

# MODERN LANGUAGES AND LITERATURES

## UNDERGRADUATE COURSES

SPRING 2023



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## MODERN LANGUAGES AND LITERATURES

### DEPARTMENT OVERVIEW

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

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

## ADVISING CONTACTS

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

## COURSES TAUGHT IN ENGLISH

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

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

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

**Satisfies requirements towards the Spanish major.**

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

Normally, 60 internship hours are required per three credits of the class in addition to the class meetings, professional journals, and the final presentation and paper. The On-site Supervisor or faculty supervising the work experience done at UM will supply documentary evidence of hours worked to the Course Instructor. Three semester hours of internship credit may be counted toward the student's degree program (major, minor, etc.). Internships may not be supervised by a member of the student's immediate family.

### **GER 310 (Section S): German Studies in Translation: Poetics of Travel in Literature and Culture**

**Instructor: Prof. Antonella Cassia**

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

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? The course may be used for minor credit.

**MLL 370 (Section O): Studies in Literature, Culture, and Science****Instructor: Dr. Lorella Di Gregorio****Prerequisite(s): WRS 106 or ENG 106 or WRS 107 or ENG 107**

An analysis, in a comparative or historical perspective, of the literary works that expose the deep interaction and mutual influence between literary or visual cultures and the sciences. Topics might include: Leonardo's genius; technology at the turn of the 20<sup>th</sup>-century; 20<sup>th</sup>-century wars, the science behind them and their representations; Vesalius's anatomical work and the philosophy and representation of the body in 16<sup>th</sup>-century Europe.

**SPA 318 QER MLL 375 (Harkness): Cinema from the Spanish-Speaking World in Translation: Speculative Futures, Present Dystopias: Ecological Imaginations in Cinema from the Americas****Instructor: Dr. Allison Schifani**

This course will explore a broad range of films produced from a wide range of geographical and cultural contexts. Focused specifically on the ecological, this course will look at cinema that imagines both present, past, and future ecological relationships, both human and non-human. The course films will be paired with theoretical texts such that students will be able to appropriately ground each specific film in historical and cultural terms, develop the ability to engage in close analysis of a cinematic object, and also understand cinema more broadly as a technology that shaped social and political life globally. The films will include works by directors such as Lucretia Martel, Alex Rivera, Alejandro Jodorowsky, and others. This class is a discussion-based Harkness seminar. This means active, engaged preparation and participation are essential from all students.

**ARABIC STUDIES PROGRAM****LOWER DIVISION (100-200 LEVEL)****ARB 102: Elementary Arabic II**

Modern Standard Arabic; oral and written exercises. Closed to native speakers

## CHINESE PROGRAM (MANDARIN)

### LOWER DIVISION (100-200 LEVEL)

#### **CHI 102: Elementary Chinese II**

**Prerequisite(s): CHI 101**

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

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

**Prerequisite(s): CHI 201 or equivalent.**

Continuation of CHI 20. Further development of reading, writing, speaking and listening skills in Mandarin Chinese closed to native speakers.

#### **CHI 204: Advanced Chinese II**

**Prerequisite(s): CHI 203**

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

## FRENCH PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

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

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

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

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

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

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

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

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

**FRE 202: Intermediate French II (WRIT)**

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

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

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

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

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

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

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

**Instructor: Dr. Patoimbasha Nikiema**

**Prerequisite: FRE 203 or permission of instructor**

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

## **FRE 365 (Section H Long): 19<sup>th</sup> Century Topics in French: Désir, Délire et Révolution: Representations of Class and Gender in the 19th Century French Literature**

**Instructor: Prof. Nadia Naami**

This course offers a survey of the 19<sup>th</sup>-century French literature as it relates to representations of social classes and gender. The political and economic events that took place during the 19th Century have profoundly transformed the French society and allowed for the emergence of new literary genres and artistic expressions, including the major currents of Romanticism and Realism. These literary movements carry a reflexion of the concerns, desires, and struggles experienced by the people at the time. In this course, students will examine and contrast texts that illustrate privileged social and economic classes and texts that depict the intersectional struggles of marginalized groups such as women, gender non-normative people, and proletarians. We will look at narratives of representation and self-representation. Students will read, discuss, and contrast excerpts from works such as *Lélia* by George Sand, *Un Coeur Simple* by Gustave Flaubert, *Le Grand Michu* by Émile Zola, and *Sarrasine* by Honoré de Balzac, among others. While focusing on literary texts, this course will also explore contemporary cinematic adaptations of some of these works as well as cultural artifacts and archives related to the period studied. This course will be taught entirely in French.

## **FRE 446 (Section J): Debating Cultures and Societies in French**

**Instructor: Dr. Viviana Pezzullo**

**Prerequisite(s): FRE 203**

This course is designed to improve students' conversational skills cultivating formal academic speaking competencies, and to develop their critical thinking skills and analytical expression in French to help students achieve global literacy. In addition, this course seeks to build students' oral proficiency at the advanced level while increasing their awareness of Francophone cultures through active, responsible participation in discussions, debates, and oral presentations in class. The class is conducted in French.

## **FRE 501/322: Capstone/Topics in Global French Culture: Metamorphosis in Francophone Cultural Productions**

**Instructor: Dr. Cae Joseph-Massena**

The zombie and superhero movies that fill our screens are rarely thought of in terms of the trans/post-human metamorphic transformations they present. Yet, the metamorphic figures and processes they feature constitute one of the most recurrent tropes in human history. While the term metamorphosis may primarily only evoke biological or medical considerations that are remote from anything having to do with literature or art, upon further examination, metamorphic stories are everywhere. In this course, students will discover how francophone authors, artists, and thinkers, musicians and filmmakers have engaged metamorphic stories. The class will reflect on the varying ways in which these metamorphic narratives are mobilized and to what end. The course is taught in French.

## GERMAN PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

#### **GER 102: Elementary German II**

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

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

#### **GER 201: Intermediate German I**

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

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

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

**Prerequisite(s): GER 201 or equivalent or permission of instructor.**

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

Reading- and writing-intensive course with readings and discussions in German. With a strong focus on critical reading, essay writing, and advanced grammatical structures, the course assists students in further developing oral and written communicative skills, critical thinking skills, and their ability to understand and produce different kinds of texts.

### **GER 310 (Section S): German Studies in Translation: Poetics of Travel in Literature and Culture**

**Instructor: Prof. Antonella Cassia**

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

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? The course may be used for minor credit.

## HAITIAN

### **HAI 102/642: Elementary Haitian Creole II**

**Prerequisite(s): HAI 101**

Basic listening, speaking, reading, and writing skills developed in Elementary Haitian Creole 101. Students will produce more complex grammatical structures in oral and written presentations and focus on improvement of pronunciation.

### **HAI 202652: Intermediate Haitian Creole II**

**Prerequisite(s): HAI 201**

Emphasis will be on speaking, listening, reading, and writing activities. In addition to the instruction of Haitian Creole, students will have a better understanding of the Haitian culture, society, and beliefs, which are an important part of this class experience. Furthermore, to help students understand the relationship between the spoken and written forms of the language, the course will be taught entirely in Haitian Creole. While gaining an understanding of the Haitian culture and its people, students in HAI 202 will learn how to avoid cross-cultural conflicts by developing awareness for common cultural issues and beliefs associated with healthcare, education, environment, religion.

## HEBREW

### **HEB 102/642: Elementary Hebrew I**

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

### **HEB 202/652: Intermediate Hebrew II**

**Prerequisite(s): HEB 201**

Continuation of 201 with oral presentations, compositions, and grammar review. Class conducted in Hebrew. **Closed to native speakers.**

## ITALIAN PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

**Prerequisite(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 201: Intermediate Italian I**

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

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

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

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

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

**ITA 206: Intermediate Italian for Spanish Speakers**

**Prerequisite(s):** ITA 106

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

**UPPER DIVISION (300-500 LEVEL)****ITA 444 (Section T): Introduction to Translation**

**Instructor:** Dr. Antonella Cassia

**Prerequisite(s):** 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.

## **JAPANESE PROGRAM**

### **LOWER DIVISION (100-200 LEVEL)**

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

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

#### **JPN 102: Elementary Japanese II**

**Prerequisite(s): JPN 101. 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 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 for a building-up and cumulative process of language learning.

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

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

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

**JPN 202: Intermediate Japanese II****Prerequisite: JPN201 or equivalent**

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

**JPN 204: Advanced Japanese II****Prerequisite: JPN 203 or the equivalent.**

Develops students' ability to use Japanese in a more advanced way by continuing Japanese 203's emphasis on accurate comprehension, expansion of vocabulary, and development of the ability to use increasingly complex grammatical and sentence structures. Students will also be exposed to and analyze different areas of Japanese culture.

**UPPER DIVISION (300-500 LEVEL)****JPN 447 (H Long): Advanced Conversation Through Japanese Theatrical Texts****Instructor: Prof. Mari Williams****Prerequisite: JPN 203**

Students will develop conversational skills and acquire a better understanding of sociocultural dynamics by practicing Japanese performing arts, such as Rakugo (comic story telling), Manzai (standup comedy), voice-acting for animation of folk stories, and scenes from contemporary Japanese theater. Students will also develop independent study skills and communication skills in different social settings.

## PORTUGUESE PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **POR 102: Elementary Portuguese II**

Continuation of POR 101 Closed to heritage and native speakers of Spanish and/or Portuguese.

#### **POR 105/645: Accelerated Elementary Portuguese**

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

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

#### **POR 201/651: Intermediate Portuguese I**

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

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

#### **POR 202/652: Intermediate Portuguese II (WRIT)**

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

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

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

## UPPER DIVISION (300-500 LEVEL)

### **POR 322-R/POR 691 -R/GSS 320-R: Special Topics in Luso-Brazilian Cultural Studies: LGBTQIA+ BRAZIL: Queering & Querying the Paradise of Paradox** **Instructor: Dr. Steven Butterman**

POR 322 / GSS 320 / POR 691 - R is an interdisciplinary, multimedia cultural studies course conducted in English with break-out sessions in Portuguese. We examine the relationship between burgeoning critical socio-political movements and institutions and the language discourses used to configure and conceptualize them. More specifically, we will study characteristics that make life unique for sexual minorities in today's Brazil while also viewing Brazil in relation to global LGBTQ sociopolitical movements, critically assess the complex relationship(s) between the visual arts and political activism, carefully analyzing artistic representations of LGBTQ identities through photography, film, literature, visual arts, music, and other sources. Our journey together will also embark on interrogating the usefulness and the challenges of Brazil as a case study for understanding the cultivation of ambiguity in contemporary (re)constructions of queer life. As such, we will conduct a discourse analysis of the dynamics and features of the largest LGBT Pride Parade in the world (São Paulo, Brazil), while examining the limits and the potential of creating theoretical frameworks invested in promoting linkages between political activism and academic scholarship. Finally, we will analyze the intricacies of terminology Brazilian sexual and gender minorities have adopted and adapted, illustrating the development of LGBTQ identities through performative language use.

This writing-intensive course will be conducted in English. However, speakers of Portuguese who wish to conduct their reading in the original Portuguese are welcome and in fact encouraged to do so.

University of Miami Portuguese minors and MLL graduate students must conduct all written assignments in Portuguese. Students who enroll in the co-listed GSS 320 - R who do not wish this course to count toward a Portuguese minor may choose to complete assignments in English, Portuguese, or Spanish.

## SPANISH PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

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

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

#### **SPA 105: Accelerated Elementary Spanish**

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

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

## **SPA 107: Basic Spanish for Heritage Learners**

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

## **SPA 201: Intermediate Spanish I**

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

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

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

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

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

## **ADVANCED LANGUAGE COURSES**

### **SPA 202: Intermediate Spanish II (WRIT)**

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

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

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

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

**SPA 203 (Section P): Advanced Spanish: Spanish for Health Professions (WRIT)****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 Q): Advanced Spanish: Communications & Journalism (WRIT)****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)**

In this course, that will be taught within the QEP as a flipped course, students will focus on close analyses of journalistic texts, advertisements, and films, while further developing the four skills (reading, writing, speaking, and listening). Students will learn to recognize different journalistic genres and to analyze them critically, while identifying the challenges for journalism in the 21<sup>st</sup> century. We will also address the relationships between journalism, publicity, literature, and cinema. In addition, students will learn to analyze advertisements, to identify their communicative strategies and trends, and to critically detect the presence of stereotypes. We will thus reflect on the different ways in which advertising, as a cultural and ideological mechanism of consumer society, tries to reinforce a certain world view. This course is part of the University of Miami's Quality Enhancement Plan and has a flipped-classroom, discussion-based format. That means that students must be prepared for each class ahead of time through short video-recorded lectures, homework, readings, and/or film viewings and will be responsible for being active participants in in-class discussions and activities.

**SPA 208 (Section O): Advanced Spanish for Health Care Professions (WRIT)****Prerequisite(s): Spa 207 or equivalent****Satisfies Spanish Major & Minor requirements.****Fulfills course requirement for the following cognates:**

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

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

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

Since this course is focused on Spanish as used in health professions, we will explore the concepts of medicine, health, diseases, and illness in the literary realm. This course gives specific emphasis to academic and professional discourse within the medical and health care realm. Heritage learners will also be exposed to a wide variety of dialects and cultural issues to create awareness of dialectal variations in medical and health-related discourse. This dual vision: cultural and scientific, will expand their understanding and awareness of dialectal differences and written discourse while enhancing their critical thinking and cultural perspectives. Our literary corpus will allow students to explore and interpret the concepts of health and sickness as metaphors of understanding reality and society. Three main questions will guide our course: 1) What is the relationship between medicine and literature, film, and art, in general? 2) What is the importance of this relationship to the individual and to society? What are the outcomes of these relationships overall?

The course will introduce students to medical terminology and discourse in Spanish. In addition, students will develop interpersonal conversational skills for the clinical setting through lectures, in class talks, independent study, in class presentations and debates of social, medical, and ethical issues. Course readings will expose students to different literary genres from a medical, social, and cultural perspective. Written assignments, texts analysis, in class portfolio and grammatical assignments will provide opportunities to support the development of participants’ lexical and grammatical repertoire in Spanish.

The course will be divided into different blocks or modules that will encompass a main medical topic. The readings and texts in general, for a particular module, will be based on the topics at matter. Each module will have in-class presentations in which we will analyze and discuss the particular topic from the health profession and medical viewpoint and from the artistic and literary perspective. **This class will be conducted entirely in Spanish.**

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

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

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

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

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

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

### **SPA 301(Section J): Interpreting Literary and Cultural Texts in Spanish (WRIT)**

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

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

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

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

Literature, storytelling, fiction and imagination are part of our daily lives in many different ways. Friends share stories, we tell jokes, we watch movies or listen to poetry, we appreciate a mural or a painting. What is the function of fiction and literature and why is it so important for us?

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. As such, it serves as a window onto the range of upper-level courses that the Spanish program and the Modern Languages and Literatures department offer. The primary goals of this course are to give you a deeper understanding of the characteristics of different literary genres and to further develop your skills in literary interpretation and analytical writing. We will carry this out by closely examining three main literary genres: poetry, drama, narrative prose (short stories and a novella), and considering sub-genres and differences of style. The readings will come from a range of historical periods in Spanish and Spanish-American literatures so as to give you a feel for some of the stylistic changes and movements within these literatures. However, the emphasis will not be on literary history, but rather, on the analysis of different genres.

We will also consider the ways in which literature and literary devices are present in other realms of culture and how the same analytical processes that we apply to literature can be applied to other cultural products. This will lead us to look at connections between literary genres and “texts” from popular culture and political culture—the texts that are the object of analysis in a field known as cultural studies. Through these objects of study, the course develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. Special attention is paid to characteristics of heritage/native speaker expression. The class will be conducted in Spanish.

### **SPA 301 (Section QEQ Harkness): Interpreting Literary and Cultural Texts in Spanish (WRIT)**

**Instructor: Dr. Gema Pérez Sánchez**

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

Prerequisites: SPA 203 (or equivalent)

Satisfies requirements for the Spanish major or minor

Fulfills course requirement for the following cognates:

- Hispanic Literature: Understanding the Power of Words Through Spanish-Language Texts (A&H)
- Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)
- Modern European Literature and Society (A&H) 36
- Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners
- Codes in the Spanish-Speaking World

Through a student-centered, interactive discussion and dialogue format, this course trains students in the techniques and vocabulary needed to study literary genres (poetry, drama, essay, short story and novel) and film in Spanish—techniques and vocabulary which they will use later in more advanced classes devoted to specific literary and cultural questions. Students enter the semester with minimal exposure to literary analysis in Spanish but, by the end of the semester, they develop solid knowledge of basic literary tropes and of genre-specific vocabulary for literary and film analysis. They learn close-reading techniques appropriate to each genre and media by studying representative texts from each, from all historical periods and from different Spanish-speaking countries. In addition, students will develop their critical analysis and academic writing skills in Spanish by engaging in a variety of writing exercises, ranging from informal in-class writing to formal academic essays. By the end of the semester, students will gain basic awareness of the socio-literary context of the texts studied, and the existence of literary movements and trends as

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

## **SPA 303 (Section O): On Identity and Difference: Cultures and Cultural Production from and about "Spanish" America**

**Instructor: Dr. Tracy Devine Guzmán**

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

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

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

### **People & Society Cognates:**

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

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

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

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

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

**Instructor Dr. Bridget Christine Arce**

**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 318 QER MLL 375 (Harkness): Cinema from the Spanish-Speaking World in Translation: Speculative Futures, Present Dystopias: Ecological Imaginations in Cinema from the Americas**

**Instructor: Dr. Allison Schifani**

This course will explore a broad range of films produced from a wide range of geographical and cultural contexts. Focused specifically on the ecological, this course will look at cinema that imagines both present, past, and future ecological relationships, both human and non-human. The course films will be paired with theoretical texts such that students will be able to appropriately ground each specific film in historical and cultural terms, develop the ability to engage in close analysis of a cinematic object, and also understand cinema more broadly as a technology that shaped social and

political life globally. The films will include works by directors such as Lucretia Martel, Alex Rivera, Alejandro Jodorowsky, and others. This class is a discussion-based Harkness seminar. This means active, engaged preparation and participation are essential from all students. This course is taught in English.

### **SPA 325 (Section H Long)/LAS 350-H: Topics in Cinema/Art & Culture (WRIT): Spanish & Latin American Film: Literature into Film**

**Instructor: Dr. George Yúdice**

Literature, and in particular, the short story and the novel, has a century's long history of adaptation into film. The translation of the literary phenomenon into a primarily imagistic one has often been vexed, with critics and audiences sometimes expressing dissatisfaction with the results. This course will explore the process of this translation – or better yet, transcreation – from one medium into another, beginning with film.

Students will learn the structure of narrative, both written and cinematic. Students will also learn how to adapt/recreate a written narrative into a filmic one. Emphasis will be on image and sound. Students, sometimes individually and sometimes in groups, will create partial screenplays of the narrative texts assigned.

### **SPA 330/GSS 350/LAS 360 (Section R) Topics in Gender and Sexuality: Género y Sexualidad: Pensamiento, activismo y “artivismo” LGBTQIA+ en el mundo hispano (Gender and Sexuality: LGBTQI+ Thought, Activism, and “Artivism” in the Spanish-Speaking World)**

**Instructor: Dr. Gema Pérez Sánchez**

In this course we will compare and contrast two important moments in the history of LGTBQIA+ activism in the Spanish-speaking world that are relevant to the general history of queer and trans activism internationally:

- (1) the 1970s homosexual liberation movement
- (2) the first decade of the twenty-first century, during the legislative victories that led to the legalization of same-sex marriage and to some legislative victories for trans people in Spain and Argentina

What these two moments have in common in these countries is a sense of hopefulness and change right after two brutal dictatorial regimes (in the 1970s-1980s) and after the HIV-AIDS pandemic of the 1980s-90s.

To approach the study of these two historical milestones, we will first collectively create a lexicon of keywords and consider the politics of translation. Then we will read about the cultural, theoretical, political, and activist debates that dominated each historical to ask:

- What were the political and legislative goals at each of these two historical moments and in each of these two countries? In other words, how did the activists' priorities differ in each country and in each historical moment?
- What political and cultural strategies did Hispanic activists use to achieve their goals and which were most effective?
- What theories underpinned each of these movements and, conversely, how did these movements influence LGBTQI+ thought and theory?
- What is the role of "artivism" in furthering political objectives?

To learn about the homosexual liberation movements of the 1970s, we will read the correspondence between several gay activists who forged important friendships transnationally: Robert Roth (USA), Héctor Anabitarte (Argentina), Armand de Fluvià (Spain), Rafael Cruet (Puerto Rico), among others. We will investigate the affective links among them and the strategies they developed to survive totalitarian regimes in Spain and Argentina.

To learn about the LGBTQIA+ movement at the beginning of the 2000s, we will read some of the key texts of LGTBQ theory originally written in Spanish. We will contrast these theoretical texts with films, photos, literature, and activist cultural actions ("artivism") to assess the significant contributions of Hispanic queer thought and culture to global debates on gender, sexuality, and human rights.

The course is taught entirely in Spanish.

Note: GSS and LAS Students who enroll in this course should be aware that most students in the course will be Spanish minors and majors. Therefore, all students are expected to have advanced Spanish critical thinking and writing skills. GSS students' written work will be graded according to the same expectations as SPA majors and minors. If you have concerns about your experience writing research papers in Spanish, please contact the professor.

Prerequisites for SPA students: SPA 301/307 and, preferably, SPA 302 (Culturas y civilizaciones de España) and/or SPA 303 (Culturas y civilizaciones de Latinoamérica).

## **SPA 354 (Section S): 19th Century Spanish American Topics; Raíces Cubanas: El Siglo XIX Cubano y Sus Repercusiones Contemporáneas**

**Instructor: Dr. Christina Civantos**

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

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

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

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

## **SPA 422 (Section J): Topics in Hispanic Linguistics: Spanish Sociolinguistics**

**Instructor: Dr. Andrew Lynch**

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

**SPA 422 satisfies requirements towards the Spanish major or minor. It fulfills course requirements for the following cognates:**

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

Sociolinguistics is the study of language in society. It is principally concerned with the relationship between linguistic variables and societal structures, as well as patterns of language use and questions of power and authority. In this course, we will consider the ways in which pronunciation (phonetics and phonology), grammar (morphology and syntax), vocabulary (lexicon), and discourse vary according to such factors as social class, gender, ethnicity, and national or local identities across the Spanish-speaking world. Dialects and sociolects will be examined, as will language attitudes and ideologies. Students will learn about general theoretical constructs and methodologies in the field, applying them in the analysis of linguistic data.

## **SPA 446 (Section P): Cultural Debates. Immigration and Exile (Multifocal Perspectives): Latinxs in South Florida (CIVIC)**

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

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

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

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

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

This course is designed to give advanced students the opportunity to focus on spoken Spanish to formulate and sustain a personal perspective on contemporary issues. Using the format and techniques of public speaking and debate, the course will focus on several controversial issues within Hispanic cultures related to concepts such as transnational migration and exile. As a Service-Learning course, besides the academic component, we will work on how to address and relate with different kinds of immigrant or exile communities. Special attention will be given to economic, legal, cultural, and racial issues that underprivileged immigrant and exile communities

face in South Florida. Through in-class debates and presentations, service-learning, films, documentaries, and readings on (1) the historical contexts that have provoked the exodus of persons of Latin American origin to the United States and Europe throughout the 20<sup>th</sup> century to the present; and (2) the diverse histories behind Latin American peoples' mobility beyond national borders, students will not only expand their vocabulary, develop their stylistic expression, improve their spoken fluency and analytic/argumentative skills, or think critically about exile, migration, and the relationship between language and identity, but also will become global citizens (from the local) with personal and civic responsibility. The class is conducted in Spanish and has a community-based learning component (CIVIC). According to the American Association of Community Colleges, "service learning combines community service with academic instruction, focusing on critical, reflective thinking, and personal and civic responsibility. Service-learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community."

## **SPA 501 (Section H Long): Capstone**

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

¿Cuán útiles son las Humanidades para investigar temas de actualidad? Español 501 ofrece una visión general de diferentes métodos de investigación relevantes para las Humanidades: el análisis discursivo (close-reading), el análisis audiovisual, la historia oral, las entrevistas y los enfoques interdisciplinarios como los estudios étnicos y de género, las humanidades digitales, etc. Al principio del curso, demostraremos los métodos de investigación utilizando un ejemplo de tema amplio—La Memoria—y explorando cómo cada uno de los diferentes enfoques analíticos nos permite explorar dimensiones únicas sobre este tema.

Cada estudiante identificará un tema de investigación en el que el español sea un componente central y diseñará una metodología de investigación utilizando tres de los métodos discutidos en clase. El seminario incluirá discusiones sobre el valor de la educación humanística y las opciones profesionales para los licenciados en lenguas y literaturas modernas. El curso también incluye conferencias invitadas de académicos que utilizan las Humanidades para iniciativas de investigación innovadoras con un impacto significativo en temas o debates sociales actuales. El curso culmina con un evento en el que los estudiantes compartirán su tema de investigación y las metodologías diseñadas con sus compañeros de clase y miembros del Departamento de Lenguas Modernas.

## **SPA 501 (Section Q): Qué Hacer con el Pasado: Recordar y Olvidar Historia Personal e Historia Política**

**Instructor: Dr. Christina Civantos**

**Pre-Requisite(s): Only open to undergraduates majoring in Spanish who have already completed all other requirements for the major, or who will be doing so simultaneously this semester.**

This course will consider relationships with the past, on personal, community, and national levels: how the past shapes the present and how the present shapes our views of the past. We will explore how history is used (and possibly abused) to inform or critique experience in the present. We will also consider how earlier historical periods are portrayed and invoked in literature, film, and other cultural products to support ideologies and formulations of identity and/or in search of justice and reconciliation. During the first part of the semester, we will focus on methodological and theoretical issues that are part of the relationship between narrative and history, including trauma, memory, truth, and the construction of identity. We will examine specific case studies primarily taken from the literature and film of Spain and Argentina. The latter part of the course will include individual conferences with the professor, independent work, and peer editing to guide and support students in the pursuit of their own projects focused on any period or context in the Spanish-speaking world. Although some secondary readings will be in English, the course will be conducted entirely in Spanish. The course culminates in a colloquium in which each student will present their final project to their classmates and members of the Department of Modern Languages & Literatures.

## STUDY ABROAD

### **MLL 322/SPA 302/JUS 301: Jewish Roots in the Iberian Peninsula (3 Credits)**

**Spain - Barcelona, Girona, Toledo, Granada, Córdoba, Sevilla, Madrid**

**Program Dates: May 23 - June 9, 2023**

**Instructor: Professor Shai Cohen**

**College of Arts & Sciences - Modern Languages and Literatures**

This program consists of interactive and dynamic theoretical classes held in the morning, that follow the Sephardi route from the North to the South of the Peninsula. We will be exploring the places where some of the many inquisitorial Autos de fe, massive force conversion and the occasional intents to rebel as well as the ideals of the Convivencia of medieval Spain occurred. Together with local professors and guides, we will be learning about the major highlights of the historical, social, and literary relevance to the Judeo-Spanish context and its imbrication in Western Culture.

In details, a study abroad to Spain will take you back to one of the most celebrated times in Jewish History together with the exciting life of present and well-known Spain. The Jewish presence in the Iberian Peninsula is also referred to as the Jewish Golden Age because of the abundance of Jewish greatest intellectuals, poets, philosophers, and kabbalists such as Maimonides, Yehuda ha-Levi, Samuel Ha-Nagid. There are not many places where one can learn and see synagogues from 700 years ago during the day and eat tapas in the evening.

We will visit the "Call" in Girona, just north of Barcelona, one of the birthplaces of the Kabbalah, El-Transito in Toledo, and UNESCO World heritage sites in Segovia, Cordoba, Sevilla, Granada and more. We will cross this bridge to the past also in Toledo, where still lies the foundation for the co-existence from Roman times to the expulsion. We will learn about the growth, the challenges, and the horrors that these communities endured.

Jewish Observance: When possible, we will arrange for accommodation near a local Jewish community to enhance the experience with interaction with the local Jewish population. Likewise, both the welcome and farewell dinners will be in local kosher restaurants.