

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

FALL 2022



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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

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

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

Instructor: Dr. Yolanda Martínez-San Miguel

Satisfies requirements s and the minors in Arab, Chinese, French, Japanese, Portuguese, and Spanish.

The Internship is an academic course, and as such, is designed with rigor, criteria and objectives that are under MLL general pedagogical philosophy. 394 Internships are intended to provide students with an opportunity to apply in professional settings the analytical, creative, community, and professional-based knowledge that they develop in other MLL courses. Internships can take place at the university or in the wider community. They involve UM-faculty supervision (Target Language Supervisor) as well as an on-site experience (On-site Supervisor). Additionally, a MLL 394 Course Instructor oversees the holistic internship project and creates a community through students exchanges of experiences. Professional projects then emerge as an integral part of the global learning experience that majors and minors in MLL gain through their coursework.

Normally, 70 internship hours are required per three credits of the class in addition to the class meetings, professional journals, and the final presentation and paper. The On-site Supervisor or faculty supervising the work experience done at UM will supply documentary evidence of hours worked to the Course Instructor. Three semester hours of internship credit may be counted toward the student's degree program (major, minor, etc.). Internships may not be supervised by a member of the student's immediate family.

ARB312 / MLL 322 (Section J):

Instructor: Dr. Suja Sawafta

This inter-disciplinary course is an inquiry into the defining characteristics, and diversity, of Arab culture. The course covers the main points of Arab cultural history, from Pre- Islamic times to the period following independence from European political colonization, through oral and written literature, films, and historical and critical works. In addition to introducing students to the aesthetic heritage of the Arab world, we will discuss colonizing as well as colonized communities, oral versus literate worlds, female versus male spheres, rural versus urban sensibilities, traditional versus modern lifestyles, and autochthonous versus Euro-American practices--and the ways in which they come into contact with each other.

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

Instructor: 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.

SAP 310/ URome Study Program: Travels to/through Italy

Instructors: Dr. Maria Stampino and Dr. John Paul Russo

URome Study Abroad Program

For further information contact Dr. Maria Stampino

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.

SPA 310/MLL 310 (Section R):

Instructor: Dr. Tracy Devine Guzmán

Description of the course will be added later.

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 201 (Section F): Intermediate Arabic I

Instructor: Dr. Nadia Naami

Prerequisite: ARB 102 or the equivalent. Closed to native speakers.

Arabic 201 is the third course of the four-course 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.

UPPER DIVISION (300-500 LEVEL)

ARB 312/MLL 322

Instructor: Dr. Sawafta

This inter-disciplinary course is an inquiry into the defining characteristics, and diversity, of Arab culture. The course covers the main points of Arab cultural history, from Pre-Islamic times to the period following independence from European political colonization, through oral and written literature, films, and historical and critical works. In addition to introducing students to the aesthetic heritage of the Arab world, we will discuss colonizing as well as colonized communities, oral versus literate worlds, female versus male spheres, rural versus urban sensibilities, traditional versus modern lifestyles, and autochthonous versus Euro-American practices--and the ways in which they come into contact with each other.

ARB 591: Directed Readings (WRIT)

Instructor: Dr. Suja Sawafta

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

Instructor: Dr. Rebecca Doran

Prerequisite: CHI 202 or equivalent.

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 301Section (Q): Advanced Readings and Diction in Chinese

Instructor: Dr. Rebecca Doran

Prerequisite 203 or equivalent

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

This course is designed to develop students' ability to use Chinese in a more advanced way and to achieve greater fluency in a variety of written and spoken genres. The course emphasizes accurate comprehension, expansion of vocabulary, and development of the ability to use increasingly complex grammatical and sentence structures, in particular, formal speech and written language. In addition to improving their language abilities, course materials are also geared towards deepening students' understanding of many different areas of Chinese culture.

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)

Instructor: Dr. Viviana Pezzullo

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 202 (Section O): Intermediate French II (WRIT)

Instructor: Dr. Patoimbasha Nikiema

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

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

Instructor: Dr. Cae Joseph Massena

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

Continuation of FRE 202. This course will prepare students for advanced literature, linguistics,

and culture courses. The class will use films, literary works, and other cultural texts. Students will write analytic essays of 3-5 pages to develop style, vocabulary, and syntax. Course conducted entirely in French.

FRE 203 (Section H long): Advanced French (WRIT)

Instructor: Dr. Viviana Pezzullo

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 J): Introduction to French & Francophone Studies (WRIT)

Instructor: Dr. Viviana Pezzullo

Prerequisite: FRE 203 or permission of instructor

FRE 301 examines literary and cultural production from the diverse francophone nations. Starting with literary and cultural texts from the French medieval period, this course gradually introduces you to key texts and videos from the French-speaking world: Quebec, Sub-Saharan and North Africa as well as the Caribbean. We will build on the language and analytical skills you have learned in FRE 203 and prepare you for FRE courses at the 300-500 levels through rigorous literary and historical analysis in French. Please note that FRE 301 is a prerequisite for many FRE courses at the upper level.

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

Instructor: Dr. Patoimbasha Nikiema

Prerequisite: FRE 203 or permission of instructor

FRE 301 examines literary and cultural production from the diverse francophone nations. Starting with literary and cultural texts from the French medieval period, this course gradually introduces you to key texts and videos from the French-speaking world: Quebec, Sub-Saharan and North Africa as well as the Caribbean. We will build on the language and analytical skills you have learned in FRE 203 and prepare you for FRE courses at the 300-500 levels through rigorous literary and historical analysis in French. Please note that FRE 301 is a prerequisite for many FRE courses at the upper level.

FRE 325 Topics in French-Language Cinema (WRIT)**Instructor:** TBA

Topics in the cinema of the French-speaking world. Analysis of films in their cultural context. Exploration of film from diverse contexts in the French-speaking world.

Prerequisite: **FRE 301**.

FRE 360 (Section R): Introduction to Contemporary Cultural Productions by Francophone Caribbean Women (WRIT)**Instructor:** Dr. Cae Joseph-Massena

What do we owe to francophone Caribbean women intellectuals and artists? How can their contributions illuminate our lives? This course draws from literature as well as cinema, music, and visual cultures to center the intellectual and artistic contributions made by Francophone Caribbean Women and its diaspora. In this course, students will first be exposed to the pivotal role played by intellectuals such as Paulette and Jane Nardal, Suzanne Césaire and Maryse Condé as well as singer Toto Bissainthe and filmmaker Euzhan Palcy in elaborating and disseminating 20th century francophone Caribbean concepts such as *négritude*, *créolité* and *créolization*. In the second part of the semester, the course will focus on 21st century cultural productions made by rapper Casey, filmmaker Getty Félin, painter Tessa Mars and poet Simone Lagrand in order to examine new forms of francophone Caribbean intellectualism by women. Students will discover how these creators foreground vital considerations around ecocriticism, gender, identity and spirituality.

FRE 591 Directed Readings

GERMAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

GER 101 (Sections E and Section G): 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 E): Elementary German II

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

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

GER 201 (Section F) 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.

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

Instructor: Dr. Elisabeth Juetten

Prerequisites: GER 201 or equivalent.

This course is designed to provide students with the language tools and comprehension strategies

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

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

UPPER DIVISION (300-500 LEVEL)

GER 301 (Section R): Interpreting Literary and Cultural Texts in German: Kulturen des Klimawandels (WRIT)

Instructor: Dr. Elisabeth Juetten

Prerequisites: GER 202 or equivalent.

This course will examine historic and contemporary art, literature and film that explore extreme weather events. It will give students the opportunity to investigate the different ways human societies interpret and deal with unusual weather events. We will focus on two different periods: the so called "Little Ice Age" (a climatic phase at the end of the Medieval Warm Period partly triggered by volcanic activity) and the current anthropogenic climate change (caused by rising atmospheric greenhouse gas concentrations). We will discuss the historical, political, cultural, and social changes that these events expedited. Looking at different European regions and specific local climate events, we will discuss how different societies interpreted the changes, how they responded, how the event changed philosophical concepts and political decisions. Also, how art, literature, and film not only portray the extreme weather events but also try to explain and cope with these challenges.

GER 591. Directed Readings

Instructor: Dr. Elisabeth Juetten

Directed reading at undergraduate level

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

Instructor: Dr. Shai Cohen Kadosh

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.

Instructor: Dr. Shai Cohen Kadosh

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 102: Elementary Italian II

Prerequisite: ITA 101

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

ITA 106: 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 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.

ITA 206 Section D: Intermediate Italian for Spanish Speakers.

Instructor: Dr. Loredana DiStravolo

Prerequisite: ITA 106

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

UPPER DIVISION (300-500 LEVEL)

SAP 310: Travels to/through Italy

Instructors: Dr. Maria Stampino and Dr. 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 J): To Hell and Back with Dante: Women, Politics, and Poetry

Instructor: Dr. 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 446 (Section H Long): Cultural Debates

Instructor: Dr. Antonella Cassia

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 readings 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.) **ALL** students must have taken ITA 202. If you have not taken the course, then you must register this semester for either ITA 202.

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

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 Section E Intermediate Japanese II

Prerequisite: JPN201 or equivalent

Instructor: 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 D: Advanced Japanese I

Prerequisite: JPN 202 or the equivalent

Instructor: 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 101. Elementary Portuguese I. 3 Credit Hours.

Instructor: Dr. Leila Dacosta

For students with no background or previous study of Spanish or Portuguese. The focus of POR 101 is the development of communicative abilities in speaking, reading, writing, and comprehension of Portuguese and an introduction to the cultural practices of the Portuguese-speaking world. Topics include but are not limited to university life, family, leisure activities, and professions. Both oral and written assignments of grammatical structures and vocabulary acquisition. Conducted entirely in Portuguese. Not open to students who have completed 2 or more years of high school Spanish (those students should enroll in POR 105 designed specifically for Spanish speakers). Closed to heritage and native speakers of Spanish and/or Portuguese.

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.

Instructors: Dr. Steven Butterman & Prof. Gabriel das Chagas Alves Pereira Souza

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.

Instructor: Dr. Leila Dacosta

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

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

Instructor: Dr. Marcia Fanti Negri.

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

Portuguese 202 is designed to enhance the advanced intermediate student's communication skills in the Portuguese language. Grammar lessons will emphasize adverbial clauses, the subjunctive mood, and the uses of the personal infinitive.

This course covers a variety of topics that are of utmost importance in political, economic, historical, cultural and social settings in Brazil. Students will have the opportunity to delve into a myriad of materials and media to support and enhance their learning process in the Portuguese Language, such as: films, documentaries, music, poetry, short stories, journalistic texts, and arts. Students will be able to learn and discuss different aspects of Brazilian cultures through Portuguese Language that reflects current social, political and economic situations in Brazil today. This course will also enable students to express their arguments and opinions from a global perspective in a critical and creative way through writing, speaking, and other media resources.

UPPER DIVISION (300-500 LEVEL)

**POR 363-H (LONG) / POR 691-H (LONG) & LAS 301-/ LAS 640-H(LONG):
CONTEMPORARY LUSO-AFRO-BRAZILIAN CINEMA from *Cinema Novo* to *Cinema Novíssimo***

Instructor: Dr. Steven F. Buttermann

Prerequisite: POR 202, or equivalent, or permission of instructor.

WRITING CREDIT COURSE

Counts toward the following cognates:

Brazilian Studies (Brazilian History and Culture)

Portuguese Language and Culture: Communicating with Portuguese Speakers

Latin American Politics and Society (when taken as LAS 301)

Modern Latin America (when taken as LAS 301)

Portuguese 363 / 691 / LAS 301 (Contemporary Lusophone Film), **conducted in Portuguese**, focuses on the development of Brazilian film from precursors of the "Cinema Novo" movement of the 1950s and 1960s, to the resurgence in Brazilian cinematography in the late 1990s, to cinematic production in the first quarter of the 21st century. The student will learn and refine critical vocabulary to analyze films from a variety of critical approaches. The course will also

present film theory and film criticism, exploring the nature of film itself, its social, psychological, and political roles in Brazilian society, and the relationships of films and film industries with viewers. Ultimately, we will examine how race, gender, sexual orientation, and other factors affect the relationship between film and its spectatorship.

During the course of the semester, in addition to participating in partnership with screenings hosted by both the Luso-Brazilian Movie Series at UM (LBMS) and the 23rd Brazilian Film Festival of Miami in September, students will view, analyze, and discuss approximately two dozen cinematic productions.

Class time will be utilized to explore film theory and discuss Brazilian films and directors. The professor will occasionally show excerpts or selections of films / documentaries. However, most feature-length films will be viewed outside of class and will be considered part of the mandatory homework of students enrolled in the class. All films will be made available by the instructor; the MLL Language Lab and / or Richter Libraries virtual platforms (such as Kanopy, Avon, etc.) also hosts the majority of the productions discussed in class.

POR 391 Directed Readings

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 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.

ADVANCED LANGUAGE COURSES

SPA 202 (Several Sections): Intermediate Spanish II (WRIT)

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

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

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

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

SPA 203: Advanced Spanish (WRIT). Several sections

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

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

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

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

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

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

Instructor: Dr. Maidelín Rodríguez

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

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

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

SPA 203 (Section D1): Advanced Spanish: Focused on the Field of Communication Studies (Journalism, Advertising, and Cinema) (WRITING)

Instructor: Dr. Catalina Quesada-Gómez

Prerequisite: SPA 202 or equivalent

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

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

Spanish 203 is 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 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)**

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.**

SPA 208 (Several Sections): Advanced Spanish for Heritage Learners

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

Closed to native speakers of Spanish.

Satisfies requirements towards the Spanish major or minor.

Fulfills course requirement for the following cognates:

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

SPA 208 is an advanced language course designed for those students who have advanced functional abilities in speaking, reading, and writing in Spanish because of family background or social experience, and prior formal study of the language. The principal aim of the course is to cultivate formal academic speaking, reading, writing competencies and to develop critical thinking skills in Spanish language in relation to cultural, literary, political and social texts. The pedagogical focus is on analytical grammar, short contemporary literary texts and films from throughout the Spanish-speaking world. This course is based on active learner participation. Students are expected to engage in interactive small and whole group activities.

UPPER DIVISION (300-500 LEVEL)

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

(WRIT). *This course is closed to heritage or native speakers of Spanish.*

Instructor: Dr. 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 301(Section H Long): 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 Q): The Cultures of Spain. (WRIT)

Instructor: Dr. Susanna Allés Torrent

Pre-requisite: SPA 203 or SPA 208

Satisfies major and/or minor requirements.

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**

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 sobre todo 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 P): On Identity and Difference: Cultures and Cultural Production from and about “Spanish” America

Instructor: Dr. Tracy Devine Guzmán

Arts & Humanities Cognates:

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

People & Society Cognates:

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

This course introduces students to interrelated historical processes, political trends, social dynamics, and forms of cultural production from so-called “Latin” America, with an emphasis on countries where Spanish is the dominant language. Beginning with the pre-Columbian period, students will survey Conquest and colonial rule before examining a series of revolutionary movements and declarations of national independence across the Americas. We will consider a variety of 19th and 20th-century nation-building discourses before concluding with a study of the social, political, economic, and cultural conundrums that have shaped the region since the turn of the millennium.

By analyzing a variety of texts, ranging from historiography, literature, and cultural critique, to politics, music, and cinema, students will appreciate the construction and transformation of individual, community, national, and transnational identities as they have interacted with the forces of global capital since the late 1400s. By interpreting testimonial narratives from throughout the region, we will see how diverse social subjects (e.g., intellectuals, political leaders, revolutionaries, artists, urban workers, campesinos, students, children) have adopted, manipulated, rejected, and reformulated the identitarian categories through which they have been interpellated. Fundamental to these discussions will be the question of how these categories have been racialized differently over time and space.

Class will be conducted in Spanish, and students will prepare readings in Spanish, and occasionally in English. This seminar fulfills the prerequisite for further coursework at the 300 level.

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

Instructor: Dr. Elena Grau-Lleveria

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 LAS 350 AAS 390 (Section O): Chasing the Black Orpheus: Figuring Blackness in Latin America and Brazil"

Instructor: Dr. Christine Arce

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**

Despite the myth of racial democracy and its embrace of the metaphorical black "Orpheus," it has not translated into any kind of significant political or economic power. This course will examine Afro-Latinx contributions to culture and history in Latin America and Brasil and contemplate the

paradox of the Black Orpheus when considering the role of the arts in figuring blackness in Latin America. The arts (popular poetry, music, literature and film) have become the place where Afro-Latin@s have made an impact. It will also keep in mind how the arts have mitigated and perpetuated racist institutions

SPA 310/MLL 310 (Section R):

Instructor: Dr. Tracy Devine Guzmán

Description of the course will be added later.

SPA 340 (Section Q): Visa para un sueño: Images of Immigration

Instructor: Dr. Christine Arce

Fulfills course requirement for the following cognates:

- **Hispanic Literature: Understanding the Power of Words Through Spanish-Language Texts (A&H)**
- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners**
- **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 counts towards the Civic Engagement Certificate

When is the moment in which someone thinks about the possibility of going from one place to another, cross a geographic border as well as symbolic and cultural spaces to start a new life in another country? What is it that makes an individual travel, knowing that they are leaving behind everything known and loved to become a nameless stranger -- even criminal -- in the eyes of the citizens of their new country? What are the dreams that motivate this person to embark on such a perilous journey and what does she think she will find on the other side? What happens along the way? Our objective in this course is to study the growing cultural products that explore the physical

and mental journey of the Latin American immigrant to the United States in order to interrogate how art grapples with this polemical (and painful) political and social phenomenon. We will examine the specific immigrant experience of Central Americans, Mexicans as well as Cubans.

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

SPA 354 (Section H Long): Latinoamérica Siglo XIX

Instructor: Dr. Elena Grau-Lleveria

Fulfills course requirement for the following cognates:

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

El proyecto sociosexual burgués se convirtió en hegemónico a partir de las distintas transformaciones económicas, culturales y políticas a principios del siglo XIX. Tres son las marcas históricas que por su relevancia (independencia de Estados Unidos, 1776, y la Revolución Francesa, 1886) y por los silencios que se crearon (la independencia de Haití del poder colonial francés, 1792-1804) informan las dinámicas de creación de centros de poder cultural. En el plano de las dinámicas sociosexuales, en los tres primeros tercios del siglo XIX se establece una política de género donde hombres y mujeres se entienden como “iguales” pero “diferentes” (Rousseau). A partir de esta diferenciación genérica, los distintos patriarcados del momento crean unas figuras identitarias de feminidad ideal que tienen como punto en común que las mujeres no viven nunca por y para sí mismas sino siempre en función, dependencia y servicio a “otros.” Uno de los rasgos más importantes de estas feminidades ideales (la mujer débil, el ángel del hogar, la madre) es que todas ellas carecen de sexualidad, pues la sexualidad en las mujeres era vista y medicalizada como una aberración respecto al ideal de feminidad patriarcal. La producción literaria y artística

hispanoamericana forma parte integral de estas dinámicas occidentales y, por su marginalidad respecto a los centros de poder, presenta sorprendentes perspectivas sociosexuales.

Este imaginario sociosexual en Hispanoamérica empieza a romperse hacia 1880 debido al surgimiento dominante de las sociedades de consumo (la producción literaria y artística también forma parte de estas dinámicas económicas e ideológicas). En este curso vamos a estudiar y analizar críticamente productos culturales (literatura, pintura, anuncios publicitarios) que crean y recrean mujeres con sexualidad y mujeres sexualizadas desde miradas masculinas. Algunas de las preguntas que van a guiar nuestro estudio son: ¿Qué arquetipos de feminidad y masculinidad sexualizadas adquieren preponderancia entre 1880-1915 y entre 1915-1939 en Hispanoamérica? ¿Qué contradiscursos generan algunos escritores respecto a los ideales de masculinidad y feminidad burguesa? ¿Qué contradiscursos producen las escritoras del periodo 1880-1915 que confronta tanto el patriarcado burgués como el patriarcado “moderno artístico”? ¿Cuál es la importancia de que las escritoras exploren subjetividades y sexualidades de mujeres a través de narradoras en primera persona? ¿Cuáles son los arquetipos de feminidad que potencian los escritores y cómo los reescriben las escritoras?

SPA 360 (Section K): Caribbean Storytelling: Imagination and Identity (WRIT)
Instructor: Dr. Elena Grau-Lleveria

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

Course satisfies requirements for Spanish majors or minors Or: Fulfills course requirement for the following cognates:

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

What, where and when is the Caribbean? Is there a specific way to dream and imagine in Caribbean form? Taking advantage of the long tradition of storytelling in the Caribbean, this course focuses

on narration and audiovisual representations to revisit key topics in Caribbean history and culture: colonialism, race, gender, gender expression, ecocriticism, colonial diasporas and migration, tourism and creolization. The focus of the course is storytelling and how Caribbean narratives can be recovered from personal and fictional letters, poetry, short stories, oral histories, music, films, visual and public arts. Although most of the cultural materials we will discuss will come from the Hispanic Caribbean, we will also study some texts from the Anglo and French Caribbean. Course will be offered in Spanish. The class includes invited guest lectures by Caribbean writers, artists and scholars, a visit to the Cuban Heritage Collection and a review of relevant collections in the Richter Library.

Class will be conducted in Spanish, and students will prepare readings in Spanish, and occasionally in English.

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

Instructor: Dr. Yolanda Martínez-San Miguel

Satisfies requirements towards the Spanish major.

The Internship is an academic course, and as such, is designed with rigor, criteria and objectives that are under MLL general pedagogical philosophy. 394 Internships are intended to provide students with an opportunity to apply in professional settings the analytical, creative, community and professional based knowledge that they develop in other MLL courses. Internships can take place at the University or in the wider community. They involve UM-faculty supervision (Target Language Supervisor) as well as an on-site experience (On-site Supervisor). Additionally, a MLL 394 Course Instructor oversees the holistic internship project and creates a community through students exchanges of experiences. Professional projects then emerge as an integral part of the global learning experience that majors and minors in MLL gain through their coursework.

Normally, 91 internship hours are required per three credit of the class in addition to the class meetings, professional journals, and the final presentation and paper. The On-site Supervisor or faculty supervising the work experience done at UM will supply documentary evidence of hours worked to the Course Instructor. Three semester hours of internship credit may be counted toward the student's degree program (major, minor, etc.). Internships may not be supervised by a member of the student's immediate family.

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

Instructor: Dr. Maidelín Rodríguez

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

Satisfies requirements towards the Spanish major or minor.

Fulfills course requirement for the following cognates:

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

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 446 (Section E): 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

Instructor: Dr. Catalina Quesada-Gómez

Satisfies requirements towards the Spanish major or minor.

Or: Fulfills course requirement for the following cognates:

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

This course is designed 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, cultural, and racial 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 civic 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