

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

FALL 2020



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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

ARB 315/GGS 360 (Section H Long: 3:35-4:50): Gender and Sexualities in Translation: Writers & Rebels: Female Renegades in Arabic Literature and Film. (WRIT)

Prof. Suja Sawafta

Prerequisite: ENG 106 or equivalent

This course will serve as an introduction to some of the Arab world's rebellious female writers and filmmakers. Focusing on the contributions made by female writers to the Arab literary canon, this course will survey the writings of the founding mothers, the revolutionary warriors, and the femmes fatales of the Arabic tradition, all of whom wrote from the war zone, the prison cell, from exile, and – most importantly- from the margins.

ITA 310: Travels to/through Italy

Drs. Maria Stampino and John Paul Russo

URome Study Abroad Program

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

ITA 311 (Section S): To Hell and Back with Dante: Women, Politics, and Poetry

Prof. Dabney Park

Prerequisite: ENG 106 or equivalent

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

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

MLL 411-Spa 310: Cultures of the Digital
Mo. And We. 3:35-4:50, Dooley Memorial 115
Dr. Allison Schifani

This course will explore communication technologies (both 'old' and 'new') across national borders. Students will interrogate the ramifications of cross-platform and cross-cultural reading in the digital age and its literary, aesthetic and theoretical history. Texts will include works of electronic literature, print media, art and cinema from across the 20th and 21st century Americas. In addition to these literary, filmic, and plastic art works, we will examine the impact and context of machine translation, so-called 'Global English,' and social media as they shape the nature of reading and textual production in the contemporary moment. We will also explore ways of utilizing digital tools to engage cultural objects. Prerequisite: ENG 106.

SPA 310 (Section 1T): Topics in Spanish and Spanish American Studies in Translation: The Mariel Boatlift of 1980: Antecedents, Causes, Effects (WRIT)
Dr. Lillian Manzor and Nicholas Sheets

2020 marks 40 years of the Mariel exodus. This course will take an interdisciplinary approach to re-contextualizing the events that came to define the Mariel boatlift of 1980. It spans from the late 1970s when Cuban exiles could legally return to Cuba for the first time since the triumph of the Revolution, to the close of the decade of the 1980s that coincided with the collapse of the Soviet Union and Communist Bloc, setting in motion a different set of geopolitical consequences. Modeled after the 60s course, we hope to represent the period from the perspective of faculty and administration members whose personal testimony might bring the times to life for our students. In addition, we want to bring on board faculty who can offer expertise on relevant topics but who may not have been actual participants in events during Mariel and Miami in the 1980s. The course syllabi will be developed collaboratively by Lillian Manzor (UM) and Michael Bustamante (FIU), and the course will also be taught at FIU. Students from both universities will come together either

physically or virtually at various times during the semester. The course will take advantage of the special programming around Mariel that will be held at the Cuban Heritage Collection throughout the semester. This course will also be collections based so that students can develop research/creative projects based on materials at the Cuban Heritage Collection, and Special Collections at UM and FIU. (Original idea for a Mariel course by Mirta Ojito.)

Possible topics:

Cuba in the 1970s

Diálogos and Cuban exiles' first return to the island

Cuba, Florida and the Cold War

Immigration Policies – Then and now

The exodus itself

Media response

The camps throughout the US

Haitian “Boat People”

Impact on Miami:

- Urbanism
- Culture
 - The Mariel Generation and literature
 - Theater
 - Visual arts
 - Music

Public health – AIDS and Miami's response

Mariel from the perspective of Cuba

- Cuba in the 1980s
- How is the legacy of Mariel lived with and/or buried?

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 Intermediate Arabic I

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.

ARB 203: Intermediate Advanced Arabic I (Section E)

Prerequisite: ARB 202 or equivalent.

Prof. Suja Sawafta

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

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

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

Prof. Suja Sawafta

This course in Modern Standard Arabic is tailored to the specific needs of advanced heritage learners (students who were raised speaking Arabic and can read and write it at

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

UPPER DIVISION (300-500 LEVEL)

ARB 315/GGS 360 (Section H Long: 3:35-4:50): Gender and Sexualities in Translation: Writers & Rebels: Female Renegades in Arabic Literature and Film. (WRIT)

Prof. Suja Sawafta

Prerequisite: ENG 106 or equivalent

This course will serve as an introduction to some of the Arab world's rebellious female writers and filmmakers. Focusing on the contributions made by female writers to the Arab literary canon, this course will survey the writings of the founding mothers, the revolutionary warriors, and the femmes fatales of the Arabic tradition, all of whom wrote from the war zone, the prison cell, from exile, and – most importantly- from the margins.

ARB 394: Internship. 1-3 credit hours.

Dr. Christina Civantos

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in an Arabic-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 28 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

ARB 591: Directed Readings (WRIT)

Dr. Christina Civantos

Directed readings (Independent study) in Arabic Studies.

CHINESE PROGRAM (MANDARIN)

LOWER DIVISION (100-200 LEVEL)

CHI 101: Elementary Chinese I

Conversation, grammar, reading, elementary composition.

CHI 201: Intermediate Chinese I

Prerequisite: CHI 102 or equivalent.

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

CHI 203: Advanced Chinese I

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.

FRENCH PROGRAM

LOWER DIVISION (100-200 LEVEL)

FRE 101 Elementary French I

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

FRE 102 Elementary French II

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

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

FRE 105 Accelerated Elementary French

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

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

FRE 201 Intermediate French I

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

speakers.

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

FRE 202 Intermediate French II (WRIT)

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

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

FRE 203 Advanced French (WRIT)

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

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

UPPER DIVISION (300-500 LEVEL)

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

**Prerequisite: FRE 203 or permission of instructor
Prof. Ralph Heyndels**

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

FRE 360 (Section P) The Caribbean through Literary and Cultural Studies: Contemporary Haitian Culture and Literature (WRIT)

Prof. Cae Joseph-Massena

Mainstream media narratives about contemporary Haiti tend to rely on sensationalism and exotic stereotypes surrounding zombies, vodou, and poverty while the Haitian revolution remains either disavowed or misunderstood. Haitian fiction writers, filmmakers and artists have been seeking to dispel these representations by creating alternative narratives about contemporary Haiti where vodou culture often plays an important role. This course will introduce students to key topics in contemporary Haitian historical events such as the Haitian Revolution, the U.S. occupation the Duvalier and the Aristide Régime as well as post-earthquake Haiti, through the study of 20th and 21st-century literature, documentaries, films and music. While the course will be comprehensive and include the study of acclaimed literary and cultural movements such as Jacques Roumain's Indigenism, Jacques Stéphen-Alexis' "Réalisme Merveilleux," Jean-Claude Charles's enracinement and Frankétienne's spirialism, the course will specifically center Haitian women's experiences. We will study in particular the pivotal intellectual contributions made by Haitian Women authors such as Marie Vieux-Chauvet, Evelyn Trouillot and Kettly Mars students will examine recurrent Haitian literary themes such as universalism, freedom and modernity, créolité and creolization, terror and totalitarianism, mass tourism, globalization, social justice and gender and sexuality. Diasporic Haitian literature and culture will also be part of the course through the study of musical and literary texts by Marie-Célie Agnant, Edwige Danticat, Toto Bissainthe and Mélissa Laveaux. The course will be taught in French.

FRE 366 (Section Q) 20th and 21st Century Topics in French: MARGINALIZED VOICES AND "URBAN" CULTURE(S) IN CONTEMPORARY FRANCE (WRIT)

Prerequisite: FRE 301

Prof. Ralph Heyndels and Olivier Salès
(entirely taught in French)

This course will consider the emergence and contemporary forms of expression of "urban" culture(s) in France (from 2005 to nowadays) which mainly generated from within the French peri-urban *banlieues*, these "quartiers populaires" – to quote the title of François Chilocz's documentary film (2017) – mostly but non-exclusively populated by those Ilaria

Vitali (2012) has coined “les intrangers”. After having reflected on (and problematized) the very notion of “urban culture” in regard to issues of stigmatization, socio-economic marginalization, existential alienation, coloniality of power, racialization, and gender and queer discrimination, we will move toward cultural production and artistic creativity. We will critically read literary excerpts of works by a selection of writers who, as they “break the codes of literature” (Fouad Harit, 2012) are often despised by the French academic / literary establishment while they are featured by the most prestigious publishing companies (Gallimard, Le Seuil, JC Lattès, etc.), such as Rachid Djaïdani (who was the first to claim his belonging to “la littérature urbaine”), Mabrouck Rachedi, Faïza Guène, Zahwa Djennad, Insa Sané, Katouar Harchi, Keira El Fares, Vincent Fontano, Mohamed Razane, Thomté Ryam, Virginie Despentes, and from the anthology entitled *Qui fait la France? Chroniques d'une société annoncée*. We will also have the opportunity to read excerpts of Abdellah Taïa's still unpublished theater play entitled *Un jour je partirai* which is based on conversations the author had during months with transsexuals of the Parisian *banlieue*. We will screen and analyze films directed by Mathieu Kassovitz, Julian Abraham, Houdaya Benyamina, Céline Sciamma, Ethan Bergua, Olivier Babinet, Ladj Ly, and Manon Ott. And, as “urban culture”, while still pejoratively seen by the largest part of high class, academic *and* “mainstream” France, has by now also become in many ways “trendy” – the North-East Parisian “93” region being even branded as the “vivier des cultures urbaines en France” ...by a *tourism* orientated website (*tourisme93*)! – we will look at street art, sometimes intermixed with socio-political activism like in JR'S work, tagging and graffiti, which has today a very ambivalent status – from “taggeurs” being arrested in 2014 by the police as “delinquants” ...to Doudou Style exhibiting in an up-scale art gallery of the very posh 16th “arrondissement” of Paris and being awarded the “2018 Prix du Graffiti”; at street dancing groups like Vagabonds and Pockemon (offered a 2019 residence ...at the Opéra National de Lyon); and at the “urban” music scene most influential genres like afropop, the beatmakers, the hegemonically commercialized rap (Booba, PNL etc.), and still often minorized female rappers (Diam's, Chilla, ...) and queer rap (Casey, Lala&ce, Eddy de Pretto). In conclusion we will ponder the dialectics of exclusion and “cultural legitimacy” (Pierre Bourdieu, Lois Wacquant, ...) framing these art forms, and the locations of their decolonial / intersectional significations (Nacira Guénif-Soulaimas, Ahmed Boubeker, Mehammed Mack ...).

FRE 394 Internship. 1-3 Credit Hours.

Prof. Logan Connors

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

FRE 591 Directed Readings

GERMAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

GER 101: Elementary German I

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

GER 102 Elementary German II

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

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

GER 201 (Section G) Intermediate German I

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

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

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

Pre-requisites: German 201 or equivalent or permission of instructor. Closed to native speakers. Satisfies requirements towards the German major or minor.

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 *Lola rennt* (Run Lola Run, Tom Tykwer, 1998) 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. Reading- and writing-intensive course with readings and discussions in German.

UPPER DIVISION (300-500 LEVEL)

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

Dr. Elisabeth Juetten

Prerequisites: GER 202 or equivalent.

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

GER 394. Internship. 1-3 Credit Hours.

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in an German-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 40 internship hours are required per credit earned (the host will supply documentary evidence of hours worked)

GER 593. Directed Readings

Dr. Elisabeth Juetten

HAITIAN

HAI 101: Elementary Haitian Creole I

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

HAI 201: Intermediate Haitian Creole I

Prerequisite: HAI 102 or Equivalent.

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

HEBREW

HEB 101: Elementary Hebrew I

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

HEB 201: Intermediate Hebrew I

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

Integrated grammar review. Diverse selection of readings: stories, plays, essays, interviews. Practice in speaking and in writing. Class conducted in Hebrew. **Closed to native speakers.**

ITALIAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

ITA 101: Elementary Italian I

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

ITA 106: Elementary Italian for Speakers of a Romance Language

Italian 106 is specifically designed for students who are either heritage learners or native speakers of Spanish and other Romance languages or have reached the proficiency level of Intermediate-Low (based on the ACTFL proficiency guidelines) in Spanish or another Romance language, 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 or another Romance language. Students will be exposed to the basic syntactic and morphological parallels between the Italian, Spanish, or other Romance languages to develop and enhance the student's metalinguistic knowledge. In addition, a variety of classroom and online activities will introduce and develop Italian language skills in four areas: listening, speaking, reading, and writing. By the end of the term students will be able to participate in basic everyday conversations, understand short texts, and express themselves in writing at a level consistent with the material covered.

There is no prerequisite for registration; however, continuation in the course is based on the instructor's assessment (carried out on the first day of class) and approval.

ITA 102: Elementary Italian II

Prerequisite: ITA 101

Continuation of ITA 101. Conducted entirely in Italian. Closed to native speakers.

ITA 201: Intermediate Italian I

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

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

ITA 202: Intermediate Italian II (WRIT)

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

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

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

Drs. Maria Stampino and John Paul Russo

URome Study Abroad Program

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

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

ITA 311 (Section S): To Hell and Back with Dante: Women, Politics, and Poetry

Prof. Dabney Park

Prerequisite: ENG 106 or equivalent

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

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

ITA 363 (Section Q): Medieval and Renaissance Topics in Italian. “Black Death and Other Diseases in Medieval and Early Modern Italian Literature”

Prof. Susanna Alles Torrent

Prerequisite: ITA 202.

This course will explore Italian culture and literature from the Middle Ages to the Renaissance through the topic of “disease”. Taking upon our own recent health crisis experience, we will tackle texts where illness, plagues or even the Black Death are key narrative components. First, we will analyze some passages of classical readings where disease is the unleashing element (Bible, Sophocles’ *Oedipus the King*, among others). Afterwards, we will focus on three main medieval authors and masterpieces: Dante’s *Divina Commedia* describes Paradise, Purgatory, and Hell and, in the later, punishment comes often related to some kind of disease, including the capital sins. Petrarca writes poetry borne out by a long-standing medieval conception of Love as illness. Giovanni Boccaccio conceives his *Decameron* during 1348 when the Black Death is afflicting the city of Florence and a group of young ones decides to escape the city: dystopian realities are created, and storytelling becomes a relief to overpass fear and death. The course is taught in Italian.

ITA 394: Italian Internship

ITA 592: Directed Readings

JAPANESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

JPN 101 Elementary Japanese I

Japanese 101 is designed to develop basic skills in speaking, listening, reading and writing of the modern Japanese language. Classes will be conducted in the target language. Students are expected to be able to use them with ease by the end of the semester. Classes are activity-oriented and active participation is mandatory. Accuracy of pronunciation, intonation and rhythm of speech are emphasized. Japanese culture and customs will be taught by way of media and other resources.

JPN102 Elementary Japanese II

Prerequisite: JPN 101 and closed to native speakers

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

JPN 201 Intermediate Japanese I

Prerequisite: JPN102 or equivalent

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

JPN 202 Intermediate Japanese II

Prerequisite: JPN201 or equivalent

This course is a continuation of JPN201 and covers the second half of the intermediate level. Students will further develop language skill of more complexity, including the honorific and respectful expressions. By the end of the semester, students should be able to engage in conversation, provide and obtain information on advanced topics in detail. Additional 80 Kanji will be introduced throughout the course. Listening, speaking, reading and writing skills will be enhanced by way of the communicative approach in classroom and daily homework assignments. The modern and traditional culture will be taught through media and other resources. Class attendance and active class participation are mandatory.

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

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

PORTUGUESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

POR 100: Business Portuguese for Spanish Speakers.

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

POR 105/625 Comb.: Accelerated Elementary Portuguese

Prerequisite: Two or more years of college study of Spanish, French, Italian, or Latin. Also open to Heritage speakers of romance languages other than Portuguese.

Intensive study of material covered in 101 and 102. Specifically intended for students who have completed three or more than years of high school Spanish or beginning Spanish at another university. Also intended for heritage speakers of Romance Languages other than Portuguese, or students with at least two years of college study of Spanish, Italian, or French. Closed to native speakers.

POR 201[Section D]: Intermediate Portuguese I

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

Marcia Fanti Negri

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

POR 202 [Section R]: Intermediate Portuguese II (WRIT)

Dr. Tracy Devine Guzman

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

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

curso se organizará em formato de seminário (“bate papo”), requerendo a preparação e participação ativa de todos os alunos.

UPPER DIVISION (300-500 LEVEL)

POR 322/691 (Section O): Topics in Luso-Brazilian Cultures: História Cultural do Brasil

Dra. Tracy Devine Guzmán

Esta matéria oferece uma abordagem crítica à formação histórica do Brasil, começando em 1500 com a colonização da chamada “Ilha da Vera Cruz” e acabando com a crise na Amazônia de 2019-20. Reconhecendo que um semestre não é tempo suficiente para realizar um estudo compreensivo de cinco séculos de acontecimentos históricos, enfocaremos nosso trabalho em momentos cruciais, textos chave, e tendências representativas. Organizaremos nosso estudo cronologicamente, analisando romances, ensaios, poesias, teatro, jornalismo, historiografia, imagens, filmes e músicas para entender como a produção cultural e teórica do Brasil interage com as estruturas políticas e sociais do país.

POR 391 Directed Readings

POR 394 Internship. 1-3 Credit Hours.

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in an Portuguese-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 28 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

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

SPANISH PROGRAM

LOWER DIVISION (100-200 LEVEL)

SPA 101: Elementary Spanish I

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

SPA 102: Elementary Spanish II

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

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

SPA 105: Accelerated Elementary Spanish

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

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

SPA 107: Basic Spanish for Heritage Learners

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

SPA 201: Intermediate Spanish I

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

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

SPA 202: Intermediate Spanish II (WRIT)

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

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

SPA 203: Advanced Spanish (WRIT). Several sections

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

Satisfies requirements towards the Spanish major or minor.

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

SPA 203 (Section O): Advanced Spanish: focused on the field of Communication Studies (Journalism and Advertisement) (WRIT)

Closed to heritage and native speakers of Spanish.

Prof. Catalina QUESADA-GÓMEZ

Prerequisite: SPA 202 or equivalent

Satisfies requirements towards the Spanish major or minor.

Spanish 203 is an advanced course in Spanish language and cultures. In this course, students will focus on close analyses of journalistic, advertising, and audiovisual texts, while further developing the four skills (reading, writing, speaking, and listening). Students will review challenging grammatical concepts, will expand their vocabulary, and will have ample opportunity to discuss material in class. The class will be conducted in Spanish. Closed to heritage and native speakers of Spanish.

SPA 203 (Section P1): Advanced Spanish for Health Professions (WRIT)

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

Dr. Maidelín Rodríguez

Satisfies requirements towards the Spanish major or minor.

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

SPA 207: Intermediate Spanish for Heritage Learners

Prerequisite: SPA 107 or two years of Spanish in high school.

This course is designed for students with some prior instruction in Spanish who, because of family background or social experience, can understand casual spoken Spanish and have some functional communication abilities in the language. Focus is on developing basic speaking, reading, and writing abilities.

SPA 208 (Section E): Advanced Spanish for Heritage Learners

Instructor: Viviana Diaz Balsera

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

Satisfies Spanish Major & Minor requirements

Fulfills course requirement for the following cognates:

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

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

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

Satisfies requirements towards the Spanish major or minor.

This course is an advanced language course designed for students who have functional knowledge in speaking, reading and writing Spanish due to family background, social experience, and/or prior formal study of the language. The principal aim of the course is to cultivate formal academic speaking, reading and writing competencies as well as to develop critical thinking skills and analytical expression in Spanish. The course focuses on analytical grammar, on contemporary literary and / or cultural textual productions throughout the Spanish-speaking world, and on the social and cultural issues they address. This course counts towards the major or minor in Spanish.

SPA 208 (Section 03-PRA): Advanced Spanish for Heritage Learners

Dr. Mabel Bastarrechea

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

Satisfies requirements towards the Spanish major or minor.

This course is designed for those students who, because of family background or social experience and prior instruction in Spanish, possess functional communication abilities in the language. Focus is on developing formal speaking, reading and writing abilities.

UPPER DIVISION (300-500 LEVEL)

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

Instructor: Viviana Diaz Balsera

Prerequisites: SPA 203 (or equivalent). This course is closed to heritage or native 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**

Course Description and Objectives: This course introduces second language 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 analyze and interpret the fundamental aesthetic properties, structures and communicative purposes of three major literary genres in Hispanic literatures: lyrical poetry, drama and narrative. Students consolidate their oral communicative abilities in Spanish by developing the appropriate vocabulary and linguistic registers to participate in advanced academic conversations on complex and diverse topics about literary language. Oral skills are further reinforced with organized discursive presentations on various literary topics and genres by students working in teams. The course also contains a strong writing component to enhance students' ability to construct cogent, sophisticated analytical arguments in standard Spanish as well as to produce an academic research paper in the target language. This course is a requirement for Spanish majors and is strongly recommended to minors as an excellent foundation for specialized, higher-level studies in MLL's Spanish program.

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

Instructor: Omar 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 O): The Cultures of Spain. (WRIT)

Instructor: Dr. Susanna Allés Torrent

Pre-requisite: SPA 203 or SPA 208

Satisfies major and/or minor requirements

En este curso exploraremos la historia y la cultura españolas para desentrañar las claves de la idiosincrasia de la España actual. El curso se dividirá en dos partes: la primera se centra en aspectos históricos y en cómo cada una de las diferentes épocas han contribuido a definir la sociedad de hoy en día. En la segunda parte nos centraremos en algunos de los problemas actuales más relevantes de la sociedad contemporánea. Trataremos problemas como las crisis económicas y sociales de los últimos años, o los conflictos sobre identidad y los nacionalismos. Este curso concede crédito de escritura (writing credit), por lo tanto, se exigirán numerosos ejercicios de redacción, desde escritos informales realizados en clase, hasta revisiones serias de ensayos académicos formales.

SPA 303 (Section O): Cultures of Spanish America. Latin American “Revolutions” / “Revoluciones” latinoamericanas (WRIT)

Prerequisite: SPA 203 or SPA 208

Dr. Dainerys Machado Vento

Satisfies requirements towards the Spanish major or minor.

Fulfills course requirement for the following cognates:

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

This course will explore the last centuries of Latin American main historical and political events through literature, music and film produced in relation to various moments of regional explosions. The readings and cultural products will go from the Mexican Independence War in 1810 to the most recent Venezuelan opposition, including different literary approaches to the Cuban Revolution in 1959 and the dictatorships of the 1970s and 1980s in countries like Argentina, Chile, and Guatemala. The materials will offer a vast representation of Latin America as a diverse region, and they will illuminate the conflicts that have persisted in the continent shaping its identity and the way it is perceived from outside. The work of women writers, such as Rosa Guerra and Elena Garro; Afro-descendant and indigenous writers, like Roberto Zurbarano and Mardonio Carballo, and non-binary creators, like Camila Sosa, will be fundamental due to the way intellectuals represent the double marginalization of the region: a geographical and a historical one.

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

Dr. Omar Vargas

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)**

This is an upper division introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. Special attention is paid to characteristics of heritage/native speaker expression. This course is for heritage learners and native speakers only.

After completing SPA 307 students will be able analyze and interpret the fundamental aesthetic properties, structures and communicative purposes of Hispanic lyrical poetry, drama and narrative. Students will be able to identify the operations of tropes and figurative language in the context of Hispanic literary histories and cultures. Students will have developed critical competence to identify how readers are addressed by each genre, how genre mediates their interpretations of a text and how expectations about literary texts are translatable (or not) into other media, especially film.

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

SPA 310 (Section 1T): Topics in Spanish and Spanish American Studies in Translation: The Mariel Boatlift of 1980: Antecedents, Causes, Effects (WRIT)

Dr. Lillian Manzor and Nicholas Sheets

Satisfies requirements ONLY towards the Spanish major.

2020 marks 40 years of the Mariel exodus. This course will take an interdisciplinary approach to re-contextualizing the events that came to define the Mariel boatlift of 1980. It spans from the late 1970s when Cuban exiles could legally return to Cuba for the first time since the triumph of the Revolution, to the close of the decade of the 1980s that coincided with the collapse of the Soviet Union and Communist Bloc, setting in motion a different set of geopolitical consequences. Modeled after the 60s course, we hope to represent the period from the perspective of faculty and administration members whose personal testimony might bring the times to life for our students. In addition, we want to bring on board faculty who can offer expertise on relevant topics but who may not have been actual participants in events during Mariel and Miami in the 1980s. The course syllabi will be developed collaboratively by Lillian Manzor (UM) and Michael Bustamante (FIU), and the course will also be taught at FIU. Students from both universities will come together either physically or virtually at various times during the semester. The course will take advantage of the special programming around Mariel that will be held at the Cuban Heritage Collection throughout the semester. This course will also be collections based so that students can develop research/creative projects based on materials at the Cuban Heritage Collection, and Special Collections at UM and FIU. (Original idea for a Mariel course by Mirta Ojito.)

Possible topics:

Cuba in the 1970s

Diálogos and Cuban exiles' first return to the island

Cuba, Florida and the Cold War

Immigration Policies – Then and now

The exodus itself

Media response

The camps throughout the US

Haitian “Boat People”

Impact on Miami:

- Urbanism
- Culture
 - The Mariel Generation and literature
 - Theater
 - Visual arts
 - Music

Public health – AIDS and Miami's response

Mariel from the perspective of Cuba

- Cuba in the 1980s
- How is the legacy of Mariel lived with and/or buried?

SPA 310-MLL 411: Cultures of the Digital
Mo. And We. 3:35-4:50, Dooley Memorial 115
Dr. Allison Schifani

This course will explore communication technologies (both 'old' and 'new') across national borders. Students will interrogate the ramifications of cross-platform and cross-cultural reading in the digital age and its literary, aesthetic and theoretical history. Texts will include works of electronic literature, print media, art and cinema from across the 20th and 21st century Americas. In addition to these literary, filmic, and plastic art works, we will examine the impact and context of machine translation, so-called 'Global English,' and social media as they shape the nature of reading and textual production in the contemporary moment. We will also explore ways of utilizing digital tools to engage cultural objects. Prerequisite: ENG 106.

SPA 321 (Section P): Introduction to Literary Themes: Escritura y Poder (WRIT, CIVIC)

Dr. Christine Civantos

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

Satisfies Spanish Minor and/or Major Requirements

Or: Fulfills course requirement for the following cognates:

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

How are reading and writing personally and politically transformative? This seminar 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 participation in the Exchange for Change letter exchange program. This program anonymously pairs students in our class with inmates enrolled in a Spanish-language writing course in a local prison that covers some of the same readings as our course. This will provide an opportunity to reflect upon a set of specific intersections of power and the written word and to assist these inmates in their learning process, as well as to learn from them.

We will start out by considering the psychological and social effects of reading and writing.

We will then read and comment upon resistance literature, that is, literature from the

Hispanophone world that uses the written word as a political tool. One main focus in this segment of the course will be a sub-genre known as The Dictator Novel—narrative fiction that depicts actual dictatorships. 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.

SPA 330 -GSS 350 (Section P): Topics in Gender and Sexuality: LGBTQI Thought, Literature, and Film in 20th- and 21st-Century Latin America and Spain
Prof. Gema Pérez Sanchez

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

Satisfies requirements towards the Spanish major or minor.

This course will explore a few choice moments in the history of lesbian, gay, bisexual, transgender/transsexual, gender fluid, gender queer, queer, intersex and plus people in Spain and Latin America to contextualize recent political, activist, and cultural debates in Spanish-speaking countries on LGBTQI+ issues and the legal gains attained by these groups in some countries in the Spanish-speaking world. We will read key texts in LGBTQI theory originally written both in Spanish (especially from Spain, Mexico, Argentina, Chile, and Peru) and English, and contrast them with contemporary films, literature, and activist interventions in order to gauge the very important contributions of Hispanic queer thought and culture to global debates about gender, sexuality, and human rights. The course will be conducted in Spanish, although we may have some occasional readings in English. The class sessions will be organized—insofar as the room we get assigned makes it possible—using the Harkness method of seminar discussion. Active participation is expected.

SPA 340 (Section H) Migration Studies/Civic Engagement Course: "Buscando visa para un sueño: Images of Immigration" (WRIT, CIVIC)

Dr. B. Arce

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

Satisfies requirements towards the Spanish major or minor.

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 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 do they think they 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 (un)documented immigrant to the United States in order to interrogate how art grapples with this polemical (and painful) political and social phenomenon. We will examine the specific immigrant experience of Mexicans, Central Americans as well as Cubans and Dominicans. A key component of the course will be to gain first-hand insight into this complex and problematic reality by volunteering at Catholic Legal Services of Miami (CCLS), a non-profit legal agency that works with (i)legal immigrants. This real-world experience will complement the aesthetic and popular representations of legal and illegal immigration, informing

our interpretations of these cultural products.

The texts we will analyze will be our common thread to study individuals that due to different circumstances immigrate to the United States with the hopes of providing a better life and future for themselves. Bearing witness to the mental process 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. We will examine a diverse selection of cultural products, ranging from novels and various literary genres, music, documentaries and films. The class will be organized around four critical moments: 1) the moment before the journey and the decision to leave 2) the crucial border crossing itself with a special focus on the treacherous “train of death” 3) the cultural, psychological and political impact on both migrant and citizens of receiving country afterward 4) the impact on the children left behind.

SPA 354 (Section R) 19th- Century Spanish American Topics: Raíces Cubanas: El Siglo XIX Cubano y Sus Repercusiones Contemporáneas (WRIT)

Dr. Christine Civantos

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

Satisfies requirements towards the Spanish major or minor.

This course centers on roots and repetitions (with variation) in the Cuban context. We'll explore the literature, visual art, music, dance, and politics of 19th-century Cuba in order to understand what the key concerns of the era were and how the era defined “Cubanness,” and from there consider the ways in which contemporary Cuba repeats and echoes its 19th century roots. We'll examine the texts of figures such as José Martí, José María Heredia, and Cirilo Villaverde and their lesser known Afro-Cuban and female contemporaries, examples of Cuban painting and the commercial art of cigar-box covers, and accounts of elite dances and popular carnivals. This will allow us to learn about the modes of communication and styles of expression of 19th-century Cuba, as well as the concerns and tensions that motivated its cultural production: political and cultural autonomy, national identity, modernity, slavery, racial difference, and women's status in society. This will allow us, in turn, to consider how contemporary Cuba continues to navigate some of the same issues.

SPA 394 Internship: 1-3 credit hours

Satisfies requirements towards the Spanish major.

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in a Spanish-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 28 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

SPA 422 (Section J): Spanish in the United States (WRIT)

Dr. Andrew Lynch

Prerequisites: SPA 301 or SPA 302 or SPA 303 or SPA 307
Satisfies requirements towards the Spanish major or minor.

This course considers the cultural, ideological, political, and social dimensions of the Spanish language in the United States. We will explore patterns of linguistic variability and language use (Spanish-English), the question of 'Spanglish', societal attitudes, speaker identities, and language politics. Special emphasis will be placed on the sociolinguistic situation of Spanish in Miami. Students are granted Writing credit (W) for this course. The course fulfills minor credits and 400-level requirement for Spanish major.

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

Prof. Mabel Basterrechea

Prerequisites: SPA 301 or SPA 302 or SPA 303 or SPA 307
Satisfies requirements towards the Spanish major or minor.

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

SPA 446 (Section F): Cultural Debates: Public Speaking on Societal Issues

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

Dr. Maria Pardo

Satisfies requirements towards the Spanish major or minor.

Intensive training in public speaking in Spanish for academic or professional settings. In-class debates and presentations based on readings about controversies or critical issues within the Spanish-speaking world.

SPA 591. Directed Readings