolas para desentrañar las claves de la idiosincrasia de la España actual a través de documentos históricos y sobretodo a través de series de televisión, documentales, y alguna película. El curso explorará las diferentes épocas históricas, desde la Hispania romana, hasta el presente, estudiando aspectos históricos concretos que han contribuido a definir la sociedad de hoy en día. En este curso se entrecruzan la historia, la cultura y la geografía, con el fin de comprender el legado multicultural y la diversidad de las culturas de España. Algunas de las preguntas sobre las que reflexionaremos son: ¿Qué nos queda de los romanos? ¿Por qué el Cid Campeador sigue siendo una figura actual? ¿Por qué la Guerra de sucesión nos ayuda a comprender una parte del independentismo catalán? ¿Por qué la bipolaridad de la Guerra civil está todavía presente en la arena política española? Este curso concede crédito de escritura (*writing credit*), por lo tanto, se exigirán numerosos ejercicios de redacción. Cada semana habrá lecturas, ejercicios, test en línea, y redacciones breves.

SPA 303 (Section D):

The Cultures of Spanish America: Encounters, Identities, and Cultural Expressions

Dr. Christina Civantos

Arts & Humanities Cognates:

Language & Cultures of the Spanish-Speaking World

Spanish Language & Culture for Heritage and Native Learners

Spanish Language & Culture for 2nd Language Learners

People & Society Cognates:

Latin American Art and Culture

Cultural Codes in the Spanish-Speaking World

In this course we will explore the cultural history of Hispano-America, from pre-Columbian times to the present. Through a variety of texts, ranging from histories, literary works, and critical essays to music, art, and film, the course provides an overview of Hispano-America's foundational social and political structures and the artistic forms that these have produced. The course will cover topics such as indigenous belief systems and the encounter between indigenous cultures and Europeans, slavery and its legacy, the transition from colonial rule to nationhood, immigration from Europe and Asia, and emigration to North America and Europe. Throughout, an overarching theme will be coloniality, or the enduring traces of the ideologies behind the colonial enterprise. How do enduring colonial mindsets affect indigenous, mestizo, and Afro-descended peoples, as well as all those who identify in some way as "Latin American"? Intertwined with this, one of our goals will be to understand the construction of individual, community, national, and transnational identities connected to the term "Latin America"—and the ways in which different social actors contest these

constructions. In this way, students will gain an understanding of the main historical processes, political trends, social dynamics, and artistic phenomena of Hispano-America and establish a base for more in-depth study in the future. Most readings will be in Spanish and the class will be conducted entirely in Spanish.

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

Dr. Viviana Díaz-Balsera

Prerequisites: SPA 208 or equivalent

Fulfills requirements for the major or minor in Spanish

Fulfills course requirements for the following cognates:

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

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

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

The course contains a strong writing component whose objective is to enhance students' ability to construct cogent, analytical arguments in standard, academic Spanish as well as to produce a research paper in the language. **SPA 307 is closed to non-native speakers of Spanish.**

Note: Students may not receive credit for both 301 and 307.

SPA 321 (Section E):**¿Qué Hacer con el Pasado?: La (re)construcción de la historia personal y política****Dr. Christina Civantos****Arts & Humanities Cognates:**

Hispanic Literature: Understanding the Power of Words

Spanish Language & Culture for Heritage and Native Learners

Spanish Language & Culture for 2nd Language Learners

Language & Cultures of the Spanish-Speaking World

This course will consider humans' relationship with the past and manifestations of this relationship in the Spanish-speaking world: what are the factors involved in constructing and transmitting individual and collective memory, how is history crafted to serve specific needs in the present, and how do individuals and communities creatively and productively address traumatic pasts? Examining how earlier historical periods are portrayed and invoked in literature, film, visual arts, and political campaigns will allow us to understand the relationships between historiography, ideology, and identity. Considering how individuals and communities respond to constructions of the past, or seek to reconstruct a silenced past, will provide insight into the relationships between narrative, creativity, justice, reconciliation, and resilience. We will explore how history is used (and possibly abused) to inform, critique, or heal experience in the present through specific case studies primarily taken from the literature and film of Spain, Cuba, and Argentina. Although a few secondary readings will be in English, the course will be conducted entirely in Spanish.

SPA 322 & POR 322: Social Justice and Cultural Production in Latin America**MW: 3:30-4:45****Dr. Tracy Devine Guzmán & Prof. Lidiana de Moraes**

What is the role of cultural production in historical and ongoing struggles for social justice across Latin America? In this multi-lingual and transnational seminar, we seek to answer this question by examining the creation, reception, and use of literature, film, journalism, photography, and popular music in the Spanish- and Portuguese-speaking Americas, beginning in the early-twentieth century.

Grounded in an understanding of social power that stems from the legacies of colonialism and the persistence of a colonialist order, students will examine a variety of individual and collective perspectives on "justice" as they relate specifically to categories of work, class, race, ethnicity, gender, sexual identity, national origin, political affiliation, and intersections thereof. Moving into the twenty-first century, we will also consider how recent debates over environmental justice and speciesism complicate longstanding efforts to theorize and realize more equitable societies.

Over the course of the semester, students will develop a greater understanding of how diverse efforts to foster social justice have transformed over time; how those efforts relate to a variety of ongoing national projects; and how cultural production has served to reflect, advance, and sometimes hinder democratic ideas, institutions, and governance.

Prerequisite: SPA 301 or POR 212. While students will have an opportunity to engage cultural production from the Spanish-speaking Americas and Brazil, they need not be proficient in both language traditions to take this course. SPA students will do their work in Spanish, and POR students will do their work in Portuguese. Students with the ability to work in both languages will develop a specialized plan in consultation with the instructors but should register for the section in which they seek language credit.

SPA 322 (Section R) Cultural Topics: Urban Youth Culture in 1980s Spain (*Introducción a los estudios culturales: El caso de La Movida y la cultura urbana de los jóvenes de la década de 1980 en España*) (WRIT).

Tuesdays-Thursdays 2:40-3:55 p.m.

Instructor: Dr. Gema Pérez Sánchez

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

Satisfies requirements for the Spanish major or minor

Fulfills course requirement for the following cognates:

- Cultural Codes in the Spanish-Speaking World
- Languages and Cultures of the Spanish-Speaking World: Intermediate and Advanced
- Spanish Language and Culture for Heritage and Native Learners
- Spanish Language and Culture: Communicating with Spanish Speakers for 2nd Language Learners

¡Sexo, drogas y rock'n'roll (o postpunk y pop)! Este curso se plantea dos objetivos fundamentales: (1) proporcionar a los participantes en el curso las herramientas básicas para aproximarse al estudio de productos de las llamadas cultura de masas y la cultura popular (cine, literatura de géneros populares, música pop, cómics, prensa, televisión, etc.) y (2) usar estas herramientas para el estudio de un fenómeno urbano específico, la llamada Movida madrileña de finales de los años setenta y principios de los ochenta en España. Para ello, se estudiarán, por una parte, un mínimo de teorías del campo de los estudios culturales. Por otro lado, analizaremos una gran variedad de productos culturales. Entre ellos, veremos una película icónica de finales de los años 70, *Arrebato*, de Iván Zulueta, y las primeras películas *underground* del ahora híper-famoso cineasta Pedro Almodóvar; una novela de Eduardo Mendicutti narrada desde la perspectiva de una mujer transexual; una obra de teatro de José Luis Alonso Santos sobre el tráfico de drogas, *Bajarse al moro*; ejemplos de historietas de revistas de cómics como *Madriz*, *El Víbora*, *Cairo*, o las obras del dibujante Nazario y su personaje *Anarcoma*, o el cómic sin palabras, *Manuel*, de Rodrigo; la influencia de la revista de ideas *La Luna*; y la música pop de los años 80 desde el postpunk a los neorrománticos y el pop (Nacha Pop, Alaska y Dinarama, Radio Futura, Siniestro Total, etc.). Así, indagaremos en el interesante fenómeno de lo que se ha dado en llamar “la postmodernidad moderna” (Subirats) de la cultura urbana de Madrid, Barcelona y Vigo de los 80 y analizaremos el papel que juega la mirada retrospectiva crítica en el análisis de un fenómeno urbano y político tan complejo como el que se dio en España durante la Transición Democrática y el decenio socialista (1975-1992).

Aviso: mucho de lo que leeremos, escucharemos o veremos en esta clase tiene un contenido sexual altamente explícito o trata de temas adultos como el consumo de drogas (y la muerte por sobredosis), o usa lenguaje obsceno y lleno de “tacos” (palabras malsonantes o insultantes). Si cree que este tipo de contenido puede ofender su sensibilidad, por favor no se matricule en el curso.

SPA 322 (Section O) Cultural Topics (WRIT). García Márquez and The Beatles

Dr. Ómar Vargas

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)**

Course Description: Apart from the almost simultaneous release in 1967 of the novel *Cien años de soledad*, by Gabriel García Márquez, and the album *Sergeant Pepper's Lonely Hearts Club Band* by The Beatles, few have pondered the ways in which these productions and the artists themselves seem to be entangled with one another. This course reflects on some of the parallels and intersections in the life and work of García Marquez and the Beatles (John Lennon in particular), and delves into the connections between their seemingly non-related composition of literary, visual, and sound artifacts during the 1960s. Thus, specific, and at times unexpected, correspondences are unfolded: fiction and reality, psychedelia and magic realism, Beatlemania and Latin American literary Boom, writing and songwriting, Aracataca and Liverpool, and Pepperland and Macondo. Through the exam of Beatles songs and Lennon's literary work, Beatles movies and documentaries, and through the analysis of excerpts from novels, movies, short stories and opinion columns written by García Márquez, the roundtrip between the two expressions of popular culture represented by the Colombian and the Englishmen is achieved.

The class will be conducted in Spanish.

SPA 360 (Section P): Global Caribbean Crossings in the Archives (Cuban Heritage Collection) (WRT & CIVIC ENGAGEMENT)

Dr. Lilian Manzor

Fulfills course requirement for the following cognates:

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

This course will focus on contemporary Caribbean culture, including the Caribbean diaspora in the US, and how that culture is archived. Focusing on theater, performance, and new media we will look at the following questions: How are national/regional identities constructed through theater? What role do archives play in constructing that identity? How does contemporary culture intervene in contemporary political processes? This course will be conducted seminar style and it involves an archive project requiring 20 hours at the Cuban Heritage Collection or at an online/digital archive working on film outtakes in Cuba, Miami, and New York. Prerequisites: SPA 301, SPA 302, SPA 303, SPA 307.

Cognates:

Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language
 Spanish Language & Culture for Heritage and Native Learners
 Language & Cultures of the Spanish-Speaking World: Intermediate & Advanced
 Cultural Codes in the Spanish-Speaking World
 Caribbean Studies-Humanities

Objectives

- Gain an understanding of contemporary culture in the Caribbean and its diaspora --with an emphasis on recent developments in theater and performance—and explore in-depth the work of at least one artist.
- Collaborate in a research experience that provokes discovery and promotes the dissemination of new knowledge.
- Become adept at working with archives and new technologies in the Richter Library Cuban Heritage Collection and/or digital/online archives, developing skills in at least two of the following areas: preparing and conducting interviews, filming, editing, organizing, digitizing, curating.
- Enhance ability to work independently, structure individual inquiry and research, and engage in active learning.
- Contribute to designing, implementing and assessing the collaborative research experience.
- Advance information literacy skills and library research skills.

SPA 363 (Section Q): Hispanic Women Writers, Mystics and Transgressors in the Early Modern Period.

Dr. Viviana Díaz Balsera

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

Satisfies requirements for the Spanish major or minor

The course will open with a review of important philosophical, biblical and literary sources that informed the construction of women and female sexuality in early modern Spain and Europe, a period when all political, social and even economic power were justified on religious grounds and confessions. In Spain and its colonies, one salient way in which women were able to skirt, maneuver and contest social structures of male domination was through the exercise of a fervent female piety that evinced their access to the highest forms of metaphysical experience available at the time. However, because female saintliness was sometimes expressed through extreme forms of behavior, it also ran the risk of being deemed transgressive, delusional or at least suspect by skeptical and/or misogynist ecclesiastical authorities, mostly of them who were men.

The course will then focus on the study of Hispanic women who, while working within the discursive spaces allotted to them by the Spanish patriarchal order, knowingly questioned, challenged, and subverted with their writings and /or religious practices the subaltering constructs imposed on their sex. Some of the authors to be studied will be the great mystic and religious reformer Santa Teresa de Jesús, the visionary, bi-local, and confidant of the Spanish King Sor María de Agreda, and the prodigiously erudite Mexican nun Sor Juana Inés de la Cruz, known also as the Tenth Muse. All these women writers were both praised and persecuted because of their spiritual and intellectual gifts. The course will also include writings by men on religious and sorcerer women. Each work will be placed in its socio-historical and geopolitical contexts to understand the specific conditions of its production. The course will be taught in Spanish but students who are not Spanish majors or minor s may write their papers in English. This course is the pre-twentieth century offering for Fall 2021.

SPA 394 Internship: 1-3 credit hours

Satisfies requirements towards the Spanish major.

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 28 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

SPA 410/MLL 410 (Section G Long) Digital Literacy Through Cultural and Literary Topics

Dr. Susanna Allés-Torrent

This course introduces and involves students actively into a full stack of digital methods and tools applied to literary and cultural studies, with special emphasis for Spanish. The course is conceived as a first hands-on approach to new methods and general tendencies within the humanities. Students will have the opportunity to deepen their digital literacy, surveying and gaining a general understanding of what is (or are) Digital Humanities and experiencing new ways of exploring digital textuality. They will become familiar with the basic principles of computing, as well as the fundamentals of some markup languages, such as XML-TEI, and techniques of text mining. The course looks towards the many dimensions of texts as data, and the many approaches available to collect, annotate, process, analyze and interpret them; thus, concepts such as textual corpus, semantic tagging, text mining, or topic modeling will be at the core of this course. At the end of the course students will present a digital project along with a long paper connected to the topic's course and using the language of their choice.

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

Dr. Maidelín Rodríguez

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

Satisfies requirements towards the Spanish major or minor.

This course is designed to give students at the advanced intermediate level the opportunity to master their written and oral communicative skills in Spanish tailored for the healthcare professions in a global environment. The course will focus on health literacy, intercultural health communication and relevant cultural and ethical topics for future healthcare professionals. At the same time, the course develops skills to adequately and appropriately convey written health messages in Spanish and to translate and trans-adapt health-related written documents from English to Spanish. The course is taught entirely in Spanish.

SPA 442 (Section S) From Personal Essay to Fiction Stylistics and Composition

Analysis of grammar and style. Discussion of readings. Intensive writing.

Pr. Dainerys Machado Vento

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

This course will give advanced students the grammatical and stylistic tools to transform personal essays and fragments of personal diaries into fiction texts (short-stories, prose poems or fragments of novels). Students will start reflecting about their own narrative and poetic strategies after reading and discussing the creations of prominent contemporary authors who have devoted themselves to cultivate personal essays and

fiction, such as Cuban Guillermo Cabrera Infante, Argentinian Mariana Enríquez and Muxe artist Lukas Avendaño, among others. The class will be conducted in Spanish. Most sessions will be directed as workshops. The final projects must be produced also in Spanish, although some exceptions can be made in the use of Spanglish or other languages (always in a small proportion to the length of each text). Ethical methods of writing and some differences between the literary genres in Spanish and English will be also part of the permanent discussion throughout the semester.

SPA 446 (Section Q): Cultural Debates. Immigration and Exile (Multifocal Perspectives): Latinxs in South Florida (CIVIC)

Prerequisite: SPA 301, or SPA 302, or SPA 303, or SPA 307, or permission of the instructor

Dr. Catalina Quesada-Gómez

Satisfies requirements towards the Spanish major or minor.

This course is designed to give advanced students the opportunity to focus on spoken Spanish to formulate and sustain a personal perspective on contemporary issues. Using the format and techniques of public speaking and debate, the course will focus on several controversial issues within Hispanic cultures related to concepts such as transnational migration and exile. As a Service-Learning course, besides the academic component, we will work on how to address and relate with different kinds of immigrant or exile communities. Special attention will be given to economic, legal, and cultural issues that underprivileged immigrant and exile communities face in South Florida. Through in-class debates and presentations, service-learning, films, documentaries, and readings on (1) the historical contexts that have provoked the exodus of persons of Latin American origin to the United States and Europe throughout the 20th century to the present; and (2) the diverse histories behind Latin American peoples' mobility beyond national borders, students will not only expand their vocabulary, develop their stylistic expression, improve their spoken fluency and analytic/argumentative skills, or think critically about exile, migration, and the relationship between language and identity, but also will become global citizens (from the local) with personal and civil responsibility. The class is conducted in Spanish and has a community-based learning component (CIVIC). According to the American Association of Community Colleges, "service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service-learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community."

SPA 591. Directed Readings