

**MODERN LANGUAGES AND LITERATURES**  
**UNDERGRADUATE COURSES**

**Spring 2022**



**MODERN LANGUAGES AND LITERATURES**

**UNDERGRADUATE COURSES  
 SPRING 2021  
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## MODERN LANGUAGES AND LITERATURES

Through its courses dedicated to the study of languages, literatures, and cultures, the Modern Languages & Literatures Department (MLL) offers you an exciting opportunity to engage in a learning experience that will help you to succeed in your chosen career path and to acquire a deeper understanding of your own and of others' linguistic and cultural heritage. Whether you opt for a career in education, business, economics, law, medicine, politics, the arts, or the social sciences, our courses will enrich your life beyond your expectations.

If you would like to know more about our majors and minors in French, German, and Spanish or our minors in Arabic Studies, Italian, and Portuguese, or the dual language “modern languages” minor, please contact the appropriate advisor, as listed below. If you have questions about our courses in Haitian Creole, please call the department’s main office at (305) 284-5585.

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**Note on Course Professors:** In the course lists that follow, wherever possible the instructors for upper division courses are noted. If the instructor is not noted, it may be that there are multiple sections or that the instructor is still to be determined. Please consult CANELINK for more information or updates.

## COURSES TAUGHT IN ENGLISH

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

### **ARB 315 /MLL 322/ GSS (Section Q) (WRIT): Orientalism and Sexuality**

**Instructor: Dr. Suja R. Sawafta**

With a specific focus on orientalist conventions of gender and sexuality, this course examines how politics and ideology inform the construction and reproduction of knowledge through a gendered lens. Adopting a flexible historical framework, we will explore select cases of cultural encounters between Europe and the "Orient" from Antiquity to the present. In this course, students will examine key events and texts that helped fossilize Western representations of and Western attitudes towards the "Orient" through gendered tropes such as the barbaric Arab man or the damsel in distress as she is represented by Scheherazade--as well as consider the manner in which "subjects" of the "Orient" countered their supposed inferiority. In this course, students will investigate old and new iterations of Orientalism and its persistent reincarnation in post-colonial and neocolonial contexts using Edward Said's classical text *Orientalism* as our foundational narrative.

### **CHI 311(Section O) Comparative Literature in East Asia.**

**Instructor: Dr. Rebecca Doran**

**Prerequisite: course is taught in English. To enroll to this course, students need to complete ENG 106 or 107.**

This course provides an introduction to the East Asian literary tradition (in China, Japan, and Korea) while introducing the methods of and issues surrounding comparative literary study. The course is structured thematically, according to motifs and themes that become central in Chinese, Japanese, and Korean literature. Themes to be studied include supernatural encounters; romantic ideals and romance narratives; the otherworldly journey; the dream; and the "modern nation."

### **GER 310 (Section Q): German Topics in Translation: National Socialism in Cinema (WRIT)**

**Instructor: Dr. Elisabeth Juetten**

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

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

- **German Language and Culture: Communicating with German Speakers (A&H)**
- **Modern European Literature and Society (A&H)**
- **Germany: History, Politics, and Culture (P&S)**

This course examines the nature and functions of film in Nazi Germany between 1933 and 1945 as well as representations of Hitler and the enduring “fascination” with German National Socialism in postwar and contemporary film. In the first half of the course, we will analyze the cinematic and artistic productions of Hitler’s media dictatorship as propagandistic expressions of Nazi ideology and commodities of mass culture while critically evaluating their status as aesthetic products and works of “art.” Films to be discussed will include, among others, Leni Riefenstahl, *Triumph of the Will* (1935); Fritz Hippler, *The Eternal Jew* (1940); and Veit Harlan, *Jew Sues* (1934). In the second part of the course, we will look at cinematic depictions of Hitler and Nazi perpetrators films after 1945, such as the German Rubble film *The Murderers Are Among Us* (1946); *Downfall* (2004); and *Inglorious Basterds* (2009). In our efforts to understand the fascination of German fascism and broad appeal of Nazi ideology in its cinematic and broader cultural forms at the time, the discussions of films will be complemented with readings of critical essays on German culture and history, media theory, and cinema by writers, critics, and scholars such as Susan Sontag, Siegfried Kracauer, and Eric Rentschler. This is a reading- and writing-intensive course with readings and discussions in English. In addition to weekly homework assignments and a final take-home exam, students will also complete two analytical 5-page papers. Students will also be required to watch films outside of regularly scheduled class hours.

**MLL 322, AMS 334, APY 418, ECS 375, HIS 296, LAS 301**

**Introduction to Native & Indigenous Peoples and Perspectives: Stories of Resistance and Resilience (WRIT)**

**Instructor: Prof. Carolina LaPorte**

Rooted in an Indigenous perspective, this course is intended to provide students with a critical overview of the experiences of Native and Indigenous Peoples within the United States and globally. \* Students will have the opportunity to learn about historical injustices and contemporary issues Indigenous people face and about the impact that Native social justice movements have in regards to these issues. Most importantly, students will be immersed in Indigenous teachings and worldviews. In the end, students will be able to answer the question: What does it mean to be Indigenous to a place?

**\*As a note: This course will examine other global Indigenous populations through inclusion of other global Indigenous speakers, teachings, and readings. However, because the University of Miami is situated within the United States of America, this course will primarily be centered on the peoples who are Indigenous to this Land.**

**SPA 318/ ECS 375/ (Section P) Environmental Imaginaries in Cinema from the Spanish-Speaking World. (WRIT)**

**Instructor: Dr. Allison Schifani**

**Prerequisite: ENG 106**

**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: Communicating with Spanish Speakers for 2nd Language Learners**
- **Cultural Codes in the Spanish-Speaking World**

This course will explore a broad range of films produced from a wide range of geographical and cultural contexts. Focused specifically on works that contend with issues of the natural, wilderness, and climate change this course will explore the ways cinema from the Spanish-speaking world produces contested environmental imaginations. These films will be paired with literary and theoretical texts such that students will be able to appropriately ground each specific film in historical and cultural terms, develop the ability to engage in close analysis of a cinematic object, and also understand cinema more broadly as a technology that shaped social, political, and biological life globally. The films will include works by directors such as Guillermo del Toro, Alex Rivera, Alejandro Jodorowsky, Alejandro González Iñárritu, and others. Taught in English, this course fulfills the writing credit.

## ARABIC STUDIES PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **ARB 102 Elementary Arabic II**

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

Further development of communicative abilities in speaking, reading, writing, and comprehension of Modern Standard Arabic and an introduction to the cultural practices of the Arabic-speaking world.

### INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

#### **ARB 202 Intermediate Arabic II.**

**Prerequisite:** ARB 201 or equivalent

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

#### **ARB 204 Advanced Arabic II.**

**Prerequisite:** ARB 203

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

#### **ARB 315 /MLL 322/ GSS (Section Q) (WRIT): Orientalism and Sexuality**

**Instructor:** Dr. Suja R. Sawafta

With a specific focus on orientalist conventions of gender and sexuality, this course examines how politics and ideology inform the construction and reproduction of knowledge through a gendered lens. Adopting a flexible historical framework, we will explore select cases of cultural encounters between Europe and the "Orient" from Antiquity to the present. In this course, students will examine key events and texts that helped fossilize Western representations of and Western attitudes towards the "Orient" through gendered tropes such as the barbaric Arab man or the damsel in distress as she is represented by Scheherazade--as well as consider the manner in which "subjects" of the "Orient" countered their supposed inferiority. In this course, students will investigate old and new iterations of Orientalism and its persistent reincarnation in post-colonial and neocolonial contexts using Edward Said's classical text *Orientalism* as our foundational narrative.

**ARB 394 Internship**

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

## CHINESE PROGRAM(Mandarin)

### LOWER DIVISION (100-200 LEVEL)

#### **CHI 102 Elementary Chinese (Mandarin)**

**Prerequisite:** CHI 101 or equivalent.

Continuation of CHI 101, Conversation, grammar, reading, elementary composition.  
**Closed to native speakers.**

### INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

#### **CHI 202 Intermediate Chinese II**

**Prerequisite:** CHI 201 or equivalent

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

#### **CHI 204 (Section Q) Advanced Chinese II (WRIT)**

**Instructor:** Dr. Rebecca Doran

**Prerequisite:** CHI 203 or equivalent.

The course aims to develop students' ability to use Chinese in a more advanced way by continuing Chinese 203's emphasis on accurate comprehension, expansion of vocabulary, and development of the ability to use increasingly complex grammatical and sentence structures. In addition to improving their language abilities, students will also be exposed to different areas of Chinese culture. **Closed to native speakers of Chinese.**

#### **CHI 311(Section O) Comparative Literature in East Asia.**

**Instructor:** Dr. Rebecca Doran

**Prerequisite:** course is taught in English. To enroll to this course, students need to complete ENG 106 or 107.

This course provides an introduction to the East Asian literary tradition (in China, Japan, and Korea) while introducing the methods of and issues surrounding comparative literary study. The course is structured thematically, according to motifs and themes that become central in Chinese, Japanese, and Korean literature. Themes to be studied include supernatural encounters; romantic ideals and romance narratives; the otherworldly journey; the dream; and the "modern nation."

## FRENCH PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **FRE 101 Elementary French I**

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

#### **FRE 102 Elementary French II**

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

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

#### **FRE 105 Accelerated Elementary French**

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

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

#### **FRE 201 Intermediate French I**

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

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

oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French.

## **ADVANCED LANGUAGES COURSES**

### **FRE 202 (Section C): Intermediate French II (WRIT)**

**Instructor: Dr. Logan Connors**

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

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

### **FRE 202 (Section D): Intermediate French II (WRIT)**

**Instructor: Dr. Logan Connors**

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

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 E): Advanced French (WRIT)**

**Instructor: Dr. Logan Connors**

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

Continuation of FRE 202. This course will prepare students for advanced literature, linguistics, and culture courses. The class will use films, literary works, and other cultural texts. Students will

write analytic essays of 3-5 pages to develop style, vocabulary, and syntax. Course conducted entirely in French.

**FRE 203 (Section F): Advanced French (WRIT)**

**Instructor: Dr. Logan Connors**

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

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

**UPPER DIVISION (300-400 LEVEL)**

**FRE 301(Section Q): Introduction to French and Francophone Studies: Interpreting Literary and Cultural Texts In French (WRIT)**

**Professor: Dr. Patoimbasba Nikiema**

**Prerequisites: FRE 203 or equivalent**

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.

**FRE 365 (Section J): Power and Agency in the 19<sup>th</sup> Century French Novel and Poetry.**

**Instructor: Dr. Nadia Naami**

The Nineteenth Century France is the stage to multiple political, social, economic, and cultural change. Heir to the post-revolutionary utopian socialist tradition and to the people's participation in the political sphere (the Prise de la Bastille), the 19th century is the scene of power struggle between the different forces in play. With the Industrial Revolution, the rise of Capitalism, colonial conquests, and the emergence of economic and political institutions, the era's dynamics shows a constant redistribution of power recognizable in the opposition between political regimes, coups d'état, and civil protest. These tensions have affected the social life and made a significant impact on the aesthetics of the literary and artistic production of the time where agency is negotiated in regard different forms of subjugation, including patriarchy and economic/social struggle. This course offers a survey of the 19th century French literature (novels and poetry) relating to the themes of power and agency. We will consider the major literary movements and figures (Le Romantisme, le Réalisme, le Naturalisme, and le Parnasse) and will explore other media such as paintings and music. We will read and discuss the manifestations of power and resistance to power in the works of authors such as Chateaubriand, Honoré de Balzac, George Sand, Émile Zola, and Gustave Flaubert, while also reflecting on the

figures of the so-called “Les Poètes maudits” such as Charles Baudelaire, Arthur Rimbaud, and Stéphane Mallarmé.

This course will be taught entirely in French.

### **FRE 394 Internship**

**Prerequisite: FRE 203**

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in 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 446 (Section G): Debating Cultures and Societies in French,**

**Instructor: Dr. Kevin Finn.**

**Prerequisites: FRE 203.**

The main goals of this course are to improve students’ conversational skills cultivating formal academic speaking competencies, and to develop their critical thinking skills and analytical expression in French in order to help students achieve global literacy. In addition, this course seeks to build students’ oral proficiency at the advanced level while increasing their awareness of Francophone cultures through active, responsible participation in discussions, debates and oral presentations in class. This course will provide students with a contextualized content-based approach to oral communication resulting in a fluent oral language production. Taught entirely in French.

## **CAPSTONE**

### **FRE 501 (Section S): *Critical Performances***

**Instructor: Dr. Logan J. Connors**

FRE 501 is a course with a broad-based topic designed to integrate high-level linguistic, critical, and analytical skills with the body of knowledge acquired during the course of study toward the major. Topics vary; the topic in Spring 2022 is Critical Performances.

Performance is a slippery term that can be applied to theater actors, car engines, gender, and much more. Performance is ubiquitous but when its mechanisms and tensions are uncovered and recovered, it can be useful framework to better understand creative media as well as ourselves and the world around us.

Seminar participants will study definitions and manifestations of performance in a diversity of texts from the French-speaking world. Readings/viewings will include literary, theatrical, cinematic, testimonial, journalistic, legal, and other texts/media in French from the medieval period to the present, and from across the Francophone world. Participants will also engage with theoretical works about performance, performativity, and social drama from a host of academic disciplines, including Theatre & Performance Studies, Cultural Studies, Anthropology, Sociology, Film Studies, Critical Race Studies, and Gender & Sexuality Studies. Participants will be expected to complete a substantial, self-directed research project under the guidance of the instructor. The seminar will also include a “professionalization” component with readings and discussions about life after graduation, the value of humanistic education, and professional options for majors in modern languages and literatures.

Open only to undergraduate French majors who intend to graduate in Spring or Fall 2022. Course is writing intensive and conducted in French (with some readings in English).

## GERMAN PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

**Instructor: Dr. Antonella Cassia**

This course is 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.**

**Instructor: Dr. Elisabeth Juetten**

GER 102 is a continuation of GER 101 with a focus 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 with lessons on cultural practices and aspects of Germany and German speaking countries. Some of the themes discussed are university life, professions and work, and housing.

#### **GER 201 (Intermediate German I**

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

**Instructor: Dr. Antonella Cassia**

GER 201 is for students who have completed elementary-level German. The course focus is on continued development of communicative abilities in speaking, reading, writing, and comprehension of German. The course reinforces the cultural practices and aspects of Germany and German speaking countries. Some of the themes discussed are travel, transportation, childhood and adolescence, food, and nutrition.

## INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

### **GER 202 Intermediate German II (WRIT)**

**Prerequisite:** GER 201 or equivalent or permission of instructor. Closed to native speakers.

**Instructor:** Dr. Elisabeth Juetten

This course is designed to provide students with the language tools and comprehension strategies necessary to carry out advanced work in German and German Studies in an interdisciplinary and theoretically informed manner at the 300-level and above. Thematically focused on Berlin, students explore and learn about the city's architecture, memorials, streets, museums, theaters, and its history, in particular, its existence as both a divided and reunified city. In addition to examining depictions of Berlin in short articles and literary texts, students will also examine representations of the city in films, such as *Himmel über Berlin (Wings of Desire)*, Wim Wenders, 1987) and *Good-bye-Lenin!* (Wolfgang Becker, 2004). GER 202 is a 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.

## UPPER DIVISION (300-400 LEVEL)

### **GER 310 (Section Q): German Topics in Translation: National Socialism in Cinema (WRIT)**

**Instructor:** Dr. Elisabeth Juetten

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

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

- **German Language and Culture: Communicating with German Speakers (A&H)**
- **Modern European Literature and Society (A&H)**
- **Germany: History, Politics, and Culture (P&S)**

This course examines the nature and functions of film in Nazi Germany between 1933 and 1945 as well as representations of Hitler and the enduring “fascination” with German National Socialism in postwar and contemporary film. In the first half of the course, we will analyze the cinematic and artistic productions of Hitler's media dictatorship as propagandistic expressions of Nazi ideology and commodities of mass culture while critically evaluating their status as aesthetic products and works of “art.” Films to be discussed will include, among others, Leni Riefenstahl, *Triumph of the Will* (1935); Fritz Hippler, *The Eternal Jew* (1940); and Veit Harlan, *Jew Sues* (1934). In the second part of the course, we will look at cinematic depictions of Hitler and Nazi perpetrators films after 1945, such as the German Rubble film *The Murderers Are Among Us* (1946); *Downfall*

(2004); and *Inglorious Basterds* (2009). In our efforts to understand the fascination of German fascism and broad appeal of Nazi ideology in its cinematic and broader cultural forms at the time, the discussions of films will be complemented with readings of critical essays on German culture and history, media theory, and cinema by writers, critics, and scholars such as Susan Sontag, Siegfried Kracauer, and Eric Rentschler. This is a reading- and writing-intensive course with readings and discussions in English. In addition to weekly homework assignments and a final take-home exam, students will also complete two analytical 5-page papers. Students will also be required to watch films outside of regularly scheduled class hours.

## HAITIAN PROGRAM

### **HAI 102 Elementary Haitian Creole II**

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

**Prerequisite:** HAI 101 or its equivalent.

### **HAI 202 (WRIT) Elementary Haitian Creole II**

Continuation of 201. **Closed to native speakers.**

**Prerequisite:** HAI 201 or its equivalent.

## HEBREW PROGRAM

### **HEB 102 Elementary Hebrew II.**

**Prerequisite: HEB 101 or equivalent.**

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

### **HEB 202 Intermediate Hebrew II**

**Pre-requisite: HEB 102 or 4 years of high school Hebrew or permission of instructor. 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.

## ITALIAN PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **ITA 101 Elementary Italian I**

**Normally closed to students who have completed two years of high school Italian. Closed to native speakers.**

Upon successful completion of this course, students will be capable to do the following:

A. Listening and Speaking: You will be able to communicate in Italian about everyday topics, routine tasks and simple social situations. You will also have gained basic knowledge of vocabulary and main verb forms. Lastly, you will also demonstrate a basic awareness of Italian culture.

B. Reading Comprehension: You will successfully read and comprehend simple texts such as media advertisements, schedules, menus, short texts, and e-mail messages.

C. Writing Proficiency: You will be capable of writing a paragraph about yourself and topics discussed in class.

#### **ITA 102 Elementary Italian II**

**Prerequisite: ITA 101, closed to native speakers.**

Upon successful completion of this course, students will be able to:

A. Listening and speaking: You will be able to communicate in Italian discussing past and future events, and expressing hope, dreams, and opinions. You will begin to differentiate between language structures and be able to use high frequency vocabulary related to topics discussed in class.

B. Reading comprehension: Read and comprehend short authentic texts about everyday life in Italy and cultural aspects of Italian life.

C. Writing production: 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. You will begin to use linking words to connect and relate the various ideas expressed.

#### **ITA 201 Intermediate Italian I**

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

Our goal is to develop proficiency in the four basic skills as well as to learn about Italian culture. Integrated grammar review. Diverse selection of readings: stories, plays, essays, interviews. Practice in speaking and in writing. Class conducted in Italian.

#### **ITA 106: Italian for Spanish Speakers**

**Dr. Loredana DiStravolo**  
**Closed to native 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 206 Intermediate Italian for Spanish Speakers.**

**Dr. Loredana DiStravolo**

**Prerequisite: ITA 106**

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

## **INTERMEDIATE AND ADVANCED DIVISION**

### **ITA 202 Intermediate Italian II (WRIT)**

**Prerequisite: ITA 201; closed to native speakers.**

This course uses different genres of texts (portraits, descriptions, short stories, film reviews, magazine articles) to explore different ways of writing and to prepare students for 300-level work. Structured in a workshop format, the course develops conversational skills, provides opportunities

for students to demonstrate their proficiency in spoken interpersonal communication and their ability to synthesize information from a variety of authentic materials. The course explicitly addresses Italian contemporary life themes and prepare students to use the target language in real-life situations. Class conducted in Italian.

In addition, a variety of classroom and online activities will introduce and develop Italian language skills in four areas: listening, speaking, reading, and writing. Reading and writing activities will reinforce and expand the vocabulary and concepts presented and provide further Cultural insights. As the semester progresses, students will be able to comprehend and communicate in Italian at increasingly complex levels. By the end of the term students will be able to participate in basic everyday conversations, understand short texts, and express themselves in writing at a level consistent with the material covered.

### **UPPER DIVISION (300-500 LEVEL)**

#### **ITA 394 Internship**

**Prerequisite: ITA 202**

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

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

**Instructor: Dr. Antonella Cassia**

**Prerequisite: ITA202**

Course Description: The purpose of this course is to help non-native speakers of Italian communicate with native Italian speakers in a business environment. The course provides students with the basic vocabulary and professional expressions that are most often used in the business arena. Students will learn to assimilate the target business areas through specific exercises, individual presentations, pair and group work, class discussion, preparing a Portfolio and a Final written Project. They will work with authentic materials.

## JAPANESE PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **JPN 101 Elementary Japanese I**

**Closed to native speakers.**

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 or equivalent. Closed to native speakers.**

This course is a continuation of Japanese 101 and covers the second half of the introductory level. It is designed to further develop language skills in speaking, listening, reading and writing of the modern Japanese language. Classes are taught in the target language. 80 Kanji will be introduced by the end of the semester, and you are expected to be able to recognize and use them. The short form, which enables students to use the informal speech in addition to more sophisticated and complex structures, will be introduced. You will reinforce writing, reading and comprehension skills while completing assignments and homework for each class. Classes are activity-oriented and active participation is mandatory. Japanese culture and customs will be taught by way of media and/or other resources. Students should be prepared to a building-up and cumulative process of language learning.

#### **JPN 201 Intermediate Japanese I**

**Prerequisite: JPN102 or equivalent**

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

## INTERMEDIATE AND ADVANCED DIVISION

### **JPN 202 Intermediate Japanese II**

**Prerequisite: JPN201 or the equivalent.**

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

### **JPN 204 (WRIT) Advanced Japanese II**

**Prerequisite: JPN 203**

This course caters to students who have completed JPN203 Advanced Japanese I. It is designed to help students further develop their overall proficiency skills in speaking, listening, reading, and writing skills in Japanese as well as deepen their knowledge of Japanese linguistic structures. Literacy skills including Kanji character knowledge are especially emphasized in this level. The primary course material for this course is the textbook, “TOBIRA: Gateway to Advanced Japanese,” its supplementary grammar book and Kanji reading/writing book, which JPN203 Advanced Japanese I use in the second half of the semester. Additionally, a variety of diverse media: newspapers and magazine articles, short stories, and Japanese television programs will be used to enhance their application skills. The students will undertake a series of projects, such as oral presentations, academic essays, and one-on-one conversations with native speakers of Japanese (contingent upon the conversation partners’ availability), to reinforce their overall fluency and accuracy, which will serve as a crucial bridge to 300-level.

## UPPER DIVISION (300-400 LEVEL)

### **JPN 432 (Section C) (WRIT) Business Japanese.**

**Instructor: Dr. Etsuko Collins**

**Prerequisite: JPN203**

**Satisfies requirements for the Independent Minor in Japanese**

This course is for students who have completed JPN 203. Students will learn fundamental cultural concepts and backgrounds that play key roles in business procedures by exploring what underlie business-related frictions and misunderstandings. Students will also acquire practical Japanese language skills by reading about business cases of international companies written in

Japanese, and through discussing and researching various aspects such as new product development processes, international growth strategies, and business philosophies.

This course has approval as a writing course which can be used to fulfill the Writing & Communication Proficiency requirement. There will be a number of writing exercises of throughout the semester. Students are expected to follow the instructions for each assignment and compose a paper both insightful and well-structured. Close attention must be paid to grammatical accuracy and natural use of vocabulary.

This class will be conducted primarily in Japanese.

## PORTUGUESE PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **POR 105 Beginning Portuguese for Spanish Speakers**

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

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

#### **POR 201 Intermediate Portuguese I**

**Prerequisite:** POR 105- or 4-years high school POR, or permission of instructor, and closed to native speakers.

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

### INTERMEDIATE AND ADVANCED DIVISION

#### **POR 202 (G long) Intermediate Portuguese II (WRIT)**

**Instructor:** Dr. Steven Buttermann

**Prerequisite:** POR 201

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

## UPPER DIVISION (300-500 LEVEL)

### **POR 322 (Section O) Cultural Topics: Amazônia**

**Instructor:** Dr. Tracy Devine Guzmán ([tdguzman@miami.edu](mailto:tdguzman@miami.edu))

Tuesdays & Thursdays: 9:40-10:55

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

**Satisfies requirements for the Portuguese minor and MLL minor (with Portuguese) and the following cognates:**

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

This course offers a critical introduction to the historical formation of the Amazon as a place and an idea. Beginning with colonial encounters of the 16th century and concluding with the interrelated human and environmental crises of the 2020s, students will consider several of the dominant narratives that have come to shape popular ideas about the region and its peoples, as well as a compendium of lesser-known perspectives that call into question the hegemony of widespread imaginaries. We will organize our study chronologically, analyzing chronicles, works of fiction, journalism, historiography, images, film, and music to understand how the cultural and theoretical production of the Amazon relates over time with its social, economic, and political structures.

The course will be conducted in Portuguese, with readings in Portuguese and occasionally in English. Pre-requisite: POR 202 or special permission of the instructor.

### **POR 394 Internship**

**Prerequisites:** POR 202

**Fulfills requirements towards the Portuguese minor**

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

## SPANISH PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **SPA 101 Elementary Spanish I**

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

#### **SPA 102 Elementary Spanish II**

**Prerequisite: SPA 101 or equivalent 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 105 or equivalent. Closed to heritage and native speakers of Spanish.

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

### **SPA 207 Intermediate Spanish for Heritage Learners**

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

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

## **ADVANCED LANGUAGE COURSES DIVISION**

### **SPA 202 Intermediate Spanish II (WRIT) – Several Sectoins**

**Prerequisite:** SPA 201 or equivalent. 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)**

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 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)**

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 P) Advanced Spanish: focus on the field of Communication Studies (journalism and advertisement) (WRIT)**

**Prerequisite: SPA 202 or equivalent**

**Instructor: Dr. Catalina Quesada Gomez**

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

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

Spanish 203 is an advanced course in Spanish language and cultures. In this course, students will focus on close analyses of journalistic texts, advertisements, and films, while further developing the four skills (reading, writing, speaking, and listening). Students will review challenging grammatical concepts, will expand their vocabulary, and will have ample opportunity to discuss material in class. Students will learn to recognize different journalistic genres and to analyze them critically. We will also address the relationships between journalism, advertising, literature, and cinema. In addition, they will learn to analyze advertising, its communication strategies, and trends, and to critically detect the presence of stereotypes. We will thus reflect on the different ways in which advertising, as a cultural and ideological mechanism of consumer society, tries to reinforce a certain world view. Since this is a flipped, discussion-based course, students must be prepared for each class ahead of time through short video-recorded lectures, homework, readings, and/or film viewings and will be responsible for being active participants in in-class discussions and activities. The class will be conducted in Spanish. Closed to heritage and native speakers of Spanish.

### **SPA 203 (Section C): Advanced Spanish for Medical and Health Professions (WRIT)**

**Prerequisite:** SPA 202 or equivalent

**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)**

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

Since this course is focused on Spanish as used in medical and health professions, we will analyze the concept of health, diseases, and illness in the literary realm. Our literary corpus will allow us to explore and interpret the concepts of health and sickness as metaphors for understanding reality and society. Three main questions will guide our course: 1) What is the relationship between medicine and literature, film, and art, in general? 2) What is the importance of this relationship to the individual and to society? What are the outcomes of these relationships overall?

The course will introduce student to medical terminology and discourse in Spanish. In addition, students will develop interpersonal conversational skills for the clinical setting through lectures, in class talks, independent study, role playing, in class presentations and debates of social and medical issues. While focus of the course is on developing oral modes of communication, written assignments and reading provide opportunities to support the development of participants' lexical and grammatical repertoire in Spanish. The class will be conducted in Spanish.

### **SPA 208 (Section F): Advanced Spanish for Heritage Learners (WRIT)**

**Instructor:** Dr. Sonia Behar

**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)**

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 S): Advanced Spanish for Heritage Learners (WRIT)**

**Instructor:** Dr. Lilianne Lugo Herrera

**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)**

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 P) ADVANCED SPANISH FOR HEALTH CARE PROFESSIONS (WRIT)**

**Instructor:** Dr. Maidelín Rodríguez

**Prerequisite:** SPA 207 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)**

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.**

## UPPER DIVISION (300-400 LEVEL)

**SPA 301 (Section G long): Interpreting Literary and Cultural Texts in Spanish.**  
**Instructor: Dr. Viviana Díaz Balsera**

**Prerequisite: SPA 203 or equivalent to 6th semester college Spanish. Closed to native or heritage speakers of Spanish. Fulfills requirements for the 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 non-native 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 approach poetry, drama, and narrative in Spanish. Through close reading of texts, students will learn to think about, interpret, and explicate Spanish literary texts in the sophisticated level required for the successful completion of a major or minor in Spanish, to fulfill cognate credits in area of Arts and Humanities or language requirements. The course contains a strong writing component whose objective is to enhance students' ability to construct cogent, analytical arguments in standard Spanish as well as to produce a research paper in this language. The course also focuses on oral, organized discursive presentations on various literary topics by students working in teams.

### **SPA 301 Section (Section QE-O) (Harkness): Interpreting Literary and Cultural Texts in Spanish (WRIT).**

**Instructor: Dr. Gema Pérez-Sánchez**

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

**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**

Course Description and Objectives: Through a student-centered, interactive discussion and dialogue format, this course trains students in the techniques and vocabulary needed to study literary genres (poetry, drama, essay, short story and novel) and visual culture in Spanish—techniques and vocabulary which they will use later in more advanced classes devoted to specific literary and cultural questions. Students enter the semester with minimal exposure to literary analysis in Spanish but, by the end of the semester, they develop solid knowledge of basic literary tropes and of genre-specific vocabulary

for literary and visual analysis. They learn close-reading techniques appropriate to each genre and media by studying representative texts from each, from all historical periods and from different Spanish-speaking countries. In addition, students will develop their critical analysis and academic writing skills in Spanish by engaging in a variety of writing exercises, ranging from informal in-class writing to formal academic essays. By the end of the semester, students will gain basic awareness of the socio-literary context of the texts studied, and the existence of literary movements and trends as they pertain to the texts assigned.

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

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

**Instructor: Dr. Gema Pérez-Sánchez**

**Pre-requisites: 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)**

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

En este curso exploraremos la historia y las culturas de la Península Ibérica (el Estado Español) para desentrañar las claves de la idiosincrasia de la España actual. Nos enfocaremos en temáticas contemporáneas—por ejemplo, las nuevas generaciones de afro- y sino-españoles, la tensión entre modernidad y tradición en la cultura española, o la historia de los derechos de las mujeres y las

minorías sexuales—para luego rastrear su origen histórico. Por este motivo, este curso tiene una fuerte base de estudio de la historia de España desde la prehistoria hasta la actualidad. Lxs estudiantes deben prepararse para memorizar algunos datos históricos de importancia y examinarse con regularidad para demostrar su adquisición de conocimientos. Habrá mucha información que procesar, por lo que buenos hábitos de estudio, toma de apuntes y preparación antes de venir a clase serán muy importantes. Igualmente, lxs estudiantes realizarán varios ejercicios de escritura a lo largo del curso, incluyendo ensayos analíticos y argumentativos. Junto a lecturas sobre la historia, así como lecturas de documentos históricos reales, veremos algunos episodios de series de televisión, películas de ficción, documentales, cómics, y realizaremos dos o tres debates estructurados en torno a temas controvertidos de la historia de España.

### **SPA 303 (Section): The Cultures of Latin America (WRIT)**

**Instructor: Pr. Nicholas Sheets**

**Prerequisite: SPA 203, 208 or equivalent.**

**Arts & Humanities Cognates:**

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

**People & Society Cognates:**

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

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

In this course, students will interrogate the major cultural, historical, and political movements within and beyond “Hispanoamérica.” Students will engage with representations of, and critiques concerning individuals, communities, nations, and transnational networks throughout the region by analyzing major novels, letters, cultural essays, films, dramatic texts, poetry, music, and social media, as students question what it means to be “Hispanic” or “Hispanic-American.” The course will be divided into five major historical and cultural periods: 1) indigenous communities and subsequent European contact; 2) the rise of nationalism and independence movements; 3) modernity and new forms of expression and representation; 4) dictatorships, revolutions, and global actors; and 5) The “border” and Latinx representation and self-expression. The “texts” with which students will engage are curated to elevate underrepresented voices throughout the region’s history, especially from women, Afro-descendants, children, indigenous communities, and the LGBTQ+ community. Students’ learning will be assessed throughout the course by oral presentations, exams, classroom engagement, essays, and a final project—which can be a traditional paper, but interdisciplinary projects are also highly encouraged.

This course, including readings, class lectures, and assignments will be conducted entirely in Spanish. This course fulfills the prerequisite for further coursework at the 300 level.

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

**Instructor: Dr. Ómar Vargas**

**Prerequisites: SPA 208, or 5 in the AP Literature Exam or equivalent. Closed to non-native speakers of Spanish.**

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

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

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

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

## **SPA 318/ ECS 375/ (Section P) Environmental Imaginaries in Cinema from the Spanish-Speaking World. (WRIT)**

**Instructor: Dr. Allison Schifani**

**Prerequisite: ENG 106**

**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: Communicating with Spanish Speakers for 2nd Language Learners**
- **Cultural Codes in the Spanish-Speaking World**

This course will explore a broad range of films produced from a wide range of geographical and cultural contexts. Focused specifically on works that contend with issues of the natural, wilderness, and climate change this course will explore the ways cinema from the Spanish-speaking world produces contested environmental imaginations. These films will be paired with literary and theoretical texts such that students will be able to appropriately ground each specific film in historical and cultural terms, develop the ability to engage in close analysis of a cinematic object, and also understand cinema more broadly as a technology that shaped social, political, and

biological life globally. The films will include works by directors such as Guillermo del Toro, Alex Rivera, Alejandro Jodorowsky, Alejandro González Iñárritu, and others. Taught in English, this course fulfills the writing credit.

### **SPA321 (Section R) Literary Topics: Ciencia y descubrimiento en la ficción literaria latinoamericana (WRIT)**

**Instructor: Dr. Ómar Vargas**

**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**

This course will provide a panoramic view on key issues in the relationship between scientific and literary notions in the Latin America literature of the twentieth century. Latin America has a scientific tradition that is reflected and rigorously recorded in its narrative fiction and in its vision of modernity. Even pro-western aesthetic styles, like the magic realism, are inspired by scientific studies on the mythical thought, in a range that covers from ethnology to linguistics. In our course the emphasis will be on the improbable intersection of topics from geometry, physics and mathematics, with literary texts. Within this framework, the following topics will be considered: the parallel postulate of Euclidean Geometry; the theory of relativity; and the Fractal theory. The course will then be divided into four modules:

1. From Columbus to Melquíades: science and technology pioneers in Latin America. Chapter 1 from *Cien años de soledad* by Gabriel García Márquez;
2. The collapse of the parallel postulate of the Euclidean Geometry and the fantastic literature. “El sur” by Jorge Luis Borges y “La noche boca arriba” by Julio Cortázar
3. The theory of relativity and the time travelers. *Clases de literatura, Berkeley 1980*, by Julio Cortázar, “Viaje a la semilla”, by Alejo Carpentier and “¿Qué hora es?”, by Elena Garro.

Fractality, Roughness and the Infinite. “El grafógrafo”, by Salvador Elizondo; “El mar de mis cuentos perdidos”, by Gabriel García Márquez, and “El aleph”, by Jorge Luis Borges

### **Spanish 353 (Section E): Colonial Spanish American Topics - “Spain and the Globalization of the Amerindian: Power, Transformation and Resistance in the Early Modern Period”**

**Instructor: Dr. Viviana Díaz Balsera**  
**Office: MB 210-14**  
**Office Hours: TH 3:30-5:00pm and by appointment**  
**E-mail: [vdiaz-balsera@miami.edu](mailto:vdiaz-balsera@miami.edu)**

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

Fulfills requirements for the major or minor in Spanish

Fulfills course requirements for the following cognates:

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

The momentous year of 1492 inaugurated one of the most dramatic and painful chapters of early modern history as the world became ever more bounded and interconnected with Columbus's landfall on the island of Guanahaní. With an emphasis in Mexico and Peru, students in this course will learn about pre-contact Mesoamerican and Andean ways of thinking, representing, and relating to the world, and about the expansionist ideology of Christianity imposed by the Spanish colonizers soon after contact. A special section of the course will be dedicated to early European and African interactions with Native American peoples in North America. As part of the learning experience of the course, students will visit Special Collections and the Kislak Gallery to see unique facsimile editions of pre-contact and colonial indigenous codices recording traditional knowledges. There will also be a symposium at UM on the La Florida missions in April 2022 that students will be encouraged to attend. In class, students will examine visual cultural productions and primary texts throughout the three Spanish-American colonial centuries in which the Amerindians were memorialized, narrated, contested and disputed by Spanish, criollo, mestizo, and indigenous authors. Students will then consider how indigenous worldviews were shaken, transformed, and retained as Amerindian peoples responded to the early modern/colonial discourses of Spanish Christianity, and how mixed forms of historical consciousness and cultural identities emerged as a result. The class will be conducted in Spanish. Non-Spanish majors or minors may write their papers in English.

**This is the pre-twentieth century course offering for Spring 2022.**

### **SPA 360/LAS 302/ LAS 602 (Section G): The Image of the City in Latin American Literature: Buenos Aires, Mexico, and Havana (WRIT)**

**Instructor: Pr. Dainerys Machado Vento, M.A.**

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

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

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

**This course involves required travel during the Spring Break and it has a program fee.**

During the 19th and 20th centuries, the image of the modern city was at the center of an important part of literary and cultural production in Latin America. Different approaches to the urban probably reached their climax in the 1950s and were usually reflections on regional identity through spaces. This course proposes a literary and real journey into the role of main cities in Latin American culture. We will read, watch, and analyzed poetry by José Martí and Ida Vitale, short stories and novels by Jorge Luis Borges, Victoria Ocampo, Graziella Peyrou, Carlos Fuentes, and movies by Lucrecia Martel and Alfonso Cuarón, all in dialogue with their contexts and traditions.

During Spring Break, students will travel to Mexico City or Havana to conduct research related to their final projects. The city is to be determined in the next months, depending on the covid conditions and travel security offered by each country.

Although the course will be conducted in Spanish, students in the Latin American Section can write their midterm and final projects in English.

(This course involves required travel during the Spring Break and it has a program fee).

### **SPA 394 Internship**

**Fulfills requirements towards the Spanish major or minor**

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

### **SPA 401 (Section D): Introduction to Hispanic Linguists (Lecture)**

**Instructor: Lydda López Valdez.**

**Course prerequisite: At least one previous SPA course at the 300- level.**

**Satisfies requirements for Spanish majors or minors**

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

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

Este curso ofrece un primer vistazo a diversas teorías y aplicaciones del análisis lingüístico en el estudio del español. Consideramos las estructuras fonológicas, gramaticales, discursivas y sociales del español. En específico, exploramos la relación entre la lengua, la ideología y diferentes nociones del poder y enfocamos en preguntas sobre la construcción de diferencias sociales a través de la lengua. La variación sociolingüística ofrece el marco teórico principal dentro del que trabajamos y nos ayuda a enfocar preguntas como, por ejemplo: ¿Cuál es la diferencia entre las diferentes variedades del español en latino américa y los estados unidos? ¿Cómo se define una lengua standard? una variedad nacional? ¿Cuáles rasgos lingüísticos y sociales las distinguen?

**SPA 446 (Section G long): Historia oral, memoria y comunidad.**

**Prerequisite: SPA 301, or SPA 302 or SPA 303 or SPA 307. (Online -remote)**

**Instructor: Dr. Pamela Fuentes Korban**

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

**Satisfies requirements for Spanish majors or minors**

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

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

By developing formal, academic, and professional oratory skills, this interdisciplinary course examines the ways in which storytelling shapes how communities and individuals are imagined, represented, and archived. Storytelling as a social and cultural activity can serve informational, educational, and entertainment purposes. By analyzing how these narratives are crafted, students can approach different contemporary issues and controversies within the Latin American continent. In-class debates and presentations will be based on readings, archival materials, multimedia, and artistic representations to apply critical thinking skills to formulate informed and eloquent perspectives. This course will also engage students in learning about oral history as a significant resource to learn about history, memory, community, traditions, language, and immigration. Students will consult archival materials from the University of Miami Libraries' Oral History Collections to learn how individual and collective memories and life stories are intertwined within local/global historical processes and narratives. Furthermore, students will engage in ethnography by conducting and managing an oral history project through all its stages.

## CAPSTONE

### **SPA 501 (Section Q): Research in Hispanic Cultural Studies (WRIT).**

**Instructor: Dr. Yolanda Martinez-San Miguel**

**Satisfies requirements for Spanish majors or minors**

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

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

Spanish 501 is a course with a broad-based topic designed to integrate high-level linguistic, critical, and analytical skills with the body of knowledge acquired during the course of study toward the major.

How are the Humanities useful to investigate current issues or controversial topics? Spanish 501 offers an overview of several different research methods relevant for the Humanities, such as close-reading, visual and aural analysis, oral history, interviews, and interdisciplinary approaches like Ethnic and Gender Studies, Digital Humanities, etc. At the beginning of the course, the professor will illustrate research methods using a sample broad topic — Memory/Remembering— and exploring how each different analytical approach allow us to explore unique dimensions about this topic. Each student will choose any research topic in which Spanish is a central component and will design a research methodology using three of the methods discussed in class. The seminar will include a “professionalization” component with readings and discussions about life after graduation, the value of humanistic education, and professional options for majors in modern languages and literatures. The course also includes guest lectures by scholars using the Humanities for innovative research initiatives with significant impact on current social issues or debates. Course culminates with an event in which students will share their research topics and their designed methodologies with classmates and members of the MLL community.

**Open only to undergraduate Spanish majors who intend to graduate in Spring or Fall 2022. Course is writing intensive and conducted in Spanish (with some readings in English).**

Preliminary Breakdown of course per week:

(Class will meet 2 days for the first 7 weeks and then once a week for the second part of the semester)

1. Intro: Research, Method, Methodology
2. Lit review: Using the library, search engines, how to narrow your lit review
3. Close reading narrative
4. Close reading poetry
5. Visual Studies: Photography/Film/ Arts
6. Public Art: Graffiti/ Murals

7. Aural Studies: Music
8. Oral History/ Interview
9. Digital Humanities
10. Embodiment: Black Studies/Ethnic Studies
11. Embodiment: Gender and Sexuality
12. Embodiment: Performance
13. Final Pres

**SPA 501 (Section J): Discursos identitarios en prácticas literarias, fílmicas, artísticas y publicitarias (WRIT).**

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

**Satisfies requirements for Spanish majors or minors**

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

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

En este curso vamos a explorar las transformaciones (cambios epistémicos -formas de conocer- entre las cosmovisiones modernas y las posmodernas) y las complejidades históricas (con especificidad geo cultural y geopolítica) alrededor del concepto de identidad y algunas de las teorías que han elaborado la creación de identidades a través de producciones literarias, artísticas y en los medios de comunicación (campañas publicitarias específicas en un contexto sociohistórico determinado). Algunos de los núcleos que generan identidades que vamos a trabajar son: la nación, los discursos de género socio sexual, los discursos profesionales (narrativas de artista), ciertas campañas publicitarias. Preguntas sobre las que vamos a estructurar nuestro trabajo: ¿Quiénes tienen y cuándo -momento histórico- capacidad de generar discursos de identidad? ¿Qué tensiones históricas existen entre identidad e individualidad? ¿Qué procesos de inclusión y exclusión se producen en la adscripción a una determinada identidad y cuáles son los circuitos en que se producen? ¿Qué implicaciones político-culturales tienen las individualidades con múltiples identidades? ¿Qué implicaciones de comprensión de mundo tiene el cambiar el concepto de identidad(es) por colectividad(es), de pensar en un proyecto concreto a pensar “en lo común” a toda la gente?

**Open only to undergraduate Spanish majors who intend to graduate in Spring or Fall 2022. Course is writing intensive and conducted in Spanish (with some readings in English).**

