

# MODERN LANGUAGES AND LITERATURES

## UNDERGRADUATE COURSES

FALL 2023



**MODERN LANGUAGES AND LITERATURE  
UNDERGRADUATE COURSES  
FALL 2023  
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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.

## ADVISING CONTACTS

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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: TBD**

**Satisfies requirements towards 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, 60 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.

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

**Instructor: Dr. Rebecca Doran**

**Prerequisite(s): WRS 106 or ENG 106 or WRS 107 or ENG 107**

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

The theme for this semester is the supernatural in Chinese literature and film. The course explores the rich literature on spirits, ghosts, immortals, and other non-human beings in the Chinese literary tradition, as well as recent transformations of supernatural themes in film and television.

### **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 O): Topics in Spanish and Spanish American Translation: The Cultural Discourse of Crime and its Social Uses: Media, Visual Arts, Music, Religion, and Literature**

**Instructor: Dr. Lorella DiGregorio**

This course focuses on narratives of and about the concept of crime in different sociocultural and geopolitical contexts, especially where Spanish is spoken, and is based on literary, musical and television products that have arisen and continue to proliferate from situations of subordination resulting in crime.

The course will be organized around a few critical moments:

- Knowledge of the cult of the hero in light of the abused and marginalized popular folk figures theorized by Eric Hobsbawm in 1969, which established the basis to comprehend people's acceptance of the narco/capo in various parts of the world.
- Analysis and comparison of relevant tropes and stereotypes that prove to be both cultural and ideological vectors for the wild uptake of these genres in their respective countries.
- Study of narcoglamur, narcoarchitecture, narcomachism, narcocorridos, narcoblogs, and narconovelas.
- Synthesis of the respective political perspectives and the official media's reactions to the phenomenon.

- Exploration, using specific examples, of the technology's supreme impact in the popularization of these traditional products, especially among diasporic communities.

## 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. Christina Civantos**

**Prerequisite(s): 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.

#### **ARB 203 (Section G): Advanced Arabic**

**Instructor: Dr. Nadia Naami**

**Prerequisite(s): ARB 202 or the equivalent.**

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

### UPPER DIVISION (300-500 LEVEL)

#### **ARB 394: Internship in Modern Languages and Literatures**

**Instructor: TBD**

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.

**ARB 591: Directed Readings (WRIT)**

**Instructor: 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(s): 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(s): 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 310 Section (Q): Topics in Chinese Literature and Culture in Translation**

**Instructor: Dr. Rebecca Doran**

**Prerequisite(s): WRS 106 or ENG 106 or WRS 107 or ENG 107**

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

The theme for this semester is the supernatural in Chinese literature and film. The course explores the rich literature on spirits, ghosts, immortals, and other non-human beings in the Chinese literary tradition, as well as recent transformations of supernatural themes in film and television.

#### **CHI 394: Internships in Modern Languages and Literatures**

**Instructor: TBD**

**Satisfies requirements towards the minor in Chinese.**

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, 60 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.

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

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

### **FRE 203 (Section J): Advanced French (WRIT)**

**Prerequisite(s): 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 (Sections H long): Advanced French (WRIT)**

**Instructor: Dr. Viviana Pezzullo**

**Prerequisite(s): 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.

This is a discussion-driven course based on the pedagogical method of Harkness. This will entail that the class meetings will be devoted to discussions of a variety of texts and medias in French; all students will play an active role to carry on the conversation, which will be meaningful and relevant. Each and every student has a shared responsibility for moving the conversation forward and the goal is to learn collaboratively. The instructor will act as a facilitator and will not be in charge of the discussion. The course promotes hands-on and collaborative learning experience where students will therefore primarily interact with each other and not solely rely on the instructor. The goal is to encourage students to develop their critical thinking skills while improving advanced language proficiency in French in all the areas (speaking, writing, listening, and reading).

#### Quality Enhancement Plan (QEP)

UM Quality Enhancement Plan: This course is part of the University's new Quality Enhancement Plan (QEP), "Learning through Dialogue and Discussion." The QEP focuses on engaged learning in the classroom through discussion-based and problem-based activities. As a student in the QEP, you are responsible for participating in the QEP assessment by completing three online surveys: three self-assessments throughout the semester. The purpose of these assessments is to evaluate the effectiveness of the QEP and each QEP course. They are not used for grading purposes, but you are required to complete them. You should complete the first self-assessment prior to the first class session. If you haven't, please complete it by the end of the second week of class. You will complete it again at the mid-point of the semester and end of the semester. You will be notified by e-mail when the surveys are available for you to complete. You can also access them through Blackboard. If you have any questions about the QEP or QEP assessment, please contact [assessment@miami.edu](mailto:assessment@miami.edu).

### UPPER DIVISION (300-500 LEVEL)

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

**Instructor: Dr. Logan Connors and Prof. Mauro Cazzolla**

**Prerequisite(s): FRE 203 or equivalent.**

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.

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. Course conducted entirely in French.

### **FRE 302 (Section P): The Cultures of France: French Civilization**

**Instructor: Dr. Patoimbasha Nikiema**

**Prerequisite(s): FRE 301**

FRE 302 explores the French nation from the 1789 revolution to contemporary French society. It examines the different changes that took place in France and how the nature of the transformation shaped the relationship between France and its citizens and other territories that are independent countries today. This course is, therefore, centered on the history, literature, culture, and philosophy of France as a “metropole” that continues to influence the Francophone world not only through its national multicultural characteristics, but also through its link with free and independent nations in the global. Building on FRE 301, we will discuss key historical, literary, and philosophical texts that participated in the construction of the French identity.

### **FRE 345: Franco-Maghrebian Studies: Postcolonial Literature and Culture in Francophone Africa and the Caribbean**

**Instructor: Prof. Rim El Belkacemi**

**Prerequisite(s): FRE 301**

The study of major historical, social, cultural and literary issues related to the Franco-Maghrebian interface. May be repeated for credit if topics vary.

This course explores the literary and cultural expressions of Francophone Africa and the Caribbean that arose out of the experiences of colonialism, resistance, and decolonization. Through a close reading of a variety of texts – including novels, memoirs, and essays – we will analyze how writers from these regions narrate their experiences of colonialism, oppression, and resistance, and how they address the complexities of identity, power, and representation in the postcolonial era. We will also examine the historical, political, and cultural contexts that inform these narratives, and how they are shaped by gender, class, and ethnicity, and the legacy of colonialism in contemporary society. In addition to reading primary texts, we will also engage with critical and theoretical works that will help us to situate these narratives within broader debates about postcolonialism and globalization.

### **FRE 394: Internships in Modern Languages and Literatures**

**Instructor: TBD**

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, 60 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.**FRE 591: Directed Readings**

## GERMAN PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **GER 101: Elementary German I**

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

#### **GER 102 (Section E): Elementary German II**

**Prerequisite(s): 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(s): 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.

### UPPER DIVISION (300-500 LEVEL)

#### **GER 301 (Section J): Interpreting Literary and Cultural Texts in German**



(WRIT)

**Prof. Antonella Cassia**

**Prerequisite(s): GER 202 or equivalent.**

In this course we will work together to strengthen your interpretative abilities, your spoken and written German, and your understanding of linguistic nuances and the effects that they have on meaning. We will discuss a variety of texts, films, images, and songs and we will try to find innovative ways in which to engage with our familiar presuppositions about who we are, about what determines our values and actions and about the function and power of language.

Writing activities emphasize the genre-based, process-oriented nature of writing, i.e., the process through which a writer creates and produces written work for a particular purpose and audience. Both content and grammatical accuracy will be crucial in all writing endeavors. The conversational component of this course will require student-teacher and student-student interaction (in large and small group settings) to exchange information, clarify meanings, express opinions, argue points of view, and engage in any other communicative function for which language is used. At the end of this semester you should expect to communicate more comfortably and effectively in spoken and written German and to be ready to increasingly more complex texts.

## **GER 394: Internships in Modern Languages and Literatures**

**Instructor: TBD**

**Satisfies requirements towards 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, 60 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.

## 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(s): 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**

Hebrew 101 is an introductory course designed to provide students with the basics of modern Hebrew language and culture. This course is ideal for students with little or no prior knowledge of Hebrew and who wish to develop fundamental speaking, listening, reading, and writing skills in Hebrew. Students will learn to read and write the Hebrew alphabet, as well as basic grammar and vocabulary, including essential sentence structures, verb conjugations, and noun declensions. Students will also be introduced to Hebrew culture, history, and traditions. Upon completing Hebrew 101, students will have acquired the skills and knowledge necessary to communicate effectively in Hebrew in basic everyday situations. **Closed to native speakers.**

### **HEB 201: Intermediate Hebrew I**

**Prerequisite(s): HEB 102 or 4 years of high school Hebrew.**

Hebrew 201 is designed for students who have completed Hebrew 102 or have equivalent knowledge of Hebrew language and culture. Throughout the course, students will explore more complex grammatical structures, such as verb forms and noun declensions, and expand their vocabulary to include more specialized terms and expressions. The course will be conducted in Hebrew, and students will be expected to communicate primarily in Hebrew during class discussions and activities. Upon completing Hebrew 201, students will be able to engage in more complex and nuanced conversations, read and write advanced texts, and comprehend a wider range of authentic materials 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(s): 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(s):** 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(s):** 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)****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 394: Internships in Modern Languages and Literatures**

**Instructor: TBD**

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, 60 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.

### **ITA 432 (Section H Long): Italian for Business and for Business Travelers**

**Instructor: Prof. Antonella Cassia**

This course will allow non-native speakers of Italian to communicate with native Italian speakers in a business environment by providing students with basic vocabulary and professional expressions that are most often used in the business arena. Target business areas will be addressed through specific exercises, individual presentations, pair and group work, class discussion, preparing a Portfolio and Final written Project, while working with authentic materials.

### **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(s): 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(s): JPN102 or equivalent**

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

#### **JPN 202: Intermediate Japanese II (Section E)**

**Prerequisite(s): 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: Advanced Japanese I (Section H)**

**Prerequisite(s): 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.

### **JPN 394: Internships in Modern Languages and Literatures**

**Instructor: TBD**

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, 60 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.



## PORTUGUESE PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **POR 101: Elementary Portuguese I**

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(s):** 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(s):** POR 102 or 4 years high school POR, or permission of instructor, and closed to native speakers.

**Instructor:**

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 (H Long): Intermediate Portuguese II (WRIT)**

**Instructor:**

**Prerequisite(s):** 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 322-J/POR 691-J & GSS 320-J & LAS 301/691-J: Topics in Luso-Brazilian Cultures: Contemporary Brazilian Theater: "Staging Sixty Years of Brazilianness: An Overview of Brazilian Theater from Dictatorship to the Present (1964-2023)."**

**Instructor: Dr. Steven F. Butterman & Prof. Marcia Fanti Negri**

**Prerequisite(s): None.**

Portuguese 322/ 691 & GSS 320 - J & LAS 301 / 691 - J (Contemporary Brazilian Theater), conducted in English with break-out sessions in Portuguese, focuses on the development of nearly sixty years of Brazilian theatrical productions from dictatorship (1964) to the present. The student will learn and refine critical vocabulary to analyze films from a variety of critical approaches. The course will also present performance and performativity, exploring the nature of dramaturgy itself, its social, psychological, and political roles in Brazilian society, and the relationships of theater and theatrical industries with viewers. Ultimately, we will examine how race, gender, sexual orientation and other factors affect the relationship between the theater and its spectatorship.

NOTE: This course earns Arts and Sciences Writing Credit (W) and 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)

**POR 391: Directed Readings****POR 394: Internships in Modern Languages and Literatures****Instructor: TBD**

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, 60 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.

**POR 591: Directed Readings**

## 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(s): 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(s): 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(s): 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(s): 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(s): 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](mailto: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(s): 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(s): 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 C1): Advanced Spanish: Focused on the Field of Communication Studies Code QE (WRITING)**

**Instructor: Dr. Catalina Quesada-Gómez**

**Prerequisite(s): 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, while identifying the challenges for journalism in the 21<sup>st</sup> century. We will also address the relationships between journalism, advertising, literature, and cinema. In addition, students will learn to analyze advertising, to identify their communicative 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. This course is part of the University of Miami's Quality Enhancement Plan and has a flipped-classroom, discussion-based format. That means 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(s): 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(s): 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 P): Interpreting Literary and Cultural Texts in Spanish (WRIT).** *This course is closed to heritage or native speakers of Spanish.*

**Instructor: Dr. Ómar Vargas**

**Prerequisite(s): 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 T): Interpreting Literary and Cultural Texts in Spanish (WRIT). This course is closed to heritage or native speakers of Spanish.**

**Instructor: Dr Viviana Díaz-Balsera**

**Prerequisite(s): SPA 203, AP 5 or equivalent to 6th semester college Spanish. Closed to native or heritage speakers of Spanish.**

**Satisfies requirements for the Spanish major or minor.**

**Fulfills course requirement for the following cognates:**

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

This introductory course focuses on an in-depth exploration of Spanish literary language as a cultural practice. The course provides essential critical and theoretical tools to approach the properties, structures, and strategies of engagement of lyrical poetry, drama, and narrative, as well as film in its relationship with literature. Students learn to identify how readers are addressed by each literary genre and how genres transform and hybridize as the expectations, interests and sensibilities of audiences change across the centuries. Through techniques of close reading, students examine the operations of tropes and figurative language, enhancing their competence to

interpret complex Spanish literary and cultural texts in their social and political contexts. When studying narrative, students consider the challenges of translating a novel into the media of film.

The course contains a strong writing component for developing students' ability to build cogent, analytical arguments in Spanish and express them with increasing mastery in the target language. Besides class discussions where students share their skills as critical thinkers of Spanish literary and cultural productions, the oral component of the course includes organized discursive presentations by students working in teams. The course is conducted entirely in Spanish and offers Writing Credit.

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

**Instructor: Dr. Elena Grau-Lleveria**

**Prerequisite(s): SPA 203 or SPA 208**

**Satisfies major and/or minor requirements.**

**Fulfills course requirement for the following cognates:**

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Modern European Literature and Society (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)**
- **Cultural Codes in the Spanish-Speaking World. (P&S)**

En este curso se trabaja la actual complejidad de Estado Español a través de tres grandes temas: Proceso(s) de formación del Estado Español y sus distintas inscripciones ideológicas, las grandes crisis del Estado Español hasta la vuelta a la democracia tras la dictadura franquista, la configuración de discursos de género, raza y clase en la actualidad. Para el estudio, análisis e investigación de estos temas los materiales que usaremos pertenece a distintos campos de conocimiento: historia, sociología, ciencias políticas y todo un conjunto de producciones artísticas (literarias, fílmicas, musicales, escultóricas, arquitectónicas).

**SPA 303 (Section R): The Cultures of Spanish America: “Encuentros y**

## **desencuentros latinoamericanos**

**Instructor: Dr. Chrissy Arce**

**Prerequisite(s): SPA 203 or SPA 208**

This course will explore Latin American civilization and culture through the trope of the “Encounter.” This idea will guide, but not limit, our study of the various historical, political and cultural encounters that helped to establish some of the main questions that have contributed to the construction of what we call “Latin American” culture. The “others” within Latin America that form an integral part of the notion of “Latinidad,” such as indigenous groups, Afro-descendants and US Latino/Chicanos will occupy the central focus of this course. Latin America as a vast geographical space cannot possibly be comprehended in one class; therefore, excerpts from many diverse cultural forms will be studied thematically in an effort to encompass a broad, but not diluted, understanding of the issues that have historically faced the many countries that comprise Latin America, and that continue to confront them today. However, the readings and cultural texts will focus on broad themes that reach across Latin America but center on specific geographical areas; Mesoamerica, Mexico and the Caribbean (Cuba, Puerto Rico and the Dominican Republic). Furthermore, the readings will converge around 6 themes where the student objectives and outcomes will be to learn about:

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

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

**Instructor: Dr. Elena Grau-Lleveria**

**Prerequisite(s): SPA 208 or equivalent**

**Fulfills requirements for the major or minor in Spanish.**

**Fulfills course requirements for the following cognates:**

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

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

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

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

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

## **SPA 310/MLL 310 (Section O): Topics in Spanish and Spanish American Translation: The Cultural Discourse of Crime and its Social Uses: Media, Visual Arts, Music, Religion, and Literature**

**Instructor: Dr. Lorella DiGregorio**

This course focuses on narratives of and about the concept of crime in different sociocultural and geopolitical contexts, especially where Spanish is spoken, and is based on literary, musical and television products that have arisen and continue to proliferate from situations of subordination resulting in crime.

The course will be organized around a few critical moments:

- Knowledge of the cult of the hero in light of the abused and marginalized popular folk figures theorized by Eric Hobsbawm in 1969, which established the basis to comprehend people's acceptance of the narco/capo in various parts of the world.
- Analysis and comparison of relevant tropes and stereotypes that prove to be both cultural and ideological vectors for the wild uptake of these genres in their respective countries.
- Study of narcoglamur, narcoarchitecture, narcomachism, narcocorridos, narcoblogs, and narconovelas.
- Synthesis of the respective political perspectives and the official media's reactions to the phenomenon.
- Exploration, using specific examples, of the technology's supreme impact in the popularization of these traditional products, especially among diasporic communities.

## **SPA 321 (Section H Long): Introduction to Literary Themes: “Escritura y Poder”**

**Instructor: Dr. Christina Civantos**

**Prerequisite(s): One of the following, SPA 301, 307, 302, or 303.**

**Civic Engagement Course**

**Arts & Humanities Cognates:**

**Hispanic Literature: Understanding the Power of Words**

**Spanish Language & Culture for Heritage and Native Learners**

**Spanish Language & Culture for 2<sup>nd</sup> Language Learners**

**Language & Cultures of the Spanish-Speaking World**

How are reading and writing personally and politically transformative? This discussion-based course explores the relationship between literature and “the Real World” by examining what reading and writing offer us as individuals, how writers try to resist political realities through literature, why and how censorship takes place, and why and how literacy itself is restricted. A key component in this learning process will be student participation in a community engagement project. This civic engagement project is required, but students will be able to choose between a project centered on Banned Books Week (October 1-7, 2023) or the translation of blogs (from Spanish to English) by Cuban dissident writers. Either way, the project will provide an opportunity

to reflect upon specific intersections of power and the written word and to bring awareness regarding censorship to the US Spanish-speaking community or help banned Cuban writers reach a wider audience.

We will start out by considering the psychological and social effects of reading and writing. We will then read and comment upon resistance literature, that is, literature from the Hispanophone world that uses the written word as a political tool. One main focus in this segment of the course will be a sub-genre known as The Dictator Novel—narrative fiction that depicts actual dictatorships. We will also look at specific cases of literary censorship involving Spain, Cuba, and Chile. In the last segment of the course we will consider who has access to literature by considering education systems and education as a human right.

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

### **SPA 321/LAS 350/AAS 390 (Section S): El cuento corto latinoamericano**

**Instructor: Dr. Chrissy Arce**

**Prerequisite(s): One of the following, SPA 301, 307, 302, or 303.**

#### **Arts & Humanities Cognates:**

- **Hispanic Literature: Understanding the Power of Words**
- **Spanish Language & Culture for Heritage and Native Learners**
- **Spanish Language & Culture for 2<sup>nd</sup> Language Learners**
- **Language & Cultures of the Spanish-Speaking World**

Who doesn't love a good old-fashioned ghost story? Or how about a detective story? Tale of madness or crime, fantasy, political intrigue or just romance? This course will focus on the advent of "short", "shortish" and even "micro" stories in Latin America (in the age before Twitter), that nonetheless tell long tales! Class taught in Spanish.

### **SPA 322 (Section P): Cultural Topics: Non-Human Animals and their Representation in/of Latin America**

**Instructor: Dr. Tracy Devine Guzmán**

**Prerequisite(s): One of the following, SPA 301, 307, 302, or 303.**

#### **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 seminar examines roles and representations of a wide range of non-human animals in Latin American societies, economies, and cultural production since the late-19th century. Moving into the 20th century and the current millennium, we will consider, as well, how debates over speciesism and animal rights relate to environmental justice, human wellbeing, and diverse efforts to theorize and realize democratic and equitable societies across the Americas.

By the end of the semester, students will be able to answer these questions: How have human uses of, and other interactions with non-human animals varied across the region during the timeframe under study? How have science, philosophy, and the arts understood and characterized non-human animals differently, and where have these discourses converged? What can humans know about the thoughts, feelings, and moral bearings of their non-human counterparts? Why do these issues matter, and to whom, both now and in the past?

While previous knowledge of the region is not required to succeed in this seminar, students who are learning about Latin America for the first time may find it helpful to acquire a broad introductory study of history and politics to accompany our coursework. Two good options are: Thomas Skidmore, Peter Smith, & James Green, *Modern Latin America*. New York: Oxford UP, 2019; and John Chasteen, *Born in Blood and Fire: A Concise History of Latin America*. New York: W.W. Norton and Co., 2018.

This course will be conducted in Spanish and includes occasional secondary readings in English.

### **SPA 363 (Section Q) Hispanic Women Writers, Mystics and Transgressors in the Early Modern Period (WRIT)**

**Dr. Viviana Díaz Balsera**

**Prerequisites:** SPA 301, or SPA 302, or SPA 303, or SPA 307.

**Fulfills requirements for the major or minor in Spanish**

**Or: Fulfills course requirements for the following cognates:**

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners. (A&H)**



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

### **COURSE DESCRIPTION**

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 ecclesiastical authorities, most of them which 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 their religious practices the subaltering constructs imposed on their sex. Some authors to be studied will be the visionary, bi-local, and confidant of King Philip IV of Spain, Sor María de Ágreda, the undaunted, protofeminist María de Zayas--the first woman in Spain to become a successful professional writer--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/or intellectual gifts. Each work examined in the course will be placed in its socio-historical and geo-political contexts to understand the specific conditions of its production. The class will be taught in Spanish but students who are not Spanish majors or minors may write their papers in English. The course offers writing credit.

### **SPA 394: Internships in Modern Languages and Literatures**

**Instructor: TBD**

**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, 60 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.

### **SPA 433 (Section C): Medical, Cultural and Bioethical Debates in Spanish (WRIT)**

**Instructor: Dr. Maidelín Rodríguez**

**Prerequisite(s): SPA 301 or SPA 302 or SPA 303 or SPA 307**

**Satisfies requirements towards the Spanish major or minor.**

**Fulfills course requirement for the following cognates:**

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

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

**SPA 446 (Section E): Cultural Debates. Immigration and Exile (Multifocal Perspectives): Latinxs in South Florida (CIVIC)****Instructor: Dr. Catalina Quesada-Gómez****Prerequisite(s): SPA 301 or SPA 302 or SPA 303 or SPA 307****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 formal Spanish to formulate and sustain a personal perspective on migratory issues. Using the format and techniques of public speaking and debate, the course will focus on topics such as the relationship between migration and globalization, the challenges of immigration in the United States, and the peculiarities of transnational migration or exile in South Florida. Special attention will be given to economic, legal, cultural, and racial issues that underprivileged immigrant and exile communities face in South Florida, specifically in Miami. 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 throughout the 20th century to the present; and (2) the diverse histories behind Latin American peoples' mobility beyond national borders, students will expand their vocabulary, develop their stylistic expression, improve their spoken fluency, their analytic/argumentative skills, and think critically about exile, migration, and the relationship between language and identity, so that they become conscious and committed global citizens with personal and civil responsibility. The class is conducted in Spanish and it is a Community-Engaged Learning Course (also called Service-Learning Course). Therefore, in addition to their work in class, students will work collaboratively with local organizations in South Florida. The instructor will help pair students with organizations whose missions match the interests of the student. The final project for this class will be a creative project that in some way addresses the course learning objectives. Students will spend between 15 and 20 hours over the course working with members of the organization to participate in its activities and to design a project that demonstrates the collaborative process.

**SPA 591: Directed Readings**