

MICHELE BOWMAN UNDERWOOD

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

Summer and Fall 2026



Michele Bowman Underwood Department of Modern Languages and Literatures

Table of Contents

Michele Bowman Underwood Department of Modern Languages and Literatures	2
Table of Contents	2
Modern Languages and Literatures.....	7
Department Overview	7
Nine Highlights of MLL Courses for Fall 2026:.....	8
MLL 210 (Section Q): AI and Foreign Language Learning in the Digital Age.....	8
GER 310: German Topics in Translation: The poetics of Travel in Literature and Culture (WRIT)	8
POR 310/ LAS 301/ 691/ GSS 320 (Section T): Brazilian Women Writers in Translation (WRIT).....	8
MLL 370 (Section E): Da Vinci Course: From Ice Ages to Global Warming: Extreme Natural Events and Human Resilience	8
ARB 315/ARB 208/GSS 360 (Section GH): Orientalism & Sexuality	8
FRE 366 (Section R): Visual Discourse in Francophone Contexts	8
SPA 354/361/LAS 301 (Section GH): Saberes Cubanos, 19th-Century Spanish American Topics	8
Instructor: Christina Civantos.....	8
SPA 401 (Section T): Introduction to the Study of Spanish Linguistics.....	8
SPA 446 (Section O): Cultural Debates: Public Speaking on Societal Issues.	8
SUMMER A, MAY 11-JUNE 12, 2026.....	9
SPA 101: Elementary Spanish I.....	9
SPA 102: Elementary Spanish II.....	9
SPA 107: Basic Spanish for Heritage Learners	9
SPA 107: Basic Spanish for Heritage Learners (BGS Online).....	9
SPA 201: Intermediate Spanish I.....	10
SPA 207: Intermediate Spanish for Heritage Learners	10
FRE 101: Elementary French I.....	10
FRE 102: Elementary French II.....	10
FRE 201: Intermediate French I.....	11
MLL 322: Coming-of-Age in Popular Music.....	11
SUMMER B, JUNE 15-JULY 17, 2026	12
SPA 101: Elementary Spanish I.....	12

SPA 102: Elementary Spanish II	12
SPA 201: Intermediate Spanish I	12
SPA 207: Intermediate Spanish for Heritage Learners	13
SPA 207: Intermediate Spanish for Heritage Learners (BGS Online)	13
FRE 102: Elementary French II	13
FRE 201: Intermediate French I	13
FALL 2026 Courses	15
COURSES TAUGHT IN ENGLISH	15
MLL 210 (Section Q): AI and Foreign Language Learning in the Digital Age	15
GER 310: German Topics in Translation: The poetics of Travel in Literature and Culture (WRIT)	15
POR 310/ LAS 301/ 691/ GSS 320 (Section T): Brazilian Women Writers in Translation (WRIT)	15
SPA 310/ AMS 301 (Section R): Saints, Sinners, Bandits, and Amazons Across the Americas	17
ARB 315/ARB 208/GSS 360 (Section GH): Orientalism & Sexuality	17
MLL 370 (Section E): Da Vinci Course: From Ice Ages to Global Warming: Extreme Natural Events and Human Resilience	17
ARB/CHI/FRE/GER/JPN/ITA/POR/SPA/MLL/ 394 (Section T): Internships in Modern Languages and Literatures	18
ARABIC STUDIES PROGRAM	20
Lower Division (100-200 Level).....	20
ARB 101: Elementary Arabic I	20
ARB 201 (Section GH): Intermediate Arabic I	20
ARB 208 (Section GH): Arabic for heritage Learners	20
Upper Division (300-500 Level).....	21
ARB 315/ARB 208/GSS 360 (Section GH): Orientalism & Sexuality	21
ARB 394 (Section T): Internship in Modern Languages and Literatures	21
CHINESE PROGRAM (MANDARIN)	23
Lower Division (100-200 Level).....	23
CHI 101: Elementary Chinese I	23
CHI 102: Elementary Chinese II	23
CHI 201: Intermediate Chinese I	23
CHI 203 Section (O): Advanced Chinese I	23
Upper Division (300-500 Level).....	24
CHI 301 (Section Q): Advanced Reading and Diction Chinese	24
CHI 394 (Section T): Internships in Modern Languages and Literatures	24
FRENCH PROGRAM	26

Lower Division (100-200 Level).....	26
FRE 101: Elementary French I.....	26
FRE 102: Elementary French II.....	26
FRE 105 (Section D): Accelerated Elementary.....	26
FRE 201: Intermediate French I.....	27
FRE 202: Intermediate French II (WRIT).....	27
FRE 203 (Section P, Q): Advanced French (WRIT).....	27
Upper Division (300-500 Level).....	29
FRE 301 (Section R): Introduction to French and Francophone Studies.....	29
FRE 366 (Section R): Visual Discourse in Francophone Contexts.....	29
FRE 394 (Section T): Internships in Modern Languages and Literatures.....	29
FRE 440 (Section S) - French Phonetics.....	30
GERMAN PROGRAM.....	32
Lower Division (100-200 Level).....	32
GER 101: Elementary German I.....	32
GER 102 (Section B): Elementary German II.....	32
GER 201 (Section EF): Intermediate German I.....	32
Upper division (300-500 Level).....	34
GER 310: German Topics in Translation: The poetics of Travel in Literature and Culture (WRIT).....	34
GER 394 (Section T): Internships in Modern Languages and Literatures.....	34
HAITIAN PROGRAM.....	36
HAI 101/641 (Section J): Elementary Haitian Creole I.....	36
HAI 201/651 (Section K): Intermediate Haitian Creole I.....	36
HEBREW PROGRAM.....	37
HEB 101/641 (Section O): Elementary Hebrew I.....	37
HEB 201/651 (Section P): Intermediate Hebrew I.....	37
HEB 207 (Section Q): Intermediate Hebrew for Heritage Speakers.....	37
ITALIAN PROGRAM.....	39
Lower Division (100-200 Level).....	39
ITA 101: Elementary Italian I.....	39
ITA 102: Elementary Italian II.....	39
ITA 106 (Section C): Italian for Spanish Speakers.....	39
ITA 201: Intermediate Italian I.....	40
ITA 202 (Section GH): Intermediate Italian II (WRIT, C).....	40
Upper Division (300-500 Level).....	41
ITA 394 (Section T): Internships in Modern Languages and Literatures.....	41

ITA 444 (Section J): Introduction to translation	42
JAPANESE PROGRAM	43
Lower Division (100-200 Level).....	43
JPN 101 (Sections C, D): Elementary Japanese I	43
JPN102 (Section C): Elementary Japanese II	43
JPN 201 (Section F): Intermediate Japanese I	43
JPN 202 (Section C): Intermediate Japanese II	44
JPN 203 (Section G) (WRT): Advanced Japanese I	44
Upper Division (300-500 Level).....	45
JPN 394 (Section T): Internships in Modern Languages and Literatures	45
PORTUGUESE PROGRAM	47
Lower Division (100-200 Level).....	47
POR 101 (Section F): Elementary Portuguese I	47
POR 105/645 Comb.: Accelerated Elementary Portuguese	47
POR 201/651 (Section E): Intermediate Portuguese I	47
POR 202/POR 652 (S): Intermediate Portuguese II (WRIT)	47
Upper Division (300-500 Level).....	49
POR 310/ LAS 301/ 691/ GSS 320 (Section T): Brazilian Women Writers in Translation (WRIT)	49
POR 394 (Section T): Internships in Modern Languages and Literatures	50
SPANISH PROGRAM	52
Lower Division (100-200 Level).....	52
SPA 101: Elementary Spanish I	52
SPA 102: Elementary Spanish II	52
SPA 105: Accelerated Elementary Spanish	52
SPA 107: Basic Spanish for Heritage Learners	53
SPA 107: Basic Spanish for Heritage Learners (Section J, BGS Online)	53
SPA 201: Intermediate Spanish I	53
SPA 207: Intermediate Spanish for Heritage Learners	53
Advanced Language Courses	54
SPA 202: Intermediate Spanish II (WRIT)	54
SPA 202 (Section O): Intermediate Spanish II for Health Care Professions (WRIT)	54
SPA 203: Advanced Spanish (WRIT)	55
SPA 203 (Section O, C): Advanced Spanish for Health Care Professions (WRIT)	55
SPA 208: Advanced Spanish for Heritage Learners (WRIT)	55
SPA 208 (Section P): Advanced Spanish for Health Care Professions (WRIT)	56
Upper Division (300-500 Level).....	58

SPA 301(Section P): Interpreting Literary and Cultural Texts in Spanish (WRIT).....	58
SPA 301(Section Q): Interpreting Literary and Cultural Texts in Spanish (WRIT).	58
SPA 302 (Section EF): The Cultures of Spain (WRIT).....	59
SPA 303/LAS 350 (Section CD): “El hilo de la voz”: Women’s Voices and the.....	60
Latin American Archive (WRIT)	60
SPA 307 (Section Q): Interpreting Literary and Cultural Texts in Spanish for Heritage/Native Speakers (WRIT)	60
SPA 310/ AMS 301 (Section R): Saints, Sinners, Bandits, and Amazons Across the Americas.....	61
SPA 321 (Section P): Science and Discovery in Latin-American Narrative Fiction	62
SPA 322 (Section S): Culture, Language, and Identity in the Spanish-Speaking World... ..	62
SPA 354/361/LAS 301 (Section GH): Saberes Cubanos, 19th-Century Spanish American Topics	63
SPA 394 (Section T): Internships in Modern Languages and Literatures.....	64
SPA 401 (Section T): Introduction to the Study of Spanish Linguistics.....	65
SPA 446 (Section O): Debates contemporáneos: historia oral y comunidad.....	65

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

Nine Highlights of MLL Courses for Fall 2026:

MLL 210 (Section Q): AI and Foreign Language Learning in the Digital Age

Instructor: Ludovic Mompelat

GER 310: German Topics in Translation: The poetics of Travel in Literature and Culture (WRIT)

Instructor: Antonella Cassia

POR 310/ LAS 301/ 691/ GSS 320 (Section T): Brazilian Women Writers in Translation (WRIT)

Instructors: Dr. Steven F. Butterman; Aileen Vezeau

MLL 370 (Section E): Da Vinci Course: From Ice Ages to Global Warming: Extreme Natural Events and Human Resilience

Instructor: Antonella Cassia

ARB 315/ARB 208/GSS 360 (Section GH): Orientalism & Sexuality

Instructor: Suja Sawafta

FRE 366 (Section R): Visual Discourse in Francophone Contexts

Instructor: Viviana Pezzullo

(If you are a Spanish major, this course will satisfy the pre-20th century requirement):

SPA 354/361/LAS 301 (Section GH): Saberes Cubanos, 19th-Century Spanish American Topics

Instructor: Christina Civantos

(If you are a Spanish major, this course will satisfy the 400-level course requirement):

SPA 401 (Section T): Introduction to the Study of Spanish Linguistics

Instructor: Andrew Lynch

(If you are a Spanish major, this course will satisfy the 400-level course requirement. And you are Spanish minor in Science and Healthcare professions this will help you to advance your program):

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

Instructor: Pamela Fuentes Korban

SUMMER A, MAY 11-JUNE 12, 2026

All instruction will be online synchronous.

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 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 107: Basic Spanish for Heritage Learners (BGS Online)

Instructor: Maidelín Rodríguez

Designed for students with little or no prior instruction in Spanish who, because of family

background or social experience, can understand some casual spoken Spanish and have a passive knowledge of the language, but do not speak the language themselves. Focus on developing basic speaking, reading, and writing abilities.

SPA 201: Intermediate Spanish I

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

FRE 101: Elementary French I

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

FRE 102: Elementary French II

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

Continuation of FRE 101. The development of communicative abilities in speaking, reading, writing, and comprehension of French and an introduction to the cultural practices of the

Francophone world. Themes on childhood and adolescence, food and lifestyle, university life, and professions. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French.

FRE 201: Intermediate French I

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

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

MLL 322: Coming-of-Age in Popular Music

Instructor: Euge Stumm

In this seminar-based course, students will explore how popular English-language songs from the 1980s to the present depict the coming-of-age experience and its challenges. Each class session focuses on a specific theme: falling in love, moving away from home, starting a family, navigating social mobility, confronting loneliness, and experiencing ambivalence in relationships. Students will engage with artists including Tyler, the Creator, Frank Ocean, Tracy Chapman, Lorde, Björk, Carly Rae Jepsen, Britney Spears, The Cranberries, Mitski, City High, and Labi Siffre, examining how R&B, pop, soul, rock, folk, and rap artists across different decades articulate the emotional complexities of young adulthood. Through close listening and discussion, students will consider questions such as: How do different artists represent the tensions of young adulthood? What role does music play in processing difficult emotions and life changes? In what ways do cultural and societal contexts shape the experience of coming of age? Through listening assignments, class discussions, short response papers, and a final project, students will learn to critically analyze popular music as a form of cultural expression that both reflects and shapes the contemporary understanding of what it means to come of age. No prior musical training is required — only curiosity and a willingness to engage meaningfully with the music and your peers!

SUMMER B, JUNE 15-JULY 17, 2026

All instruction will be online synchronous.

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 201: Intermediate Spanish I

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

SPA 207: Intermediate Spanish for Heritage Learners (BGS Online)

Instructor: Maidelín Rodríguez

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

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

FRE 102: Elementary French II

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

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

FRE 201: Intermediate French I

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

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

formal writing. Conducted entirely in French.

FALL 2026 Courses

COURSES TAUGHT IN ENGLISH.

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

MLL 210 (Section Q): AI and Foreign Language Learning in the Digital Age

Instructor: Ludovic Mompelat

This course introduces students to the intersections of artificial intelligence and foreign language learning. It explores how AI-powered tools assist in language acquisition, academic writing, and research while critically engaging with their limitations and biases. Through hands-on activities, students will develop skills in prompt engineering, evaluating AI-generated content, and using AI tools to support their academic and professional goals in multilingual contexts.

GER 310: German Topics in Translation: The poetics of Travel in Literature and Culture (WRIT)

Instructor: Antonella Cassia

This course examines the poetics and practices of travelling in both German fictional and non-fictional travelogues.

The aim of this course is to analyze paradigmatic texts from different eras, and to investigate the changes in modes and goals of travel, and the changes that this travel had on Germans' perceptions of the world and themselves. The journey will be examined not only as a means to explore new worlds, but also as a path to self-discovery and intercultural communication. The course will deal with a wide variety of textual genres including scientific and ethnographic reports of early scholars, visual representations, Baedeker's travel guides, tourism magazines and the blogosphere. We will examine also the growth in women's travel, and travel writing self-reflection within a multicultural Germany of immigrants. Questions discussed in the course will include: Who are the travelers in the texts and how do their means of transportation shape their respective visions of the world? What are the different kinds of boundaries crossed and the various contact zones? How do they convey the experiences of the traveling subjects and the encounters between self and other? How do they frame the notions of departure and arrival?

POR 310/ LAS 301/ 691/ GSS 320 (Section T): Brazilian Women Writers in Translation (WRIT)

Instructors: Dr. Steven F. Butterman; Aileen Vezeau

Prerequisites: ENG 106, or equivalent; one 200-level course in Humanities or Social

Sciences; or permission of instructor.

Intended for speakers of English, Portuguese, or Spanish. Portuguese minors will conduct all readings and writing assignments in POR. Others will have the option of reading the works and/or producing their essays in ENG or SPA.

POR 310 / 691 may be used to fulfill the humanities literature requirement and also satisfies the Arts and Sciences writing credit. The course also qualifies for partial fulfillment of cognates in POR, GSS, and LAS.

This course is an interdisciplinary, multimedia cultural studies course designed to examine gender, culture, and social values in contemporary Brazilian society (1900 to present). Opening a wide window to meet our objective of studying representations of, by, and for Brazilian women, this course will include selected readings from several literary genres (short story, novel, novella, poetry, theater, crônica, and diary), films and documentaries, oral histories and testimonials, and finally, Brazilian popular music. This writing-intensive course will be conducted in English. However, speakers of Portuguese and / or Spanish who wish to conduct their reading in the original Portuguese or, where available, in Spanish translation, are welcome and in fact encouraged to do so.

University of Miami Portuguese minors must conduct all written assignments in Portuguese. Students who do not wish this course to count toward a Portuguese minor may choose to complete assignments in English, Portuguese, or Spanish.

In addition to addressing issues of social justice, this course will examine a wide selection of philosophical, political, and aesthetic concerns, problematizing such notions as “feminine” vs. “masculine” writing, “gynocritics,” “phallogocentrism,” “phallogocentrism,” etc. Attention will be devoted primarily to (Black) feminisms in a Brazilian perspective. However, we will also address universal topics such as the following examples:

Which literary genres are / were considered privileged sites of “feminine writing”?

What constitutes a “feminine sensibility” and to what extent do men have the authority to write within it (author) or write about it (literary critic)?

How do women writers strategically employ their craft to negate or subvert masculinist or patriarchal notions that define or rethink gender roles in contemporary Brazil?

SPA 310/ AMS 301 (Section R): Saints, Sinners, Bandits, and Amazons Across the Americas

Instructor: Christine Arce

This course will look at extraordinary historical figures and fictional characters who have superseded the norms of their respective eras with either physical power, intellectual prowess, or ingenious chicanery that has turned them into the cultural icons. The course will look at literary, filmic and popular cultural forms such as ballads and music.

ARB 315/ARB 208/GSS 360 (Section GH): Orientalism & Sexuality

Instructor: Suja 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 Scheherezade—as well as consider the way "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. This course is conducted in English.

MLL 370 (Section E): Da Vinci Course: From Ice Ages to Global Warming: Extreme Natural Events and Human Resilience

Instructor: Antonella Cassia

This interdisciplinary seminar explores how societies interpret and respond to extreme natural and climatic events, focusing on both historical and contemporary contexts. Students will examine the cultural, social, political, and philosophical consequences of a variety of extreme natural events. Looking at different European and non-European regions and specific local natural events, we will explore how societies interpreted the changes, how they responded, and how the events influenced literature, arts, philosophical concepts and political decisions.

The course integrates natural sciences, social sciences, and the humanities, offering an interdisciplinary approach to understanding natural events and the ongoing discussion about climate change. We will mainly

focus on two different periods: the so called "Little Ice Age" (a climatic phase at the end of the Medieval Warm Period partly triggered by volcanic activity) and the current anthropogenic climate change. The study of the Little

Ice Age will include both scientific analysis of its causes and effects and its societal disruptions. In contrast, contemporary explorations of climate change will focus on the scientific evidence for anthropogenic warming and its broader implications. Students will engage with works like *The Day After Tomorrow* and *Children of Men* just to mention a few, alongside literary and scholarly texts, enabling them to draw connections between fiction and reality in addressing climate issues and natural events.

Through this seminar, students will engage in thoughtful dialogue about the cultural, political, and ethical dimensions of natural extreme events and climate change, using both historical and contemporary examples. They will develop critical thinking skills by analyzing texts and films, creating multimedia projects, and participating in group discussions. The course emphasizes the importance of written and oral expression, encouraging students to articulate their ideas and contribute to ongoing debates on climate policy and human resilience.

This course is particularly suitable for first- and second-year students in the da Vinci Honors Program, as it encourages interdisciplinary thinking, engages with pressing global issues, and fosters a cohesive cohort experience. By examining the intersection of climate science, culture, and philosophy, students will be better prepared to engage with real-world challenges through innovative, cross-disciplinary approaches.

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

Satisfies requirements towards the minors in Arab, Chinese, French, German, Italian, Japanese, Portuguese, and Spanish. Satisfies requirements towards the Spanish major.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to

thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism. **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset. In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

ARABIC STUDIES PROGRAM

Lower Division (100-200 Level)

ARB 101: Elementary Arabic I

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

ARB 201 (Section GH): Intermediate Arabic I

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

Arabic 201 is the third course of the four-course Modern Standard Arabic sequence within the Arabic Studies Program. The three primary goals of the Arabic language sequence are:

(1) developing oral and written communicative abilities in Arabic; (2) understanding the rich culture of the Arabic-speaking world through engaging with texts and cultural artifacts; (3) studying and understanding the Arabic language, from grammar and spelling to writing with coherence, cohesion, and accuracy.

ARB 208 (Section GH): Arabic for heritage Learners

Arabic for Heritage Learners is a 200 level course specifically designed for students of Arab descent who fulfilled the equivalent of ARB 201. The course will hone students' ability in critical reading, writing, debate, and discussion of pertinent topics in Arab culture. The course material will focus on the history of Arab culture, literature, film, and music. By the end of the semester students will develop their ability in critical reading and writing in MSA.

Upper Division (300-500 Level)

ARB 315/ARB 208/GSS 360 (Section GH): Orientalism & Sexuality

Instructor: Suja Sawafta

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

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 Scheherezade—as well as consider the way "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. This course is conducted in English.

ARB 394 (Section T): Internship in Modern Languages and Literatures

Satisfies requirements towards the minor in Arabic

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism. **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will

acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

CHINESE PROGRAM (MANDARIN)

Lower Division (100-200 Level)

CHI 101: Elementary Chinese I

Instructor: Xialoei Zhang

Conversation, grammar, reading, elementary composition.

CHI 102: Elementary Chinese II

Instructor: Xialoei Zhang

Continuation of CHI 101. Conversation, grammar, reading, elementary composition

CHI 201: Intermediate Chinese I

Instructor: Xialoei Zhang

Prerequisite(s): CHI 102 or equivalent.

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

CHI 203 Section (O): Advanced Chinese I

Instructor: Rebecca Doran

Prerequisite(s): CHI 202 or equivalent.

The course is designed to develop students' ability to use Chinese in a more advanced way. The course emphasizes accurate comprehension, expansion of vocabulary, and development of the ability to use increasing complex grammatical and sentence structures. In addition to improving their language abilities, students will also be exposed to different areas of Chinese culture.

Upper Division (300-500 Level)

CHI 301 (Section Q): Advanced Reading and Diction Chinese

Instructor: Rebecca Doran

Prerequisites: WRS 106 or ENG 106 or WRS 107 or ENG 107

Use of Chinese in a more advanced way to achieve greater fluency in a variety of written and spoken genres. Course materials incorporate authentic Chinese materials in genres including formal speech, short story, debate, op-ed essay, and newspaper. The course emphasizes accurate comprehension, expansion of vocabulary, and development of the ability to use increasing complex grammatical and sentence structures, in particular, formal speech and written language. In addition to improving their language abilities, course materials are also geared towards deepening students understanding of many different areas of Chinese culture.

CHI 394 (Section T): Internships in Modern Languages and Literatures

Satisfies requirements towards the minor in Chinese.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism. **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will

acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

FRENCH PROGRAM

Lower Division (100-200 Level)

FRE 101: Elementary French I

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

FRE 102: Elementary French II

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

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

FRE 105 (Section D): Accelerated Elementary

Instructor:

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

For students with previous study of French desiring to review material covered in FRE 101 and 102 in preparation for continued study of French at the intermediate level. The focus of FRE 105 is the continued development of communicative abilities in speaking, reading, writing, and comprehension of French and an introduction to the cultural practices of the Francophone world. Themes on: family, leisure activities, home, and community, childhood and adolescence, food and

lifestyle, university life, and professions. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French.

FRE 201: Intermediate French I

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

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

FRE 202: Intermediate French II (WRIT)

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

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

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

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

French 203 is designed to advance students' French proficiency in the four core skills: speaking, listening, reading, and writing, while providing them with a specialized focus on healthcare. Students will enhance their medical vocabulary, develop cultural competence, and tackle ethical dilemmas in French-speaking environments. They will also participate in debates, case studies, and creative projects, gaining essential skills for healthcare professions. By the end of the course,

students will be able to express complex ideas, argue positions, and produce original work in both written and oral forms, preparing them for careers in healthcare in French-speaking contexts.

Upper Division (300-500 Level)

FRE 301 (Section R): Introduction to French and Francophone Studies.

Instructors: Patoimbasba Nikiema; Catheline Desire

Prerequisite(s): 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 366 (Section R): Visual Discourse in Francophone Contexts

Instructor: Viviana Pezzullo

Prerequisite: FRE 301

This course explores visual discourse across the Francophone world from antiquity to the contemporary period. Using visual culture as a lens for cultural studies, students will analyze diverse forms of visual expression, including fine art, advertising, film, and social media.

Through critical discussion and socio-historical context, the course examines how images shape identity, power, and cultural memory in French-speaking societies.

A central component of the course is a collaborative exhibition project with the Lowe Art Museum. Tuesday sessions will be held in the classroom, while Thursday meetings will take place at the museum, emphasizing hands-on, experiential learning. Students will curate an original exhibit, applying analytical and interpretive skills in a professional setting.

FRE 394 (Section T): Internships in Modern Languages and Literatures

Satisfies requirements towards the minor and major in French.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students

will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism. **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

FRE 440 (Section S) - French Phonetics

Instructor: Ludovic Monpelat

This course explores the complexity and the plurality of the sounds and rhythms of French while delving into the cultural diversity of the French-speaking world. Emphasis is placed on developing a strong foundation in French pronunciation and on improving the students' communicative skills

and oral fluency as they engage with popular French culture, improving their speaking abilities and acquiring relevant linguistic and cultural mastery.

GERMAN PROGRAM

Lower Division (100-200 Level)

GER 101: Elementary German I

Instructor: Antonella Cassia

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

GER 102 (Section B): Elementary German II

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

Instructor: Ramona Uritescu

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 EF): Intermediate German I

Instructor: Ramona Uritescu

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

For students with previous study of elementary-level German. The continued development of

communicative abilities in speaking, reading, writing, and comprehension of German and an introduction to the cultural practices and aspects of Germany and German speaking countries: travel, transportation, childhood and adolescence, food and nutrition, and social and environmental issues practices and aspects of Germany and German speaking countries.

Upper division (300-500 Level)

GER 310: German Topics in Translation: The poetics of Travel in Literature and Culture (WRIT)

Instructor: Antonella Cassia

This course examines the poetics and practices of travelling in both German fictional and non-fictional travelogues.

The aim of this course is to analyze paradigmatic texts from different eras, and to investigate the changes in modes and goals of travel, and the changes that this travel had on Germans' perceptions of the world and themselves. The journey will be examined not only as a means to explore new worlds, but also as a path to self-discovery and intercultural communication. The course will deal with a wide variety of textual genres including scientific and ethnographic reports of early scholars, visual representations, Baedeker's travel guides, tourism magazines and the blogosphere. We will examine also the growth in women's travel, and travel writing self-reflection within a multicultural Germany of immigrants. Questions discussed in the course will include: Who are the travelers in the texts and how do their means of transportation shape their respective visions of the world? What are the different kinds of boundaries crossed and the various contact zones? How do they convey the experiences of the traveling subjects and the encounters between self and other? How do they frame the notions of departure and arrival?

GER 394 (Section T): Internships in Modern Languages and Literatures **Satisfies requirements towards the minor in German.**

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism. **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

HAITIAN PROGRAM

HAI 101/641 (Section J): Elementary Haitian Creole I

Instructor: Cherol Marcelin

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

HAI 201/651 (Section K): Intermediate Haitian Creole I

Instructor: Cherol Marcelin

Prerequisite(s): HAI 102 or Equivalent.

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

HEBREW PROGRAM

HEB 101/641 (Section O): Elementary Hebrew I

Instructor: Shai Cohen

Hebrew 101 is an introductory course designed to provide students with the basics of modern Hebrew language. Hebrew 101 is structured to cultivate basic skills in speaking, listening, reading, and writing in modern Hebrew. Instruction will be conducted in Hebrew, with the expectation that students can use the language comfortably by the semester's end. Classes are activity-based, and active participation is crucial. Special emphasis is placed on accuracy of pronunciation, intonation, and speech rhythm. Aspects of Israeli culture and customs will also be explored through various media and resources, enhancing the learning experience. Closed to native speakers.

HEB 201/651 (Section P): Intermediate Hebrew I

Instructor: Shai Cohen

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

Hebrew 201 continues from HEB102, aiming to further enhance students' communication abilities in speaking, listening, reading, and writing through extensive practice, utilizing a communicative approach in the classroom. The course includes a comprehensive review of grammar, vocabulary expansion, and further exploration of Hebrew script. To deepen students' cultural awareness and understanding, the course integrates discussions on contemporary and traditional Israeli culture throughout the semester. Regular class attendance and active participation are mandatory for optimal learning and engagement. Closed to native speakers.

HEB 207 (Section Q): Intermediate Hebrew for Heritage Speakers

Instructor: Shai Cohen

This course is the Heritage Language Course in the Hebrew Basic Language Program, specifically designed for students who have familial or community ties to the Hebrew language. As a heritage language course, Hebrew 207 is tailored to address the unique needs of heritage speakers—those who have been exposed to Hebrew at home but have not received formal education in the language. This course meets three hours per week and is worth three credits. In addition to traditional language learning activities, Hebrew 207 integrates AI tools to enhance students' language acquisition and cultural understanding. Students will use AI-powered applications for tasks such as speech recognition, vocabulary building, and real-time translation, allowing them to practice Hebrew in dynamic, interactive ways. The course also emphasizes the role of technology in modern language learning, preparing students to navigate AI tools effectively as part of their language practice. This approach not only reinforces their existing knowledge but also deepens their cultural connections and

proficiency in Hebrew, fostering a more comprehensive understanding of their heritage language.

Lower Division (100-200 Level)

ITA 101: Elementary Italian I

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

ITA 102: Elementary Italian II

Prerequisite(s): ITA 101. Continuation of ITA 101. Conducted entirely in Italian. Closed to native speakers.

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

ITA 106 (Section C): Italian for Spanish Speakers

Instructor: Loredana Di Stravolo

Italian 106 is specifically designed for students who are either heritage learners, native speakers of Spanish or have reached the proficiency level of Intermediate-Low (based on the ACTFL proficiency guidelines) in Spanish, the last one to be determined by your professor. This course is designed to improve and accelerate the learning of Italian by drawing on the student's already existing knowledge of Spanish. Students will be exposed to the basic syntactic and morphological parallels between the Italian and Spanish languages to develop and enhance the student's metalinguistic knowledge. In addition, a variety of classroom and online activities will introduce and develop Italian language skills in four areas: listening, speaking, reading, and writing. By the end of the term students will be able to participate in basic everyday

conversations, understand short texts, and express themselves in writing at a level consistent with the material covered. There is no prerequisite for registration; however, continuation in the course is based on the instructor's assessment (carried out on the first day of class) and approval.

ITA 201: Intermediate Italian I

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

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

ITA 202 (Section GH): Intermediate Italian II (WRIT, C)

Instructor: Mojca Del Fabbro

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

This course uses a variety of texts (portraits, descriptions, short stories, film reviews, and magazine articles) to explore different styles of writing while preparing students for 300-level work. Structured in a workshop format, the course strengthens conversational skills and provides opportunities for students to demonstrate their proficiency in spoken interpersonal communication and their ability to synthesize information from a range of authentic materials.

A key component of the course is civic engagement: students will interact with the local Italian community, practicing the language in real-world contexts beyond the classroom. By engaging directly with Italian speakers and cultural settings, students develop both linguistic proficiency and cultural awareness. The course also explores themes of contemporary Italian life, equipping students to use the language effectively in real-life situations. Class conducted in Italian.

Upper Division (300-500 Level)

ITA 394 (Section T): Internships in Modern Languages and Literatures Satisfies requirements towards the minor in Italian.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism. **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

ITA 444 (Section J): Introduction to translation

Instructor: Antonella Cassia

Prerequisite: ITA 202

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

Aspects that will be considered during the course:

The first step: read to translate. Identifying dominant, key words, rhythm, peculiarities of the narrator.

Preparation: The necessary choices. What does 'betting on intention' mean? Linguistic fidelity and cultural fidelity: identifying the most suitable translation strategy. Determine the register. Addressing non-univocal issues: The time of narration, jargon, dialect, pun, presence of notes or glossary.

The translation. From the incipit to the final. The tools and the method. The mistakes to avoid and the distorting tendencies

Re-translate the classics: The peculiarity of a new translation The three-phase revision. Pull the Wires
The translator as a professional figure.

JAPANESE PROGRAM

Lower Division (100-200 Level)

JPN 101 (Sections C, D): Elementary Japanese I

Instructor: Etsuko Collins

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 (Section C): Elementary Japanese II

Instructor: Eiko Willians

Prerequisite(s): JPN 101 and closed to native speakers.

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

JPN 201 (Section F): Intermediate Japanese I

Instructor: Etsuko Collins

Prerequisite(s): JPN102 or equivalent.

Japanese 201 is a continuation of JPN102, and its objective is to further develop students'

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

JPN 202 (Section C): Intermediate Japanese II

Prerequisite(s): JPN201 or equivalent

Instructor: Eiko Williams

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

JPN 203 (Section G) (WRT): Advanced Japanese I

Prerequisite(s): JPN 202 or the equivalent Instructor: 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.

Upper Division (300-500 Level)

JPN 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Japanese.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism. **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

PORTUGUESE PROGRAM

Lower Division (100-200 Level)

POR 101 (Section F): Elementary Portuguese I

Instructor: Leila Da Costa

Drill in pronunciation, fundamental grammatical principles, simple reading and translation, oral and written exercises. Normally, not open to students who have completed two years of Portuguese. Closed to native speakers.

POR 105/645 Comb.: Accelerated Elementary Portuguese

Instructor: María Gracia Pardo

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

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

POR 201/651 (Section E): Intermediate Portuguese I

Instructor: Leila Da Costa

Prerequisite(s): POR 102- 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.

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

Instructor: Steven F. Butterman

Prerequisite(s): POR 201 or equivalent or permission of instructor. Satisfies

requirements towards the Portuguese minor.

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

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

Upper Division (300-500 Level)

POR 310/ LAS 301/ 691/ GSS 320 (Section T): Brazilian Women Writers in Translation (WRIT)

Instructors: Dr. Steven F. Butterman; Aileen Vezeau

Prerequisites: ENG 106, or equivalent; one 200-level course in Humanities or Social

Sciences; or permission of instructor.

Intended for speakers of English, Portuguese, or Spanish. Portuguese minors will conduct all readings and writing assignments in POR. Others will have the option of reading the works and/or producing their essays in ENG or SPA.

POR 310 / 691 may be used to fulfill the humanities literature requirement and also satisfies the Arts and Sciences writing credit. The course also qualifies for partial fulfillment of cognates in POR, GSS, and LAS.

This course is an interdisciplinary, multimedia cultural studies course designed to examine gender, culture, and social values in contemporary Brazilian society (1900 to present). Opening a wide window to meet our objective of studying representations of, by, and for Brazilian women, this course will include selected readings from several literary genres (short story, novel, novella, poetry, theater, crônica, and diary), films and documentaries, oral histories and testimonials, and finally, Brazilian popular music. This writing-intensive course will be conducted in English. However, speakers of Portuguese and / or Spanish who wish to conduct their reading in the original Portuguese or, where available, in Spanish translation, are welcome and in fact encouraged to do so.

University of Miami Portuguese minors must conduct all written assignments in Portuguese. Students who do not wish this course to count toward a Portuguese minor may choose to complete assignments in English, Portuguese, or Spanish.

In addition to addressing issues of social justice, this course will examine a wide selection of philosophical, political, and aesthetic concerns, problematizing such notions as “feminine” vs. “masculine” writing, “gynocritics,” “phallogocentrism,” “phallogocentrism,” etc. Attention will be devoted primarily to (Black) feminisms in a Brazilian perspective. However, we will also address universal topics such as the following examples:

Which literary genres are / were considered privileged sites of “feminine writing”?
 What constitutes a “feminine sensibility” and to what extent do men have the authority to write within it (author) or write about it (literary critic)?

How do women writers strategically employ their craft to negate or subvert masculinist or patriarchal notions that define or rethink gender roles in contemporary Brazil?

**POR 394 (Section T): Internships in Modern Languages and Literatures
Satisfies requirements towards the minor in Portuguese.**

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment

awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.

AI Hybrid Skills: Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

SPANISH PROGRAM

Lower Division (100-200 Level)

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 105: Accelerated Elementary Spanish

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

For students with previous study of Spanish desiring to review material covered in SPA 101 and 102 in preparation for continued study of Spanish at the intermediate level. The focus of SPA 105 is the continued development of communicative abilities in speaking, reading, writing, and comprehension of Spanish and an introduction to the cultural practices of the Spanish-speaking world. Themes on: university life, family, leisure activities, and professions, childhood and adolescence, university life, home and community, food and lifestyle, 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 107: Basic Spanish for Heritage Learners (Section J, BGS Online)

Instructor: Maidelín Rodríguez

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

SPA 201: Intermediate Spanish I

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

Advanced Language Courses

SPA 202: Intermediate Spanish II (WRIT)

Prerequisite(s): SPA 201 or equivalent. Closed to heritage and native speakers of Spanish. If you have questions about your placement, please speak with Dr. Ómar Vargas, o.vargas2@miami.edu

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

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

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

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

SPA 202 (Section O): Intermediate Spanish II for Health Care Professions (WRIT)

Instructor: Maidelín Rodríguez

Prerequisite(s): SPA 201 or equivalent. Closed to heritage and native speakers of Spanish. If you have questions about your placement, please speak with Dr. Ómar Vargas, o.vargas2@miami.edu

SPA 202 HCP introduces students to textual analysis and analytical writing while honing grammatical skills and expanding vocabulary. This is a Writing-Credit Course. To further develop speaking, writing, reading, and listening abilities, students will examine a variety of texts — including short stories, poems, essays, novel excerpts, memoirs, plays, films, and journalistic pieces — organized around broad topics. The course will be conducted entirely in Spanish.

As part of the Spanish for Health Care Professions Minor, this section of SPA 202 is tailored for students pursuing healthcare professions or with interest on healthcare professions related topics. This course introduces students to textual analysis and analytical writing while honing grammatical skills and expanding vocabulary through health-related, social, and cultural texts that examine the body, illness, care, power, and human experience.

Literary and cultural analysis is paired with applied grammar and medical vocabulary development to build proficiency in both academic and professional communication. In addition, students will connect cultural perspectives with practical language for healthcare contexts.

Prerequisite(s): SPA 202. Closed to heritage and native speakers of Spanish. Satisfies requirements towards the Spanish major or minor and the following cognates:

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

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

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

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

Instructor: Maidelín Rodríguez

Prerequisite(s): SPA 202 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)

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 208: Advanced Spanish for Heritage Learners (WRIT)

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

Satisfies requirements towards the Spanish major or minor. Fulfills course requirement for the following cognates:

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

Hispanic Literature: Understanding the Power of Words through Spanish Language

Texts (A&H)**Cultural Codes in the Spanish Speaking World (P&S)**

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

SPA 208 (Section P): Advanced Spanish for Health Care Professions (WRIT)

Instructor: Maidelín Rodríguez

Prerequisite(s): Spa 207 or equivalent

Satisfies Spanish Major & Minor requirements. Fulfills course requirement for the following cognates:

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

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

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

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

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

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

Heritage learners will also be exposed to a wide variety of dialects and cultural issues to create awareness of dialectal variations in medical and health-related discourse. This dual

vision: cultural and scientific, will expand their understanding and awareness of dialectal differences and written discourse while enhancing their critical thinking and cultural perspectives. 57

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 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 (300-500 Level)

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

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

Instructor: Catalina Quesada-Gómez

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

Satisfies requirements for the Spanish major or minor. Fulfills course requirement for the following cognates:

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

Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)

Modern European Literature and Society (A&H)

Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners

Cultural Codes in the Spanish-Speaking World

Siguiendo un formato de discusión y diálogo interactivo centrado en el/la/le estudiante, el propósito fundamental de este curso es el aprendizaje de los diferentes métodos de aproximación al estudio de los géneros literarios (poesía, drama, ensayo, narrativa breve y novela) y del análisis de productos visuales de las artes plásticas, especialmente la pintura, el dibujo y la fotografía en relación con la literatura (específicamente a través de los *topoi* o lugares comunes, como *ut pictura poesis*, y la técnica de la *écfrasis*). Para ello, estudiaremos varios textos representativos de cada género literario, de todos los periodos históricos y de América Latina, Guinea Ecuatorial y España. Por añadidura, el curso tiene como meta el desarrollo de las capacidades de análisis crítico y escritura académica de los/las/les estudiantes del español como lengua extranjera. Este curso concede crédito de escritura (*writing credit*), por lo que se exigirán numerosos ejercicios de redacción que van desde escritos informales realizados en clase hasta revisiones serias de ensayos académicos formales. También se espera que los/las/les estudiantes desarrollen su capacidad de hablar el español de la manera más correcta posible, por lo que también se pedirá a les estudiantes que realicen presentaciones orales informales individualmente o en grupo y que participen activamente en la clase.

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

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

Instructor: Lorella di Gregorio

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

Satisfies requirements for the Spanish major or minor. Fulfills course requirement for the following cognates:

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

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

This 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 EF): The Cultures of Spain (WRIT)

Instructor: Christina Civantos

Prerequisite(s): SPA 203 or SPA 208

Satisfies major and/or minor requirements.

Fulfills course requirement for the following cognates:

Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)

Modern European Literature and Society (A&H)

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

Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)

Spanish Language & Culture: Communicating with Spanish Speakers (A&H)

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

En este curso exploraremos la historia y la cultura españolas a través de ciertos ejes temáticos entrelazados: identidades colectivas (regionalismo, nacionalismo, religión, raza, y

europiedad), emigración e inmigración, tradición e irreverencia, y memoria histórica. Para el estudio, análisis e investigación de estos temas desde las épocas romana y medieval hasta nuestros tiempos, usaremos materiales de distintos campos de conocimiento (historia, antropología y ciencias políticas) y varias formas de producción artística (literatura, cine, música, baile, artes plásticas y arquitectura). Este curso concede crédito de escritura (*writing credit*), por lo tanto, se exigirán numerosos ejercicios de redacción, desde ensayos realizados en clase hasta un proyecto de investigación compartido en clase. El curso se lleva a cabo en español.

SPA 303/LAS 350 (Section CD): “El hilo de la voz”: Women’s Voices and the Latin American Archive (WRIT)

Instructor: María Gracia Pardo

Prerequisite: SPA 203 OR SPA 208

Satisfies major and/or minor requirements.

Fulfills course requirement for the following cognates:

Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)

Modern European Literature and Society (A&H)

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

Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)

Spanish Language & Culture: Communicating with Spanish Speakers (A&H)

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

This course offers a panoramic view of Latin American history and cultural production through the common thread of the intellectual contributions of women. Beginning with Teresa de la Parra’s *Tres conferencias: influencia de las mujeres en la formación del alma americana* (1930, published 1961) we will survey the fraught participation of women in three tumultuous historical milestones covered by the author: forceful conquest, colonial rule, and the struggle for independence. Elaborating on this proposal, students will then find continuities and innovation in first-person writings by women of the late nineteenth century; followed by the new constraints and opportunities for women in the early twentieth century when de la Parra herself was writing in exile; then by the authoritarian apogee of the 1960s–80s; and closing with the challenges of the twenty-first century. Students will analyze letters, diaries, essays, poems, short stories, and visual works, linking this broad perspective to primary sources housed at the University of Miami, including de la Parra’s correspondence with Cuban ethnographer Lydia Cabrera. Hands-on archival work will foster practical and transferable research skills, which students will demonstrate by writing a “fourth lecture” informed by archival discoveries on the expanded cultural roles of women in Latin America today.

**El hilo de la voz* (2003) is the guiding metaphor that serves as the title of an anthology of women writers compiled by Ana Teresa Torres and Yolanda Pantin.

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

Instructor:

Prerequisite(s): SPA 208 or equivalent

Fulfills requirements for the major or minor in Spanish

Fulfills course requirements for the following cognates:

Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)

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

Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)

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

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

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

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

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

SPA 310/ AMS 301 (Section R): Saints, Sinners, Bandits, and Amazons Across the Americas

Instructor: Bridget Christine Arce

This course will look at extraordinary historical figures and fictional characters who have superseded the norms of their respective eras with either physical power, intellectual prowess, or ingenious chicanery that has turned them into the cultural icons. The course will look at literary, filmic and popular cultural forms such as ballads and music.

SPA 321 (Section P): Science and Discovery in Latin-American Narrative Fiction

Instructor: Ómar Vargas

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

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)

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

This course examines the encounter between major scientific paradigms of the nineteenth and twentieth centuries—such as nuclear physics, the theory of relativity, non-Euclidean geometries, and fractal theory—and representative works of Latin American narrative fiction and literary criticism from the same period. Although not the primary objective of the course, and not a prerequisite, students will be expected to develop a working understanding of basic concepts from these scientific theories and to apply them critically to literary analysis.

Latin America has a rich scientific tradition that is reflected and rigorously documented in its narrative fiction and in its complex visions of modernity. Even aesthetic movements often considered pro-Western, such as magical realism, draw in part on scientific inquiries into mythical thought, spanning disciplines from ethnology to linguistics. The course will focus on the unexpected intersections between geometry, physics, and mathematics, on the one hand, and literary texts and criticism, on the other. Topics will include the parallel postulate of Euclidean geometry, relativity theory, cosmological models, nuclear physics, and fractal theory.

This course will be conducted in Spanish.

SPA 322 (Section S): Culture, Language, and Identity in the Spanish-Speaking World

Instructor: Andrew Lynch

Prerequisite: Any one of the following: SPA 301, SPA 302, SPA 303, SPA 307

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)

Linguistics (P&S)

In this interdisciplinary course, we will explore the relationship between language and

cultural, social, and political circumstances shape the use and perception of Spanish language at local, national, and global levels. The key concept will be *social indexicality*: the idea that the way we speak carries social meanings, influencing how our identities are expressed, constructed, and understood by others. Through discussion of short theoretical readings, films and literary excerpts, sociolinguistic studies, and cultural and political commentaries, we will discover how Spanish varies across regions and communities, and how different accents and language varieties are viewed and valued.

Some of the topics we will explore are:

- Colonialism and language debates in Puerto Rico
- Hispanic/Latinx identities in the United States
- Ideological dimensions of Spanish language use in Miami
- Multilingualism and political tensions in Spain
- Migration and identity in Peru and Argentina
- Indigenous language policies in Mexico, Bolivia, and Paraguay
- Afro-Hispanic communities in Nicaragua and Colombia

By the end of the course, students will have a deeper understanding of the diversity of Spanish around the world—and how language connects to identity and societal change in fundamental ways.

SPA 354/361/LAS 301 (Section GH): Saberes Cubanos, 19th-Century Spanish American Topics

Instructor: Christina Civantos

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

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)

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

Saberes Cubanos, or Cuban Ways of Knowing, explores 19th-century conceptions of knowledge, education, and identity through the specific context of Cuba. The course takes Cuba as a case study for many of the core social and cultural issues affecting the Caribbean and Latin America, with an emphasis on how 19th-century writers and artists understood the construction of knowledge and how this form of knowledge was transmitted. This will lead to the consideration of ways of experiencing the world and knowing about it that were excluded from dominant culture and formal education, such as Afro-Cuban religions, music, and dance. These alternative ways of knowing will, in turn, raise questions about the different types of identities formed in 19th-century Cuba, and how they persist today.

This course will be conducted in Spanish.

SPA 394 (Section T): Internships in Modern Languages and Literatures Satisfies requirements towards the Spanish minor and major.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy.

This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

Effective Work Communication: In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.

Work Environment Awareness: The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

Confidence in Interaction: Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism. **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.

Work Psychology and Negotiation Theory in Behavioral Economics: Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

Professional Growth: Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential

learning experience, consolidating the linguistic and critical thinking skills that majors and

minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

SPA 401 (Section T): Introduction to the Study of Spanish Linguistics

Instructor: Andrew Lynch

Prerequisite: Any one of the following: SPA 301, SPA 302, SPA 303, SPA 307

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)

Linguistics (P&S)

Spoken by more than 600 million people across multiple continents, the Spanish language varies widely. This course examines the structural and social dimensions of that variation. We will consider pronunciation, vocabulary, grammar, and discourse patterns in contemporary Spanish, tracing the historical development of Spanish from its Latin origins through colonial expansion into the Americas, and examining how contact with other languages has shaped the language over time. Students will be introduced to core concepts of linguistic analysis, including dialect and sociolect variation, language attitudes and ideologies, language contact, linguistic change, and the institutional construction of the “standard.” We will pay particular attention to distinctive features of Spanish in the United States through the lens of migration and English bilingualism.

SPA 446 (Section O): Debates contemporáneos: historia oral y comunidad

Instructor: Pamela Fuentes Korban

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

Satisfies requirements towards the Spanish major or minor. Or: Fulfills course requirement for the following cognates:

Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)

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

Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)

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

Explore Latin America’s contemporary issues and controversies through oral history, memory, and community dynamics. This interdisciplinary course examines storytelling, memory preservation, and community formation while strengthening students’ oral proficiency in Spanish. Using newspaper

and scholarly articles, films, music, TED talks, podcasts and oral history archives—including materials from the University of Miami Libraries' Oral History Collections—students analyze cultural, social, political, and historical processes across the Hispanic world.

Emphasis is placed on oral communication, critical reflection, and analytical engagement. Students will participate in discussions, debates and presentations, and complete an ethnographic project applying course concepts. By the end of the semester, students will demonstrate improved speaking skills, critically engage with contemporary issues, and analyze the power of storytelling in shaping social realities.