

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

Fall 2017



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MODERN LANGUAGES AND LITERATURES

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

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

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

COURSES TAUGHT IN ENGLISH

ARB 315/WGS 405 APY 418 (Section P) : Gender and Sexualities in the Middle East and North Africa (WRIT)

Prof. Claire Oueslati-Porter

Prerequisite: ENG 106 or equivalent

This course offers an anthropological point of entry into the study of gender and sexuality in the contemporary Middle East and North Africa (MENA). Through ethnographic and sociological readings, we will analyze the social construction of gender and sexuality in the MENA. We will seek to answer many questions, including: How are Moroccan women workers challenging gender norms? How do transgender people in Oman maintain community acceptance? While women's formal workforce participation is low in the MENA, what forms of hidden informal labor to women perform? How do gay men in Lebanon traverse class and ethnic boundaries? In what ways is motherhood a political act for Palestinian women? How are Middle Eastern and North African feminists using social media to combat sexual harassment? Through this course, students will learn the value of using anthropological theory and ethnographic method to better understand gender and sexuality in the often misunderstood Middle East and North Africa.

GER 310 (Section S): German Studies in Translation. (WRIT)

Prerequisite: ENG 106 or equivalent.

Topics in German literature, philosophy, history, etc. Readings and discussion in English. Development of critical reading and writing skills. Fulfills humanities literature requirement. Writing credit. Does not fulfill foreign language requirement. May not be used for German minor credit.

This course cannot be used to satisfy the language requirement.

ITA 310 (Section D] To Hell and Back with Dante: Women, Men, Power and Poetry (WRIT)

Prof. Dabney PARK

Prerequisite: ENG 106 or equivalent

Students who take this course will follow Dante's travels to Hell, Purgatory, and Paradise using John Ciardi's translation of the Divine Comedy. They will also consider some of Dante's prose works that shed light on his life, work, and times. The course will focus particularly on Dante's treatment of key men and women, on how his magnificent poetry

delivers the messages he has for the audiences of his day and for us, and on how his work reflected and conflicted with the religious ideas and the power relationships of his times.

This course cannot be used to satisfy the language requirement.

SPA318/LAS350 (Section 1J): Cinema from the Spanish-Speaking World in Translation (WRIT)

Dr. G. Yúdice

Prerequisite: ENG 106 or equivalent

This course examines Latin American cinema in its historical context, enabling students to get a sense of the issues that have defined Latin American societies as well as the audiovisual styles that have created a sense of identity. The Mexican intellectual Carlos Monsiváis has written that cinema enabled Mexicans to have a sense of modern life; it showed Mexicans how to deal with the new urban phenomena from the 1930s to the present. It also depicted key episodes in Mexican history, such as the Mexican Revolution. One could say the same about all the national cinemas.

The course is structured around 14 films from different epochs and countries. Each film will be accompanied by a short reading. Additionally, we will have short excerpts from a Cinematography manual that presents the basics of filmmaking, such as establishing shots, point of view shots, angles, and other techniques. This will be useful in our discussions.

Students will write a short 300-500 word reaction paper for each class. In it, students should give a short summary of the argument and explain how the filmmaker gets his or her message across technically, that is, by audiovisual means. It is important to focus on the sound as well as the imagery. Additionally, there will be at least one presentation by each student and a midterm exam in October and a final exam in December.

Grading will be based on:

Weekly reaction papers	-
30% Presentation	-
10%	
Midterm Exam	- 30%
Final Exam	- 30%

This course cannot be used to satisfy the language requirement.

ARABIC STUDIES PROGRAM

LOWER DIVISION (100-200 LEVEL)

ARB 101 Elementary Arabic I

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

ARB 102 Elementary Arabic II

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

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

ARB 201 Intermediate Arabic I

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

Arabic 201 is the third course of the four-course Modern Standard Arabic sequence within the Arabic Studies Program. The three primary goals of the Arabic language sequence are: (1) developing oral and written communicative abilities in Arabic; (2) understanding the rich culture of the Arabic-speaking world through engaging with texts and cultural artifacts; (3) studying and understanding the Arabic language, from grammar and spelling to writing with coherence, cohesion and accuracy.

ARB 203/ARB 207 (Section O): Arabic Intermediate Advanced and Arabic for Heritage Learners

Prerequisite: ARB 202 or equivalent.

Arabic for Heritage Learners is a 200 level course specifically designed for students of Arab descent who fulfilled the equivalent of ARB 201. The course will hone students' ability in critical reading, writing, debate, and discussion of pertinent topics in Arab culture. The course material will focus on the history of Arab culture, literature, film, and music. A selection of articles from authentic material such as newspaper articles, book chapters, films, essays, short stories, TV interviews, as well as radio broadcasts will be compiled and circulated on Blackboard or held at the language lab for student use. The course emphasizes use of accurate grammar rules of MSA and aims at developing students' ability to debate, discuss, criticize, write essays in Arabic, and to present on a wide variety of

cultural topics. All discussions, presentations, and assignments will be conducted in Modern Standard Arabic.

Upper Division (300-500 LEVEL)

ARB 315/WGS 405 APY 418 (Section P): Gender and Sexualities in the Middle East and North Africa (WRIT)

Prof. Claire Oueslati-Porter

Prerequisite: ENG 106 or equivalent

This course offers an anthropological point of entry into the study of gender and sexuality in the contemporary Middle East and North Africa (MENA). Through ethnographic and sociological readings, we will analyze the social construction of gender and sexuality in the MENA. We will seek to answer many questions, including: How are Moroccan women workers challenging gender norms? How do transgender people in Oman maintain community acceptance? While women's formal workforce participation is low in the MENA, what forms of hidden informal labor to women perform? How do gay men in Lebanon traverse class and ethnic boundaries? In what ways is motherhood a political act for Palestinian women? How are Middle Eastern and North African feminists using social media to combat sexual harassment? Through this course, students will learn the value of using anthropological theory and ethnographic method to better understand gender and sexuality in the often misunderstood Middle East and North Africa.

UPPER DIVISION (300-400 LEVEL)

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

Prof. Rebecca DORAN

Prerequisite: CHI 203 or equivalent

This course is designed to develop students' ability to use Chinese in a more advanced way and to achieve greater fluency in a variety of written and spoken genres. Course materials incorporate authentic Chinese materials, and the course emphasizes accurate comprehension, expansion of vocabulary, and development of the ability to use increasing complex grammatical and sentence structures.

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

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.

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

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.

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

FRE 203 Advanced French (WRIT)

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

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

UPPER DIVISION (300-500 LEVEL)

FRE 301 (Section S): *Interpreting Literary and Cultural Texts in French* (WRIT)

Prof. Logan J. Connors

Prerequisite: FRE 203 or equivalent

Fulfills: credits towards the French major/minor or French Language and Culture cognate

LA FRANCE CULTURELLE

FRE 301 is foundational course for students pursuing a major or minor in French and a prerequisite for many advanced French courses at UM. We will discuss and analyze a selection of texts, movements, and works of art from the medieval period to the present. We will also

concentrate on developing analytical appreciation of works, through in-class discussions and formal writing. This course provides students with a broad background in French culture and adequately prepares students for intensive study abroad in France; the course is conducted entirely in French. Closed to native speakers formally educated in French.

FRE 302 (Section T): *The Cultures of France* (WRIT)

Dr. Ralph Heyndels

Prerequisite: FRE 203 or equivalent

Fulfills: credits towards the French major/minor or French Language and Culture cognate

MEMOIRES ET OUBLIS DE LA FRANCE CONTEMPORAINE

In this course, entirely taught in French, we will reflect on the notion of <national memories> and <oversights> (or repressed memories) as they relate to the contemporary / recent history of France. We will critically read literary texts and view films related to key “moments” of such history, including the occupation of France during World War II between resistance, collaboration and liberation, and the French colonial enterprise as well as its post-colonial consequences.

FRE 322 (Section S): *Topics in Global French Culture* (WRIT)

Dr. Ralph Heyndels

Prerequisite: FRE 301 or equivalent, or permission of instructor

Fulfills: credits towards the French major/minor or French Language and Culture cognate

LA FRANCE AU COEUR DE LA FRANCOPHONIE MEDITERRANEENNE: LANGUES ET CULTURES EN CONTACT

In this course, entirely taught in French, we will reflect on the “Mediterranean” dimension of France and the questions of languages and cultures in contact in the Mediterranean francophonie, through the critical reading of texts by francographic writers and through the viewing of films in which the problematic of socio-linguistic and socio-cultural encounters is central.

FRE 364 (Section R): *Early Modern Topics in French* (WRIT)

Dr. Logan J. Connors

Prerequisite: FRE 301 or equivalent, or permission of instructor

Fulfills: credits towards the French major/minor or French Language and Culture cognate

SEMINAR-PRACTICUM ON FRENCH AND FRANCOPHONE THEATER

This course exposes students to theater as a literary genre, audio-visual experience, and physical practice. Students will analyze classical and modern plays in of the French-speaking world as well as conceptualize, draft, produce, and stage short theatrical adaptations. FRE 364 combines literary/historical analysis of theater with theater as a practice. Students in FRE 364 will have the opportunity to collaborate on several theatrical projects with undergraduate students from the Department of Theatre Arts.

FRE 594. Senior honors Thesis I. 3 Credit Hours.

Directed research for honors thesis.

GERMAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

GER 101 Elementary German I

Fundamental grammatical principles; exercises to develop a foundation for skills of listening, speaking, reading, and writing; introduction to German culture. Closed to native speakers.

GER 102 Elementary German II

Continuation of GER 101. **Prerequisite:** GER 101 or equivalent. Closed to native speakers.

GER 201 Intermediate German I

Continuation of GER 102, with special emphasis on essay writing. **Prerequisite:** GER 102 or equivalent. Closed to native speakers.

Upper Division (300 -500 Level)

GER 301 (Section O): Interpreting Literary and Cultural Texts in German. (WRIT)

Prerequisites: GER 202 or permission of instructor.

Tools for the interpretation and analysis of literary and cultural materials from the German-speaking world. Acquisition of terminology and theories through the study of the main literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). Emphasis on critical writing skills.

GER 310 (Section S): German Studies in Translation. (WRIT)

Prerequisite: ENG 106 or equivalent

Topics in German literature, philosophy, history, etc. Readings and discussion in English. Development of critical reading and writing skills. Fulfills humanities literature requirement. Writing credit. Does not fulfill foreign language requirement. May not be used for German minor credit.

GER 321/GER 591 (Section Q): Special Topics in German Studies. (WRIT)**Prerequisites: German 301 or equivalent**

Intensive study of a special topic. May be repeated for credit when topic varies. May be used to fulfill the humanities literature requirement.

HAITIAN

HAI 101 (Section J) Elementary Haitian Creole I

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

HAI 201 (Section K) Intermediate Haitian Creole I

Prerequisite: HAI 102 or Equivalent.

Basic listening, speaking, reading and writing skills developed in Elementary Haitian Creole 102. Continued development of communicative abilities and introduction to the cultural practices, family values, and social and environmental issues of Haiti. Include both oral and written components.

HEBREW

HEB 101 (Section O) Elementary Hebrew I

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

HEB 201 (Section P) Intermediate Hebrew I

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

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

ITALIAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

ITA 100/106 (Section F/C): Elementary Italian for Speakers of a Romance Language

Profs. Pamela Fuentes Korban and Manny Rossi

Italian 100/106 is specifically designed for students who are either heritage learners or native speakers of Spanish and other Romance languages, or have reached the proficiency level of Intermediate-Low (based on the ACTFL proficiency guidelines) in Spanish or another Romance language, the last one to be determined by your professor. This course is designed to improve and accelerate the learning of Italian by drawing on the student's already existing knowledge of Spanish or another Romance language. Students will be exposed to the basic syntactic and morphological parallels between the Italian, Spanish, or other Romance languages to develop and enhance the student's metalinguistic knowledge. In addition, a variety of classroom and online activities will introduce and develop Italian language skills in four areas: listening, speaking, reading, and writing.

Reading and writing activities will reinforce and expand on the vocabulary and concepts presented and provide further cultural insights. As the semester progresses, students will be able to comprehend 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 on 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.

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

ITA 101 Elementary Italian I

Drill in pronunciation, grammatical principles, reading and translation, oral and written exercises. Normally closed to students who have completed two years of high school Italian. Closed to native speakers.

ITA 102 Elementary Italian II

Prerequisite: ITA 101.

Continuation of ITA 101. Closed to native speakers.

ITA 201 Intermediate Italian I

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

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

ITA 202 (Section C) Intermediate Italian II

Prof. Laura Giannetti

Prerequisite: ITA 201; closed to native speakers.

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

UPPER DIVISION (300-500 LEVEL)

ITA 310 (Section D): To Hell and Back with Dante: Women, Men, Power and Poetry (WRIT)

Prof. Dabney PARK

Prerequisite: ENG 106 or equivalent

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

ITA 363 (Section B): Food Culture and the Literary Imagination in Medieval and Renaissance Italy [WRIT]

Dr. Laura Giannetti

Prerequisite: ITA 202 or equivalent

What can you learn through an exploration of the intersections between food culture and literature in early modern Italy? Food and the eating habits of “Italians” shaped the history of medieval and renaissance Italy in ways that went well beyond styles of life or everyday habits. In this course, we will study how the realms of literature – in a broader sense – and food culture were not separate realities. While food culture brought into literature (high and low) new vistas on medicine, social roles, religion, health concerns, sexuality and gender, literature made use of food culture and its images to discuss the role of social identity and class, sexuality and gender hierarchies while focusing on material culture. In the end, literature contributed to radical changes in traditional ideas of food and taste while food culture helped to shape literature in novel ways. Our approach will be interdisciplinary and historicist. You will read at home and we will discuss in class a variety of texts, that will illuminate the “marriage made in the kitchen” between literature and food culture in medieval and Renaissance Italy. Taught in Italian.

Satisfies Italian Minor requirements

Fulfills course requirement for the following cognates:

- a. **Italian Studies: Literature, History and Culture (A&H)**
- b. **Studies of the European Middle Ages (A&H)**
- c. **Renaissance Art and Culture (A&H)**

JAPANESE PROGRAM

JPN 101 Elementary Japanese I

Japanese 101 is designed to develop basic skills in speaking, listening, reading and writing of the modern Japanese language. Classes will be conducted in the target language.

Students are expected to be able to use them with ease by the end of the semester. Classes are activity-oriented and active participation is mandatory. Accuracy of pronunciation, intonation and rhythm of speech are emphasized. Japanese culture and customs will be taught by way of media and other resources.

JPN102 Elementary Japanese II

Prerequisite: JPN 101 and closed to native speakers.

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

JPN 201 Intermediate Japanese I

Prerequisite: JPN102 or equivalent

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

JPN 202 Intermediate Japanese II

Prerequisite: JPN201 or equivalent.

This course is a continuation of JPN201 and covers the second half of the intermediate level. Students will further develop language skill of more complexity, including the honorific and respectful expressions. By the end of the semester, students should be able to engage in conversation, provide and obtain information on advanced topics in detail. Additional 80 Kanji will be introduced throughout the course. Listening, speaking, reading and writing skills will be enhanced by way of the communicative approach in classroom

and daily homework assignments. The modern and traditional culture will be taught through media and other resources. Class attendance and active class participation are mandatory.

JPN 203 (Section F): Advanced Japanese I

Prof. Etsuko COLLINS

Prerequisite: JPN 202 or the equivalent.

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

JPN 447 (Section G): Advanced Conversation through Japanese

Theatrical Texts

Prof. Mary WILLIAMS

Prerequisite: JPN 203 or equivalent.

This course focuses on Japanese oral skills and is designed for students who have completed JPN202 or two years of Japanese in college level. Students will develop conversational skills by practicing Japanese performing arts, such as Rakugo (comic story telling which has 400 years of history in Japan, performed by one entertainer), Manzai (a traditional style of stand-up comedy involving two performers), voice-acting for animation of folk stories, and scenes from modern Japanese theater plays. Even though this course targets oral performance as well as listening proficiency, students will read authentic Japanese theatrical and literary texts and will compose shortscripts.

PORTUGUESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

POR 100: Business Portuguese for Spanish Speakers.

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

POR 105/645 Comb. : Accelerated Elementary 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. **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.

POR 201: Intermediate Portuguese I

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

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

POR 202/ 652 (Section H): Intermediate Portuguese II [WRI]

Dr. Steve Butterman

Prerequisite: POR 201 or equivalent or permission of instructor

This course 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. Vocabulary-building will constitute an essential element of this course. In addition, refining writing skills will be the primary goal of the short reaction papers and a longer, more elaborate analytical paper. A variety of short stories and a

novel will be used to practice reading comprehension and to refine pronunciation. Conversational skills will be developed with far greater depth than in previous semesters of Portuguese. In accordance with this aim, each student will lead the discussion on a short story read by all class members and present an oral presentation on the life and work of the author assigned. While not mandatory, it is highly recommended that students supplement their conversational and listening skills by attending, as regularly as possible, the “Bate-Papo,” the periodic Portuguese conversational session, and the monthly UM “Brazilian Movie Series.”

Satisfies Portuguese minor requirements

Fulfills course requirement for the following cognate: Portuguese Language and Culture: Communicating with Portuguese Speakers.

UPPER DIVISION (300-500 LEVEL)

POR354/691/LAS 301 (Section J1): The Modern Brazilian Novel: Literary Launchings & Longings from the Country of the Future (WRIT) Dr. Steve Buttermann

Prerequisite: POR 202 or equivalent, or permission of instructor

The course is conducted in Portuguese and surveys the development of the Brazilian novel with emphasis on major works since 1865, introducing the student to social, political, and literary currents present in Brazilian prose fiction narrative, ranging from Romanticism to Psychological Realism to Naturalism to Pre-Modernism to Modernism to Regionalism to Post-Modernism. One of the central aims of the course is to further develop critical writing and reading skills for non-native and heritage speakers. POR minors must complete all written assignments in Portuguese. Others may opt to write in English, Portuguese, or Spanish.

Satisfies Portuguese minor requirements.

Fulfills course requirement for the following cognates:

- 1. Portuguese Language and Culture: Communicating with Portuguese Speakers**
- 2. Brazilian Studies**

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

Prerequisites: SPA 101 or equivalent

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

SPA 105 Accelerated Elementary Spanish

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

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

SPA 107 Basic Spanish for Heritage Learners

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

SPA 201 Intermediate Spanish I

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

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

SPA 202 Intermediate Spanish II (WRIT)

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

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

SPA 203 Advanced Spanish (WRIT)

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

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

Satisfies requirements towards the Spanish major or minor.

NOTE: ALL COURSES IN SPANISH FULFILL REQUIREMENTS TOWARDS SPANISH COGNATES IN ARTS AND HUMANITIES OR IN PEOPLE AND SOCIETY.

SPA 203 (Section C): Advanced Spanish: focus on the field of Journalism and Public Relations (WRIT)

Prof. Catalina Quesada Gómez

Prerequisite: SPA 202 or equivalent

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

Satisfies requirements towards the Spanish major or minor.

SPA 203 (Section O): Advanced Spanish: Health Sciences (WRIT)

Prerequisite: SPA 202 or equivalent

Spanish 203 is an advanced course in Spanish language and cultures. In this course, students will focus on close analyses of journalistic, advertising and audiovisual texts, while further developing the four skills (reading, writing, speaking and listening). Students will review challenging grammatical concepts, will expand their vocabulary, and will have ample opportunity to discuss material in class. The class will be conducted in Spanish. Closed to heritage and native speakers of Spanish. Prerequisite: SPA 202 or equivalent.

Satisfies requirements towards the Spanish major or minor.

SPA 207 Intermediate Spanish for Heritage Learners

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

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

SPA 208 Advanced Spanish for Heritage Learners

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

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

Satisfies requirements towards the Spanish major or minor.

SPA 208 (Section Q): Spanish for the Medical Professions-Heritage Learner

Prof. Rachel Varra

Prerequisite: SPA 207 or equivalent

Undergraduate students will consolidate their Spanish with School of Medicine students as their peers. This is an introductory course for students who have an intermediate understanding of Spanish. The course is for students who because of family background or social experience understand much casual spoken Spanish. Students who enroll in this class were born and educated entirely in the United States, and many do NOT consider themselves 'native speakers' or 'bilinguals' of Spanish. 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.

Satisfies requirements towards the Spanish major or minor.

SPA 208 (Section O) Advanced Spanish for Lawyers - Heritage Learners (WRIT)

Prerequisite: SPA 207 or equivalent

This course is co-listed with **LAW 390**. Undergraduate students will have the opportunity to consolidate their Spanish with School of Law students as their peers.

The course is for students who because of family background or social experience understand much casual spoken Spanish. Students who enroll in this class were born and educated entirely in the United States, and many do NOT consider themselves 'native speakers' or 'bilinguals' of Spanish. Students should have taken a third semester college level course or three/four years of Spanish in High School, should have developed functional abilities in speaking, reading, and writing the language, or have already taken and passed SPA 207.

This course will be taught through an interactive activity-based approach: the learner will actively engage in small and large-group activities to complete tasks presented in class, and will cover topics ranging from Latin American constitutions to immigration and human rights. Conducted in Spanish in order to provide the student with the maximum exposure to the language, the students will be evaluated through class presentations, 2 exams, writing assignments, and the development of a professional portfolio.

Satisfies requirements towards the Spanish major or minor.

UPPER DIVISION (300-500 LEVEL)

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

Prof. Omar Vargas

Prerequisite: SPA 203 or equivalent. Closed to native and heritage speakers.

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. **Note: Students may not receive credit for both 301 and 307.**

Satisfies requirements towards the Spanish major or minor.

SPA 302 (Q) Cultura y Civilización en el Estado Español (WRIT)

Prof. Christina Civantos

Prerequisite: SPA 203 or SPA 208

En este curso exploraremos la historia y la cultura españolas para desentrañar las claves de la idiosincracia de la España actual. Cuatro temas fundamentales articularán el curso: (1) La inmigración extranjera en la España actual: ¿qué hechos históricos, qué encuentros culturales y religiosos del pasado afectan la relación actual entre españoles e inmigrantes, especialmente árabes y subsaharianos? ¿Qué relación colonial y poscolonial ha tenido España con África y el Magreb? (2) Las mujeres y las minorías sexuales en España: ¿cuál es la situación de la mujer en la España actual y cómo era en el pasado? ¿Qué ha llevado a España a ser una de las primeras naciones del mundo en lograr el matrimonio homosexual y leyes que protegen a los transexuales? (3) Los nacionalismos: ¿se puede hablar de una España coherente? ¿Cuál ha sido la importancia de los nacionalismos históricos (catalán, vasco, gallego)? ¿Qué compromisos se han alcanzado en la actualidad? ¿Qué tensiones nacionalistas subsisten en el Estado Español actual? (4) La cultura (arte, arquitectura, la música, la literatura): ¿Cuáles han sido las grandes contribuciones de España a la cultura mundial? ¿Qué aspectos de la vida cotidiana de los españoles son particulares al país? ¿Cómo han cambiado los hábitos y las costumbres en las últimas décadas, etc.

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

Satisfies requirements towards the Spanish major or minor.

**SPA 303 (Section B or G): Cultures of Spanish America
(WRIT) Instructor TBA
Prerequisite: SPA 203 or SPA 208.**

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.

Satisfies requirements towards the Spanish major or minor.

Note: The topic of this course is subject to change.

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

Dr. Gema Pérez-Sánchez

Prerequisite: SPA 208, high school degree from a Spanish-speaking country, or 5 in the AP literature exam.

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

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

Satisfies requirements towards the Spanish major or minor.

**SPA318/LAS350 (Section 1J): Cinema from the Spanish-Speaking World
in Translation (WRIT)**

Dr. G. Yúdice

Prerequisite: ENG 106 or equivalent

This course examines Latin American cinema in its historical context, enabling students to get a sense of the issues that have defined Latin American societies as well as the audiovisual styles that have created a sense of identity. The Mexican intellectual Carlos Monsiváis has written that cinema enabled Mexicans to have a sense of modern life; it showed Mexicans how to deal with the new urban phenomena from the 1930s to the present. It also depicted key episodes in Mexican history, such as the Mexican Revolution. One could say the same about all the national cinemas.

The course is structured around 14 films from different epochs and countries. Each film will be accompanied by a short reading. Additionally, we will have short excerpts from a

Cinematography manual that presents the basics of filmmaking, such as establishing shots, point of view shots, angles, and other techniques. This will be useful in our discussions.

Students will write a short 300-500 word reaction paper for each class. In it, students should give a short summary of the argument and explain how the filmmaker gets his or her message across technically, that is, by audiovisual means. It is important to focus on the sound as well as the imagery.

Additionally, there will be at least one presentation by each student and a midterm exam in October and a final exam in December.

Grading will be based on

Weekly reaction papers	– 30%
Presentation	– 10%
Midterm Exam	– 30%
Final Exam	– 30%

Satisfies requirements towards the Spanish major.

This course does not fulfill language requirement.

SPA 321 (Section P): El cuento latinoamericano (WRIT)

Prof. Chrissy ARCE

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

The desire to tell stories and to be told stories is one of the most basic human needs, and all cultures have been defined in part by the stories they hear and the stories they tell. The “storyteller” is one of the privileged figures in Latin America, and the short story in particular is one of the most important genres in Latin American literary tradition, inspiring myriad films, shorts and even novels. From Juan Rulfo and Gabriel García Márquez to contemporary writers, this class will explore the rich and profound impact of Latin American history and literary genius through this particular genre.

Satisfies requirements towards the Spanish major or minor.

SPA 322 (Section E): Cultural Topics: “Chasing the Black Orpheus: Figuring Blackness in Latin American and Brazil” (WRIT)

Prof.: TBA

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

Approximately 12.5 million Africans were shipped to the New World during the Middle Passage. Of the 11 million that survived the journey, only about 450,000 arrived to the United States. The rest—over 10 million of them—were taken to Latin America and the Caribbean. This demographic fact alone explains why the impact of the African diaspora in Latin America and the Caribbean (often called Afro-Latin America) is impressive, even greater

than in the United States. The arts (popular poetry, music, film, literature) have become the place where Afro-Latin@s have made an impact. The now classic Brazilian/French film, *Orfeu Negro*, presents a visually seductive imaginary that celebrates carnival but also unproblematically locates blackness in a romanticized poverty, delightfully portraying black bodies as entertainers, musicians, and seductive mulatos contorting in a rhythmic ecstasy: the black Orpheus is the celebrated but ironically invisible patron of the arts. Despite the myth of racial democracy and its embrace of the metaphorical black “Orpheus,” it has not translated into any kind of significant political or economic power. This course will examine Afro-Latino contributions to culture and history in Latin America and Brazil and contemplate the paradox of the Black Orpheus when considering the role of the arts in figuring blackness in Latin America. It will also keep in mind how the arts have mitigated and perpetuated racist institutions. Furthermore, this course contains a civic engagement component where students will collaborate with the <http://afrolatinoproject.org> for their midterm and final projects. The mission of our community partner, the Afrolatin@ Project, is to serve as a digital resource center and archive for the historical and material documentation and preservation of the cultures, histories and experiences of Afrodescendant people in the Americas and the Caribbean and to facilitate collaborations and programs that advance Afrolatin@ Studies and grass root activities.

Fulfills requirements towards the Spanish major or minor.

NOTE: The topic of this course is subject to change.

SPA 330/WGS 350 (Section H): Territorios feministas: colectivo e individualidad (WRIT)

Prof. Elena Grau-Lleveria

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

La producción de muchas de las artistas de la primera mitad del siglo XX, en los ámbitos de las literaturas y culturas hispanas, es de interés para los estudios feministas, especialmente porque en este momento se presenta de forma clara dos tendencias respecto a formas de adquisición de poder por parte de las mujeres: un poder para la colectividad “mujeres” (lo que denominaremos tentativamente “territorio tradicional” relacionado con las feminidades tradicionales) y un poder individual, donde el yo busca distanciarse y diferenciarse del “colectivo mujer” tanto de su cultura como de su grupo social (que denominaremos tentativamente “territorio de la modernidad”).

La introducción al tema del curso se establece con lecturas que exponen los dos territorios de adquisición de poder: la colectividad “mujeres” tradicional (donde las demandas se hacen a partir de los tradicionales roles que se les asignan a las mujeres) y la individualización. Desde estas lecturas iniciales, se estudia y se analiza un corpus de producción artística donde nos vamos a concentrar en la visibilidad que se da en estas obras a experiencias y vivencias de “mujeres” que habían permanecido fuera de la creación artística o se habían expuesto desde una perspectiva masculina. También se enfatizará el análisis de las contradicciones que surgen tanto de los textos en sí como del diálogo

relacional ente ellos, a la vez que estudiaremos las masculinidades que estas artistas presentan y cómo alteran o no el ideal patriarcal de la sociedad en que viven.

Este curso es de interés para estudiantes que tienen interés en estudios de género, de literatura, de historia, de política, de economía social y antropología social.

Satisfies requirements towards the Spanish major or minor.

SPA 340 Migration Studies (Section Q): Buscando visa para un sueño: Images of Immigration (WRIT)

Profs. Chrissy Arce and Lorella Di Gregorio

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

"Yo no crucé la frontera, la frontera me cruzó" ["I did not cross the border the border crossed me" --Los tigres del norte

When is the moment in which someone thinks about the possibility of going from one place to another, cross a geographic border as well as symbolic and cultural spaces to start a new life in another country? What is it that makes an individual travel, knowing that s/he is leaving behind everything known and loved to become a nameless stranger, even criminal in the eyes of the citizens of their new country? What are the dreams that motivate this person to embark on such a perilous journey and what does s/he think s/he will find on the other side? What happens along the way? Our objective in this course is to study the growing cultural products that explore the physical and mental journey of the Latin American (un)documented immigrant to the United States in order to interrogate how art grapples with this polemical (and painful) political and social phenomenon. We will examine the specific immigrant experience of Mexicans, Central Americans as well as Cubans and Dominicans. A key component of the course will be to gain first-hand insight into this complex and problematic reality by volunteering at Catholic Legal Services of Miami (CCLS), a non-profit legal agency that works with undocumented immigrants. A total of 20 hours of service throughout the semester is required. That is the equivalent of two hours a week, starting from the second week until the penultimate week of classes.

Satisfies requirements towards the Spanish major or minor.

SPA360 (Section R): Contemporary Cuban Culture through Theater and Archives (WRIT)

Prof. TBA

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

This course will focus on contemporary culture in Greater Cuba (island and diaspora) and how that culture is archived. Focusing on theater, performance, and new media we will look at the following questions: How are national/regional identities constructed through theater? What role do archives play in constructing that identity? How does contemporary culture intervene in contemporary political processes?

Satisfies requirements towards the Spanish major or minor.

SPA 363 (Section S) Honor, Violence and Love in Early Modern Spain (WRIT)

Prof. Viviana Díaz Balsera

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

The rhetoric of honor in sixteenth and seventeenth-century Spain entailed an imperative of radical image control. A major player in ideals of gender construction of the period, honor for male subjects was conceived as the unequivocal public recognition of their integrity and that of their relatives, especially female kin. Any doubt about a man's word or credit, any comment that implied questions about his rectitude, status, or capacity to protect the name of his family was enough to be considered an affront requiring satisfaction, sometimes to the point of spilling the blood of the offender. For women, honor entailed an obligatory display of chastity and a fierce disposition to safeguard their virtue at all costs. Because honor for women was inextricably linked to sexuality, they were expected to suppress all emotions of love and desire whenever the latter could remotely come into conflict with the compulsory purity of their image. Thus, the violence of the social demands of honor on men and women produced hypersensitive, vulnerable subjects, always at the edge by the possibility of a defiling word, gaze or gesture of the other.

The course will examine salient texts in different genres produced by Hispanic men and women writers that engage the rhetoric of the demands of honor and also that critique and defy its power. And although these works did not always reflect actual behavior in everyday life in early modern Spain, the fascination and identification of the people with the rhetoric of honor point to a widespread sense of malaise and despair vis-à-vis the overwhelming social pressures of the period.

This course is conducted in Spanish and is the pre-twentieth century course offering for Fall 2017.

Satisfies requirements towards the Spanish major or minor.

SPA 394 Internship. 1-3 credit hours

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

Satisfies requirements towards the Spanish major.

SPA 422/322(Section J): Topics in Hispanic Linguistics: Culture, Language and Identity in Spanish-Speaking Societies
Profs. Andrew Lynch and Antoni Fernández-Parera
Prerequisites: SPA 301 or SPA 302 or SPA 303 or SPA 307

This course implicates language and language use in the construction of local, national, and global identities in contemporary Spanish-speaking societies. The cultural, ideological, political, and social dimensions of Spanish language variation are explored, and cultural production is brought into analysis. Particular emphasis is placed on language policy issues, societal attitudes, political and cultural and imaginaries, and assumptions about the Spanish language in bilingual areas of the Spanish-speaking world.

Satisfies requirements towards the Spanish major or minor.

SPA 433 (Section P): Medical, Cultural and Bioethical Debates in Spanish
Prof. Mabel Basterrechea (WRIT)
Prerequisites: SPA 301 or SPA 302 or SPA 303 or SPA 307

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

Satisfies requirements towards the Spanish major or minor.

SPA 434 (Section R) Legal and Cultural Debates in the Spanish-Speaking World (WRIT)

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

This course is co-listed with **LAW 570**. Undergraduate students will have the opportunity to consolidate their Spanish with School of Law students as their peers. This course is part of the study of Spanish in the legal profession. From a sociolinguistic perspective, this course will analyze documents, stories, film, music, and art, to understand how the social

relationships and gendered sociopolitical constructs informed the legal system and determined aspects such as property, inheritance and family law. The students will be engaged in reading and writing activities that foster development of style and purpose for legal, artistic, and social analysis. Writing credit.

Satisfies requirements towards the Spanish major or minor.

SPA 501 (Section T): CAPSTONE

Prof. Lillian Manzor

In this course students will have the opportunity to incorporate the readings and theoretical perspectives to which they have been exposed in other Spanish courses. Students will be working throughout the semester on their final research paper/capstone project. The second part of the semester, there will be sessions outside of class (replacing class) in which students will be doing the following: one-on-one meetings with the professor to discuss their final projects, research in the library and archives, participate in writing and editing workshops, attend lectures. Each student will be able to choose their topic, region and historical period for their final research paper/project.

Satisfies requirements towards the Spanish major.

NOTE: ALL COURSES IN SPANISH FULFILL REQUIREMENTS TOWARDS SPANISH COGNATES IN ARTS AND HUMANITIES OR IN PEOPLE AND SOCIETY.