

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

Spring 2021



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SPRING 2021
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MODERN LANGUAGES AND LITERATURES

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

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

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

COURSES TAUGHT IN ENGLISH

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

ARA310 /FRE 310/MLL 325(Section R) (WRIT): Topics in French and Francophone Studies in Translation “Franco-Arab Cinema”

Dr. Suja R. Sawafta

Historically, the relationship between France and the Arab World has been at once rich and turbulent. This course will explore cross-cultural encounters at the Franco-Arab intersection and as such, will expose and negotiate the intricate layers that exist in this dynamic historical relationship. From *La Bataille d'Alger* to *La Haine* and the infamous films of Abdellatif Kechiche, this course will survey film that is set in France and the Arab world, treating cinema as a key-hole view into issues of migration and immigration, assimilation and social class, and language and belonging.

GER 310 (Section Q): German Topics in Translation: German Movies during National Socialism (WRIT)

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

Fulfills course requirement for the following cognates:

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

Modern European Literature and Society (A&H)

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

Instructor: Dr. Elisabeth Juetten

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

MLL 322, AMS 334, APY 418, ECS 375, HIS 296, LAS 301

Introduction to Native & Indigenous Peoples and Perspectives: Stories of Resistance and Resilience (WRIT)

Prof. Carolina LaPorte

Rooted in an Indigenous perspective, this course is intended to provide students with a critical overview of the experiences of Native and Indigenous Peoples within the United States and globally.* Students will have the opportunity to learn about historical injustices and contemporary issues Indigenous people face and about the impact that Native social justice movements have in regards to these issues. Most importantly, students will be immersed in Indigenous teachings and worldviews. In the end, students will be able to answer the question: What does it mean to be Indigenous to a place?

***As a note: This course will examine other global Indigenous populations through inclusion of other global Indigenous speakers, teachings, and readings. However, because the University of Miami is situated within the United States of America, this course will primarily be centered on the peoples who are Indigenous to this Land.**

POR 310/691/GSS 320/LAS 350 - R: Brazilian Women Writers in Translation (Civic Engagement) (WRIT)

Dr. Steven Buttermann

Tues & Thurs 2 - 3:15 pm

Prerequisite: ENG 106, or equivalent; one 200-level course in Humanities or Social Sciences; or permission of instructor.

Satisfies requirements for the Portuguese minor and MLL minor (with Portuguese) and the following cognates:

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

POR 310 / 691 and GSS 320 / LAS 301 is an interdisciplinary, multimedia cultural studies course designed to examine gender, culture, and social values in contemporary Brazilian society (1900 to present). Opening a wide window to meet our objective of studying representations of, by, and for Brazilian women, this course will include selected readings from a number of literary genres

(short story, novel, novella, poetry, theater, *crônica*, and diary), films and documentaries, oral history and testimonials, and finally, Brazilian popular music. This writing-intensive course will be conducted in English. However, speakers of Portuguese and / or Spanish who wish to conduct their reading in the original Portuguese or, where available, in Spanish translation, are welcome and in fact encouraged to do so. In addition to addressing issues of social justice, intersectionality of race, class, gender, and sexual orientation, this course will examine a number of philosophical, political, and aesthetic concerns, problematizing such notions as “feminine” vs. “masculine” writing, “gynocritics,” “phallocentrism,” “phallogocentrism,” etc. We shall devote our attention primarily to feminisms in a Brazilian perspective. At the same time, we will also address universal topics such as: Which literary genres are / were privileged sites of “feminine writing”? Is there a “feminine sensibility” and do men have the authority / credentials to write within it (author) or write about it (literary critic)? Does the formation of a “room of one’s own” further exclude women from the literary canon?

University of Miami Portuguese minors must conduct all written assignments in Portuguese. Students who do not wish this course to count toward a Portuguese minor may choose to complete assignments in English, Portuguese, or Spanish.

SPA 310/LAS 370/MLL 411

Global Media: Reading Across Borders (WRIT)

Dr. Allison Schifani

This course, taught in English, will explore communication technologies (both 'old' and 'new') across national borders. Students will interrogate the ramifications of cross-platform and cross-cultural reading in the digital age and their literary, aesthetic and theoretical history. Texts will include works of electronic literature, print media, art, and cinema from across the 20th and 21st century Americas. In addition to these literary, filmic, and digital works, we will examine the impact and context of machine translation, so-called 'Global English,' and social media as they shape the nature of reading and cultural production in and across the Americas today. Prerequisite: ENG 106.

ARABIC STUDIES PROGRAM

LOWER DIVISION (100-200 LEVEL)

ARB 102 Elementary Arabic II

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

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

INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

ARB 202 Intermediate Arabic II.

Prerequisite: ARB 201 or equivalent

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

ARB 204 Advanced Arabic II.

Prerequisite: ARB 203

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

ARB 208 Arabic for Heritage Learners II (WRIT)

Prerequisite: ARB 202 OR ARB 207

Arabic 208 is combined with the sixth course of the Modern Standard Arabic sequence within the Arabic Studies Program. The three primary goals of the Arabic language sequence are: (1) developing oral and written communicative abilities in Arabic; (2) understanding the rich culture of the Arabic-speaking world through engaging with texts and cultural artifacts; (3) studying and understanding the Arabic language, from grammar and spelling to writing with coherence, cohesion and accuracy

ARA310 /FRE 310/MLL 325(Section R) (WRIT): Topics in French and Francophone Studies in Translation “Franco-Arab Cinema” (WRIT)

Dr. Suja R. Sawafta

Historically, the relationship between France and the Arab World has been at once rich and turbulent. This course will explore cross-cultural encounters at the Franco-Arab intersection and as such, will expose and negotiate the intricate layers that exist in this dynamic historical relationship. From *La Bataille d'Alger* to *La Haine* and the infamous films of Abdellatif Kechiche, this course will survey film that is set in France and the Arab world, treating cinema as a key-hole view into issues of migration and immigration, assimilation and social class, and language and belonging.

ARB 394 Internship

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

CHINESE PROGRAM(Mandarin)

LOWER DIVISION (100-200 LEVEL)

CHI 102 Elementary Chinese (Mandarin)

Prerequisite: CHI 101 or equivalent.

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

Closed to native speakers.

INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

CHI 202 Intermediate Chinese II

Prerequisite: CHI 201 or equivalent

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

CHI 204 (Section G) Advanced Chinese II (WRIT)

Prerequisite: CHI 203 or equivalent.

Instructor: Dr. Rebecca Doran

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

CHI 301 Advanced Reading and Diction Chinese (WRIT)

Pre-requisites: CHI 204

Instructor: Dr. Rebecca Doran

This course is designed to develop students' ability to use Chinese in a more advanced way and to achieve greater fluency in a variety of written and spoken genres, including formal speech and written language. Course materials incorporate authentic Chinese materials in genres including formal speech, short story, debate, op-ed essay, and newspaper. In addition to improving their language abilities, course materials are also geared towards deepening students' understanding of many different areas of Chinese culture.

FRENCH PROGRAM

LOWER DIVISION (100-200 LEVEL)

FRE 101 Elementary French I

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

FRE 102 Elementary French II

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

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

FRE 105 Accelerated Elementary French

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

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

FRE 201 Intermediate French I

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

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

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

INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

FRE 202 Intermediate French II (Section E)

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

Dr. Nadia Nadiyah

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 202 Intermediate French II (Section G)

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

Dr. Nadia Nadiyah

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

FRE 203 Advanced French (WRIT) (Section F)

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

Dr. Rashida Primov

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 Advanced French (WRIT) (Section Q)

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

Dr. Cae Joseph Massena

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

UPPER DIVISION (300-400 LEVEL)

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

Professor: Logan Connors and Olivier Sales

Prerequisites: 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.

ARA310 /FRE 310/MLL 325 (Section P) (WRIT): Topics in French and Francophone Studies in Translation “Franco-Arab Cinema”

Dr. Suja R. Sawafta

Historically, the relationship between France and the Arab World has been at once rich and turbulent. This course will explore cross-cultural encounters at the Franco-Arab intersection and as such, will expose and negotiate the intricate layers that exist in this dynamic historical relationship. From *La Bataille d'Alger* to *La Haine* and the infamous films of Abdellatif Kechiche, this course will survey film that is set in France and the Arab world, treating cinema as a key-hole view into issues of migration and immigration, assimilation and social class, and language and belonging.

FRE 365 (Section G Long) (WRIT) 19th Century Topics in French: Radical, feminist, queer and decolonial 19th century: Arthur Rimbaud's poetical imaginary in 21st century perspective.

Dr. Ralph Heyndels

In this course, entirely taught in French, we will read from the work of Arthur Rimbaud, a poet of the end of the 19th century, born in 1854, who wrote his entire work between 1869 and 1875, and thereafter only letters (from Arabia, Abyssinia, Egypt, and Marseille where he died in 1891, at age of 37), and actually became *post-mortem* a, if not *the*, major poet of the 20th and the 21st centuries, for reasons we will precisely envision. But while Rimbaud's work completely transformed the very notion of "poetry" (also questioned, as we will see, by Charles Baudelaire, Gérard de Nerval, Stéphane Mallarmé) and its relation to "language", it also radically changed the ways of not only *thinking* but also of *writing*, from the perspective of a *subaltern* (having spent his early youth precariously in a small provincial town of North-East France), about what we nowadays call "gender", "queer", and "decolonial", even if this was not understood at such at his time. To examine that topic, we will contrast it with other writers and thinkers of the 19th century, for instance with Victor Hugo's and Jules Ferry's defense of colonialism, Gobineau's theory of white supremacy, the pseudo-scientific and ideologically "moral" discourses on the "inferiority of women" and on "homosexuality", etc.; relate it to Louise Michel's and Marguerite Durand's emerging feminism; and contextualize it with nascent forms of radical political thought (Joseph Proudhon) and revolutionary action (the "Commune de Paris").... We will also consider the social, gender and sexuality related *realities* of the time (including the abject misery of the people – literary transposed for instance by the novelist Emile Zola; the oppression and repression exercised on the labor classes by the ruling powers; the exactions of colonialism; the dominant misogyny and heterosexism of society as a whole, etc.). Moreover, in many ways, Rimbaud embodied in his very existence (including his homosexual affair with significant poet of that period, Paul Verlaine, among a series of others; or, later on, his secret / unsaid "love / story" with a 13teen / 14teen African boy named Djami Wadaï); his desertion from the Dutch colonial navy; his travels and his long sojourn in Arabia and Africa, his learning of Arabic and of Islam, ...) what we now name his "progressive" / "radical" ideas which actually were never monovalent, neither without apparent contradictions, while always controversial and ostensibly provocative. He became therefore, in the 20th century and until today, a kind of iconic figure of political, social, cultural and sexual radicalism, and was adopted "as one of their own" by readers in the post – colonial / neocolonial world, particularly in the Maghreb. We will indeed also reflect on what will be designated as "Rimbaud's myth" and on its 20th/21st century representations, including in modern and post-modern musical and visual productions. Besides texts from Rimbaud we will read excerpts from other writers and thinkers of the period and beyond, and examine media and cinematographic renditions.

FRE 394 Internship

Prerequisite: FRE 203

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in an French-speaking cultural, business, or not-for-profit organization. Student needs

to fill out the internship application form. Normally 27 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

FRE 446 (Section D): Debating Cultures and Societies in French,

Dr. Kevin Finn.

Prerequisites: FRE 203.

The main goals of this course are to improve students' 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. Taught entirely in French.

FRE 501 (Section S) Capstone: Voice and Fiction in Francophone Cultural Worlds (WRIT)

Dr. Cae Joseph-Masséna

If you've ever startled yourself by sounding exactly like your parent when you least expected it, you may have realized that despite its apparent simplicity, voice is a very complex, mostly mysterious and very paradoxical phenomenon. Both 'of the body' and 'outside the body', voice is both ephemeral and the ultimate manifestation of someone's presence, while who/or what is it that speaks when we speak remains more unclear than we are prepared to admit. Across historical period and cultural contexts, francophone thinkers such Louise Labbé Jean-Jacques Rousseau, Jacques Derrida or Hélène Cixous have been fascinated by voice and have indeed produced some of the most important texts in the interdisciplinary field of Voice Studies that emerged in the early 2000s. This course will introduce students to the long tradition of francophone authors' critical and artistic engagement with voice. While texts by a variety of authors will be included, the course will center women authors and their specific figurations of voice and address in particular notions of race, gender and sexuality in relationship to voice.

GERMAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

GER 101 (Section C) Elementary German I

Instructor: Dr. Mojca del Fabro

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 (Sections F and D) Elementary German II

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

Instructor: Dr. Elisabeth Juetten

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 F) Intermediate German I

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

Instructor: Dr. Antonella Cassia

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.

INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

GER 202 Intermediate German II (WRIT)

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

Instructor: Dr. Elisabeth Juetten

This course is designed to provide students with the language tools and comprehension strategies necessary to carry out advanced work in German and German Studies in an interdisciplinary and theoretically informed manner at the 300-level and above. Thematically focused on Berlin, students explore and learn about the city's architecture, memorials, streets, museums, theaters, and its history, in particular, its existence as both a divided and reunified city. In addition to examining depictions of Berlin in short articles and literary texts, students will also examine representations of the city in films, such as *Himmel über Berlin (Wings of Desire)*, Wim Wenders, 1987) and *Good-bye-Lenin!* (Wolfgang Becker, 2004). GER 202 is a reading- and writing-intensive course with readings and discussions in German. With a strong focus on critical reading, essay writing, and advanced grammatical structures, the course assists students in further developing oral and written communicative skills, critical thinking skills, and their ability to understand and produce different kinds of texts.

UPPER DIVISION (300-500 LEVEL)

GER 310 (Section Q): German Topics in Translation: German Movies during National Socialism (WRIT)

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

Fulfills course requirement for the following cognates:

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

Modern European Literature and Society (A&H)

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

Instructor: Dr. Elisabeth Juetten

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

HAITIAN PROGRAM

HAI 102 (Section J) Elementary Haitian Creole II

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

Prerequisite: HAI 101 or its equivalent.

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

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

Prerequisite: HAI 201 or its equivalent.

HEBREW PROGRAM

HEB 102 (Section O) Elementary Hebrew II.

Prerequisite: HEB 101 or equivalent.

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

HEB 202 (P) Intermediate Hebrew II

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

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

ITALIAN PROGRAM

LOWER DIVISION (100-200 LEVEL)

ITA 101 Elementary Italian I

Normally closed to students who have completed two years of high school Italian. Closed to native speakers.

Upon successful completion of this course, students will be capable to do the following:

- A. Listening and Speaking: You will be able to communicate in Italian about everyday topics, routine tasks and simple social situations. You will also have gained basic knowledge of vocabulary and main verb forms. Lastly, you will also demonstrate a basic awareness of Italian culture.
- B. Reading Comprehension: You will successfully read and comprehend simple texts such as media advertisements, schedules, menus, short texts, and e-mail messages.
- C. Writing Proficiency: You will be capable of writing a paragraph about yourself and topics discussed in class.

ITA 102 Elementary Italian II

Prerequisite: ITA 101, closed to native speakers.

Upon successful completion of this course, students will be able to:

- A. Listening and speaking: You will be able to communicate in Italian discussing past and future events, and expressing hope, dreams, and opinions. You will begin to differentiate between language structures and be able to use high frequency vocabulary related to topics discussed in class.
- B. Reading comprehension: Read and comprehend short authentic texts about everyday life in Italy and cultural aspects of Italian life.
- C. Writing production: 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. You will begin to use linking words to connect and relate the various ideas expressed.

ITA 201 Intermediate Italian I

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

Our goal is to develop proficiency in the four basic skills as well as to learn about Italian culture.

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

INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

ITA 202 Intermediate Italian II (WRIT)

Prerequisite: ITA 201; closed to native speakers.

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

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

Prof. Loredana DiStravolo

Prerequisite: ITA 106

Italian 206 is a continuation of ITA 106 (Elementary Italian for Speakers of a Romance Language) and is specifically designed for students who are either heritage learners or native speakers of a Romance language (e.g. Spanish, Portuguese, French, Creole, etc.), or have reached the proficiency level of Intermediate-Low (based on the ACTFL proficiency guidelines) in Spanish or another Romance language, the latter to be determined by your professor.

This course is designed to improve and accelerate the learning of Italian by drawing on the student's already existing knowledge of their native Romance language. Students will be exposed to the basic syntactic and morphological parallels between Italian, Spanish, and other Romance languages to develop and enhance the student's metalinguistic knowledge.

In addition, a variety of classroom and online activities will introduce and develop Italian language skills in four areas: listening, speaking, reading, and writing. Reading and writing activities will reinforce and expand the vocabulary and concepts presented and provide further Cultural insights.

As the semester progresses, students will be able to comprehend and communicate in Italian at increasingly complex levels. By the end of the term students will be able to participate in basic everyday conversations, understand short texts, and express themselves in writing at a level consistent with the material covered.

UPPER DIVISION (300-500 LEVEL)

ITA 394 Internship

Prerequisite: ITA 202

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

ITA 446 (Section G Long) Cultural Debates: Public Speaking on Societal Issues

Instructor: Dr. Antonella Cassia

Prerequisite: ITA 202 or equivalent

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

This course is based on active learner participation. Classroom activities will include oral presentations, debates, discussions, and playacting. These activities will center on several themes and topics: politics, social justice, education, communication, etc. Current events as reported by different media will be discussed. The course is fully conducted in Italian in order to provide students with maximum exposure to the language. All readings, class discussions, written assignments and course exams are entirely in Italian. Your instructor will speak only Italian to you during class, and you are obligated to do the same with your instructor and classmates.

Course instructors and the Department reserve the right to drop administratively from the course any student who does not have the pre-requisites or co-requisite for the course. If you have doubts about your placement status, please consult with your instructor immediately.

JAPANESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

JPN 101 Elementary Japanese I **Closed to native speakers.**

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

JPN102 Elementary Japanese II **Prerequisite: JPN 101 or equivalent. Closed to native speakers.**

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

JPN 201 Intermediate Japanese I **Prerequisite: JPN102 or equivalent**

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

INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

JPN 202 Intermediate Japanese II

Prerequisite: JPN201 or the equivalent.

This course is a continuation of JPN201 and covers the second half of the intermediate level. Students will further develop language skill of more complexity, including the honorific and respectful expressions. By the end of the semester, students should be able to engage in conversation, provide and obtain information on advanced topics in detail. Additional 80 Kanji will be introduced throughout the course. Listening, speaking, reading and writing skills will be enhanced by way of the communicative approach in classroom and daily homework assignments. The modern and traditional culture will be taught through media and other resources. Class attendance and active class participation are mandatory.

JPN 204 (WRIT) Advanced Japanese II

Prerequisite: JPN 203

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

UPPER DIVISION (300-400 LEVEL)

JPN 447 (Section E): Advance Conversation Through Japanese Theatrical Texts

Prof. Mari Williams

Prerequisites: JPN202

Satisfies requirements for the Independent Minor in Japanese

This course focuses on Japanese oral skills. Students will develop conversational skills by practicing Japanese performing arts, such as *Manzai* (a traditional style of stand-up comedy involving two performers), voice-acting for animation of folk stories, and scenes from modern Japanese theater plays. Even though this course targets oral performance as well as listening proficiency, students will read authentic Japanese theatrical and literary texts and will compose short scripts. In this course, students will also acquire a better understanding of sociocultural dynamics and develop natural communication skills in different social settings (formal vs informal speech, gender stylization, age stylization, etc.).

PORTUGUESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

POR 105 Beginning Portuguese for Spanish Speakers

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

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

POR 201 Intermediate Portuguese I

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

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

INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

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

Dr. Marcia Fanti Negri

Prerequisite: POR 201.

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

UPPER DIVISION (300-500 LEVEL)

POR 301 / LAS 350 (Section T) *Interpreting Literary and Cultural Texts in Portuguese: Luso-Afro-Brazilian Literary Panoramas, Parades and “Pasárgadas”* (WRIT)

Professor: Dr. Steven F. Buttermann

Prerequisite: POR 202 or equivalent or permission of instructor.

Satisfies requirements for the Portuguese minor and MLL minor (with Portuguese) and the following cognates:

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

Portuguese 301 (co-listed as LAS 350) surveys selected materials from various genres of Luso-Afro-Brazilian literatures and cultural studies, with an emphasis on contemporary textual production from Angola, Brasil, Cabo Verde, Moçambique and Portugal that renovates, innovates, and reinvents language of the Portuguese-speaking world from a variety of socioeconomic, political and philosophical perspectives. One of the central aims of the course is to further develop critical writing and reading skills for native, non-native and heritage speakers of Portuguese.

POR 310/691/GSS 320/LAS 350 – (Section R): *Brazilian Women Writers in Translation (Civic Engagement)* (WRIT)

Dr. Steven Buttermann

Prerequisite: ENG 106, or equivalent; one 200-level course in Humanities or Social Sciences; or permission of instructor.

Satisfies requirements for the Portuguese minor and MLL minor (with Portuguese) and the following cognates:

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

POR 310 / 691 and GSS 320 / LAS 301 is an interdisciplinary, multimedia cultural studies course designed to examine gender, culture, and social values in contemporary Brazilian society (1900 to present). Opening a wide window to meet our objective of studying representations of, by, and for Brazilian women, this course will include selected readings from a number of literary genres (short story, novel, novella, poetry, theater, *crônica*, and diary), films and documentaries, oral history and testimonials, and finally, Brazilian popular music. This writing-intensive course will be conducted in English. However, speakers of Portuguese and / or Spanish who wish to conduct their reading in the original Portuguese or, where available, in Spanish translation, are welcome and in fact encouraged to do so. In addition to addressing issues of social justice, intersectionality of race, class, gender, and sexual orientation, this course will examine a number of philosophical, political, and aesthetic concerns, problematizing such notions as “feminine” vs. “masculine” writing, “gynocritics,” “phallocentrism,” “phallogocentrism,” etc. We shall devote our attention primarily to feminisms in a Brazilian perspective. At the same time, we will also address universal topics such as: Which literary genres are / were privileged sites of “feminine writing”? Is there a “feminine sensibility” and do men have the authority / credentials to write within it (author) or write about it (literary critic)? Does the formation of a “room of one’s own” further exclude women from the literary canon?

University of Miami Portuguese minors must conduct all written assignments in Portuguese. Students who do not wish this course to count toward a Portuguese minor may choose to complete assignments in English, Portuguese, or Spanish.

POR 394 Internship

Prerequisites: POR 202

Fulfills requirements towards the Portuguese minor

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

SPANISH PROGRAM

LOWER DIVISION (100-200 LEVEL)

SPA 101 Elementary Spanish I

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

SPA 102 Elementary Spanish II

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

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

SPA 105 Accelerated Elementary Spanish

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

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

SPA 107 Basic Spanish for Heritage Learners

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

SPA 201 Intermediate Spanish I

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

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

SPA 207 Intermediate Spanish for Heritage Learners

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

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

INTERMEDIATE-ADVANCED AND ADVANCED DIVISION

SPA 202 Intermediate Spanish II (WRIT)

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

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

SPA 203 (Section Q): Advanced Spanish: focus on the field of Communication Studies (journalism and advertisement) (WRIT)

Prerequisite: SPA 202 or equivalent

Instructor: Dr. Catalina Quesada Gomez

Satisfies requirements towards the Spanish major or minor.

Spanish 203 is an advanced course in Spanish language and cultures. In this course, students will focus on close analyses of journalistic texts, advertisements, and films, 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. Students will learn to recognize different journalistic genres and to analyze them critically. We will also address the relationships between journalism, advertising, literature, and cinema. In addition, they will learn to analyze advertising, its communication strategies, and trends, and to critically detect the presence of stereotypes. We will thus reflect on the different ways in which advertising, as a cultural and ideological mechanism of consumer society, tries to reinforce a certain world view. Since this is a flipped, discussion-based course, students must be prepared for each class ahead of time through short video-recorded lectures, homework, readings, and/or film viewings and will be responsible for being active participants in in-class discussions and activities. The class will be conducted in Spanish. Closed to heritage and native speakers of Spanish.

SPA 203 (Section O): Advanced Spanish for Medical and Health Professions (WRIT)

Prerequisite: SPA 202 or equivalent

Instructor: Dr. Maidelín Rodríguez

Satisfies requirements towards the Spanish major or minor.

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

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

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

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

SPA 203: Advanced Spanish (WRIT). Several sections

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

Satisfies requirements towards the Spanish major or minor.

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

SPA 208 (Section D): Advanced Spanish for Heritage Learners (WRIT)

Instructor: Dr. Sonia Behar

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

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)

Satisfies requirements towards the Spanish major or minor.

This course is an advanced language course designed for students who have functional knowledge in speaking, reading and writing Spanish due to family background, social experience, and/or prior formal study of the language. The principal aim of the course is to cultivate formal academic speaking, reading and writing competencies as well as to develop critical thinking skills and analytical expression in Spanish. The course focuses on analytical grammar, on contemporary literary and / or cultural textual productions throughout the Spanish-speaking world, and on the social and cultural issues they address. This course counts towards the major or minor in Spanish.

SPA 208 (Section G): Advanced Spanish for Heritage Learners (WRIT)

Instructor: Dr. Sonia Behar

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

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)

Satisfies requirements towards the Spanish major or minor.

This course is an advanced language course designed for students who have functional knowledge in speaking, reading and writing Spanish due to family background, social experience, and/or prior formal study of the language. The principal aim of the course is to cultivate formal academic speaking, reading and writing competencies as well as to develop critical thinking skills and analytical expression in Spanish. The course focuses on analytical grammar, on contemporary literary and / or cultural textual productions throughout the Spanish-speaking world, and on the social and cultural issues they address. This course counts towards the major or minor in Spanish.

SPA 208 (Section P) ADVANCED SPANISH FOR HEALTH CARE PROFESSIONS (WRIT)

Instructor: Dr. Maidelin Rodriguez

Prerequisite: Spa 207 or equivalent

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 particular topic from the health profession and medical viewpoint and from the artistic and literary perspective. **This class will be conducted entirely in Spanish.**

UPPER DIVISION (300-400 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. Ómar Vargas

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

Instructor: Dr. Gema Pérez Sánchez

Prerequisites: 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**

Through a student-centered, interactive discussion and dialogue format, this course trains students in the techniques and vocabulary needed to study literary genres (poetry, drama, essay, short story and novel) and film in Spanish—techniques and vocabulary which they will use later in more advanced classes devoted to specific literary and cultural questions. Students enter the semester with minimal exposure to literary analysis in Spanish but, by the end of the semester, they develop solid knowledge of basic literary tropes and of genre-specific vocabulary for literary and film analysis. They learn close-reading techniques appropriate to each genre and media by studying representative texts from each, from all historical periods and from different Spanish-speaking countries. In addition, students will develop their critical analysis and academic writing skills in Spanish by engaging in a variety of writing exercises, ranging from informal in-class writing to formal academic essays. By the end of the semester, students will gain 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.

Because this course follows the discussion-based Harkness method, students taking this section will prepare for each class ahead of time through homework, readings and/or film viewings and will be responsible for being active participants in round-table discussions. Class time will be spent on discussion-based learning activities and collaborative work. Students will be evaluated on their discussion participation and their careful listening and responses to their classmates' contributions. This discussion and dialogue format was developed at the request of students, who indicated a desire for courses that are more interactive and less focused on faculty presentations. Discussion and dialogue formats include Harkness, Intergroup Dialogue, Problem-Based Learning, and Flipped Classroom. This course is part of the University of Miami.

SPA 302 The Cultures of Spain. (WRIT)

Instructor: Dr. Susanna Allés Torrent

Pre-requisite: 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: Communicating with Spanish Speakers for 2nd Language Learners**
- **Cultural Codes in the Spanish-Speaking World**

En este curso exploraremos la historia y la cultura españolas para desentrañar las claves de la idiosincrasia de la España actual a través de documentos históricos y sobretodo a partir de las series de televisión. El curso ofrece un recorrido histórico con el fin de entender cómo las diferentes épocas han contribuido a definir la sociedad de hoy en día. Cada uno de los temas históricos estudiados están conectados con algunos de los problemas actuales más relevantes de la sociedad contemporánea. Este curso concede crédito de escritura (*writing credit*), por lo tanto, se exigirán numerosos ejercicios de redacción. Para cada sesión deben llevarse a cabo lecturas y ejercicios que son objeto de debate en clase. Al final del curso, se lleva a cabo un trabajo en grupo que consiste en la ideación de una posible serie televisión.

SPA 303 (Section P) Cultures and Cultural Production from/about “Latin” America: Identity and Difference (WRIT)

Instructor: TBA

Prerequisite: SPA 203, 208 or equivalent.

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

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

Historical survey of the arts, letters, science, and political and social institutions of Spanish America.

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

Instructor: TBA

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

Fulfills requirements for the major or minor in Spanish

Or: Fulfills course requirements for the following cognates:

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

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

SPA 310/LAS 360/MLL 411 (Section R) Global Media: Reading Across Borders (WRIT).

Instructor: Dr. Allison Schifani

Prerequisite: ENG 106

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: Communicating with Spanish Speakers for 2nd Language Learners**
- **Cultural Codes in the Spanish-Speaking World**

This course, taught in English, will explore communication technologies (both 'old' and 'new') across national borders. Students will interrogate the ramifications of cross-platform and cross-cultural reading in the digital age and their literary, aesthetic and theoretical history. Texts will include works of electronic literature, print media, art, and cinema from across the 20th and 21st century Americas. In addition to these literary, filmic, and digital works, we will examine the impact and context of machine translation, so-called 'Global English,' and social media as they shape the nature of reading and cultural production in and across the Americas today. Prerequisite: ENG 106.

SPA321 (Section T) Literary Topics: Borges y sus sucesores (WRIT)

Instructor: Dr. George Yudice

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**

Borges, one of the greatest, if not the most important Spanish Language writer of the 20th century, is the foundation for several tendencies in narrative fiction and even scientific thinking. This course will explore this foundation for understanding literary writing and reading based on his work. Indeed, he is the forerunner of what literary theorists established as intertextuality – how literary writing reworks other texts. Another foundation drawn from Borges' work is the reworking of the literature of the fantastic. Yet another aspect is how Borges entangles literature with philosophical problems that have to do with space and time making him an interesting precursor for the conceptualization of the apparently infinite universe of the Internet. It may be said that many of Borges' writings are puzzles, ones that it is fun to engage with and figure out.

SPA 322 (Section O) Cultural Topics: Continuidad y cambio en los Andes (WRIT).

Instructor: Dr. Tracy Devine Guzmán

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

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners (A&H)**

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

¿Existe un “mundo andino”? ¿Cómo ha sido representado, y por quiénes? ¿En qué tradiciones discursivas, políticas, filosóficas y culturales se inscriben las representaciones dominantes y marginadas? ¿A quiénes han servido? ¿A quiénes no?

En este seminario, examinaremos la construcción del llamado mundo andino a través de la historiografía, la política y varias formas de producción cultural (ficción, testimonio, periodismo, cine, video, fotografía, música y artes plásticas). Enfocándonos en los casos de Bolivia, Ecuador, y Perú, estudiaremos varias representaciones de “lo andino” y de “la gente andina” para comparar perspectivas “internas” y “externas,” nacionales y extranjeras, indígenas y no indígenas, masculinas y femeninas, románticas y racistas, utópicas y apocalípticas. Cuestionaremos, al mismo tiempo, la hegemonía de esas dicotomías – tanto en la producción cultural como en el análisis académico – y veremos cómo han cambiado durante los últimos años gracias al empoderamiento de actores sociopolíticos “subalternos” y la paulatina democratización de los medios de comunicación.

Empezaremos nuestro estudio en el siglo XVI con la producción de nuevos sujetos coloniales (“indios,” mestizos y criollos), a los cuales acompañaremos hasta los días de hoy. En el camino, incorporaremos a nuestro estudio a una variedad de otros protagonistas: indígenas, runas, pongos, campesinos, mineros, soldados, terroristas, niños, feministas, homosexuales, estudiantes, cholos, revolucionarios, ciudadanos, profesores y presidentes. Pasaremos por una serie de conflictos anticoloniales; por la época de la independencia y el establecimiento de nuevas repúblicas; y finalmente, por el largo y aún incompleto proceso de construir y consolidar los estados nacionales (o, para Benedict Anderson, los estados “imaginado como nacionales”).

Acabaremos en el siglo XXI, reflexionando sobre la heterogeneidad de las sociedades andinas y el valor de la llamada “interculturalidad” como marco sociopolítico y herramienta analítica para entenderlas mejor.

**SPA 330/SPA 354 (Section J): Topics in Gender and Sexuality:
Ciudad femenina, ciudad masculina: transformaciones de los dos finales de
siglo (WRIT).**

Instructor: Dr. Elena Grau-LLeveria

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**

La ciudad es el centro de la modernidad (modernidad entendida desde el gran desarrollo de ciertas ciudades a partir de las crisis de la organización social medieval). De los distintos periodos de la modernidad-capitalismo, en esta clase nos vamos a centrar en dos momentos concretos: el entre siglos del XIX al XX y el del veinte a nuestros días. El centro de análisis de los textos que trabajamos en esta clase (novela, cuento, poesía, publicidad y películas) se enfocara en examinar y conceptualizar desde teorías de género (aunque no exclusivamente) las experiencias sociosexuales imaginando la ciudad, viviendo en la ciudad y pensando en y desde la ciudad.

SPA 360/LAS 302/ LAS 602 (Section S) The Caribbean through Literary Studies (WRIT).

Instructor: TBA

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**

SPA 394 Internship

Fulfills requirements towards the Spanish major or minor

The internship is intended to provide the student with an opportunity to apply analytical, interpretive, expressive, and creative skills developed in coursework. Internships ordinarily take place outside the University. They involve UM-faculty supervision as well as supervised on-site experience in a Spanish-speaking cultural, business, or not-for-profit organization. Student needs

to fill out the internship application form. Normally 27 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

SPA 401 (Section C) Introduction to Hispanic Linguistics & Sociocultural Flows (WRIT).

Instructor: Lydda López Valdez.

Course prerequisite: At least one previous SPA course at the 300- level.

Satisfies requirements for Spanish majors or minors

Or: Fulfills course requirement for the following cognates:

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

This course provides a general, introductory overview of the structure of Spanish language with special emphasis on variability among national origin varieties (Mexican Spanish as compared to Cuban Spanish, etc.). We pay close attention to the influence of mediatic and migratory flows on linguistic variation as affected by globalization processes. We will consider the following: the social and geographic variation of Spanish in diverse parts of the world; the linguistic and political evolution of Spanish from its Latin origins to the time of colonial expansion to the Americas; the linguistic particularities of Spanish as spoken in contemporary bilingual; the impact of socioeconomic class in Spanish language use; questions of normativity, power and ideology in present-day cultural and political debates around language in the Spanish-speaking world. Throughout the course, concepts of pronunciation, vocabulary, grammar and discourse structure will be explained. All materials, discussions, tests and assignments will be in Spanish.

SPA 422 (Section G Long) Topics in Hispanic Linguistics: Bilingualism in Spanish-speaking Countries (WRIT).

Instructor: Dr. Ager Gondra

Satisfies requirements for Spanish majors or minors

Or: Fulfills course requirement for the following cognates:

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners. (A&H)**

- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)**
- **Cultural Codes in the Spanish-Speaking World. (P&S)**

This course is an introduction to the fundamental issues in the study of bilingualism as an individual and social phenomenon, with special emphasis on Spanish bilingual communities in Latin America, Spain and the United States. A major aim of the course is to familiarize students with current issues and research findings in the study of bilingualism. The other main objective of the course is to raise critical awareness about the complexity of bilingualism.

SPA 446 (Section P): Cultural Debates: Public Speaking on Societal Issues

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

Instructor: Dr. Lillian Manzor

Satisfies requirements towards the Spanish major or minor.

Satisfies requirements for Spanish majors or minors

Or: Fulfills course requirement for the following cognates:

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

Intensive training in public speaking in Spanish for academic or professional settings. In-class debates and presentations based on readings about controversies or critical issues within the Spanish-speaking world.

SPA 501 (Section Q): Producción cultural de los pueblos indígenas de/en las Américas (WRIT).

Instructor: Dr. Tracy Devine Guzmán

tdguzman@miami.edu

Satisfies requirements for Spanish majors or minors

Or: Fulfills course requirement for the following cognates:

- **Language and Cultures of the Spanish-Speaking World: Intermediate and Advanced (A&H)**
- **Spanish Language & Culture for Heritage and Native Learners. (A&H)**

- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners. (A&H)**
- **Cultural Codes in the Spanish-Speaking World. (P&S)**

¿Qué significa ser “indio,” *indígena* o *nativo* en el mundo de hoy? ¿Cómo ha cambiado el significado de estas palabras y sus referentes durante los últimos 100 años? ¿Quién ha tenido y quién debería tener el poder y el derecho a determinar o fijar esos significados? ¿Cuáles han sido las consecuencias para los pueblos que se consideran indígenas y para las sociedades dominantes que los rodean?

En este seminario, buscaremos contestar estas preguntas a partir del estudio de la historia y la producción cultural de las Américas, enfocándonos en los casos de **Argentina, Bolivia, Brasil, Canadá, Estados Unidos, Guatemala, México y Perú**. Analizando obras de ficción, de historiografía, y de teoría cultural y política, indagaremos en los significados de la “indigeneidad” en distintos contextos políticos, geográficos y temporales. Veremos, por un lado, cómo el significado de “lo indígena” y el hecho de “ser indígena” han cambiado radicalmente a través del tiempo y el espacio. Por otro lado, buscaremos características, creencias, experiencias e intereses en común entre políticos, escritores, intelectuales, artistas y activistas que se identifican con el “movimiento indígena” a nivel regional y global.

A lo largo del semestre, trabajaremos con textos creados *por* y *sobre* sujetos nativos desde el inicio del siglo XX hasta la actualidad, enfocándonos en cómo la representación de “lo indígena” se ha transformado de acuerdo con los intereses y las prioridades de los autores y los pueblos en cuyo nombre pretenden hablar. Finalmente, consideraremos la función política y social de la producción cultural indígena y la compleja relación entre la palabra escrita en la tradición occidental y la historia oral en distintas tradiciones nativas. Concluiremos el seminario con tres preguntas: 1) ¿La producción cultural ha servido para marginalizar o liberar a los pueblos nativos? 2) ¿Cómo se puede *descolonizar* la palabra escrita? 3) ¿Cómo podemos aprender de una forma productiva y solidaria *sobre* y *de* comunidades a las cuales no pertenecemos?