

# MODERN LANGUAGES AND LITERATURES

## UNDERGRADUATE COURSES

Spring 2016



# MODERN LANGUAGES AND LITERATURES UNDERGRADUATE COURSES SPRING 2016

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## **MODERN LANGUAGES AND LITERATURES**

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

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

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

## **ARABIC STUDIES PROGRAM**

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

#### **ARB 101                    Elementary Arabic I**

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

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

Further development of communicative abilities in speaking, reading, writing, and comprehension of Modern Standard Arabic and an introduction to the cultural practices of the Arabic-speaking world. **Prerequisite:** ARB 101 or the equivalent. Closed to native speakers.

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

**Pr. Mona El-Sheriff**

Arabic 202 is the fourth 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 204/ARB 208 (E)                    Advance Arabic II**

**Prof. Mona EL- SHERIF**

Arabic 204 is the sixth course of the Modern Standard Arabic sequence within the Arabic Studies Program. The three primary goals of the Arabic language sequence are: (1) developing oral and written communicative abilities in Arabic; (2) understanding the rich culture of the Arabic-speaking world through engaging with texts and cultural artifacts; (3) studying and understanding the Arabic language, from grammar and spelling to writing with coherence, cohesion and accuracy.

The Arabic language sequence focuses on the development of written and oral communicative abilities in the language through an interactive activity-based approach. Courses are based on active learner participation. Students are expected to engage in interactive small and large-group activities. The different tasks presented in class will require students to use Arabic in multiple situations. The course will address all five aspects of language learning: listening, speaking, reading, writing and culture. Assessment is based on both your ability to use the language in written and oral tasks and on your knowledge and understanding of the language and culture. **Prerequisite:** ARB 203 (Intermediate Modern Standard Arabic I) or the equivalent.

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

**ARB 591 (Independent Study)**

## **CHINESE (Mandarin)**

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

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

Conversation, grammar, reading, elementary composition.

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

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

**Prerequisite:** CHI 101.

#### **CHI 201                      Intermediate Chinese I**

Expanding further on language skills (grammar, composition and reading) while introducing students to aspects of Chinese customs, history and culture. Closed to native speakers. **Prerequisite:** CHI 102.

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

**Prof. Rebecca Doran**

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

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

**Prof. Rebecca Doran**

This course is designed as a continuation of Chinese 205 (CHI 205—Advanced Chinese I is being renumbered to CHI 203; this is the reason why Advanced II is CHI 204). The course aims to develop students' ability to use Chinese in a more advanced way. The course continues Chinese 205's emphasis on accurate comprehension, expansion of vocabulary, and development of the ability to use increasing complex grammatical and sentence structures. In addition to improving their language abilities, students will also be exposed to different areas of Chinese culture.

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

#### **CHI 591 (Independent Study)**

## 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**

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

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

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

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

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



## **FRE 202                      Intermediate French II**

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

## **FRE 203                      Advanced French**

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

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

### **FRE 301 (E)                      Maux et Mots: Illness and Identity**

**Prof. Lauren VAN ARSDALL**

We will examine various genres (essay, satire, sonnet, philosophical novel, comedy, memoir) and literary representations of illness that challenge assumptions about difference and identity to explore their connection to political, religious, and social contexts in France, from the plague in the Medieval period and the wars of religion in the Renaissance to the more figurative *mal du siècle* in the late nineteenth century and the contemporary discourses of the other that surround AIDS, heart transplants, and disability studies. Through a series of close readings and explications de text, this course explores illness as a source of metaphor and as lived experience in texts by Ronsard, Montaigne, Molière, Voltaire, Baudelaire, de Musset, Proust, and Camus, as well as through films and excerpts from graphic novels (*bande-dessinée*). Counts toward the Medical Humanities minor. Writing course.

**Prerequisite:** FRE 203.

### **FRE 360 (Q)                      “New Caribbean Spaces:” Immigration and Cultural Production Civic Engagement Course**

**Prof. Alexandra PERISIC**

In this course we will study 20th century literary and cultural works from the Francophone Caribbean (Martinique, Guadeloupe, La Guyane, and Haiti), in which immigration is a central theme. These works are primarily written and created by authors who, in one way or another,

have immigration in their background. Questions addressed in this course include: what are the historical and social circumstances that lead people to leave their country of origin? What is the immigrant experience of the journey to a new country? Once in their new 'home,' how do immigrants renegotiate questions of national belonging, citizenship, ethnic and racial identity? The course will also delve into the political power of immigrant cultural production. We will draw on multiple cultural media, including literature, film and visual arts, in order to discuss how works of art have been mobilized as a mode of resistance against different forms of racial, economic and social oppression in both the country of origin and the destination country. The course is organized in a historical and thematic manner and will guide students through major waves of immigration from the Francophone Caribbean to both France and the United States. A key component of the course will be to gain first-hand insight into the immigrant experience by volunteering at either the Little Haiti Cultural Center or Fanm Ayisyen nan Miami (Haitian Women in Miami).

Through the real use of the language beyond the university environment, students will gain understanding of the nature of the language and increase their fluency as well as expand their vocabulary and be able to exchange information and thoughts both orally and in writing. Writing course. **Prerequisite:** FRE 301 OR FRE 302.

### **FRE 322 (E) Entre Mots et Mets: French and Francophone Food Cultures** **Prof. Lauren VAN ARSDALL**

In 2010, UNESCO places the French gastronomic meal on the list of "intangible cultural heritage." The art of cooking and the art of the table have become synonymous with French culture, and it is no surprise that such a legacy still exists. However, as we will see, this legacy often changes in our global environment. Throughout French history, food has served to indicate social status, gender identity, and national identity. In this course, we will discuss the culture of food (and food as culture) in France and the Francophone world, from the Hexagon to its protectorates, territories, and former colonies. We will look at the politics of food in rural France, the Maghreb, the Caribbean, Sub-Saharan Africa, and Mauritius; how particular foods are and were once cultivated, marketed, and produced as well as how these food systems are viewed today as symbols of resistance or assimilation. Writing course. **Prerequisite:** FRE 301 OR FRE 302.

### **FRE 446 (S) Debating cultures and societies in French** **Prof. Alexandra PERISIC**

The main goals of this course are to improve student's conversational skills cultivating formal academic speaking competencies, and to develop their critical thinking skills and analytical expression in French in order to help students achieve global literacy. In addition, this course seeks to build students' oral proficiency at the advanced level while increasing their awareness of Francophone cultures through active, responsible participation in discussions, debates and oral presentations in class. 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.) We will be working on *pronunciation, listening comprehension, vocabulary, and oral expression*. Activities will include listening comprehension exercises, oral presentations, as well as discussions of films, songs, articles, and other short written documents. Writing course. **Prerequisite:** FRE 301 or 302.

**FRE 501 (R)                      Recits d'enfance/Enfances du récit**  
**Gender and queer identities, sexual impulses and scenarios of desire in contemporary literary and cinematographic representations of childhood and early youth.**

**Prof. RALPH HEYNDELS**

In this capstone seminar we will envision the imaginaries and the narrative strategies – along with the existential and ethical significations – of the (often auto-fictional, almost always self-reflexive) *récit d'enfance*, a sub-genre which has emerged through the 19<sup>th</sup> century (Jules Vallès, *L'Enfant*) and has tremendously developed through the 20<sup>th</sup> and 21<sup>st</sup> centuries, from Alain-Fournier (*Le Grand Meaulnes*) and Proust (*Combray* in *A la recherche du Temps perdu*) to Makine (*Le testament français*), *en passant par* Jean-Paul Sartre (*Les mots*), Mohamed Choukri (*Le pain nu*), Nathalie Sarraute (*Enfance*), Patrick Chamoiseau (*Antan d'enfance*), Annie Ernaux (*La honte*), or René de Ceccatty (*Raphaël et Raphaël*), to name just a few among hundreds of works; and which has become a major component of the literary (and filmic) landscape inscribed in what Alain Schaeffer and *al.* have named *L'ère du récit d'enfance*. More specifically, the course will focus (from both individualized and socio - cultural viewpoints) on issues of emotional identity, social adjustment, individual resilience, gender, queerness, desire and sexuality in (often very) contemporary texts from France, Belgium, Morocco, and Tunisia. We will reflect on how these texts and films subjectively and objectively challenge (often in an apparently controversial way) a series of (ready-made) societal dominant ideologies and systemic stereotypes related to childhood and early youth (including in medical, psychological and / or sociological – normative, supposedly “neutral scientific” discourses); on how they compare with “authentic” (nonliterary) childhood narratives (as analyzed for instance by Régine Delamotte and Mehmet – Ali Akinci in *Récits d'enfance: développement, genre, contexte*); and how they should also be critically situated in a historical perspective – referring to Egle Becchi and Dominique Julia, dir., *Histoire de l'enfance en Occident* – and questioned through gender and queer studies (including the works of Louis-Georges Tin, among others). As this course (entirely taught in French) is a capstone seminar, the active participation and critical engagement of the students will be required, including in the form of presentations, discussions, mini-colloquia, and essay writing. The course is a requirement for last semester French majors, and may be open only with permission of the instructor to other students (depending on their academic background / interest and level of French fluency). Writing course. **Prerequisite:** At least 3 courses at 300 or 400 level.

**FRE 591 (Independent Study)**

## GERMAN PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

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

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

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

#### **GER 202 (P)        Intermediate German II: Berlin in Text, Image, and Film Prof. Markus ZISSELSBERGER**

This course is designed to provide students with the language tools and comprehension strategies necessary to carry out advanced work in German and German Studies in an interdisciplinary and theoretically informed manner at the 300-level and above. With a strong focus on critical reading, essay writing, and advanced grammatical structures, the course assists students in further developing oral and written communicative skills, critical thinking skills, and their ability to understand and produce different kinds of texts. Thematically focused on Berlin, students explore and learn about the city's architecture, memorials, streets, museums, theaters, and its history, in particular, its existence as both a divided and reunified city. In addition to examining depictions of Berlin in short articles and literary texts, students will also examine representations of the city in films, such as *Himmel über Berlin* (Wim Wenders, 1987) and *Run Lola Run* (Tom Tykwer, 1998). Reading- and writing-intensive course with readings and discussions in German.

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

### UPPER DIVISION (300-500 LEVEL)

#### **GER 321 (R)    20<sup>th</sup> Century German Theater: Theory, Text, Performance Prof. Markus ZISSELSBERGER**

This course examines twentieth century German theater in its theory and practice. It will start with an examination of theatrical traditions and forms from the late nineteenth and early twentieth century, with a particular focus on Expressionism and the political and "epic" theater of Bertolt Brecht. The course will then consider the influences of these early

theatrical models on post-war and contemporary German theater and theatrical productions and analyze them in their specific cultural, historical, and political context. Plays and playwrights to be discussed will include: Frank Wedekind, *Frühlings Erwachen*; Bertolt Brecht, *Der gute Mensch von Sezuan*; Wolfgang Borchert, *Draußen vor der Tür*; Friedrich Dürrenmatt, *Der Besuch der alten Dame*; Peter Weiss, *Die Ermittlung*; and Heiner Müller, *Hamletmaschine*. In addition to writing assignments, the coursework will also include performative elements, including oral interpretations of parts from select plays. The class will also meet at least once outside of regularly scheduled class time to attend a play together. Viewing-, reading- and writing-intensive course; readings in German and English; discussions and writing assignments in German.

**Prerequisites:** GER 301 or permission of instructor. Writing course.

### **GER 370/HIS 338/ JUS 410 (S):**

#### **The Holocaust in History, Film, and Memorial Culture**

##### **Prof. Markus ZISSELSBERGER**

The systematic and industrialized genocide of human beings planned and executed by the German Nazi regime, commonly referred to as the “Holocaust” or “Shoah,” remains one of the most defining and horrifying historical events of the twentieth century. The seminar explores the challenges and problems of studying the Holocaust from several disciplinary perspectives – focusing on history, literature, film, and memorial culture – while also critically examining the conditions and limits of representation that arise from differences in media: historical research and writing; survivor testimony; documentary and fictional films; and memorials and monuments. Readings will include texts by historians such as Raul Hilberg and Saul Friedländer; memoirs and testimonies by survivors such as Primo Levi and Ruth Klüger; and films such as Yael Hersonski’s *A Film Unfinished*, Claude Lanzmann’s *Shoah*, and Steven Spielberg’s *Schindler’s List*. The course is reading- and writing-intensive, with readings and discussions in English. In addition to weekly homework assignments, a midterm assignment, and a final, cumulative take-home exam, students will also complete an extended analytical term paper. Students will also be required to watch films outside of regularly scheduled class hours. Writing course.

### **GER 591 (Independent Study)**

## HAITIAN

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

Continuation of 101. Closed to native speakers.

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

### **HAI 202                                      Intermediate Haitian Creole II**

This course will emphasize on speaking, listening, reading, and writing activities. In addition to the instruction of Haitian Creole, students will have a better understanding of the Haitian culture, society, and beliefs, which are an important part of this class experience. Furthermore, to help students understand the relationship between the spoken and the written forms of the language, the course will be entirely taught in Haitian Creole. While gaining an understanding of the Haitian culture and its people, students in HAI 202 will learn how to avoid cross-cultural conflicts by developing awareness for common cultural issues and beliefs associated with healthcare, education, environment, religion etc. The interactive format of this course will foster an engaging course that promotes fun and effective learning in a way the students will remember for years to come. The course will have 10 discussion questions, 5 pop-quizzes, one midterm exam, and one final exam.

## HEBREW

### **HEB 102                                      Elementary Hebrew II**

Continuation of HEB 101 Grammatical principles: reading for comprehension and conversation; oral and written exercises. Normally, closed to students who have completed two years of high school Hebrew.

**Prerequisite:** HEB 101 or 4 years of high school Hebrew or permission of instructor, and closed to native speakers.

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

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

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

### **HEB 591 (Independent Study)**

## ITALIAN PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

Continuation of ITA 101. Closed to native speakers. **Prerequisite:** ITA 101.

#### **ITA 201                      Intermediate Italian I**

Integrated grammar review. Diverse selection of readings: stories, plays, essays, interviews. Practice in speaking and in writing. Class conducted in Italian. **Prerequisite:** Closed to native speakers. ITA 102, a strong high school background (4 years; good program; good grades).

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

**Prof. Mojca DEL FABBRO**

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

### UPPER DIVISION (300-500 LEVEL)

#### **ITA 321 (O):**

**"The truth is not only in a single dream, but in many dreams". A survey of contemporary Italy: texts, works and testimonies of its protagonists**

**Prof. Maria STAMPINO**

Literature, visual arts, cinema, theater, music and journalism, including advertising and television: what has been, since the second war, the relationship between culture and society in Italy? And what is it today? How were communities changed by the trailblazing action of cultural innovation, and how - vice versa - did pre-existing cultures affect the work of the intelligentsia?



Did the figurative art of the fifties really change popular awareness? Was Pier Paolo Pasolini (to whom we owe the title of the course) right in his invective against the cultural standardization generated by television? Did popular songwriters, like Fabrizio De André or Francesco Guccini, have a greater impact on future generations than the poets of the avant-garde, such as Elio Pagliarini or Edoardo Sanguineti? How did famous reporters and writers - like Goffredo Parise or Dino Buzzati - interpret the conflicts of the world and the social changes coming from abroad? Through careful critical readings of interdisciplinary testimonies and of texts from different backgrounds, the course aims at providing a "full immersion" in the complex, often contradictory but always fascinating history of the last fifty years of the "Bel Paese", to understand Italians today and - maybe - to imagine which paths they will take tomorrow. Writing course.

### **ITA 591 (Independent Study)**



## JAPANESE

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

Pronunciation, grammar, conversation, and the elements of the writing system. Closed to native speakers.

### **JPN102     Elementary Japanese II**

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

**Prerequisite:** JPN 101 and closed to native speakers.

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

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.

**Prerequisite:** JPN102

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

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.

**Prerequisite:** JPN201 or the equivalent.

### **JPN 203 (F)                     Advanced Japanese I**

**Prof. 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 204 (G)                      Advanced Japanese II**

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

**JPN 591 (Independent Study)**

## PORTUGUESE PROGRAM

### LOWER DIVISION (100-200 LEVEL)

#### **POR 105/625 Comb. Accelerated Elementary Portuguese**

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

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

Integrated grammar review. Diverse selection of readings: stories, plays, essays, interviews. Practice in speaking and in writing. Class conducted in Portuguese. **Prerequisite:** POR 102 or 4 years high school POR, or permission of instructor, and closed to native speakers.

#### **POR 202/635 Comb. (G) Intermediate Portuguese II**

**Prof. María G. PARDO**

This intermediate course focuses on textual analysis and critical writing while enhancing grammatical tools and expanding vocabulary in the Portuguese language. Students will engage in collaborative activities to foster discussion on a variety of cultural products, including literary fiction, newspaper articles, essays, music, film, and telenovelas. **Prerequisite:** POR 201.

### UPPER DIVISION (300-500 LEVEL)

#### **POR 321/ POR 591(J)**

**The Mythical Nordeste: Cangaço, Cordel and Cana-de-Açúcar**

**Prof. Chrissy ARCE**

Land of the *lobishomens*, *cangaceiros* and *itinerantes*, this course will examine the space – both imagined and real – of the northeast in the Brazilian national imaginary. By centering on regional writers, filmmakers and popular balladry, this course will underscore the importance of the Northeast as a central trope in Brazilian arts. We pay special attention to the space of the sertão with its incredible fertility followed by mythic droughts and the culture that emerges from these geographic conditions as well as the mass migrations it causes. We will examine the sugar cane novels that mythologize the glory and deterioration of sugarcane plantations and the concomitant societies based on slavery and patronage. We will take an extended look at the mythology of the cangaceiro (bandit) in contrast to the real threat they posed to the state, and will unpack the importance of popular balladry for

all of these phenomena (plantation society, banditry, migration) in a region known for almost arcane idiomatic expressions. We will study writers such as José Lins do Rego, Guimarães Rosa, Osman Lins, Graciliano Ramos, Rachel de Queiroz, Jorge Amado, Francisco Dantas and filmmakers such as Glauber Rocha and Hilton Lacerda.

### **POR 591 (Independent Study)**

## SPANISH PROGRAM

### LOWER DIVISION (100-200 LEVEL)

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

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

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

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

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

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

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

### **SPA 202 Intermediate Spanish II**

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

### **SPA 203 Advanced Spanish**

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

### **SPA 203 (D):**

#### **Advanced Spanish: focus on the field of Communication studies**

#### **Prof. Catalina QUESADA GÓMEZ**

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

**Prerequisite:** SPA 202 or equivalent.

### **SPA 203/LAW 390-B Spanish for Lawyers- Second Language Learner**

#### **Prof. Mónica DURÁN**

**Time: 11:00 -12:20 M& W**

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

This is an introductory course for students who have an intermediate understanding of Spanish. Students enrolled in this class have studied Spanish as a second language in an academic setting and reached intermediate to advanced level courses (4 semesters at college or more than 6 years in High School). Students in this course have had limited exposure to Spanish outside the classroom, except for study abroad experiences.

The objective of this course is to further develop formal oral and written communicative abilities by engaging with legal texts and also by studying and understanding the Spanish language, from grammar and orthography to writing with coherence, cohesion, and accuracy. The class will be conducted in Spanish. **Prerequisite:** SPA 202 or equivalent.

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

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

### **SPA 208 Advanced Spanish for Heritage Learners**

This course is designed for those students who, because of family background or social experience and prior instruction in Spanish, possess functional communication abilities in the language. Focus is on developing formal speaking, reading and writing abilities. **Prerequisite:** SPA 207, four years of Spanish in high school, or 5 in the AP language exam.

### **SPA 208/LAW 390A Spanish for Lawyers -Heritage Learner**

**Prof. Mónica DURÁN**

**Time: 2:00 -3:20 M& W**

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

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

The objective of this course is to develop formal oral and written communicative abilities by engaging with legal texts and also by studying and understanding the Spanish language, from grammar and orthography to writing with coherence, cohesion, and accuracy. The class will be conducted in Spanish.

## UPPER DIVISION (300-400 LEVEL)

### **SPA 301 (P)      Interpreting Literary and Cultural Texts in Spanish** **Prof. TBA**

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. **Prerequisite:** SPA 203 or equivalent. Closed to native and heritage speakers.

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

### **SPA 301 (F)      Interpreting Literary and Cultural Texts in Spanish** **Prof. Omar VARGAS**

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. **Prerequisite:** SPA 203 or equivalent. Closed to native and heritage speakers.

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

### **SPA 302 (Q)      Cultura y Civilización en el Estado Español** **Prof. Gema PÉREZ-SÁNCHEZ**

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

Este curso concede crédito de escritura (*writing credit*), por lo tanto, se exigirán numerosos ejercicios de redacción, desde escritos informales realizados en clase, hasta revisiones serias de ensayos académicos formales. El curso se impartirá exclusivamente en castellano. Pre-requisito: **SPA 203 (antiguo 214) o 208 (antiguo 244).** Writing course.



## **SPA 307 (D)            Interpreting Literary and Cultural Texts in Spanish for Heritage/Native Speaker**

**Prof. Chrissy ARCE**

This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. Special attention is paid to characteristics of heritage/native speaker expression. This course is for heritage learners and native speakers only. **Prerequisite:** SPA 208, high school degree from a Spanish-speaking country, or 4 in the AP literature exam. **Note:** **Students may not receive credit for both 301 and 307.** Writing course.

## **SPA 310/JMM4040 (J)            Latino/as and the Media** **Prof. Sallie HUGHES**

This course examines the history, politics, production and reception of Latino-oriented media. It considers Latino media production processes, as well as Latino/a audiences' immigration, incorporation and media reception patterns. The course takes advantage of Miami as a vibrant Latino/a media production site through field trips and independent research projects.

## **SPA 321 (H)                    Science and Discovery in Latin-American Narrative Fiction**

**Prof. Omar VARGAS**

This course will provide a panoramic view on key issues in the relationship between Western scientific developments and discoveries and the evolution of Latin America literature in the twentieth century. Latin American region is not usually associated with the greatest scientific progress generated by the Industrial Revolution or by the Renaissance naval expansion. However, disciplines such as mathematics and astronomy were object of important development during the pre-Columbian period in this part of the world. In addition to that, both during the Renaissance and the Enlightenment, this region served as an important work field for the studies of explorers and scientists from Christopher Columbus to Alexander von Humboldt, Charles de La Condamine and Charles Darwin. Thus, Latin America has a scientific tradition that is reflected and rigorously recorded in its narrative fiction and in its vision of modernity. Even pro-western aesthetic styles, like the magic realism, are inspired by scientific studies on the mythical thought, in a range that covers from ethnology to linguistics. In our course the emphasis will be on the improbable intersection of scientific topics from physics, mathematics, cosmology and medicine with literary texts. Within this framework, the following topics will be considered: the parallel postulate of Euclidean Geometry; the theory of relativity; the medical sciences, and the Big Bang theory. **Prerequisite:** SPA 301 OR 307. Writing course.

## **SPA 321 (T) History and Memory Writing in Contemporary Spain**

**Prof. Julie Samit**

This course will focus on texts that offer representations of the Spanish Civil War (1936-1939) and Franco's dictatorship (1939-1975) from a contemporary perspective. The analysis of 21<sup>st</sup> century novels and films will allow identifying how novelists and filmmakers revive memories that have been politically repressed after the fall of the dictatorship. Concepts such as "collective memory" and "historical memory" will be examined in order to understand how these texts reflect Spain's recent history but also current socio-political issues. Final paper required. Lectures and readings will be in Spanish. **Prerequisites:** Spa 301 or Spa 307. Writing Course.

## **SPA 322 (S) Imaginarios sobre la nación y la diáspora en textos culturales cubanos**

**Prof. Eva Silot Bravo**

Este curso estudia críticamente el impacto de la revolución cubana de 1959 en negociaciones sobre la idea de nación e identidades nacionales y diaspóricas en producciones culturales tanto dentro como fuera de la isla. A tal efecto, la clase se centrará en el estudio de textos literarios, fílmicos, de música y performance de autores y artistas de "ambas orillas", a través de diferentes periodos histórico- culturales desde 1959. La clase facilitará la comprensión de los contextos socio-políticos, ideológicos, económicos e históricos de diferentes periodos con los que dialogan y en los que se produjeron los textos de estudio. Para ello, nos apoyaremos en el análisis de documentos de archivo y artículos teóricos. Se espera que con este curso los estudiantes obtendrán y/o profundizarán sus habilidades críticas para reflexionar sobre la importancia de textos culturales en la configuración de construcciones narrativas sobre la idea de nación, identidad nacional y transnacionalismo, a través de diferentes tiempos históricos y espacios geográficos. **Prerequisite:** SPA 301, or 302, or 303, or 307. Writing course.

## **SPA 322 (P): Law and Order: Legal Issues in Hispanic Cultures.**

**Pr. Mónica Durán**

A sociocultural analysis of legal issues in the Spanish-speaking world: migration, constitutional law, cultural industries, family law, human rights, and human relationships. Legal cases, constitutional texts, newspaper articles, films, short stories, and poetry will be used to study the construction of social relationships through laws. The students will be engaged in reading and writing activities that foster development of style and purpose for legal, artistic, and social analysis. The course will include a civic engagement component, where students will volunteer in non-for-profit legal organizations in Miami. This course will also serve as an introduction to the Spanish for Lawyers program for students wishing to continue studying Spanish for Lawyers. The professor, a state and federal certified legal interpreter, will also introduce learners to the requirements, demands, and tasks of becoming a Spanish/English translator in US Courts. SPA 301, or 302, or 303, or 307. Writing course.

## **SPA 354/ LAS 350 (J) Modernidades del entresiglos: estéticas y visualidades en la narrativa hispanoamericana (1880-1918)**

**Prof. Elena GRAU-LLEVERÍA y Luz Ainai MORALES-PINO**

Este curso revisa un conjunto de producciones de fines de siglo XIX e inicios del XX hispanoamericano con el objetivo de analizar las múltiples y, a veces, contradictorias formas de articular narrativas visuales de modernidad. Para ello se hace especial énfasis en el estudio e interpretación ideológica de las nuevas prácticas de consumo derivadas de procesos como: a) el surgimiento y la expansión del capitalismo impreso (periódicos, revistas, colecciones de narrativa de bajo costo editorial, publicidad); b) el ascenso económico y demográfico de las burguesías urbanas; c) las modificaciones y transformaciones de lo rural –y los espacios rurales—a partir de la industrialización y la explotación de materias primas por parte de capitales nacionales y foráneos. Todos estos procesos dan cuenta de cambios epistémicos fundamentales para comprender las rupturas y tensiones concomitantes a la modernidad en España y América Latina.

Tal como se verá en las semanas iniciales del seminario, las premisas teóricas que guiarán y estructurarán la lectura de los textos primarios son, en primer lugar, el carácter ideológico de la visión (solo somos capaces de ver aquello con lo que estamos familiarizados); y, en segundo lugar, la condición escrito-visual de todo discurso (letra e imagen son inseparables y fungen como referente entramado tanto en textos meramente escritos, como en materiales meramente ilustrados).

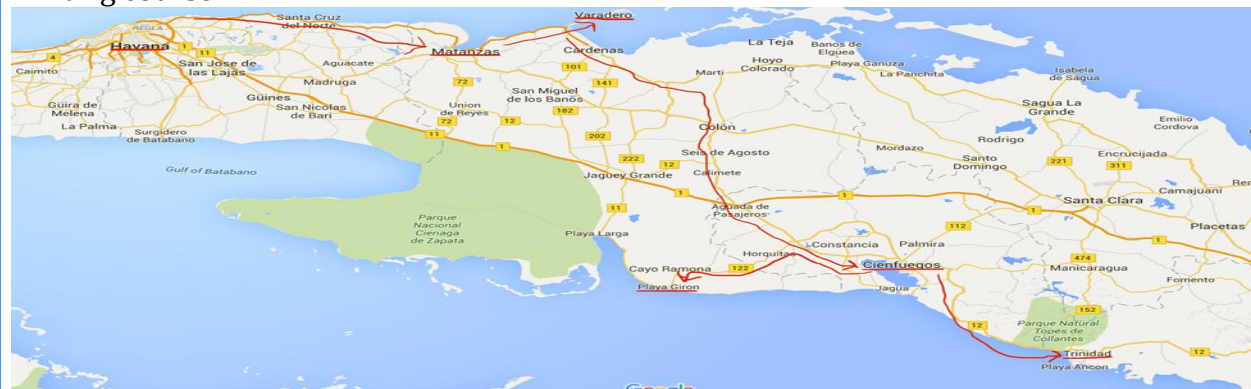
Sobre la base de estas premisas, el curso pondrá en diálogo textos narrativos con la finalidad de poner al descubierto las relaciones culturales que se establecen entre obras canónicas y textos ignorados por la tradición crítica y el canon hispanoamericano. Así, el estudiante podrá *ver* y trazar otros caminos y redes de sentido en lo que se refiere a las articulaciones e interpretaciones de las modernidades en Hispanoamérica. A la vez, el estudiante adquirirá el conocimiento necesario para comprender en qué medida lo visual, que subyace en todo discurso, debe ser parte integrante de los análisis textuales de las producciones culturales de este momento histórico. **Prerequisite:** SPA 301 OR 307. Writing course.

## **SPA 360/LAS 302 (R) Travels Through Cuba: “The Most Beautiful Land”**

**Prof. Lilian Manzor & Ernesto Fundora**

Course involves travel during the Spring Break (pending approval) and it has a program fee. As the largest island of the Antilles, Cuba has long captivated the attention of explorers seeking conquest and wealth, religious conversion and scientific knowledge, and other encounters with the island’s diverse landscape, wildlife, and people. From Christopher Columbus onwards, many travelers and explorers have come to Cuba to unlock the island’s mysteries, traversing its coasts, its jungle, as well as Havana and other cities. This course examines the experiences of foreign and domestic travelers over the course of the last five centuries in Cuba. Students will look carefully at the shared assumptions of travelers and compare their modes of social inquiry, scientific investigation, and the ways in which they reflect about the island and its various realities. In pursuing a better understanding of the genre of travel writing and its literary and historical significance, the course draws upon a

variety of first-person accounts about the island Columbus called, right after disembarking in its shores, “The most beautiful land human eyes have ever seen.” Students will have the opportunity to work in archives at the Cuban Heritage Collection and visit several sites in Miami in preparation for the trip to the Cuban cities of Havana, Matanzas, Trinidad, and Cienfuegos (pending final approval). Coursework, archival work, and field experience will be incorporated in their final research/creative projects. **Prerequisite:** SPA 301 OR 307. Writing course.



## SPA 422 (C) Spanish in the U.S.

**Prof. Rachel VARRA**

Spanish is the second most widely spoken language in the U.S. today. In this course, we examine the syntactic, lexical, phonological and morphological characteristics of Spanish as used by various Spanish-speakers in the United States, considering what distinguishes speakers from each other as well as what unites them. We will also approach topics such as language ideology and language policy as concerns US Spanish and Spanish speakers and explore concepts and processes including language contact, dialect contact, bilingualism, language acquisition, Spanglish, codeswitching and borrowing. Readings, classes and coursework are in Spanish. **Prerequisite:** SPA 301, or 302, or 303, or 307. Writing course.

## SPA 432 (B) Business Ethics and Cultural Debates in Spanish

**Prof. María Luisa NEGRÍN**

This course is designed to give students at the advanced level the opportunity to master their written and oral communicative skills in Spanish tailored for the professional business setting. Students will be exposed to cultural, linguistic and ethical aspects of business practices and business enterprises in the Spanish-speaking world. Students will learn to pay attention to cultural differences in relation to the business worlds in the United States. In order to obtain those objectives, students will be exposed to various business-related and cultural contexts. **Prerequisite:** SPA 301, or 302, or 303, or 307. Writing course.

## SPA 440 (E) Phonetics

**Prof. Rachel VARRA**

Spanish pronunciation based on phonetics. Exercises in diction and phonetic transcription. Attention to individual difficulties. Conducted in Spanish.

**Prerequisites:** SPA 301 or SPA 307 or equivalent.

### **SPA 446 (D) Cultural Debates: Public Speaking On Societal Issues**

**Prof. Rachel VARRA**

This course is designed to give students at the advanced level the opportunity to focus on spoken Spanish as it would be used in the academic arena or any professional field. Using the format and techniques of public speaking and debate, the course will focus on several controversies or issues within Hispanic cultures. Through readings on various issues in the Spanish-speaking world and in-class debates and presentations, students will expand their vocabulary, develop their stylistic expression, and improve their spoken fluency and analytic and argumentative skills. The class is conducted in Spanish. **Prerequisite:** SPA 301, or 302, or 303, or 307.

### **SPA 501 (H) Space-time in Latin-American Narrative Fiction**

**Prof. Omar VARGAS**

This course will provide a panoramic view on key issues in the relationship between scientific and literary notions of space and time in the Latin America literature in the twentieth century. Latin America has a scientific tradition that is reflected and rigorously recorded in its narrative fiction and in its vision of modernity. Even pro-western aesthetic styles, like the magic realism, are inspired by scientific studies on the mythical thought, in a range that covers from ethnology to linguistics. In our course the emphasis will be on the improbable intersection of topics from geometry, physics and mathematics, with literary texts. Within this framework, the following topics will be considered: the parallel postulate of Euclidean Geometry; the theory of relativity; and the Fractal theory. **Prerequisite:** At least 3 courses at 300 level. Writing course.

### **SPA 501 (Q) Qué Hacer con el Pasado/What to Do with the Past**

**Prof. Christina CIVANTOS**

This course will consider how earlier historical periods are portrayed in literature and film in search of justice and reconciliation and/or to support ideologies and formulations of identity. We will explore how history is used (and possibly abused) to inform or critique experience in the present.

During the first part of the semester we will focus on methodological and theoretical issues that are part of the relationship between narrative and history, including trauma, memory, and the construction of truth. We will also examine specific case studies primarily taken from the literature and film of Spain and Argentina. The latter part of the course will follow a workshop format in which students will pursue their own relevant research topics focused on any period or context in the Spanish-speaking world. Although some secondary readings may be in English, the course will be conducted entirely in Spanish. **Prerequisite:** At least 3 courses at 300 level. Writing course.

**SPA 591 (Independent Study)**