

# MODERN LANGUAGES AND LITERATURES

## UNDERGRADUATE COURSES

SPRING 2024



**MODERN LANGUAGES AND LITERATURE**  
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**SPRING 2024**  
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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

### ARABIC STUDIES

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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.**

### **ENG 364 / JUS 301 / MLL 321 / HIS 396 / LAS 350 (combined course) (Section T): Sephardic Literature**

**Instructor: Dr. Shai Cohen**

This 3-credit course offers an introduction to the rich literary traditions of the Sephardic Jews originating from Spain and Portugal. We will examine writings produced by Sephardim in the medieval period immediately after their exile from Iberia in 1492, as well as literary works composed across the Sephardic diaspora up to the present day. The course begins by contextualizing the production of Sephardic literature, with discussions of Sephardic history, cultural identity, languages (particularly Ladino), and experiences of diaspora, exclusion, and longing for the homeland. We will read a selection of medieval Sephardic poetry, including liturgical and secular works by poets such as Samuel Ha-Nagid and Solomon ibn Gabirol. Moving into the early modern period, we will analyze how Sephardic writers grappled with the trauma of the 1492 expulsion from Spain in memoirs, religious texts, and historical chronicles. Authors studied from this period may include Samuel Usque and Miguel de Barrios. The course then jumps forward to consider the Sephardic Jewish Enlightenment, as writers began to secularize Sephardic literature and embrace new literary styles. Key texts will include satirical and journalistic writings by Sephardim in the Ottoman Empire. We will also examine Sephardic writers in the Western Sephardic diaspora, such as Emma Lazarus and Julia Frankau. The final section of the course delves into 20th and 21st century Sephardic works, exploring the impact of Sephardic migrations to the Americas, the Holocaust, and the formation of the state of Israel. Contemporary writers may include Margalit Matityahu, Victor Perera, and Ammiel Alcalay. The course concludes by asking how Sephardic identity, languages, and literary forms have shifted in the modern era. Through lively discussions and written assignments, students in this course will gain an appreciation for the diverse voices and experiences expressed through centuries of Sephardic literature. No prior knowledge of Sephardic history or culture is required. All readings will be in English translation.

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

**Instructor: Dr. Shai Cohen**

**Satisfies requirements towards the 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.

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

**Instructor: Dr. 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 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 also examine 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?

## **ARB 310/SPA 310 (Section R): The Legacy of Muslim Iberia: Al-Andalus in Contemporary Culture (WRIT)**

**Instructor: Dr. Christina Civantos**

**Prerequisite: ENG 106, or equivalent; one 200-level course in humanities or social sciences; or permission of instructor.**

**Satisfies Arabic Studies minor requirements or fulfills course requirement for the following cognates:**

- **Islam and the Arab World (A&H)**
- **Arabic Language & Culture: Communicating with Arabic Speakers (A&H)**
- **Or:**
- **Hispanic Literature: Understanding the Power of Words Through Spanish-Language Texts (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)**
- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**

This course explores the cultural life of what is referred to as Muslim Spain, as well as its "afterlife" in contemporary Hispanic and Arab literature, film, and other arts. For almost a millennium (711-1492) there was Muslim rule in Iberia and Muslims continued living in the peninsula through at least the early 1600's. Muslim-ruled Iberia, al-Andalus in Arabic, left behind marvelous cultural artifacts (literature, architecture, music, etc.) and many myths and legends that are part of contemporary identities in the Hispanic world and the Arab world. In these regions and far beyond, medieval Iberia is often held up as a model of religious tolerance and cultural harmony among Muslims, Christians, and Jews. Yet, in certain contexts, the establishment of Muslim rule in Iberia, and/or its end with the rise of the Spanish empire and the Inquisition is seen as an example of extreme intolerance. This interdisciplinary course will immerse you in an in-depth inquiry into the cultural artifacts and legends of al-Andalus and how they are used, and re-worked, by modern day Spaniards, Spanish-Americans, and Arabs to express different conceptions of identity. This will lead us to consider the relationship between identity formation and tolerance. Through sociopolitical issues and cultural products from Spain, Latin America, and the Arab world, we will ask: how has the story of al-Andalus been told? What are the stories that al-Andalus continues to tell?

**CHI 311 (Section R): Introduction to East Asian Literature****Instructor: Dr. Rebecca Doran**

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



## ARABIC STUDIES PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **ARB 102 (Sections E, Q): Elementary Arabic II**

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

#### **ARB 202 (Section HI): Intermediate Arabic II**

**Instructor: Dr. Suja Sawafta**

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

#### **ARB 204 (Section J): Advanced Arabic II**

**Instructor: Dr. Suja Sawafta**

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

### UPPER DIVISION (300-500 LEVEL)

#### **ARB 310 (Section R): The Legacy of Muslim Iberia: Al-Andalus in Contemporary Culture (WRIT)**

**Instructor: Dr. Christina Civantos**

**Prerequisite: ENG 106, or equivalent; one 200-level course in humanities or social sciences; or permission of instructor.**

- Satisfies Arabic Studies minor requirements or fulfills course requirement for the following cognates:
- **Islam and the Arab World (A&H)**
- **Arabic Language & Culture: Communicating with Arabic Speakers (A&H)**

This course explores the cultural life of what is referred to as Muslim Spain, as well as its “afterlife” in contemporary Hispanic and Arab literature, film, and other arts. For almost a millennium (711-1492) there was Muslim rule in Iberia and Muslims continued living in the peninsula through at least the early 1600’s. Muslim-ruled Iberia, al-Andalus in Arabic, left behind marvelous cultural artifacts (literature, architecture, music, etc.) and many myths and legends that are part of contemporary identities in the Hispanic world and the Arab world. In these regions and far beyond, medieval Iberia is often held up as a model of religious tolerance and cultural harmony among Muslims, Christians, and Jews. Yet, in certain contexts, the establishment of Muslim rule in Iberia, and/or its end with the rise of the Spanish empire and the Inquisition is seen as an example of extreme intolerance. This interdisciplinary course will immerse you in an in-depth inquiry into the cultural artifacts and legends of al-Andalus and how they are used, and re-worked, by modern day Spaniards, Spanish-Americans, and Arabs to express different conceptions of identity. This will lead us to consider the relationship between identity formation and tolerance. Through sociopolitical issues and cultural products from Spain, Latin America, and the Arab world, we will ask: how has the story of al-Andalus been told? What are the stories that al-Andalus continues to tell?

#### **ARB 394 (Section J): Internships in Modern Languages and Literatures**

**Instructor: Dr. Shai Cohen**

(See Description on Page 6.)

## CHINESE PROGRAM (MANDARIN)

### LOWER DIVISION (100-200 LEVEL)

#### **CHI 102 (Sections B, D): Elementary Chinese II**

**Instructor:** Dr. Xialoi Zhang

**Prerequisite:** CHI 101

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

#### **CHI 202 (Sections C,F): Intermediate Chinese II**

**Instructor:** Dr. Xialoi Zhang

**Prerequisite:** 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 (Section P): Advanced Chinese II**

**Instructor:** Dr. Rebecca Doran

**Prerequisite:** 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.

### UPPER DIVISION (300-500 LEVEL)

#### **CHI 311 (Section R): Introduction to East Asian Literature (WRIT)**

**Instructor:** Dr. Rebecca Doran

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

#### **CHI 394 (Section S): Internships in Modern Languages and Literatures**

**Instructor:** Dr. Shai Cohen

(See Description on Page 6.)

## FRENCH PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Instructor: Nadia Naami**

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

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

**UPPER DIVISION (300-500 LEVEL)****FRE 301 (Section J): Introduction to French & Francophone Studies (WRIT)**

**Instructor: Dr. Nadia Naami**

**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 322 (Section Q): Sounds and Rhythms of French (WRIT)****Instructor: Dr. Ludovic Mompelat****Prerequisite: FRE 301**

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, from music to films and memes. Ultimately, students will gain a deeper understanding of the linguistic and cultural nuances of French through the exploration of linguistic variation and language contact/change.

**FRE 364 (Section R): Theater, Nation, Revolution: Drama Analysis and Performance Practicum (WRIT)****Instructor: Dr. Logan Connors**

This seminar will present theater as a literary genre, multi-model event, and complex set of experiences. Participants in the seminar will analyze dramatic works from the French canon (Racine, Corneille, Molière, Marivaux, Voltaire) as well as lesser-known works from France and other French-speaking places that engage themes of political agency, state violence, and revolution. The seminar will include an examination of relevant theoretical and contextual works from theater history and performance studies as well as workshops on acting, directing, and playwriting. The semester will culminate in student-generated performances of original and adapted works.

**FRE 394 (Section S): Internships in Modern Languages and Literatures****Instructor: Dr. Shai Cohen**

(See Description on Page 6.)

**FRE 501/321 (Section P): Capstone/Topics in Global French Culture: Hybridity****Instructor: Dr. Ludovic Mompelat (WRIT)**

In this course, students will delve into the dynamic world of hybridity, investigating the fascinating ways in which languages and cultures evolve and intersect, giving rise to new structures and identities. Through a critical examination of theoretical and contextual works on multiculturalism, multilingualism, and transdisciplinarity, students will explore the role of hybridity in shaping individual experiences, societal dynamics, and linguistic evolution. Ultimately, students will develop essential research skills, and learn how to apply a robust research methodology to produce an original research project by the end of the semester.

## 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 practices and aspects of Germany and German speaking countries.

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

**Instructor: Dr. Antonella Cassia**

**Prerequisites: GER 201 or equivalent.**

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. Pre-requisites: German 201 or equivalent or permission of instructor. Closed to native speakers.

## UPPER DIVISION (300-500 LEVEL)

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

**Instructor: Dr. 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 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 also examine 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 S): Internships in Modern Languages and Literatures**

**Instructor: Dr. Shai Cohen**

(See Description on Page 6.)

## HAITIAN

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

**Prerequisite: HAI 201**

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 202: Intermediate Haitian Creole II**

**Prerequisite: 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: Elementary Hebrew I**

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

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

**Prerequisite: 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: 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: 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: 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: 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 394 (Section S): Internships in Modern Languages and Literatures****Instructor: Dr. Shai Cohen**

(See Description on Page 6.)

**ITA 446 (Section T): Cultural Debates****Instructor: Dr. Antonella Cassia****Prerequisite: ITA 202**

The main goals of this course are to improve student's conversational skills cultivating formal academic speaking competencies, and to develop their critical thinking skills and analytical expression in Italian through active, responsible participation in discussions, debates, and oral presentations in class. In addition, this course seeks to build students' oral proficiency at the advanced level while increasing their awareness of Italian culture through its rich cinema heritage and other forms of cultural production. This course will provide students with a contextualized content-based approach to oral communication resulting in a fluent oral language production. Even though the emphasis of this course is on oral and listening proficiency and not on grammar, syntax, reading or writing, some readings and writing are also practiced. (Reading and listening materials provide opportunities for students to be exposed to authentic language use, and to integrate these forms into their speaking and writing.) ALL students must have taken ITA 202. If you have not taken the course, then you must register this semester for either ITA 202.

## **JAPANESE PROGRAM**

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

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

**Closed to native speakers.**

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

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

**Prerequisite: 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 the informal speech in addition to more sophisticated and complex structures, will be introduced. You will reinforce writing, reading and comprehension skills while completing assignments and homework for each class. Classes are activity-oriented and active participation is mandatory. Japanese culture and customs will be taught by way of media and/or other resources. Students should be prepared to a building-up and cumulative process of language learning.

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

**Prerequisite: JPN102 or equivalent**

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

#### **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 (Section E): Advanced Japanese II****Instructor: Etsuko Collins****Prerequisite: JPN 203 or the equivalent**

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

**UPPER DIVISION (300-500 LEVEL)****JPN 394 (Section S): Internships in Modern Languages and Literatures****Instructor: Dr. Shai Cohen**

(See Description on Page 6.)

**JPN 432 (Section H): Business Japanese (WRIT).****Instructor: Dr. Etsuko Collins****Prerequisite: JPN203****Satisfies requirements for the Independent Minor in Japanese.**

This course is for students who have completed JPN 203. Students will learn fundamental cultural concepts and backgrounds that play key roles in business procedures by exploring what underlie business-related frictions and misunderstandings. Students will also acquire practical Japanese language skills by reading about business cases of international companies written in Japanese, and through discussing and researching various aspects such as new product development processes, international growth strategies, and business philosophies. This course has approval as a writing course which can be used to fulfill the Writing & Communication Proficiency requirement. There will be a number of writing exercises throughout the semester. Students are expected to follow the instructions for each assignment and compose a paper both insightful and well-structured. Close attention must be paid to grammatical accuracy and natural use of vocabulary. This class will be conducted primarily in Japanese.

## PORTUGUESE PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

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

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

#### **POR 201: 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 in speaking and in writing. Class conducted in Portuguese.

#### **POR 202: 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 & POR 691 (Section O): “*O Brasil não é pra principiantes*”: Brazilian Social Thought and Cultural Production in a Global Context (WRIT)****Instructor: Dr. Tracy Devine Guzmán**

This course explores a popular idea, articulated most famously by the iconic composer and musician, Antônio Carlos “Tom” Jobim (1927-1994), that Brazil is “not for beginners.” While Jobim’s witticism dates to the second half of the twentieth century, the widespread notion of Brazilian exceptionalism is much older, invoking the country’s early colonial experiences; its brief role as home to the Portuguese Crown (1808-1822); and its distinctive process of achieving independence as an Empire (1822) before becoming a Republic (1889).

Since the late-nineteenth century, intellectual tradition and popular culture alike have likewise propagated and appealed to the idea that Brazil is distinctive among its regional neighbors. For reasons ranging from the country’s continental size, to its Lusophone roots and the role of Portuguese as a dominant language, to its romanticized, ethno-racial formation as a “democratic” amalgam of miscegenated peoples, some of Brazil’s most influential thinkers and cultural producers have posited their homeland in terms of difference. Over the semester, we will study literature, historiography, politics, social media, film, and music to consider several proponents of such claims (alongside many of their antagonists) to ask how the notion of “exceptionalism” has informed Brazil’s role in the Americas and beyond.

This course will be conducted entirely in Portuguese, with course materials in Portuguese (and occasionally in English). Please contact the instructor for questions.

**POR 394 (Section S): Internships in Modern Languages and Literatures****Instructor: Dr. Shai Cohen**

(See Description on Page 6.)

## SPANISH PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

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

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

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

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

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

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

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



**SPA 201: Intermediate Spanish I**

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

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

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

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

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

## ADVANCED LANGUAGE COURSES

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

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

If you have questions about your placement, please speak with Dr. Elena Grau-Lleveria [e.graulleveria@miami.edu](mailto:e.graulleveria@miami.edu)

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

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

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



**SPA 203: Advanced Spanish (WRIT)****Prerequisite: SPA 202. Closed to heritage and native speakers of Spanish.****Satisfies requirements towards the Spanish major or minor and the following cognates:**

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

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): Advanced Spanish for Health Care Professions (WRIT)****Instructor: Dr. Maidelín Rodríguez****Prerequisite: 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 (Sections P, Q) : Advanced Spanish for Heritage Learners****Prerequisite: SPA 207, four years of Spanish in high school, or 5 in the AP language exam.****Closed to native speakers of Spanish.****Satisfies requirements towards the Spanish major or minor.****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: Dr. Maidelín Rodríguez****Prerequisite: 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 207.**

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

Since this course is focused on Spanish as used in health professions, we will explore the concepts of medicine, health, diseases, and illness in the literary realm. This course gives specific emphasis to academic and professional discourse within the medical and health care realm. Heritage learners will also be exposed to a wide variety of dialects and cultural issues to create awareness of dialectal variations in medical and health-related discourse. This dual vision: cultural and scientific, will expand their understanding and awareness of dialectal differences and written discourse while enhancing their critical thinking and cultural perspectives.

Our literary corpus will allow students to explore and interpret the concepts of health and sickness as metaphors of understanding reality and society. Three main questions will guide our course: 1) What is the relationship between medicine and literature, film and art, in general? 2) What is the importance of this relationship to the individual and to society? What are the outcomes of these relationships overall?

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

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

## UPPER DIVISION (300-500 LEVEL)

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

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

**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 P): Interpreting Literary and Cultural Texts in Spanish (WRIT)**

**Instructor: Dr. Lorella Di Gregorio**

**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 302 (Section HI): Culturas y Civilización Españolas: España en sus múltiples imaginarios culturales (WRIT)**

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

**Pre-requisites: SPA 203 or SPA 208**

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

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

En este curso exploraremos la historia y la cultura españolas para desentrañar algunos temas fundamentales que configuran la realidad del Estado Español en la actualidad a través de los imaginarios que estos generan. En el primer ciclo del curso estudiaremos y analizaremos los conceptos de estado y nación y lo que se ha denominado La España de las Autonomías. El segundo bloque se centra en periodos históricos que siguen teniendo plena vigencia en cómo y desde dónde se “imagina” España y los acuerdos, conflictos y pactos que estos imaginarios generan -desde dentro y desde fuera- (Al. Andalus, conquista de América, La contrarreforma, La Segunda República, La Guerra Civil, la dictadura de Franco, la Transición, la vía del pacto de Euskadi y el conflicto con el independentismo catalán). El tercer gran bloque del curso se compone de temas que han definido y/o definen la realidad española, Se abordarán una selección de los siguientes temas: España como país de inmigrantes, España como país receptor de inmigración, el imaginario “español” que generó la “Movida Madrileña” en el marco de “la ambigüedad” entendida desde el género a las ideologías sociales, el paro y la crisis de 2010, las transformaciones en las políticas de género, el desarrollo de un renovado discurso de convivencia.

Este curso concede crédito de escritura (*writing credit*), por lo tanto, se exigirán numerosos ejercicios de redacción, desde escritos informales realizados en clase, hasta ensayos académicos formales.

### **SPA 303 (Section HI): Cultures of Spanish America: “Encuentros y desencuentros latinoamericanos” (WRIT)**

**Instructor: Dr. Bridget Christine Arce**

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

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



6) The encounter between Latinos living in the US and Usonian culture: *latinidad* in the “belly of the beast.”

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

**Instructor: Dr. Viviana Díaz-Balsera**

**Prerequisite: 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 (Section R): The Legacy of Muslim Iberia: Al-Andalus in Contemporary Culture**

**Instructor: Dr. Christina Civantos**

**Prerequisite: ENG 106, or equivalent; one 200-level course in humanities or social sciences; or permission of instructor.**

**Satisfies Spanish major requirements or fulfills course requirement for the following cognates:**

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

This course explores the cultural life of what is referred to as Muslim Spain, as well as its “afterlife” in contemporary Hispanic and Arab literature, film, and other arts. For almost a millennium (711-1492) there was Muslim rule in Iberia and Muslims continued living in the peninsula through at least the early 1600’s. Muslim-ruled Iberia, al-Andalus in Arabic, left behind marvelous cultural artifacts (literature, architecture, music, etc.) and many myths and legends that are part of contemporary identities in the Hispanic world and the Arab world. In these regions and far beyond, medieval Iberia is often held up as a model of religious tolerance and cultural harmony among Muslims, Christians, and Jews. Yet, in certain contexts, the establishment of Muslim rule in Iberia, and/or its end with the rise of the Spanish empire and the Inquisition is seen as an example of extreme intolerance. This interdisciplinary course will immerse you in an in-depth inquiry into the cultural artifacts and legends of al-Andalus and how they are used, and re-worked, by modern day Spaniards, Spanish-Americans, and Arabs to express different conceptions of identity. This will lead us to consider the relationship between identity formation and tolerance. Through sociopolitical issues and cultural products from Spain, Latin America, and the Arab world, we will ask: how has the story of al-Andalus been told? What are the stories that al-Andalus continues to tell?

### **SPA 322 (Section J): Cultural Topics – “Lo fantástico: discursos de transgresión. Usos ideológicos, filosóficos y variantes de género” (WRIT)**

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

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

**Satisfies Spanish minor and/or major requirements or fulfills course requirement for the following cognates:**

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

¿Cuándo surge lo fantástico en la producción artística? ¿Por qué? ¿Cómo diferenciar lo fantástico de lo maravilloso y de la ciencia ficción? ¿Qué campos de conocimiento explora lo fantástico en diferentes épocas? ¿Qué aspectos se ponen al descubierto cuando al fantástico se entrecruza con la categoría analítica de género? ¿Por qué en la actualidad lo fantástico se renombra con la terminología de “lo insólito”?

Estas son algunas de las preguntas que abordaremos en este curso a través de una selección de textos literarios y de películas que abarcan desde mediados del siglo diecinueve hasta la actualidad. El tema central de análisis es las diversas transgresiones que los distintos textos producen, porque como propone David Roas, un teórico de lo fantástico: “Es siempre la experiencia de la transgresión lo que conduce a la fractura de lo imposible.”

## **SPA 322 (Section Q): Cattle are a Colonial Legacy... or, “Latin” America and the Environment (WRIT)**

**Instructor: Dr. Tracy Devine Guzmán**

**Prerequisite: SPA 301, SPA 302, SPA 303, or 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)**

This course examines relationships between human societies and the environment in Latin America from the colonial period to the present with an emphasis on the post-independence period (roughly, 1850s to the present). Over the semester, students will study literature, historiography, politics, social media, film, and music in their endeavor to answer these questions: How have different populations across the region engaged over time with the natural world, and what cultural, social, political, and economic factors have mediated those interactions? How have nation states, dominant national societies, and global capital aimed to harness the environment for “progress,” “modernization,” and “development,” and what have been the legacies of their efforts? How is the environment reflected in diverse forms of cultural production, by whom, and to what ends? How are different communities in Latin America responding to the global climate crisis, and what might we learn from their knowledge and experiences?

Course will be conducted entirely in Spanish, with course materials in Spanish (and occasionally, in English). Students should have completed SPA 303 or a comparable course before enrolling. Please contact the instructor for questions. While previous knowledge of the region is not required to succeed in this seminar, students who are learning about Latin America for the first time may find it helpful to acquire a broad introduction to history and politics to accompany our coursework. Two good options are: Thomas Skidmore, Peter Smith, & James Green, *Modern Latin America*. New York: Oxford UP, 2019; and John Chasteen, *Born in Blood and Fire: A Concise History of Latin America*. New York: W.W. Norton and Co., 2018.

## **SPA 354 (Section P): Latinoamérica Siglo XIX: Raíces Cubanas: El Siglo XIX cubano y Sus Repercusiones Contemporáneas (WRIT)**

**Instructor: Dr. Christina Civantos**

**Prerequisite: 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 in order to understand what the key concerns of the era were and how the era defined "Cubanness," and from there consider the ways in which contemporary Cuba repeats and echoes its 19th century roots. We'll examine the texts of figures such as José Martí 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 394 (Section S): Internships in Modern Languages and Literatures**

**Instructor: Dr. Shai Cohen**

(See Description on Page 6.)

### **SPA 446 (Section R): Historia oral, memoria y comunidad / Oral History, Memory, and Community**

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

**Instructor: Dr. Pamela Fuentes-Korban**

**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 by uncovering its oral history, memory, and community dynamics. This interdisciplinary course offers students the opportunity to delve into the intricacies of storytelling, memory preservation, and community building, all while honing their oratory skills, engaging in debates, and conducting an ethnographic project. Students will consult archival materials from the University of Miami Libraries' Oral History Collections to learn how individual and collective memories and life stories are intertwined within local/global historical processes and narratives. This course promises to equip students with valuable skills in oral communication, critical thinking, and cultural understanding, as we uncover the power of storytelling and memory in shaping our lives.

## **SPA 501 (Section R): (Capstone) Space-time in Latin-American Narrative Fiction (WRIT)**

**Instructor: Dr. Ómar Vargas**

**Satisfies requirements for Spanish majors or minors**

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

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

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

1. The collapse of the parallel postulate of the Euclidean Geometry and the fantastic literature. “El Sur” by Jorge Luis Borges and “La noche boca arriba” by Julio Cortázar.
2. The theory of relativity and the time travelers. “Viaje a la semilla”, by Alejo Carpentier and “¿Qué hora es...?”, by Elena Garro.
3. Fractality and Roughness. “El mar de mis cuentos perdidos”, by Gabriel García Márquez, and “El aleph”, by Jorge Luis Borges.
4. This last module will consist of individual meetings with students as they develop their own course projects. The class will end with a mini-colloquium in which students will present their projects.

### **Course Objectives**

- Provide scientific theoretical approaches and fundamental concepts for the literary analysis;
- Provide literary approaches to understand challenging scientific theories and concepts;
- Introduce some of the most important Latin American authors of the twentieth century;
- Develop the ability to establish relationships between different cultural products and phenomena.

There is an additional reading packet, including primary texts on science and literature, accompanying the course.

## **SPA 322 (SUMMER 2024): Introduction to Cultural Topics “García Márquez y los Beatles: El Boom y la Beatlemania” (WRIT)**

**Instructor: Dr. Ómar Vargas**

**Satisfies Spanish minor and/or major requirements or fulfills course requirement for the following cognates:**

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

Apart from the almost simultaneous release in 1967 of the novel *Cien años de soledad*, by Gabriel García Márquez, and the album *Sergeant Pepper's Lonely Hearts Club Band* by The Beatles, few have pondered the ways in which these productions and the artists themselves seem to be entangled with one another. This course reflects on some of the parallels and intersections in the life and work of García Márquez and the Beatles (John Lennon in particular) and delves into the connections between their seemingly nonrelated composition of literary, visual, and sound artifacts during the 1960s. Thus, specific, and at times unexpected, correspondences are unfolded: fiction and reality, psychedelia and magic realism, Beatlemania and Latin American literary Boom, writing and songwriting, Aracataca and Liverpool, and Pepperland and Macondo. Through the exam of Beatles songs and Lennon's literary work, Beatles movies, and documentaries, and through the analysis of excerpts from novels, movies, short stories and opinion columns written by García Márquez, the roundtrip between the two expressions of popular culture represented by the Colombian and the Englishmen is achieved. **The class will be conducted in Spanish.**

### **MLL 322/SPA 302/JUS 300: (STUDY ABROAD, SUMMER 2024) The Jewish Experience in Spain**

**Instructor: Dr. Shai Cohen**

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 conversions 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-Tránsito in Toledo, and UNESCO World heritage sites in Segovia, Cordova, 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.

During the daily classes you will be given instruments for analyzing the appropriate historical and cultural context, for developing intercultural and comparative studies as well as for obtaining a capacity to critically read some of the most important texts in Judaism to this day. We will also have the chance to taste some of the culinary magical recipes from bygone times, as well as listen to Judeo-Spanish Music. In your free time, you will be able to explore on your own the famous fiesta and have a taste, both literally and figuratively, from the affordable and enriching life of Spain.