

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

**Spring 2020**



**MODERN LANGUAGES AND LITERATURES**

**UNDERGRADUATE COURSES  
 SPRING 2020  
 TABLE OF CONTENTS**

<b>DEPARTMENT OVERVIEW.....</b>	<b>3</b>
<b>ADVISING CONTACTS.....</b>	<b>4</b>
<b>COURSES TAUGHT IN ENGLISH .....</b>	<b>5</b>
<b>ARABIC STUDIES PROGRAM .....</b>	<b>8</b>
<b>CHINESE PROGRAM .....</b>	<b>10</b>
<b>FRENCH PROGRAM</b>	
<b>LOWER DIVISION (100-200 LEVEL).....</b>	<b>12</b>
<b>UPPER DIVISION (300-400 LEVEL).....</b>	<b>13</b>
<b>GERMAN PROGRAM</b>	
<b>LOWER DIVISION (100-200 LEVEL).....</b>	<b>17</b>
<b>UPPER DIVISION (300-400 LEVEL).....</b>	<b>18</b>
<b>HAITIAN COURSES.....</b>	<b>19</b>
<b>HEBREW COURSES.....</b>	<b>20</b>
<b>ITALIAN PROGRAM</b>	
<b>LOWER DIVISION (100-200 LEVEL).....</b>	<b>21</b>
<b>UPPER DIVISION (300-400 LEVEL).....</b>	<b>22</b>
<b>JAPANESE PROGRAM</b>	
<b>LOWER DIVISION (100-200 LEVEL).....</b>	<b>23</b>
<b>UPPER DIVISION (300-400 LEVEL).....</b>	<b>24</b>
<b>PORTUGUESE PROGRAM</b>	
<b>LOWER DIVISION (100-200 LEVEL).....</b>	<b>25</b>
<b>UPPER DIVISION (300-500 LEVEL).....</b>	<b>25</b>
<b>SPANISH PROGRAM</b>	
<b>LOWER DIVISION (100-200 LEVEL).....</b>	<b>27</b>
<b>UPPER DIVISION (300-400 LEVEL).....</b>	<b>30</b>

## **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.

## ADVISING CONTACTS

### ARABIC STUDIES

Dr. Christina Civantos  
Merrick Bldg. 210-18  
305-284-4858 Ex: 8-9275  
ccivantos@miami.edu

### HEBREW

Ms. Henie Hajdenberg  
Merrick Bldg. 276  
305-284-9313  
hhajdenberg@miami.edu

### CHINESE

Dr. Rebecca Doran  
Merrick Bldg. 210-11  
305-284-5585  
rebecca.doran@miami.edu

### ITALIAN

Dr. Maria Stampino  
Merrick Bldg. 210-21  
305-284-4858 Ex: 8-7264  
mgstampino@miami.edu

### FRENCH

Dr. Yolanda M. Martinez-San Miguel  
Merrick Bldg. 212-02  
305-284-4858  
ymm34@miami.edu

### JAPANESE

Prof. Eiko Williams  
Merrick Bldg. 701 A  
305-284-9313  
e.williams2@miami.edu

### GERMAN

Dr. Elisabeth Jütten  
Merrick Bldg. 210-30  
305-284-4858 Ex: 8-2143  
e.juetten@miami.edu

### PORTUGUESE

Dr. Steven Buttermann  
Merrick Bldg. 212-07  
305-284-4858 Ext. 7221  
buttermann@miami.edu

### COGNATES FACULTY CONTACT

Dr. Aleksandra Perisic  
Merrick Bldg. 210  
305-284-4858 Ex: 8  
aperisic@miami.edu

### SPANISH

Dr. Elena Grau-Lleveria  
Merrick Bldg. 210-07  
305-284-4858 Ex: 8-7314  
e.graulleveria@miami.edu

**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.**

### **GER 310: German Topics in Translation: Nazi Cinema: Hitler at the Movies (WRIT)**

**Dr. Elisabeth Juetten**

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

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

**German Language and Culture: Communicating with German Speakers (A&H)**

**Modern European Literature and Society (A&H)**

**Germany: History, Politics, and Culture (P&S)**

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

### **ARB 410 & FRE 310: “Language Politics: Between Arabic and French”**

**Dr. Christina Civantos**

**Prerequisite: ENG 106 or ENG 107**

**Satisfies requirements for French major or minor (up to 1 course taught in English), or Arabic Studies minor**

**Fulfills course requirement for various cognates**

This course will examine socio-linguistic and literary issues in the Middle East, North Africa, and France with a focus on the tensions and creativity arising from the relationship between Arabic and French. The development of all languages is intertwined with issues of power (which variety

of a language will be the official one?, how will this choice serve to give leaders legitimacy, how will this choice be imposed to create a homogeneous group of subjects, etc.), but what happens when different systems of legitimacy and prestige—different language ideologies—come into close contact? Arabic and French have been in close contact since the French colonization of the Maghreb (Algeria, Tunisia, and Morocco) and the Levant (Lebanon and Syria). After these countries gained political independence from France, this linguistic contact continued not only through French educational institutions in the Maghreb and the Levant, but through emigration from the Middle East and North Africa (MENA) to France. By exploring different educational systems as well as forms of linguistic hybridity and language choices in literature and popular culture, we will learn about language contact and language ideology in the encounter between French and Arabic, as they have occurred historically and as they continue today. How has contact with French affected Arabic? How has contact with Arabic affected French? How do the two languages cohabitate in both the MENA region and in France and what can this tell us about the cultures of both?

**MLL 322 (SECTION S) (WRIT) Topics in Comparative Cultural Studies:  
Green Cities: Narrating Urban Ecology Across the Americas  
Dr. Allison Schifani**

This course will explore a survey of 20th and 21st century literature of the Americas as well as key critical texts approaching imaginations of the environment within, from, and through the city. Students will read short stories and novels from writers such as Clarice Lispector, Julio Cortazár, Yuri Herrera, and others. In addition to these literary works, we will explore cinema and visual art from the Americas that tackle the unruly intersections of the 'natural' and the 'urban.' Students will be introduced to ecocritical approaches to cultural objects in a variety of fields. The course will fulfill the writing requirement and so includes both short essays and a final research paper in addition to other assignments.

**SPA 310 (Section O) Topics in Spanish and Spanish American Studies in  
Translation (WRIT): Language, Power & Linguistic Ideology in Miami  
Pr. Lydda López Valdez**

Satisfies Spanish Major & Minor requirements

Fulfills course requirement for the following cognates:

- Linguistics
- Cultural Codes in the Spanish-Speaking World
- Cultural Codes in the Arabic-Speaking World
- Cultural Codes in the Italian-Speaking World

This course explores the relationship between language, power and ideology, positioning language in Miami as its focus. Engaging students in discussions about how language constructs differences and power relations among groups, this course explores the ideological constructs in today's multilingual world. Students will be introduced to the foundational concepts in sociolinguistics and will explore questions such as: What is the difference between a language and a dialect? What

is the role of languages other than English in Miami? Starting with a historical account of migration in Miami, LAS 301 provides students with the social, political, and cultural conditions that have contributed to the current relationship between language and power in Miami. Students will gain hands-on experience using different platforms including ArcGIS and StoryMaps, to create a visual representation of language in Miami.

## **ARABIC STUDIES PROGRAM**

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

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

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

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

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

**Prerequisite:** ARB 201 or equivalent

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

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

**Prerequisite:** ARB 203

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

#### **ARB 208 Arabic for Heritage Learners II.**

**Prerequisite:** ARB 202 OR ARB 207

Arabic 208 is combined with 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 (300-400 LEVEL)

### **ARB 394 Internship**

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

### **ARB 410 (Section R) (WRIT): Language and Power in the Arab World “Language Politics: Between Arabic and French”**

**Dr. Christina Civantos**

**Prerequisite: ENG 106 or ENG 107**

**Satisfies requirements for French major or minor (up to 1 course taught in English), or Arabic Studies minor**

**Fulfills course requirement for various cognates**

This course will examine socio-linguistic and literary issues in the Middle East, North Africa, and France with a focus on the tensions and creativity arising from the relationship between Arabic and French. The development of all languages is intertwined with issues of power (which variety of a language will be the official one?, how will this choice serve to give leaders legitimacy, how will this choice be imposed to create a homogeneous group of subjects, etc.), but what happens when different systems of legitimacy and prestige—different language ideologies—come into close contact? Arabic and French have been in close contact since the French colonization of the Maghreb (Algeria, Tunisia, and Morocco) and the Levant (Lebanon and Syria). After these countries gained political independence from France, this linguistic contact continued not only through French educational institutions in the Maghreb and the Levant, but through emigration from the Middle East and North Africa (MENA) to France. By exploring different educational systems as well as forms of linguistic hybridity and language choices in literature and popular culture, we will learn about language contact and language ideology in the encounter between French and Arabic, as they have occurred historically and as they continue today. How has contact with French affected Arabic? How has contact with Arabic affected French? How do the two languages cohabitate in both the MENA region and in France and what can this tell us about the cultures of both?

## **CHINESE PROGRAM(Mandarin)**

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

#### **CHI 101 Elementary Chinese I**

Conversation, grammar, reading, elementary composition. **Closed to native speakers.**

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

**Prerequisite: CHI 101 or equivalent.**

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

**Closed to native speakers.**

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

**Prerequisite: CHI 201 or equivalent**

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

#### **CHI 204 (Section F) Advanced Chinese II.**

**Prerequisite: CHI 203 or equivalent.**

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

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

#### **CHI 311 (Section Q) (WRIT) Comparative Literature in East Asia**

**Dr. Rebecca Doran**

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

nation.” The course also seeks to introduce conceptions of “world literature” and theories of narrative. In approaching these texts, we will ask questions such as: What roles did literature and various narrative forms play in the societies that produced these texts, and how did these roles change and develop over time? How do the broader historical and cultural contexts in which these works were produced affect their worldview and content? What theories of narrative drive the production of these texts? How are narrative forms transformed and reworked in different socio-cultural contexts? How do the writers of these texts adapt earlier generic and thematic prototypes, and how do they conceptualize their own purpose and historical or socio-cultural roles? Throughout the semester, the course seeks to challenge pre-conceived notions about East Asian literature and culture to instill a nuanced understanding of East Asian literary traditions.

## **FRENCH PROGRAM**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 (300-400 LEVEL)**

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

**Professor Zayer Baazaoui**

**Prerequisites: FRE 203 or equivalent**

French literature and the socio-cultural contexts to which they belong are rich and varied. In this course, we will discuss and analyze a selection of texts, movements, and works of art from diverse periods, from the medieval period to our era. We will also concentrate on developing analytical appreciation of works, through in-class discussions and formal writing. This course will give you a basis for pursuing more advanced studies in French in future semesters; the course is conducted entirely in French. Closed to native speakers formally educated in French.

**FRE 310 (Section R) (WRIT): Topics in French and Francophone Studies in Translation “Language Politics: Between Arabic and French”****Dr. Christina Civantos****Prerequisite: ENG 106 or ENG 107****Satisfies requirements for French major or minor (up to 1 course taught in English), or Arabic Studies minor****Fulfills course requirement for various cognates**

This course will examine socio-linguistic and literary issues in the Middle East, North Africa, and France with a focus on the tensions and creativity arising from the relationship between Arabic and French. The development of all languages is intertwined with issues of power (which variety of a language will be the official one?, how will this choice serve to give leaders legitimacy, how will this choice be imposed to create a homogeneous group of subjects, etc.), but what happens when different systems of legitimacy and prestige—different language ideologies—come into close contact? Arabic and French have been in close contact since the French colonization of the Maghreb (Algeria, Tunisia, and Morocco) and the Levant (Lebanon and Syria). After these countries gained political independence from France, this linguistic contact continued not only through French educational institutions in the Maghreb and the Levant, but through emigration from the Middle East and North Africa (MENA) to France. By exploring different educational systems as well as forms of linguistic hybridity and language choices in literature and popular culture, we will learn about language contact and language ideology in the encounter between French and Arabic, as they have occurred historically and as they continue today. How has contact with French affected Arabic? How has contact with Arabic affected French? How do the two languages cohabitate in both the MENA region and in France and what can this tell us about the cultures of both?

**FRE 310/ SAP Multiculturalism à la française (open exclusively to UParis students, required for student who have not taken FRE 301)****Dr. Alexandra Perisic and Nicholas Sheets**

Through a series of lectures, discussions, and site visits, we will examine the historical development of diversity and multiculturalism in France. We will discuss how French understanding of citizenship and diversity has historically differed from the US approach leading to different social and political outcomes. We will compare the French notion of the creuset républicain to the US idea of the melting pot, the French banlieues to the US inner cities, and discrimination positive to affirmative action. The objective of the course is to provide students with a historical and theoretical background to contemporary social debates and encourage a comparative analysis of current issues.

**FRE 322/ SAP. (WRIT) Topics in Global French Culture: Diversity and Multiculturalism à la française (open exclusively to UParis students, required of students who have taken FRE 301)**

**Dr. Alexandra Perisic and Nicholas Sheets**

Diversité et muticulturalisme à la française

Dans ce séminaire, grâce à une série de lectures, visites, excursions et expériences interactives, nous examinerons le développement historique de la diversité et du multiculturalisme en France. Nous commencerons par une étude de la révolution française afin de comprendre les origines du républicanisme français et l'idée de citoyenneté universelle. Nous étudierons ensuite l'émergence de la laïcité dans l'enseignement public au XIX<sup>e</sup> siècle afin de passer aux débats contemporains, notamment l'immigration, l'affaire du foulard, et le mouvement pour la parité. Le cours adoptera également une approche comparative. Nous verrons comment la conception française de la citoyenneté et de la diversité diffère de l'approche américaine. Nous comparerons la notion française du creuset républicain à l'idée américaine du « melting pot », les banlieues françaises aux centres-villes américains et la discrimination positive à « affirmative action ».

**FRE 330 (Section J) Topics in Gender and Sexuality : Queer Issues in French and Francophone Cinema (WRIT)**

**Dr. Rudolf Heyndels**

**Prerequisite: FRE 301**

In this course, entirely taught in French, we will critically study queer issues, imaginaries and representations in cinema from France, the Maghreb and Quebec. We will reflect on the varieties and diversities of and within queer desires, loving relations, and sexualities – including forms of inequities and alienations linked to specific sociological, national, racialized and generational contexts. Movies by Robert Salis, Gael Morel, Philippe Valois, Sylvie Verheyde, Sebastien Lifshitz, Abdellatif Kechiche Olivier Ducastel et Jacques Martineau, Mehdi Ben Attia, Abdellah Taia, Xavier Dolan, among others, will be screened and studied, and we will read excerpts from critical essays on queer French and Francophone societal problematics and cinematographic renderings.

**FRE 365 (Section P) (WRIT) 19<sup>th</sup> Century Topics in French: The *Femme Fatale* and Portraits of Women in the French and francophone 19<sup>th</sup> century**

**Dr. Cae Joseph-Massena**

**Prerequisite FRE 301**

Whether it is deadly Rose Armitage of *Get Out* or ruthless Rosmund Pike of *Gone Girl*, the *femme fatale* character, a passionate power-obsessed seductress who destroys the lives of those who have fallen prey to her charms is far from having disappeared from our screens. Before she became as prevalent in cinema, this figure and the terminology '*femme fatale*' was penned by predominantly

French male writers of the 19<sup>th</sup> century. But what is the use of the *femme fatale* and why did this controversial figure become so prevalent to this day? In this class we will study several emblematic *femmes fatales* characters of the 19<sup>th</sup> century such as Prosper Mérimée's *Carmen*. We will compare and contrast these *femmes fatales* cases with other female characters of the 19<sup>th</sup> century such as Indiana, the inspiring *héroïne* created by female writer George Sand. We will use novels, films, Opera and archive drawn from the French and the Haitian 19<sup>th</sup> century in order to contextualize the emergence of this figure. This will lead us to frame its origins within a very specific colonial context which in turn dictates the racial, gendered and class undertones of the *femme fatale* figure of the 19th century.

### **FRE 394 Internship**

**Prerequisite: FRE 203**

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

### **FRE 501(Section S) Capstone: 20<sup>th</sup> and 21<sup>st</sup> Century Topics in French: (Neo-) Colonialism and Coloniality in Today's France (WRIT)**

**Dr. Ralph HEYDELS**

**Prerequisites : FRE 301 and status as senior major for FRE 501**

In this seminar, entirely taught in French, we will tackle the “fait colonial” of and in today's France in relation to its colonial past, neo-colonial present and current forms of “coloniality of power” materialized by xenophobic discriminations, islamophobia, urban segregations, excluding discourses of “identity”, ideological constraints of “integration”, state police practices of alienation and control, and sexual fetishizations, among other French contemporary societal issues. In the first part of the seminar we will discuss excerpts from Aime Cesaire, Frantz Fanon, Jean-Paul Sartre, Jean Genet, Abdellah Taia, Sadri Khiari, Nacira Guenif-Soulaimas, Mehammed Mack, Said Bouamana, and also Françoise Verges – who will be our guest for a lecture and discussion. During the second part on the seminar students will work on an individual project related to the course's problematic, to be defined in conjunction with the me and pursued under my advising, and they will present the findings of their research to the class.



## **GERMAN PROGRAM**

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

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

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

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

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

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

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

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

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

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

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

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. 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. Reading- and writing-intensive course with readings and discussions in German.

**UPPER DIVISION (300-500 LEVEL)****GER 310 (Section S): German Topics in Translation: Nazi Cinema: Hitler at the Movies (WRIT)****Instructor: Dr. Elisabeth Juetten****Prerequisites: ENG 106 and one 200-level course in Humanities or Social Sciences. The course may be used for German major or minor credit.****Fulfills course requirement for the following cognates:****German Language and Culture: Communicating with German Speakers (A&H)****Modern European Literature and Society (A&H)****Germany: History, Politics, and Culture (P&S)**

This course examines the nature and functions of film in Nazi Germany between 1933 and 1945 as well as representations of Hitler and the enduring “fascination” with German National Socialism in postwar and contemporary film. In the first half of the course, we will analyze the cinematic and artistic productions of Hitler’s media dictatorship as propagandistic expressions of Nazi ideology and commodities of mass culture while critically evaluating their status as aesthetic products and works of “art.” Films to be discussed will include, among others, Leni Riefenstahl, *Triumph of the Will* (1935); Fritz Hippler, *The Eternal Jew* (1940); and Veit Harlan, *Jew Sues* (1934). In the second part of the course, we will look at cinematic depictions of Hitler and Nazi perpetrators films after 1945, such as the German Rubble film *The Murderers Are Among Us* (1946); *The Night Porter* (1974); *Downfall* (2004); and *Inglorious Basterds* (2009). In our efforts to understand the fascination of German fascism and broad appeal of Nazi ideology in its cinematic and broader cultural forms at the time, the discussions of films will be complemented with readings of critical essays on German culture and history, media theory, and cinema by writers, critics, and scholars such as Susan Sontag, Siegfried Kracauer, and Eric Rentschler. This is a reading- and writing-intensive course with readings and discussions in English. In addition to weekly homework assignments and a final take-home exam, students will also complete two analytical 5-page papers. Students will also be required to watch films outside of regularly scheduled class hours.

## HAITIAN

### **HAI 102 (Section J) Elementary Haitian Creole II**

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

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

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

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

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

## **HEBREW**

### **HEB 102 (Section O) Elementary Hebrew II.**

**Prerequisite: HEB 101 or equivalent.**

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

### **HEB 202 (P) Intermediate Hebrew II**

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

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

## ITALIAN PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

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

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

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

#### **ITA 206 (Section E): Intermediate Italian for Speakers of a Romance Language.**

**Prof. Loredana DiStravolo**

**Prerequisite: ITA 106**

Italian 206 is a continuation of ITA 106 (Elementary Italian for Speakers of a Romance Language) and is specifically designed for students who are either heritage learners or native speakers of a Romance language (e.g. Spanish, Portuguese, French, Creole, etc.), or have reached the

proficiency level of Intermediate-Low (based on the ACTFL proficiency guidelines) in Spanish or another Romance language, 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 Romance language. Students will be exposed to the basic syntactic and morphological parallels between Italian, Spanish, and 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 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 301 (Section E) (WRIT): Interpreting Literary and Cultural Texts in Italian**

**Dr. Maria Stampino**

We will explore the concepts of violence and love in different genres of the Italian literary canon, from opera (Verdi's "Rigoletto") to lyrical poetry (Petrarca), from narrative poetry (Lucrezia Marinella's *Amore innamorato et impazzato*) to a contemporary novel. The idea that "passion" is crucial to Italians is well established in English-speaking culture, and we will try to examine different angles through various historical and generic lenses.

#### **ITA 394 Internship**

**Prerequisite: ITA 202**

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

# JAPANESE PROGRAM

## LOWER DIVISION (100-200 LEVEL)

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

**Closed to native speakers.**

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

### **JPN102 Elementary Japanese II**

**Prerequisite: JPN 101 or equivalent. Closed to native speakers.**

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

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

**Prerequisite: JPN102 or equivalent**

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

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

**Prerequisite: JPN201 or the equivalent.**

This course is a continuation of JPN201 and covers the second half of the intermediate level. Students will further develop language skill of more complexity, including the honorific and respectful expressions. By the end of the semester, students should be able to engage in

conversation, provide and obtain information on advanced topics in detail. Additional 80 Kanji will be introduced throughout the course. Listening, speaking, reading and writing skills will be enhanced by way of the communicative approach in classroom and daily homework assignments. The modern and traditional culture will be taught through media and other resources. Class attendance and active class participation are mandatory.

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

**Prerequisite: JPN 203**

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

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

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

**Dr. Etsuko Collins**

**Prerequisite: JPN 203**

This course is for students who have completed JPN 202 or two years of Japanese in college level, and are interested in acquiring practical knowledge and communication skills required to deal with real-life business situations. The primary focus of the course is oral/aural communication skills. In addition, students will read authentic essays and newspaper articles and will also compose a variety of documents that will play an important role in running business smoothly, including both internal and external business letters. The specific objectives of this course are to: (1) understand and develop proper business manners; (2) understand fundamental business-related vocabulary and both honorific and humble expressions, and to apply that knowledge in the appropriate context in Japanese; (3) develop reading skills using a variety of basic business letters and business-related essays and articles; (4) develop writing skills by composing a variety of simple business documents, (5) develop listening comprehension skills by watching a business-related movies; (6) develop self-study skills to become independent learners of Japanese by learning strategies when encountering unfamiliar words and expressions and reflecting one’s own learning processes. Note: This class will be conducted primarily in Japanese.



## **PORTUGUESE PROGRAM**

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

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

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

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

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

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

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

#### **POR 202 (Section R) Intermediate Portuguese II (WRIT)**

**Dr. Steven Buttermann**

**Prerequisite:** POR 201.

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

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

#### **POR 353/691 (Section T) Survey of Brazilian Poetry: (En)Countering the Canon from Colony to the Contemporary(WRIT)**

**Dr. Steven Buttermann**

**Prerequisites:** POR 202, heritage speaker of POR, or native speaker of POR, or permission of instructor

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

**Satisfies the following cognates:**

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

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

Portuguese 353 / 591 (Brazilian Poetry) surveys over five centuries of the development of Brazilian poetry (from 1500 to 2020), introducing the advanced student of Portuguese to social, political, and literary currents present in Brazilian poetry from the Colonial era to the Baroque period, to Romanticism, to Parnassianism, to Symbolism, to Modernism, to Concretism, to Contemporary Vanguard Movements, to Tropicalism, to Marginal Poetry, to the latest trends in Brazilian lyric (poetry and song) within the last several years. The student will refine critical vocabulary to understand a variety of poetic structures and develop skills to perform rich analyses of verse, utilizing critical writing and reading skills.

### **POR 394 Internship**

**Prerequisites: POR 202**

**Fulfills requirements towards the Portuguese minor**

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

## **SPANISH PROGRAM**

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

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

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

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

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

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

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

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

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

**SPA 107 Basic Spanish for Heritage Learners**

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

**SPA 201 Intermediate Spanish I**

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

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

**SPA 207 Intermediate Spanish for Heritage Learners**

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

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

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

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

**SPA 203 (Section P): Advanced Spanish: focus on the field of Communication Studies (journalism and advertisement) (WRIT)****Prerequisite: SPA 202 or equivalent****Professor Catalina Quesada Gomez****Satisfies requirements towards the Spanish major or minor.**

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.

**SPA 203 (Section E): Advanced Spanish for Medical and Health Professions (WRIT)****Prerequisite: SPA 202 or equivalent****Dr. Maidelín Rodríguez****Satisfies requirements towards the Spanish major or minor.**

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

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

The course will introduce student to medical terminology and discourse in Spanish. In addition, students will develop interpersonal conversational skills for the clinical setting through lectures,

in class talks, independent study, role playing, in class presentations and debates of social and medical issues. While focus of the course is on developing oral modes of communication, written assignments and reading provide opportunities to support the development of participants' lexical and grammatical repertoire in Spanish. The class will be conducted in Spanish.

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

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

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.

**Close to Spanish native speakers.**

**Prerequisite:** SPA 243, four years of Spanish in high school, or 5 in the AP language exam.

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

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

**Prerequisite:** SPA 203 or equivalent to 6<sup>th</sup> semester college Spanish. **Closed to native or heritage speakers of Spanish**

**Fulfills major or minor requirements**

**Satisfies requirements for 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)**

Sixth semester of college Spanish. 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. Check CANELINK for other sections.

**SPA 302 (Section T) The Cultures of Spain. (WRIT)****Dr. Elena Grau-Lleveria****Prerequisites: SPA 203 or SPA 208 or equivalent****Satisfies requirements for 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)**
- **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 se trabaja la actual complejidad de Estado Español a través de tres grandes temas: Proceso(s) de formación del Estado Español y sus distintas inscripciones ideológicas, las grandes crisis del Estado Español hasta la vuelta a la democracia tras la dictadura franquista, la configuración de discursos de género, raza y clase en la actualidad. Para el estudio, análisis e investigación de estos temas los materiales que usaremos pertenece a distintos campos de conocimiento: historia, sociología, ciencias políticas y todo un conjunto de producciones artísticas (literarias, fílmicas, musicales, escultóricas, arquitectónicas).

**SPA 303 (Section P) Cultures and Cultural Production from/about “Latin” America: Identity and Difference (WRIT)****Dr. Tracy Devine Guzmán****Prerequisite: SPA 203, 208 or equivalent.****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)**

This course provides an introduction to interrelated historical processes, political trends, social dynamics, and forms of cultural production from so-called “Latin” America, with an emphasis on countries where Spanish is the dominant national language. Beginning with the pre-Columbian

period, students will survey Conquest and colonial rule before examining a series of revolutionary movements and declarations of national independence across the Americas. We will consider a variety of 19<sup>th</sup> and 20<sup>th</sup>-century nation-building discourses, and conclude with a study of the social, political, economic, and cultural conundrums that have shaped the region since the turn of the millennium.

Analyzing historiography, literature, politics, music, and cinema, students will appreciate the construction and transformation of individual, community, national, and transnational identities as they interact with the forces of global capital. By interpreting testimonial narratives from throughout the region, we will also see how diverse social subjects (e.g., intellectuals, political leaders, students, revolutionaries, artists, urban workers, *campesinos*, indigenous and Afro-descended peoples) have adopted, rejected, and reformulated the identitarian categories through which they are interpellated.

Class will be conducted in Spanish. Students will prepare readings in Spanish and occasionally, in English.

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

**Dr. Yolanda Martinez-San Miguel**

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

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

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

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

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



**SPA 310 (Section O) Topics in Spanish and Spanish American Studies in Translation (WRIT): Language, Power & Linguistic Ideology in Miami**  
**Pr. Lydda López Valdez**

**Satisfies Spanish Major & Minor requirements**

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

- **Linguistics**
- **Cultural Codes in the Spanish-Speaking World**
- **Cultural Codes in the Arabic-Speaking World**
- **Cultural Codes in the Italian-Speaking World**

This course explores the relationship between language, power and ideology, positioning language in Miami as its focus. Engaging students in discussions about how language constructs differences and power relations among groups, this course explores the ideological constructs in today's multilingual world. Students will be introduced to the foundational concepts in sociolinguistics and will explore questions such as: What is the difference between a language and a dialect? What is the role of languages other than English in Miami? Starting with a historical account of migration in Miami, LAS 301 provides students with the social, political, and cultural conditions that have contributed to the current relationship between language and power in Miami. Students will gain hands-on experience using different platforms including ArcGIS and StoryMaps, to create a visual representation of language in Miami.

**SPA 321 (Section P) Introduction to Literary Themes: “El cuento Latinoamericano” (WRIT)**

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

**Dr. Bridget Christine Arce**

**Satisfies requirements for the Spanish major or minor**

- **Or: 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)**

“El cuento empieza por el fin” -- Horacio Quiroga

The desire to tell, 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.

This course studies the development of the Latin American short story in the 20th century through reading, discussion and analysis of literary texts. We will review the trajectories of the short story as a literary genre from its first manifestations at the end of the 19th century to present-day fiction, giving special attention to some of the different registers (realist, fantastic, magical-realist, detective fiction, etc.), themes, and cultural contexts that have defined the short story in this period. The main focus will be on developing reading, writing and critical skills for literary analysis.

**SPA 322 (Section 5T) Cultural Topic: The Visual Culture of Social and Political Movements in Modern and Contemporary Latin America (WRIT), (CIVIC)**

**Prerequisite:** SPA 301, or 302, or 303, or 307, or the equivalent.

**Dr. George Yudice**

**Satisfies requirements for the Spanish Major and Minor**

**Or: Fulfills a 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 (A&H)**

This course examines the art, film, graffiti, performances and other visual work generated in relation Latin American social and political movements. We shall immerse ourselves in the relationship between the Mexican Revolution and muralism, the Andean indigenous movements and visual arts, the poster and other visual images of workers and anarchist movements, feminism and art, the critical treatment of Hollywood and dominant consumerist imagery from the US, inventive visual and performative challenges to dictatorship, imperialism, gynophobia, homophobia, and racism. We shall study the work of professional artists such as the three great Mexican muralists (Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros), the socialist and workerist-inspired work of Antonio Berni and Tarsilo do Amaral, the revolutionary and antiimperialist ethos of Cuban revolutionary poster art, the 60s vanguardism of the Argentine film *La hora de los hornos*, the art of Tucumán Arde, to the engagement with Donald Duck and other Hollywood imagery in Allende's Chile, the antidictatorial and postdictatorial protest imagery and performance among the Mothers of the Plaza de Mayo and HIJOS, and on to the present in the popular contestatory imagery associated with transformative political events such as state-sponsored massacres (*La Cantuta* in Peru, *los 43 de Ayotzinapa*, Mexico), viral web protests such as *YoSoy123* in Mexico and around the world, and a range of performances such as Tania Bruguera's *Open Mic* in Havana's Plaza de la Revolución.

## **SPA 325 (Section H) Topics in Spanish-Language Cinema: Latin American Film: Adapting Fiction for the Screen (WRIT)**

**Pre-requisites: SPA 301 or SPA 302 or SPA 303 or 307.**

**Dr. George Yudice**

**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)**

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

**OBJECTIVE:** Students will learn the structure of narrative, both written and cinematic. We shall use CeltX screenwriting software to structure the scenes. The focus of the course is on students exercising their imagination to adapt/recreate a written narrative into a filmic or televisual one. Emphasis will be on image and sound. The texts to be adapted/recreated will be drawn from Latin American literature. The course will be conducted in Spanish.

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

**Dr. Viviana Diaz Balsera**

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

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

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

- **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)**

The momentous year of 1492 inaugurated one of the most dramatic chapters of the early modern period as the world became ever more bounded and interconnected. With an emphasis in Mexico and Peru, students in this course will learn about Mesoamerican and Andean ways of thinking, representing, and relating to the world. As part of the learning experience of the course we will

have at least one visit to Special Collections in the Kislak Center to see unique facsimile editions of pre-Hispanic and colonial indigenous codices recording traditional knowledges. In class, students will examine visual cultural productions and primary texts throughout the three Spanish-American colonial centuries in which the Amerindians were memorialized, narrated, contested and disputed in their pre-Hispanic past and colonial modernity by Spanish, criollo, mestizo, and indigenous authors. Students will then consider how indigenous worldviews were both transformed and retained as Amerindian peoples responded to the modern/colonial discourses of Spanish Christianity, and how mixed forms of historical consciousness and cultural identities emerged as a result. The course will close with the autobiography and documentary about the Mazatec(-Mexican) shaman and healer Maria Sabina, as a case study of how Christianity was negotiated and adapted in the twentieth century from within a living indigenous worldview.

### **SPA 360/ARH 511 (Section 5Q) The Caribbean through Literary Studies: Intervisuality: Painters on Greater Cuba's Stages (WRIT)**

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

**Dr. Lillian Manzor, Dainerys Machado**

**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 is an exhibition-based course at the Lowe Art Museum. Taking advantage of the museum's vast collection of Cuban artists and the Cuban Heritage Collection's materials on Cuban performing arts, the course and exhibit will focus on the ways in which 20th–21st century Cuban artists expressed themselves on canvas and through scenography for theater, ballet, and dance. In addition to working with the Museum's Cuban art collection, students will conduct research at the CHC on Cuban culture, art and theater history, and cultural policies to understand how visual culture serves as the stage for social and political representation. We will be collaborating with the Center for Studies of Scenographic Design in Havana, Cuba. During Spring Break, students will travel to Havana to conduct research at the center; they will also visit museums and artists' studios in Havana and Matanzas. Throughout the semester, students will work on curatorial aspects of the exhibit including selection of artists, materials and design elements of exhibition space; they will write wall texts and catalog entries. Course will be conducted in English. Students in the Spanish

section will write wall texts and catalog entries in both Spanish and English. Additionally, they will help with translations and interpretation during the trip to Cuba.

### **SPA 394 Internship**

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

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

### **SPA 422 (Section F) Topics in Hispanic Linguistics (WRIT)**

#### **Spanish Across Time: Origins and Evolution of a Language**

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

**Dr. Ernesto Fundora**

**Satisfies Spanish Major & Minor requirements**

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

- **Linguistics**
- **Cultural Codes in the Spanish-Speaking World**
- **Cultural Codes in the Arabic-Speaking World**
- **Cultural Codes in the Italian-Speaking World**

What do “neumático” and “neumonía” have in common? Are you curious about where the many specificities of the verbal conjugation in Spanish come from? Have you ever wondered why “escorpión” and “alacrán” mean the same thing in Spanish? Do we speak Castilian or Spanish? In this class, you will learn the answers to all this and also how Spanish came to be the language we know today. Taking this course, you embark upon an intellectual and linguistic adventure into one of the world’s most widely spoken languages. We will critically study at what point in the *continuum* the Vulgar Latin spoken in Iberia was stretched into something new, pushing against linguistic, racial, gendered, generic, and national boundaries. We will also analyze how Spanish is linguistically and culturally related to other Romance and non-Romance languages, the substantial influence that Arabic and the languages spoken in the Americas before Columbus’ disembarking had in structuring and shaping Spanish, as well as the effects of bilingualism in those areas where Spanish coexist with other languages. The course will be taught in Spanish, and you will have the chance to improve your comprehension and enjoyment of the Spanish language.

**SPA 444 (Section H Long) Introduction to Translation****Dr. Andrew Lynch****Prerequisites: At least two SPA courses at the 300 or 400 level****Satisfies requirements towards the Spanish major or minor****Writing credit (W) granted**

El presente curso tiene como objetivo desarrollar los conocimientos básicos de la/el estudiante principiante en materia de traducción, desde perspectivas teóricas y aplicadas. Se consideran los fundamentos lingüísticos de la traducción como *proceso* y *producto*, con español e inglés como lenguas de objeto. Cada estudiante realizará a lo largo del curso varias traducciones de textos tomados de diversas áreas: la literatura (prosa y poesía), el periodismo, la publicidad, el comercio, y el servicio público. Se alternará entre la traducción inglés-español / español-inglés.

**SPA 501 (Section H): Capstone Seminar (WRIT)****Realismos literarios: derivas de lo real****Dr. Ernesto Fundora****Prerequisites: The capstone course is to be taken in the last semester of the major.**

En este seminario de investigación estudiaremos la génesis y las derivas de los realismos literarios, desde las distorsiones vanguardistas hasta el realismo sucio del siglo XXI. Más que un periodo histórico, en este curso enfocaremos el realismo como un modo de construir ficción. Mediante las múltiples conceptualizaciones teórico-literarias de los realismos examinaremos cómo los textos propuestos intervienen y documentan la realidad, y las diversas maneras en que retan y alteran la verosimilitud realista canónica. En la primera parte del seminario debatiremos propuestas teórico-metodológicas, dramáticas y literarias de Emilia Pardo Bazán, Ramón María del Valle-Inclán, Federico García Lorca, Alfonso Reyes, Juan Rulfo, Alejo Carpentier, Alfonso Sastre, Elena Garro, Gabriel García Márquez, Julio Cortázar, Mireya Robles, Darío Villanueva, José-Luis García Barrientos, Ricardo Piglia, Pedro Juan Gutiérrez y Rogelio Orizondo, entre otros. En la segunda parte del seminario los estudiantes desarrollarán un proyecto individual de fin de curso, tutorado por el profesor, que será también presentado en una conferencia al final del semestre.