

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

SUMMER AND FALL 2024



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Modern Languages and Literatures

Department Overview

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

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

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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.

SUMMER A, MAY 13-JUNE 18, 2024

Unless otherwise stated, all instruction will be online synchronous.

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 107: Basic Spanish for Heritage Learners

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

SPA 201: Intermediate Spanish I (In Person Instruction)

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

Instructor: Dr. Shai Cohen

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.

SPA 201: Intermediate Spanish I

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

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

SPA 202: Intermediate Spanish II (WRIT)

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

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

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

FRE 101: Elementary French I

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

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

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

FRE 201: Intermediate French I

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

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

MLL 321 Topics in Literary and Cultural Studies: Portuguese as a Global Language through Literary Productions in Brazil, Lusophone Africa, and Portugal

Comparative topics in the study of literature and culture. Specific topics vary; may be repeated for credit if topics differ. **Taught in English.**

The Portuguese language composes the rich tapestry that unites the Lusophone world across the Atlantic. "*Portuguese as a Global Language through literary productions in Brazil, Lusophone Africa, and Portugal*" offers an introductory overview of key concepts in Cultural Studies, such as colonialism, post-colonialism, decolonial thought, as well as an understanding of the linguistic, literary, and cultural connections that unite the Portuguese-speaking world. In this course we will explore the literary heritage of the Lusophone world focusing on Brazil, Portuguese-speaking Africa and Portugal via movements of migration. Through an array of literary productions (novels, short stories) and films we will explore the impact of colonialism and its legacies using an intersectional framework to analyze gender, race and social class. Furthermore, this course develops a comparative approach to the reading and interpretations of the literary works studied. By the end of this course, students will develop the skills to critically comment on historical, literary and cultural aspects of the Lusophone world.

*The course does not count toward the majors or minors offered.

SUMMER B, JUNE 17-JULY 22, 2024

All instruction will be online.

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 201: Intermediate Spanish I

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

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

SPA 202: Intermediate Spanish II (WRIT)

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

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

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

FRE 102: Elementary French II

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

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

FRE 201: Intermediate French I

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

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

MLL 411: Digital Literary Culture: Literary Expression on Social Media

Professor: Yasamin Rezai

"Digital Literary Culture: Literary Expressions on Social Media" explores the intersection of literary creations, digital platforms, and online activism. It examines how literary expression, consumption, and appreciation are undergoing a transformative process enabled by digital platforms. The course invites students to immerse themselves in the dynamic interplay between literary creation, social media platforms and digital activism. In an era where literature extends beyond pages to pixels, the course examines the transformative impact of digital platforms on literary expression, consumption, and appreciation. We will scrutinize the burgeoning phenomenon of instapoets, such as Rupi Kaur, who utilize their platforms for feminist activism and community engagement using multimedia artistic and literary expression. The course also considers the influential role of social media influencers in emerging digital literary discourse, as well as the subtle yet powerful sway of algorithms in curating our reading experiences.

In this course, students will engage in practical exercises designed to complement their understanding of digital literary forms without the need for advanced technical skills. They will experiment with creating digital content that could include elements like micro-blogging, [tweet] threads, or simple multimedia poems, to grasp the fundamentals of digital literary expressions and explore the relationship between the interactive digital

platforms and literature. The students will discuss and critically examine how transparent and invisible platform algorithms and data policies can influence or be utilized in such process. For the final project, students will conceptualize a digital literary initiative focused on a social issue relevant to them. They will use class discussions and case studies as a foundation and examples to create a proposal for their campaign, initiated or curated by collecting, writing or/and creating multimedia poetic contents. This approach ensures that the course remains accessible and manageable for all students, regardless of their prior technical expertise.

FALL 2024 Courses

Courses taught in English.

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

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

Instructor: Shai Cohen

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

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

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

SPA 310/MLL 310/AMS 335/LAS 301 (Section P): Theater and Women in the Americas in the 20th and 21st century

Instructor: Dr. Lillian Manzor

Prerequisite(s): ENG or WRS 106 OR ENG 107 or WRS 10T

This course provides an overview of women in theater as a cultural expression across the Americas. From a hemispheric perspective, the course explores the relationship between theater and society, exploring aspects of dramatic genre and theatrical representation. In this course we will examine modern and contemporary participation and representations of women in theater, giving special attention to the intersection of gender, race, and social class among the genre of theater in the Americas. Additionally, students will have the opportunity to experience live performance in Miami through field trips and meet theater artists in person and via zoom. This course aims to foster critical thinking and research through archives, such as the Cuban Theater Digital Archive; the Cuban Heritage Collection, the Leila Mícolis Collection, and Special Collections at Richter Library, among others. By the end of this course students will be able to talk about theater as a literary genre and a cultural expression making comparisons between different cultural formations in the Americas and critically addressing the intersections between gender, race, and social class.

ARB 315/207/GSS 360 (Section HI): Writers & Rebels: The Female Renegades of Arabic Literature & Film

Instructor: Dr. Suja Sawafta Prerequisite(s): WRS 106 or ENG 106 or WRS 107 or ENG 107

Topics in gender and sexuality in the context of the Arab world, through literary and/or cultural studies.

The following course will serve as an introduction to some of the Arab world's most rebellious female writers, filmmakers, and culture workers. Focusing on the archetype of strong women in literature and film, as well as the contributions made by women to the Arabic literary canon, this course surveys the founding mothers, revolutionary warriors, and the femmes fatales of the Arabic tradition, all of whom wrote from the war zone, the prison cell, from exile and, most importantly, from the margins.

Arabic Studies Program

Lower Division (100-200 Level)

ARB 101: Elementary Arabic I

Instructor: Dr. Nadia Naami

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

ARB 201 (Section F): Intermediate Arabic I

Instructor: Dr. Nadia Naami

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

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

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

ARB 203 (Section G): Advanced Arabic

Instructor: Dr. Suja Sawafta Prerequisite(s): ARB 202 or the equivalent.

5th semester course in Modern Standard Arabic. Continued development of all four language skills (listening, speaking, reading, and writing) together with study of cultural aspects of the Arab world. Conducted in Arabic. Closed to students who graduated from a high school in which the primary language of instruction was Arabic.

ARB 315/207/GSS 360 (Section HI): Writers & Rebels: The Female Renegades of Arabic Literature & Film**Instructor: Dr. Suja Sawafta Prerequisite(s): WRS 106 or ENG 106 or WRS 107 or ENG 107**

Topics in gender and sexuality in the context of the Arab world, through literary and/or cultural studies.

The following course will serve as an introduction to some of the Arab world's most rebellious female writers, filmmakers, and culture workers. Focusing on the archetype of strong women in literature and film, as well as the contributions made by women to the Arabic literary canon, this course surveys the founding mothers, revolutionary warriors, and the femmes fatales of the Arabic tradition, all of whom wrote from the war zone, the prison cell, from exile and, most importantly, from the margins.

ARB 394: Internship in Modern Languages and Literatures**Instructor: Shai Cohen****Satisfies requirements towards the minor in Arabic.**

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

Normally, 70 internship hours are required per three credits of the class in addition to the class meetings, professional journals, and the final presentation and paper. The On-site Supervisor or faculty supervising the work experience done at UM will supply documentary evidence of hours worked to the Course Instructor. Three semester hours of internship credit may be counted toward the student's degree program (major, minor, etc.). Internships may not be supervised by a member of the student's immediate family.

Chinese Program (Mandarin)

Lower Division (100-200 Level)

CHI 101: Elementary Chinese I

Conversation, grammar, reading, elementary composition.

CHI 201: Intermediate Chinese I

Prerequisite(s): CHI 102 or equivalent.

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

CHI 203 Section (O): Advanced Chinese I

Instructor: Dr. Rebecca Doran Prerequisite(s): CHI 202 or equivalent.

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

CHI 301 (Section P). Advanced Reading and Diction Chinese

Instructor: Dr. Rebecca Doran

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

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

CHI 394: Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Chinese.

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

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

French Program

LOWER DIVISION (100-200 LEVEL)

FRE 101: Elementary French I

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

FRE 102: Elementary French II

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

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

FRE 105: Accelerated Elementary French

Instructor: Kevin Finn

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

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

FRE 201: Intermediate French I

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

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

FRE 202: Intermediate French II (WRIT)

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

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

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

Instructor: Dr. Viviana Pezzullo

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

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

FRE 203 (Section R): Advanced French (WRIT)

Instructor: Dr. Ludovic Mompelat

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

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

UPPER DIVISION (300-500 LEVEL)

FRE 301: Introduction to French and Francophone Studies. 3 Credit hours

Instructor: Dr. Logan Connors

Prerequisite(s): FRE 203 or equivalent.

Tools for the interpretation and analysis of cultural materials from the French-speaking world. Acquisition of terminology and methodology for advanced study in French and Francophone Studies. Emphasis on historical, literary, and geographical breadth of French-speaking cultures as well as on critical writing skills.

FRE 366 (Section R): 20th and 21st Century Topics in French

Instructor: Dr. Viviana Pezzullo

In this course students will examine historical, literary, and artistic movements that have characterized the 20th- and 21st-centuries. Students will actively engage with a great variety of primary sources, such as novels, essays, and popular culture, gaining a tangible connection to the historical narrative. Great attention will be paid to discussion and in-class textual analysis. Students will explore French history from various perspectives – political, artistic, literary, and societal. This interdisciplinary approach encourages students to connect the dots between historical events and cultural expressions, fostering a holistic understanding. The work of this course is aimed at organizing an exhibit at the Richter Library that will launch by the end of the semester. From selecting artifacts to designing layouts, students will develop practical skills in exhibit planning, ensuring they are well-prepared to bring their vision to life in the final showcase. To achieve this goal, they will be working with the instructor as well as a team of librarians and the Creative Studio. This project offers a unique opportunity for students to showcase their creativity and research in a real-world setting.

FRE 394: Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in French.

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

FRE 446 (Section Q): Debating Cultures and Societies in French. 3 Credit Hours.**Instructor: Ms. Bilguisa Diallo [Este tiene que ir después del 394]**

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

Prerequisite: FRE 203.

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 (Section E): Elementary German II

Prerequisite(s): 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 (Section GH): Intermediate German I

Instructor: Dr. Antonella Cassia

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

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

UPPER DIVISION (300-500 LEVEL)

GER 302 (Section EF): Cultural Debates: Public Speaking and New German Media

Instructor: Prof. Cassia Antonella

The main goals of this course are to improve student's conversational skills cultivating formal academic speaking competences, and to develop their critical thinking skills and analytical expression in German through active, responsible participation in discussions, debates, and oral presentations in class. In addition, this course seeks to build students' oral proficiency at the advanced level while increasing their awareness of German culture through its rich cinema heritage and other forms of cultural production. This course will provide students with a contextualized content-based approach to oral communication resulting in a fluent oral language production. Even though, the emphasis of this course is on oral and listening proficiency and not on grammar, syntax, reading or writing, some reading and writing are also practiced. (Reading and Listening materials provide opportunities for students to be exposed to authentic language use, and to integrate these forms into their speaking and writing). ALL students must take GER 203. If you have not taken the course, then you must register at first for GER 202.

GER 394: Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in German.

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

Haitian

HAI 101: 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: Intermediate Haitian Creole I

Prerequisite(s): HAI 102 or Equivalent.

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

Hebrew

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

Hebrew 101 is an introductory course designed to provide students with the basics of modern Hebrew language and culture. This course is ideal for students with little or no prior knowledge of Hebrew and who wish to develop fundamental speaking, listening, reading, and writing skills in Hebrew. Students will learn to read and write the Hebrew alphabet, as well as basic grammar and vocabulary, including essential sentence structures, verb conjugations, and noun declensions. Students will also be introduced to Hebrew culture, history, and traditions. Upon completing Hebrew 101, students will have acquired the skills and knowledge necessary to communicate effectively in Hebrew in basic everyday situations. **Closed to native speakers.**

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

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

Hebrew 201 is designed for students who have completed Hebrew 102 or have equivalent knowledge of Hebrew language and culture. Throughout the course, students will explore more complex grammatical structures, such as verb forms and noun declensions, and expand their vocabulary to include more specialized terms and expressions. The course will be conducted in Hebrew, and students will be expected to communicate primarily in Hebrew during class discussions and activities. Upon completing Hebrew 201, students will be able to engage in more complex and nuanced conversations, read and write advanced texts, and comprehend a wider range of authentic materials in Hebrew. **Closed to native speakers.**

Italian Program

LOWER DIVISION (100-200 LEVEL)

ITA 101: Elementary Italian I

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

ITA 102: Elementary Italian II

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

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

ITA 106: Italian for Spanish Speakers

Instructor: Loredana di Stravolo

Italian 106 is specifically designed for students who are either heritage learners, native speakers of Spanish or have reached the proficiency level of Intermediate-Low (based on the ACTFL proficiency guidelines) in Spanish, the last one to be determined by your professor. This course is designed to improve and accelerate the learning of Italian by drawing on the student's already existing knowledge of Spanish. Students will be exposed to the basic syntactic and morphological parallels between the Italian and Spanish languages to develop and enhance the student's metalinguistic knowledge. In addition, a variety of classroom and online activities will introduce and develop Italian language skills in four areas: listening, speaking, reading, and writing. By the end of the term students will be able to participate in basic everyday conversations, understand short texts, and express themselves in writing at a level consistent with the material covered. There is no prerequisite for registration; however, continuation in the course is based on the instructor's assessment (carried out on the first day of class) and approval.

ITA 201: Intermediate Italian I

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

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

ITA 202 (Section F): Intermediate Italian II (WRIT)

Instructor: Mojca del Fabro

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

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

UPPER DIVISION (300-500 LEVEL)

ITA 394: Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Italian.

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knowledge that they develop in other MLL courses. Internships can take place at the university or in the wider community. They involve UM-faculty supervision (Target Language Supervisor) as well as an on-site experience (On-site Supervisor). Additionally, a MLL 394 Course Instructor oversees the holistic internship project and creates a community through students exchanges of experiences. Professional projects then emerge as an integral part of the global learning experience that majors and minors in MLL gain through their coursework.

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

ITA 444 (Section J): Introduction to Translation

Instructor: Prof. Antonella Cassia

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

Aspects that will be considered during the course:

- The first step: read to translate. Identifying dominant, key words, rhythm, peculiarities of the narrator.
- Preparation: The necessary choices. What does 'betting on intention' mean? Linguistic fidelity and cultural fidelity: identifying the most suitable translation strategy. Determine the register. Addressing non-univocal issues: The time of narration, jargon, dialect, pun, presence of notes or glossary.
- The translation. From the incipit to the final. The tools and the method.
- The mistakes to avoid and the distorting tendencies.
- Re-translate the classics: The peculiarity of a new translation.
- The three-phase revision. Pull the Wires
- The translator as a professional figure.

Upon successful completion of the course:

1. Students will gain deeper understanding of the expressive registers of the target language as they identify key words, rhythm, peculiarities in the source text to determine suitable and culturally sensitive translation strategies.

2. Students will improve their linguistic and cultural literacy skills in both Italian and English as they consider language-specific issues such as dialects, jargon, puns, and different verbal temporalities.
 3. Students will be able to translate Italian and English constructions, paying special attention to grammaticality and idiomaticity in each language. Students will be able to compare, contrast, and formulate typical Italian and English constructions through general hands-on practical translation of a number of original texts.
 4. Students will gain awareness and sensitivity to history, politics, and social diversity as they adapt the Italian and English source texts to the new linguistic and cultural demands of the host language.
 5. Students will enhance their reading and writing skills in Italian through their hands-on exposure to source texts from the literary, economic, medical, legal and journalism fields.
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Japanese Program

LOWER DIVISION (100-200 LEVEL)

JPN 101: Elementary Japanese I

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

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

JPN102: Elementary Japanese II

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

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

JPN 201: Intermediate Japanese I

Prerequisite(s): JPN102 or equivalent.

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

JPN 202 (Section F): Intermediate Japanese II

Prerequisite(s): JPN201 or equivalent Instructor: Prof. Eiko Williams

This course is a continuation of JPN201 and covers the second half of the intermediate level. Students will further develop language skill of more complexity, including the honorific and

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

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

Prerequisite(s): JPN 202 or the equivalent

Instructor: Dr. Etsuko Collins

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

JPN 394: Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Japanese.

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

Portuguese Program

LOWER DIVISION (100-200 LEVEL)

POR 105/645 Comb.: Accelerated Elementary Portuguese

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

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

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

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

Instructor:

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 P): Intermediate Portuguese II (WRIT)

Instructor: Dr. Tracy Devine Gúzman

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

Português 202 é uma matéria de nível intermediário que oferece uma abordagem cultural à língua portuguesa (formal e coloquial) e uma introdução à produção textual do Brasil. Além de analisar as estruturas gramaticais, estender o vocabulário e aperfeiçoar a pronúncia, os estudantes completarão uma série de leituras e redações para adquirir maior fluência na expressão oral e escrita.

Usaremos música, filmes, e outros materiais audiovisuais para facilitar o diálogo e desenvolver um pensamento crítico sobre a sociedade brasileira e sua relação com o mundo lusófono, os Estados Unidos e os outros países americanos.

O curso se organizará em formato de seminário (“bate papo”), requerendo a preparação e participação ativa em todas as aulas.

UPPER DIVISION (300-500 LEVEL)

POR 353/ POR 691& LAS 350 (Section J): Survey of Brazilian Poetry & Lyric: (En)Countering the Canon from Colony to the Contemporary

Instructor: Dr. Steven F. Butterman

Prerequisite(s): POR 202 or equivalent or permission of instructor. This course is open to all heritage and native speakers of Portuguese in addition to advanced students of Portuguese.

Conducted entirely in Portuguese, POR 353 / 691 (Brazilian Poetry) surveys five centuries of the development of Brazilian poetry and lyrical forms (from 1500 to 2000), 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 353 may be used to fulfill the humanities literature requirement and also satisfies the Arts and Sciences writing credit.

Please note that this course counts toward the following cognates:

- *Brazilian Studies (Brazilian History and Culture)*
- *Portuguese Language and Culture: Communicating with Portuguese Speakers Latin American Politics and Society (when taken as LAS 301)*
- *Modern Latin America (when taken as LAS 301)*
- *Portuguese Language & Culture for Heritage and Native Learners (A&H)*
- *Luso-Brazilian Literature: Understanding the Power of Words through Portuguese Language Texts (A&H)*
- *Cultural Codes in the Portuguese Speaking World (P&S)*
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POR 394: Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Portuguese.

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Spanish Program

LOWER DIVISION (100-200 LEVEL)

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 105: Accelerated Elementary Spanish

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

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

SPA 107: Basic Spanish for Heritage Learners

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

SPA 201: Intermediate Spanish I

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

ADVANCED LANGUAGE COURSES

SPA 202: Intermediate Spanish II (WRIT)

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

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

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

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

SPA 203: Advanced Spanish (WRIT)

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

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

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

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

SPA 203 (Section B): Advanced Spanish for Health Care Professions (WRIT)

Prerequisite(s): SPA 202 or equivalent. Closed to heritage and native speakers of Spanish.

Instructor: Dr. Maidelín Rodríguez

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

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

The course will introduce students to basic anatomy, body systems and medical terminology in Spanish. Students will develop interpersonal conversational skills for the clinical setting through lectures, independent study, role playing and debates of social issues. In the final third of the semester, students will be introduced to principles of medical interpreting, including awareness of cross-cultural differences in health care, bringing their own experiences and insight to bear. While focus of the course is on developing oral modes of communication, written assignments and reading provide opportunities to support the development of participants' lexical and grammatical repertoire in Spanish. The class will be conducted in Spanish.

SPA 208: Advanced Spanish for Heritage Learners

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

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

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

SPA 208 is an advanced language course designed for those students who have advanced functional abilities

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

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

Instructor: Dr. Maidelin Rodriguez Prerequisite(s): Spa 207 or equivalent

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

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

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

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

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

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

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

The course will be divided into different blocks or modules that will encompass a main medical topic. The readings and texts in general, for a particular module, will be based on the topics at matter. Each module will

have in class presentations in which we will analyze and discuss the topic from the health profession and medical viewpoint and from the artistic and literary perspective. **This class will be conducted entirely in Spanish.**

UPPER DIVISION (300-500 LEVEL)

SPA 301(Section O): Interpreting Literary and Cultural Texts in Spanish (WRIT). This course is closed to heritage or native speakers of Spanish.

Instructor: Dr. Lorella Di Greogorio

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

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

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

This introductory course focuses on an in-depth exploration of Spanish literary language as a cultural practice. The course provides essential critical and theoretical tools to approach the properties, structures, and strategies of engagement of lyrical poetry, drama, and narrative, as well as film in its relationship with literature. Students learn to identify how readers are addressed by each literary genre and how genres transform and hybridize as the expectations, interests and sensibilities of audiences change across the centuries. Through techniques of close reading, students examine the operations of tropes and figurative language, enhancing their competence to interpret complex Spanish literary and cultural texts in their social and political contexts. When studying narrative, students consider the challenges of translating a novel into the media of film.

The course contains a strong writing component for developing students' ability to build cogent, analytical arguments in Spanish and express them with increasing mastery in the target language. Besides class discussions where students share their skills as critical thinkers of Spanish literary and cultural productions, the oral component of the course includes organized discursive presentations by students working in teams. The course is conducted entirely in Spanish and offers Writing Credit.

SPA 301(Section R): Interpreting Literary and Cultural Texts in Spanish (WRIT). This course is closed to heritage or native speakers of Spanish.

Instructor: Dr. Ómar Vargas

Prerequisite(s): SPA 203 (or equivalent)

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

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

This course will provide students with the requisite tools for the interpretation and analysis of literary and cultural products from the Spanish-speaking world. Students will acquire terminology and theories through the study of the main literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis, which in this case will be film studies. The class emphasizes critical writing skills.

The function of this class within the sequence of SPA courses is to train the students in the techniques and vocabulary of literary analysis, which they will use in later classes devoted to specific literary and cultural questions. Students will enter the semester with minimal exposure to literary analysis in Spanish. By the end of the semester, they should have good knowledge of basic literary tropes, and of genre-specific vocabulary for literary analysis. They should learn techniques of close reading, appropriate to each genre. They should learn how to cite properly from the primary text during the semester and how to avoid plagiarism. They should start the semester able to support an argumentative thesis written in response to the professor's prompts, but by the end of the semester they should be guided into the ability to develop their own thesis.

By the end of the semester, students should gain some basic awareness of the socio-literary context of the texts studied, and the existence of literary movements and trends as they pertain to the texts assigned; a more sustained introduction to specific moments and movements will come in 321 and the survey courses. Taught entirely in Spanish. This course is closed to heritage/native speakers.

SPA 302 (Section EF): The Cultures of Spain (WRIT)

Instructor: Dr. Christina Civantos

Prerequisite(s): SPA 203 or SPA 208

Satisfies major and/or minor requirements.

Fulfills course requirement for the following cognates:

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

En este curso exploraremos la historia y la cultura españolas a través de ciertos ejes temáticos entrelazados: identidades colectivas (regionalismo, nacionalismo, religión, raza, y europeidad), emigración e inmigración, tradición e irreverencia, y memoria histórica. Para el estudio, análisis e investigación de estos temas desde las épocas romana y medieval hasta nuestros tiempos, usaremos materiales de distintos campos de conocimiento (historia, antropología y ciencias políticas) y varias formas de producción artística (literatura, cine, música, baile, artes plásticas y arquitectura). Este curso concede crédito de escritura (writing credit), por lo tanto, se exigirán numerosos ejercicios de redacción, desde escritos informales realizados en clase, hasta un ensayo académico formal.

SPA 303/LAS 350 (Section O): The Cultures of Spanish America: “Encuentros y desencuentros latinoamericanos.”

Instructor: Dr. Chrissy Arce

Prerequisite(s): 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. Latin America as a vast geographical space cannot possibly be comprehended in one class; therefore, excerpts from many diverse cultural forms will be studied thematically in an effort to encompass a broad, but not diluted, understanding of the issues that have historically faced the many countries that comprise Latin America, and that continue to confront them today. However, the readings and cultural texts will focus on broad themes that reach across Latin America but center on specific geographical areas; Mesoamerica, Mexico and the Caribbean (Cuba, Puerto Rico and the Dominican Republic).

SPA 303/LAS 350 (Section EF): The Cultures of Spanish America: Identity, Modernity, and Revolution

Instructor: Thomas Matusiak

Prerequisite(s): SPA 203 or SPA 208

This course offers a broad introduction to the cultural and political history of Spanish-speaking Latin America from the conquest to the present. Through a selection of historical texts, essays, literature, visual art, and cinema, students will study how Latin America became modern. While modernity offered the promise of progress, we will see that this turbulent process unfolded unevenly. Through readings and class discussions, students will focus on how the desire to achieve modernity gave rise to national and regional identities both organically and through the cultural policies of nation states. Beginning with the first descriptions of the New World by the Spanish conquerors, we will examine how the colonial gaze imagined the Americas as a land of both marvel and capitalist potential. We will study how the racial and gender hierarchies established during the colonial era survived the independence movements of the nineteenth century and shaped the young Latin American nations. Examining the process of nationalism in the twentieth century, we will continue to reflect on the relation between culture and politics by studying the imagination of radically new cultural identities and political systems through revolution. Finally, we will consider how globalization has affected this trajectory by challenging the importance of the nation state and facilitating the transnational circulation of cultural forms, ideas, and identities.

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

Instructor: Dr. Elena Grau-Lleveria

Prerequisite(s): SPA 208 or equivalent

Fulfills requirements for the major or minor in Spanish. Fulfills course

requirements for the following cognates:

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

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

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

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

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

SPA 310/MLL 310/AMS 335/LAS 301 (Section P): Theater, Women and Technology in the Americas in the 20th and 21st century

Instructor: Dr. Lillian Manzor

Prerequisite(s): ENG or WRS 106 OR ENG 107 or WRS 10T

This course provides an overview of women in theater as a cultural expression across the Americas. From a hemispheric perspective, the course explores the relationship between theater and society, exploring aspects of dramatic genre and theatrical representation. In this course we will examine modern and contemporary participation and representations of women in theater, giving special attention to the intersection of gender, race, and social class among the genre of theater in the Americas. Additionally, students will have the opportunity to experience live performance in Miami through field trips and meet theater artists in person and via zoom. This course aims to foster critical thinking and research through archives, such as the Cuban Theater Digital Archive; the Cuban Heritage Collection, the Leila Mícolis Collection, and Special Collections at Richter Library, among others. By the end of this course students will be able to talk about theater as a literary genre and a cultural expression making comparisons between different cultural formations in the Americas and critically addressing the intersections between gender, race, and social class.

SPA 322/LAS 350 (Section T): Culture, Language, and Identity in the Spanish-Speaking World

Instructor: Dr. Andrew Lynch

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

Fulfills requirements for the major or minor in Spanish.

Fulfills course requirements for the following cognates:

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

This interdisciplinary course explores the intricate relationship between culture, language, and identity in various countries of the Spanish-speaking world. Through discussion of critical theoretical proposals, cultural and political commentaries, sociolinguistic studies, literary texts and films, we will examine how language is implicated in the construction of local, national, and transnational identities. Students will gain a better understanding of dialectal and sociolectal variation in Spanish, and the ideologies and attitudes regarding local, national, and global varieties of the language throughout the world. Topics will include the following: multilingualism and political conflict in Spain; colonialism and the language debate in Puerto Rico; the variability of Cuban Spanish in Miami; the construction of Hispanic/Latinx identities in the US; migrant identities in Peru and Argentina; indigenous language practices and policies in Mexico, Bolivia,

and Paraguay; and Afro-Hispanic communities in Nicaragua and Colombia. This course is ideal for those interested in sociolinguistics, cultural studies, sociology, and anthropology.

*The course will be discussion-oriented, all in Spanish. Written reflections and assignments must also be completed in Spanish. No prior study of linguistics is required to succeed in this course.

SPA 330/WGS (Section S): Género y sexualidad: Pensamiento, activismo y “artivismo” LGBTQIA+ en el mundo hispano

Instructor: Dr. Gema Pérez-Sánchez

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

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

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

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

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

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

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

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

Note: GSS Students who enroll in this course should be aware that most students in the course will be Spanish minors and majors. Therefore, all students are expected to have advanced Spanish critical thinking and writing skills. GSS students' written work will be graded according to the same expectations as SPA majors and

minors. If you have concerns about your experience writing research papers in Spanish, please contact the professor.

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

SPA 360 & LAS 301 (Section GH): Cuenterxs en el Caribe Hispano/Storytellers in the Spanish Caribbean

Instructor: Yolanda Martínez-San Miguel

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

What, where and when is the Caribbean? Is there a specific way to narrate in Caribbean form? Taking advantage of the long tradition of storytelling in the Caribbean, this course focuses on narration to revisit key topics: colonialism, memory, race, gender expression, ecocriticism, migration, tourism and creolization. We will study how to recover Caribbean narratives from personal and fictional letters, poetry, short stories, oral histories, music, films, social media, visual and public arts. Although most of the stories we will discuss will come from Cuba, the Dominican Republic and Puerto Rico, there may be references to some texts from the Anglo and French Caribbean, or from US Diasporic Caribbean writers. This course will be offered in Spanish. The class includes invited guest lectures by Caribbean writers, artists and scholars, a visit to the Cuban Heritage Collection and a review of relevant collections in the Richter Library.

Spa 364 (Section J): 19th Century Peninsular Topics: Comunidades ideológicas en la producción artística del entre siglos decimonónico

Instructor: Dr. Elena Grau-Lleveria

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

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

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

En este curso vamos trabajar la producción literaria y ensayística del entre siglos español e hispanoamericano desde el concepto de comunidad ideológica. Este concepto nos va a permitir configurar núcleos temático-ideológicos que se producen dentro de corrientes artísticas específicas pero que a la vez entablan diálogos muy productivos entre corrientes artísticas distintas creando otras formas de comunidad ideológica. El curso tiene un componente trasatlántico (producción artística del entre siglos de países hispanoamericanos y producción artística de España) porque una de las comunidades ideológicas que trabajaremos es la llamada “comunidad panhispanica”. Otras comunidades ideológicas a través de las cuales se organiza el curso son las configuraciones de masculinidad y feminidad (arquetipos), las múltiples y divergentes comunidades de textos que entablan potenciales comunidades ideológicas alrededor del concepto de modernidad y las comunidades ideológicas que se configuran a través de la construcción de una individualidad en el sentido liberal-filosófico. Todos los textos primarios están en español (aunque originalmente estén escritos en catalán, gallego o portugués).

SPA 394: Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the Spanish major.

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

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

SPA 422/LAS 491 (Section R). Topics in Hispanic Linguistics: The Structure of Spanish: Morphology, Lexicology and Syntax

Instructor: Dr. Ager Gondra

This course offers an introduction to the linguistic analysis of Spanish, focusing on morphology, lexicology, and syntax. We will examine word-level phenomena (derivational and inflectional morphology, and the lexicon) as well as phrase- and sentence-level phenomena (constituents, word order, and sentence structure).

SPA 433 (Section GH): Medical, Cultural, and Bioethical Debates in Spanish—Medical Fictions: Illness, Disability, and Ageing in Contemporary Latin American Culture

Instructor: Thomas Matusiak

This course offers a humanistic perspective on medicine by examining representations of illness, disability, and ageing in contemporary Latin American culture. Drawing on poetry, fiction, memoir, essays, visual arts, and cinema, students will approach bioethical and biopolitical debates from a humanistic perspective. While medicine offers a utopian promise of scientific objectivity and progress, we will employ the method of critique to read this narrative with suspicion. In the context of the political, social, and economic transformations of the last fifty years, we will study how literature, film, and the visual arts re-envision the value of the sick, unproductive, mentally ill, or disfigured body. How does medicine construct the body of the Other? How do the sick or disabled imagine their own subjectivity outside medical narratives? How do communities emerge from and dissipate in the wake of contagion? Can language faithfully articulate the experience of pain or madness? What role does narrative play in the process of healing? In seeking answers to these questions, students will explore the interface of culture and medicine with the goal of imagining a more empathetic and humanistic relation between society and those bodies deemed unproductive due to illness, age, or disability.