

MODERN LANGUAGES AND LITERATURES

UNDERGRADUATE COURSES

Spring 2017



**MODERN LANGUAGES AND LITERATURES
UNDERGRADUATE COURSES
FALL 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.

COURSES TAUGHT IN ENGLISH

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

GERMAN 370 / HIS 338 / JUS 338 / CIM 407 (R) (WRI): The Holocaust in History, Film, and Memorial Culture

Dr. Markus Zisselsberger

T/R 2:00 pm – 3:15 pm

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*, Steven Spielberg’s *Schindler’s List*, and László Nemes’s *Son of Saul*. 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 credit.

POR 322-Cross-listed with WGS 350 / POR 691/LAS 301/ (K) (WRI)

Dr. Steven Buttermann

TOPIC: Queering the American Dream: LGBT

Latin America in South Florida

Section K–MW–6:25PM-7:40PM- MM 214

WGS 350 - K: (Combined with LAS 301-K and POR 322-K at the undergraduate level and POR 691-K at the graduate level): Please note that the subtitle of the course is *** Queering the American Dream: LGBT Latin America in South Florida***. This course will be conducted in English but is also open to Portuguese and Spanish speakers who choose to complete writing and reading assignments in these respective languages. In this writing-intensive course, we will explore how sexuality and gender identity “travel” when transiting and “transitioning” across geographic, cultural and linguistic boundaries. With attention to intersectionality between race, gender, and socioeconomic class distinctions, we will examine how queer identities are reimagined, deconstructed, and/or reconfigured when LGBT-identified individuals and communities from Latin America arrive and adapt to life in South Florida. Incorporating literary analysis, ethnographic research, and theories of

diaspora, migration, and transnationalism, the course will also consider how transnational marriage equality reflects or rejects homophobic and transphobic practices throughout the Americas. To that end, we will carefully analyze recent cases of petitions for asylum to the US and Canada made from within Latin America and the Caribbean, prompted by and in response to homo/transphobic practices in home countries as diverse as Brazil, Colombia, Honduras, Jamaica and Venezuela.

NOTE: Students who enroll in the POR section of the course are expected to complete all reading and written assignments in Portuguese. The course itself will be conducted in English and does not require any knowledge of Portuguese.

SPA310 - LAS 350 S2017 (T) (WRI): MAPPING MIAMI: LOCAL COMMUNITIES AND URBAN DEVELOPMENT

Dr. George Yúdice

This course has two parts. The first will familiarize students with the history of Greater Miami: its urban development and governance, its economic base, migrations and its diverse populations, and its relations with Latin America and the Caribbean. The second part will focus on the role of culture in development of the city from above and below – from formal institutions like museums, television and music industries, etc. to more informal venues and activities. Particular emphasis will be given to the various cultural communities throughout Miami: Little Haiti, Overtown, Little Havana, and the various Brazilian, Central American, Cuban, Peruvian, Venezuelan, etc. This will entail an ethnographic component, as students will be involved in getting to know representatives of these communities, their history and cultural life. This course is also a writing course; hence it has a short weekly essay, a midterm exam and final 10 page exam essay (20 page final paper for graduate students).

ARABIC STUDIES PROGRAM

LOWER DIVISION (100-200 LEVEL)

ARB 100. (S1) Elementary Arabic Discussion. 1 Credit Hour.

Corequisite: ARB 102.

ARB 101 (D) 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 (G) 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 201 (F) Intermediate Arabic I

Arabic 201 is the third course of the four-course Modern Standard Arabic sequence within the Arabic Studies Program. The three primary goals of the Arabic language sequence are: (1) developing oral and written communicative abilities in Arabic; (2) understanding the rich culture of the Arabic-speaking world through engaging with texts and cultural artifacts; (3) studying and understanding the Arabic language, from grammar and spelling to writing with coherence, cohesion and accuracy. **Prerequisite: ARB 102 or the equivalent. Closed to native speakers.**

ARB 202 (P) Intermediate Arabic II.

Dr. Mona El-Sheriff

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. **Prerequisite: ARB 201 or equivalent.**

ARB 204 (Q)**Prof. Mona El-Sheriff****ARB 204. Arabic 204: Advanced Arabic II. 3 Credit Hours.**

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.

Prerequisite: ARB 203.

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 or equivalent.

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 or equivalent.

CHI 202 Intermediate Chinese II

Prof. Xiaolei ZHANG

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. **Prerequisite:** CHI 201 or equivalent.

CHI 204. (R) Advanced Chinese II.

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.

Prerequisite: CHI 203 or equivalent.

UPPER DIVISION (300-400 LEVEL)

CHINESE 311 (Q): COMPARATIVE LITERATURE IN EAST ASIA **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. Course materials incorporate authentic Chinese materials, and the course emphasizes accurate comprehension, expansion of vocabulary, and development of the ability to use increasing complex grammatical and sentence structures.

This course provides an introduction to the East Asian literary tradition (in China, Japan, and Korea) while introducing the methods of and issues surrounding comparative literary study. The course is structured thematically, according to particular motifs and themes that become central in Chinese, Japanese, and Korean literature. Themes to be studied include the non-human bride; romantic ideals and the romance narrative; the otherworldly journey; the dream; and the "modern nation." The course also seeks to introduce conceptions of "world literature" and theories of narrative. In approaching these texts, we will ask questions such as: What roles did literature and various narrative forms play in the societies that produced these texts, and how did these roles change and develop over time? How do the broader historical and cultural contexts in which these works were produced affect their worldview and content? What theories of narrative drive the production of these texts? How are narrative forms transformed and reworked in different socio-cultural contexts? How do the writers of these texts adapt earlier generic and thematic prototypes, and how do they conceptualize their own purpose and historical or socio-cultural roles? Throughout the semester, the course seeks to challenge pre-conceived notions about East Asian literature and culture to instill a nuanced understanding of East Asian literary traditions.

FRENCH PROGRAM

LOWER DIVISION (100-200 LEVEL)

FRE 101 Elementary French I

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

FRE 102 Elementary French II

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 (WRI) 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(B) (WRI): Interpreting Literary And Cultural Texts In French **Dr. Logan Connors**

French literature and the socio-cultural contexts to which they belong are rich and varied. In this course, we will discuss and analyze a selection of texts, movements, and works of art from diverse periods, from the medieval period to our era. We will also concentrate on developing analytical appreciation of works, through in-class discussions and formal writing. This course will give you a basis for pursuing more advanced studies in French in future semesters; the course is conducted entirely in French. Closed to native speakers formally educated in French. **Prereq: FRE 203 or equivalent**

FRE 321/501 (S) (WRI): Constructing the Emotions **Dr. Logan Connors**

Emotions are omnipresent in cultural discourses, contemporary philosophy, literature, and the arts. They are also a significant part of the daily experiences that characterize our lives. But what are emotions? How are they constructed in cultural and artistic discourses? How

do they change across time? What characterizes the particular “emotional regime” of a given cultural context? And finally, what tools in the humanities help us analyze emotions?

This seminar, taught in French, interrogates the construction of emotional processes in a host of literary and critical texts. Participants in this seminar will explore the depiction of emotions in a wide array of contexts, including Louis quatorzian France and post-1968 Europe. Primary readings include novels, plays, memoirs, and other French-language works; secondary readings include theoretical texts (in French and in English) by scholars of the emotions, both past and present. Designed as an introduction to research methods in French & Francophone Studies, participants will have the opportunity to pursue their own research and/or creative projects about the representation of emotions in French-language cultural artifacts from the early modern period through today. **Pre-requisite: FRE 301.**

Please note: seniors must sign up for FRE 501 (capstone)

FRE 340(R) (WRI): Migration in Literary and Cultural Studies: Marges, lisières et fractures de la France d’aujourd’hui
Profs. Ralph Heyndels and Hicham Mazouz

The French Republic is defined as being “une et indivisible”, but this definition is today confronted, perhaps even more than before, with a high sense and a compelling reality of fragmentation and division. In this new course taught in French we will reflect from the perspective of (im)migration, social ostracism and the refugee “crisis” on some locations of the margins, borderline zones, and fractures at the intersections of exclusion and discrimination, poverty and alienation, gender and sexuality prejudice, racism, xenophobia and islamophobia. We will envision these issues through the critical viewing and reading of recently released films such as Philippe Faucon’s *Fatima*, Isabelle Boni-Claverie’s *Trop noire pour être française?*, Céline Sciamma’s *Bande de filles* and Amandine Gay, *Ouvrir la voix*, among others, and some (but not all) recently published (sometimes but not always auto-biographically inspired) narratives, which we will study in their entirety or partially, by Rachid O. (“France” in *Plusieurs vies*), Fatima Elayoubi (*Prière à la lune; Enfin, je peux marcher seule*), Abdellah Taïa (*Un pays pour mourir*), Zahia Rahmani (*Musulman*), Edouard Louis (*En finir avec Eddy Bellegueule; Histoire de la violence*), Calixte Beyala (*Le roman de Pauline*) and Yasmine Modestine (*Quel dommage que tu ne sois pas plus noire*), and some texts from the collective anthology *Bienvenue! 34 auteurs pour les réfugiés*. **Pre-requisite is FRE 301.**

FRE 432(F): French for Global Business
Dr. Kevin Finn

You do not need to be a business major, have ever taken a business course, or even know very much about economics and commerce: this course will teach you what you need to know.

As a student at the University of Miami, you are a member of a diverse and dynamic student

body. However, in this increasingly competitive market, how can you set yourself apart from the crowd? Thanks to the knowledge and skills that you will earn in this course, you will be able to gain a competitive advantage, not only in the Francophone world, a vibrant and cosmopolitan community more than 270-members-strong, but also in your own field. This course will teach you how:

- To understand the role of the economy on a national and global scale, its influence on job markets and industries;
- The stock market functions by maintaining a virtual portfolio of shares on the CAC 40, France's leading stock exchange;
- How different business entities are structured and function;
- The importance of promotional and marketing activities and strategies in today's competitive world;
- To write more competently, including drafting job application letters, memos, e-mails, and résumés;
- To speak more confidently in French in a professional environment, culminating in a mock job interview with an executive from a Miami-based Francophone business;
- To analyze and discuss authentic articles drawn from the French-speaking business press.

FRE 501/321 (S) (WRI): Constructing the Emotions

Dr. Logan Connors

Emotions are omnipresent in cultural discourses, contemporary philosophy, literature, and the arts. They are also a significant part of the daily experiences that characterize our lives. But what are emotions? How are they constructed in cultural and artistic discourses? How do they change across time? What characterizes the particular “emotional regime” of a given cultural context? And finally, what tools in the humanities help us analyze emotions?

This seminar, taught in French, interrogates the construction of emotional processes in a host of literary and critical texts. Participants in this seminar will explore the depiction of emotions in a wide array of contexts, including Louis quatorzian France and post-1968 Europe. Primary readings include novels, plays, memoirs, and other French-language works; secondary readings include theoretical texts (in French and in English) by scholars of the emotions, both past and present. Designed as an introduction to research methods in French & Francophone Studies, participants will have the opportunity to pursue their own research and/or creative projects about the representation of emotions in French-language cultural artifacts from the early modern period through today.

Please note: seniors must sign up for FRE 501 (capstone)

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.

GERMAN 202 (P)

Intermediate German II: Berlin in Text, Image, and Film

Dr. 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, and 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. Prerequisites: German 201 or equivalent or permission of instructor. Closed to native speakers.

UPPER DIVISION (300-500 LEVEL)**GERMAN 370 /(R) (WRI)/ HIS 338 / JUS 338 / CIM 407: The Holocaust in History, Film, and Memorial Culture****Dr. Markus Zisselsberger**

TR 2:00 pm – 3:15 pm

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*, Steven Spielberg’s *Schindler’s List*, and László Nemes’s *Son of Saul*. 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 credit.

HAITIAN

HAI 102 Elementary Haitian Creole II

Continuation of 101. J Closed to native speakers.

Prerequisite: HAI 101 or its equivalent.

HAI 202. Intermediate Haitian Creole II.

Emphasis will be 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 taught entirely 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.

Prerequisite: HAI 201. Or Requisite: Equivalent.

HEBREW

HEB 102 (O) Elementary Hebrew II.

Continuation of HEB 101. Closed to native speakers.

Prerequisite: HEB 101 or equivalent.

HEB 202 (P) 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.

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 Intermediate Italian II

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) (WRI) Life Writing in the Italian Middle Ages and the Renaissance

Susana Alles-Torrent

This course is designed to introduce you to life writing in the Italian Middle Ages and the Renaissance. We will explore the great variety of forms that life writing can take, such as biography, self-writing, or autobiography. Especially during the Quattrocento, the biographical genre had a big success and it was probably the one that best embodied the idea of centrality of

man. This course will offer you a general overview of this genre during the XIV-XVI centuries, while we analyse the cultural context where those texts were produced. Through the reading and writing assignments for this course, you will have the chance to explore the lives of fascinating figures of men and women: heroes, politicians, writers, poets, artists, and read some seminal readings of Dante, Petrarch, Boccaccio, Leonardo Bruni, Giannozzo Manetti, Isabella d'Este, Giorgio Vasari, Benvenuto Cellini, and others. A particular emphasis will be put on developing literacy on digital tools and resources.

JAPANESE

JPN 101 Elementary Japanese I

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

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

JPN102 Elementary Japanese II

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 204 Advanced Japanese II

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.

*Prerequisite: JPN203

JPN 400 (433) (C) Business Japanese **Prof. Etsuko Collins**

This course is for students who have completed JPN 202 or two years of Japanese in college level, and are interested in acquiring practical knowledge and communication skills required to deal with real-life business situations. The primary focus of the course is oral/aural communication skills. In addition, students will read authentic essays and newspaper articles and will also compose a variety of documents that will play an important role in running business smoothly, including both internal and external business letters.

*Pre/Co-requisite: JPN203

PORTUGUESE PROGRAM

LOWER DIVISION (100-200 LEVEL)

POR 102. Elementary Portuguese II. Prof. Leila DaCosta

Continuation of POR 101. Closed to native speakers.

POR 105/625 Comb. Accelerated Elementary Portuguese Prof. Leila DaCosta

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 Prof. Leila DaCosta

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. (S) (WRI) Intermediate Portuguese II Prof. Steven Buttermann

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 322-Cross-listed with WGS 350 / POR 691/LAS 301/ (T) (WRI)

Dr. Steven Buttermann

TOPIC: Queering the American Dream: LGBT

Latin America in South Florida

Section K–MW–6:25PM-7:40PM- MM 214

WGS 350 - K: (Combined with LAS 301-K and POR 322-K at the undergraduate level and POR 691-K at the graduate level): Please note that the subtitle of the course is *** Queering the American Dream: LGBT Latin America in South Florida***. This course will be conducted in English but is also open to Portuguese and Spanish speakers who choose to complete writing and reading assignments in these respective languages. In this writing-intensive course, we will explore how sexuality and gender identity “travel” when transiting and “transitioning” across geographic, cultural and linguistic boundaries. With attention to intersectionality between race, gender, and socioeconomic class distinctions, we will examine how queer identities are reimagined, deconstructed, and/or reconfigured when LGBT-identified individuals and communities from Latin America arrive and adapt to life in South Florida. Incorporating literary analysis, ethnographic research, and theories of diaspora, migration, and transnationalism, the course will also consider how transnational marriage equality reflects or rejects homophobic and transphobic practices throughout the Americas. To that end, we will carefully analyze recent cases of petitions for asylum to the US and Canada made from within Latin America and the Caribbean, prompted by and in response to homo/transphobic practices in home countries as diverse as Brazil, Colombia, Honduras, Jamaica and Venezuela.

POR 322/691 and LAS 520/620 Q (WRI)

Colonialism, Post-colonialism, and Decolonization in the Portuguese-speaking World

Dr. Tracy Devine Guzmán

This seminar, conducted in Portuguese, examines the intellectual, religious, and military workings of Portuguese colonialism and the cultural and political inheritances of the Portuguese Empire in Africa, Asia, and the Americas. Working with primary texts, historiography, and a range of cultural products (fiction, film, music, and photography), students will consider key similarities and differences among colonial encounters and their legacies over nearly six centuries, beginning with the Portuguese arrival to the Malabar Coast in the late 1400s and ending in 1999 with the transference of the sovereignty of Macau to the People’s Republic of China. Along the way, we will examine historical and present Portuguese influences in Angola, Brazil, East Timor, India, and Mozambique. The final segment of the seminar highlights twentieth century “post-colonial” debates and present-day “decolonial” movements among the indigenous peoples of these countries.

This course is open to advanced undergraduate and graduate students with the ability to read and understand Portuguese. Students wishing to complete the course for the Portuguese minor or to fulfill a language requirement should register for the POR sections and will complete their assignments in Portuguese. Others are welcomed to register for the LAS sections and to complete their work in English.

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

SPA 203 /(O) Spanish for Medical Professionals and Medical Interpreting

Dr. Rachel Varra

Undergraduate students will consolidate their Spanish with School of Medicine students as their peers. This is an introductory course for students who have an intermediate understanding of Spanish as a second language. Students in this course have had limited exposure to Spanish outside the classroom, except for study abroad experiences.

The course will introduce students to basic anatomy, body systems and medical terminology in Spanish. Interpersonal conversational skills for the clinical setting through lectures, independent work, role-playing and dialogues will be developed. In the final third of the semester, students will be introduced to principles of medical interpreting, including awareness of cross-cultural differences in health care. 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. 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 / Q Spanish for Medical Professionals and Medical Interpreting

Dr. Rachel Varra

Undergraduate students will consolidate their Spanish with School of Medicine students as their peers. This is an introductory course for students who have an intermediate understanding of Spanish. The course is for students who because of family background or social experience understand much casual spoken Spanish. Students who enroll in this

class were born and educated entirely in the United States, and many do NOT consider themselves 'native speakers' or 'bilinguals' of Spanish. The course will introduce students to basic anatomy, body systems and medical terminology in Spanish. Students will develop interpersonal conversational skills for the clinical setting through lectures, independent work, role-playing and dialogues. In the final third of the semester, students will be introduced to principles of medical interpreting, including awareness of cross-cultural differences in health care, bringing their own experiences and insight to bear. While focus of the course is on developing oral modes of communication, written assignments and reading provide opportunities to support the development of participants' lexical and grammatical repertoire in Spanish. The class will be conducted in Spanish. Prerequisite: SPA 207 or equivalent.

SPA 208 (R) Spanish for Lawyers -Heritage Learner **Prof. Mónica DURÁN**

Taking a sociocultural approach, the objective of this course is to develop formal oral and written communicative abilities by studying the Spanish language and Hispanic culture, by engaging with a variety of texts that range from popular cultural pieces to legal contexts, and by studying grammar and orthography in order to write with coherence, cohesion, and accuracy. 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 student will cultivate the necessary abilities to work professionally in Spanish, that is, to have the capability of writing documents in Spanish as well as to converse in a professional setting. The class will be conducted in Spanish.

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.

Prerequisite: SPA 207

UPPER DIVISION (300-400 LEVEL).

SPA 301 (WRI) Interpreting Literary and Cultural Texts in Spanish **Dr. Eva Silot**

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

SPA 302 (WRI) Cultura y Civilización de España

Dr. Susana Alles-Torrent

This course is a historical survey of the cultures of Spain through material culture and the history and the idea of the book. All cultures produce objects, and the book, such as we know it nowadays, has had many different shapes. We will explore how each period has materialized texts: the making, the circulation, the trade, the reception, the readers, but also the cultural and literary context. We will pay careful attention to the shift from the manuscript to the printed text, and from print to digital. The course will have an important component of writing in Spanish, and will give special relevance to developing a digital literacy, giving you the necessary skills to work with tools and resources for literary and cultural analysis.

SPA 303 / LAS 301 (G) (WRI) Spanish American Civilizations and Cultures. "Encuentros y desencuentros latinoamericanos"

Dr. Chrissy Arce

This course will explore Latin American civilization and culture through the trope of the "Encounter." This idea will guide, but not limit, our study of the various historical, political and cultural encounters that helped to establish some of the main questions that have contributed to the construction of what we call "Latin American" culture. The "others" within Latin America that form an integral part of the notion of "Latinidad," such as indigenous groups, Afro-descendants and US Latino/Chicanos will occupy the central focus of this course. Latin America as a vast geographical space cannot possibly be comprehended in one class; therefore, excerpts from many diverse cultural forms will be studied thematically in an effort to encompass a broad, but not diluted, understanding of the issues that have historically faced the many countries that comprise Latin America, and that continue to confront them today. However, the readings and cultural texts will focus on broad themes that reach across Latin America but center on specific geographical areas; Mesoamerica, Mexico and the Caribbean (Cuba, Puerto Rico and the Dominican Republic). Furthermore, the readings will converge around 6 themes where the student objectives and outcomes will be to learn about:

- 1) The continuous encounters of indigenous groups amongst themselves long before the Conquest; the beliefs of Native cultures, the Nahua, before and during the Spanish invasion and their perception of the encounter between the Iberians and the Nahuas.
- 2) The encounter between the races and the discourse of mestizaje in the construction of "Nuestra América."

3) The foundational dialectic of “Civilization” and “Barbarism” and its long-term effect on Latin American identity, and, the violent encounters on the “border,” the inter-cultural conflict that produces the cult of the “Bandido” and the popular discourses of “Bandidaje.”

4) The others within: the legacy of slavery, Afro-Latinos and the oppositional discourses of musical culture as a product of colonial and imperial “encounters.”

5) The encounter between US Latinos and Usonian culture: *latinidad* in the “belly of the beast.”

SPA 307 (B) (WRI) 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.

SPA310 - LAS 350 S2017 / (T) (WRI) MAPPING MIAMI: LOCAL COMMUNITIES AND URBAN DEVELOPMENT

Prof. George Yúdice

This course has two parts. The first will familiarize students with the history of Greater Miami: its urban development and governance, its economic base, migrations and its diverse populations, and its relations with Latin America and the Caribbean. The second part will focus on the role of culture in development of the city from above and below – from formal institutions like museums, television and music industries, etc. to more informal venues and activities. Particular emphasis will be given to the various cultural communities throughout Miami: Little Haiti, Overtown, Little Havana, and the various Brazilian, Central American, Cuban, Peruvian, Venezuelan, etc. This will entail an ethnographic component, as students will be involved in getting to know representatives of these communities, their history and cultural life. This course is also a writing course; hence it has a short weekly essay, a midterm exam and final 10 page exam essay (20 page final paper for graduate students).

Spa 321 (S) (WRI) Latin-American Imaginaries: From the Monster to the Mutant

Profs. Elena Grau-Lleveria and Elizabeth Langley

In this course we will explore the role of monstrous figures in Latin American cultural production from the entre siglos to the present. We will consider a variety of texts ranging from short stories and novels to paintings and film. The following two tenets will structure the project of this course: 1) how monsters function as a metaphor or allegory and how they frequently embody cultural, racial, gendered and sexual alterities and 2) how the figure of the monster can work as an agent through which the silences and cultural absences produced in hegemonic narratives can be read, analyzed and conceptualized. We will examine texts that not only invoke popular monsters such as vampires, shapeshifters, ghosts and zombies, but also those with atypical and figurative monstrous forms. Additionally, our primary readings will be supplemented by theoretical readings on monsters, feminism and memory. This course will allow for productive comparisons of works of similar theme across different Latin American spaces, historical moments and literary movements. The majority of texts for this course will be in Spanish with some Haitian texts and theoretical readings appearing in English.

Tentative primary texts: "El almohadón de plumas" by Horacio Quiroga, "Amalia" and "La muñeca menor" by Rosario Ferré, Juan de los muertos by Alejandro Brugués, Imagined Landscapes by Edouard Duval-Carrié, "The Finger" by Gary Victor, "Nineteen Thirty-Seven" by Edwidge Danticat, "Paradise Hotel" by Kettly Mars, "El triunfo de Salomé" by Enrique Gómez Carrillo, "Salón de Belleza" by Mario Bellatín, "Evita vive" by Néstor Pellongher, Cielos de la tierra by Carmen Boullosa, "Casa tomada" by Julio Cortázar, Cronos by Guillermo del Toro, El beso de la mujer araña by Manuel Puig, "Proceso de la virgen" by Luisa Valenzuela

Tentative theoretical/critical texts: Maximilien Laroche and Joan Dayan on the zombie, Edouard Glissant on memory, Marianne Hirsch and Sandra So Hee Chi Kim on postmemory, Judith Butler on performativity, Fred Botting on the Gothic, Jeffrey Cohen on monster theory, Ana Peluffo on la bella bestia, Jo Labanyi on memory, aesthetics and the Spanish civil war, Donna Harraway on the cyborg

SPA 322 / (D) (WRI) Música cubana: Lecturas y audiciones críticas sobre imaginarios de la nación y la diáspora.

Prof. Eva Silot Bravo

La música es una de las formas de producción cultural más representativas de lo cubano, visto como un proceso constante de diálogo, encuentro y contestación entre diversas culturas sonoras, rítmicas y narrativas a través del tiempo histórico y de espacios geográficos. Esta clase ofrece una aproximación a la historiografía de la música cubana y su influencia en el proceso de negociación de la idea de nación, identidades nacionales y diaspóricas, tanto dentro como fuera de la isla. A tal efecto, los estudiantes tendrán la oportunidad de estudiar varios géneros y movimientos musicales, desde la conformación de la idea de identidad nacional cubana en el siglo XIX hasta la actualidad, como por ejemplo el danzón, el afrocubanismo, el son, el mambo, el guaguancó, el jazz afrocubano, la nueva trova, el Miami Sound, la timba, la música cubana alternativa transnacional, hasta el Cubatón (versión local del reggaetón). Para ello, nos apoyaremos en el análisis de grabaciones, textos teóricos, documentales, materiales de archivo, artículos de prensa, páginas web y blogs digitales. También, el curso brindará la posibilidad a los estudiantes de poder conocer de primera mano e intercambiar con músicos cubanos que estén de visita o residan en Miami. Se espera que con este curso los estudiantes obtengan y/o profundicen sus habilidades críticas en el estudio de la música cubana como producto cultural, y reflexionen sobre las posibilidades de la música como texto y archivo vivo para el análisis de narrativas y debates sobre cuestiones relativas a lo nacional, identidad, ideología, política, emigración, raza, género y diáspora.

SPA 340 / (F) (WRI) Migration Studies: Crossing the Strait: Migration in Contemporary Spanish Film and Literature.

Dr. Gema Pérez-Sánchez.

In this course we will analyze cultural representations of interactions between Spaniards and recent immigrants—especially from Sub-Saharan and North Africa and from Latin America—in relation to Spain's current political debates about its identity as a young multi-ethnic, multi-lingual federalist democracy. We will examine filmic and literary responses to race, gender, and sexual differences in a society that until recently seemed homogenous but is in fact deeply and historically heterogeneous. In particular, we will investigate cultural manifestations of Spanish racism as they are intertwined with forms of homophobia and sexism that can be traced back to Spain's first major historical encounter with North African migration during the medieval period. We will particularly focus on the mythical proportions that the Strait of Gibraltar acquires in literary and filmic representations of Arabic and Sub-Saharan African immigrants, many of whom, in real life, die in their desperate voyages across the Mediterranean or to the Canary Islands in fragile single-engine fishing boats (pateras and cayucos). But, we will also study the work of filmmakers and writers who address the emotional and intimate ties between autochthonous and immigrant characters in an attempt to envision a more hopeful future. The course readings and class discussions will be conducted entirely in Spanish.

Prerrequisitos: SPA 301/307 y, preferiblemente, SPA 302 (Culturas y civilizaciones de España) y/o SPA 303 (Culturas y civilizaciones de Latinoamérica)

SPA 353 (E) (WRI): Globalizing the Amerindian: Power, Transformation and Resistance in the Early Modern Period

Dr. Viviana Díaz Balsera

The momentous year of 1492 inaugurated one of the most dramatic chapters of the early modern period as the world became ever more bounded and interconnected. With an emphasis in Mexico and Peru, students in this course will learn about Mesoamerican and Andean ways of thinking, representing and relating to the world. As part of this learning experience we will have at least one visit to Special Collections in the Richter Library in order to see unique facsimile editions of pre-Hispanic and colonial indigenous codices recording traditional knowledges. In class, students will examine visual cultural productions and primary texts throughout the three Spanish-American colonial centuries in which the Amerindians were memorialized, narrated, contested and disputed in their pre-Hispanic past and colonial modernity by Spanish, criollo, mestizo, and indigenous authors. Students will then consider how indigenous worldviews were both transformed and retained as Amerindian peoples responded to the modern/colonial discourses of Christianity, and how mixed forms of historical consciousness and cultural identities emerged as a result. The course will close with the autobiography and documentary about the Mazatec(-Mexican) shaman and healer Maria Sabina, as a case study of how Christianity was negotiated and adapted in the twentieth century from within a living indigenous worldview. **Pre-requisite: SPA 301/307, or SPA 302 or SPA 303.**

SPA 360/LAS 302/LAS 603 (WRI) Travels Through Cuba: "The Most Beautiful Land" Prof. Lilian Manzor

Course involves travel during the Spring Break 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. Coursework, archival work, and field experience will be incorporated in their final research/creative projects. **Prerequisite: SPA 301 OR 307.**

SPA 401 [R] (WRI) Introducción al estudio de la Lingüística Hispánica

Prof. Andrew Lynch

Este curso ofrece un primer vistazo a diversas teorías y aplicaciones del análisis de las estructuras fonológica, gramatical, discursiva y social de la lengua española. Los principales objetivos del curso son: (1) proporcionar a los estudiantes una definición de lo que constituye 'la lingüística' además de un conocimiento básico de cada uno de los planos de análisis en la lengua (fonética, fonología, morfología, sintaxis, léxico, semántica y pragmática); (2) desarrollar la capacidad de los estudiantes para leer y comentar textos relevantes al campo de estudios de lingüística hispánica; y (3) desarrollar las destrezas de los estudiantes en lenguaje académico español. Todas las lecturas, discusiones en clase, trabajos escritos, pruebas y exámenes se realizarán en español.

SPA 432 (T) (WRI): Business Spanish

Dr. Catalina Quesada

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.

SPA 434 (O) (WRI) Spanish for lawyers: (Gender and Family in 20th Century Latin America)

Prof. Mónica DURÁN

This course will look at how gender, family, and social relationships became a sociopolitical construct that informed the legal system and determined aspects such as property, inheritance, and family law. The students will be engaged in reading, speaking, listening, and writing activities that foster development of style for legal purposes, as well as weekly conversational debates on various documents, stories, film, music, and art. From a sociocultural perspective, the objective of this course is to develop formal oral and written communicative abilities by studying and understanding the Spanish language and Hispanic culture. From a professional perspective, the students will cultivate the necessary abilities to use their Spanish skills in a legal setting.

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

SPA 501 H Capstone Seminar. Encuentros ‘homocionales’: Acercamientos transnacionales al estudio del género y la sexualidad en las culturas españolas y latinoamericanas.

Dr. Gema Pérez-Sánchez.

En este seminario de investigación leeremos teorías y estudiaremos metodologías pertinentes al estudio de cómo los sujetos transnacionales atravesados por “marcas” de identidad más allá de las diaspóricas y migratorias son representados en la literatura y el cine españoles y latinoamericanos. Por ejemplo, ¿cómo nos acercamos al estudio de la representación de sujetos migrantes queer o trans*, o de los vínculos afectivos y sexuales que surgen entre activistas feministas y/o LGTB de diferentes países, o de las intimidades sexuales entre dominadores y dominados en el “hogar”, etc.? ¿Qué pasa cuando las buenas intenciones vienen cargadas de nuevas formas de opresión?

En los años 90 del siglo pasado, las ciencias sociales dieron un “giro transnacional” (“transnational turn”) en su acercamiento al estudio de los movimientos y las relaciones entre personas, conceptos, bienes de consumo, etc., a través de fronteras nacionales, prestando especial atención a la creación de espacios supranacionales—tanto reales como virtuales y conceptuales—que cuestionan las nociones tradicionales de nacionalidad, geografía y temporalidad. A raíz de la publicación por Linda Basch, Nina Glick Schiller y Cristina Szanton Blanc del volumen *Nations Unbound: Transnational Projects, Postcolonial Predicaments and Territorialized Nation-States* (1994), los estudios transnacionales empiezan a distinguirse de los de migración y diáspora en que aquéllos privilegian el estudio de las prácticas de lo cotidiano en las que se involucran directamente los migrantes—al margen de las grandes organizaciones internacionales o “actores oficiales” como la ONU—, ya sean actividades de “reciprocidad y solidaridad dentro de sus redes de parentesco, su participación política no sólo en el país de emigración sino también en el de inmigración, las actividades de negocios a pequeña escala de los migrantes a través de fronteras y la transferencia y re-transferencia de costumbres y prácticas culturales” (Bauböck and Faist, “Diaspora and Transnationalism” [11]). Paralelamente a este “giro transnacional,” los estudios de las humanidades se acercaron a estos fenómenos migratorios desde perspectivas diaspóricas y de análisis de los fenómenos de la globalización, como por ejemplo a través de conceptos tales como el famoso “ethnoscape” de Arjun Appadurai (*Modernity at Large: Cultural Dimensions of Globalization* [1996]). Pero este “giro transnacional” sigue de cerca otros importantes “giros” que ya se habían dado antes en relación con el estudio de las minorías sexuales (LGTBQ) y las mujeres (especialmente desde la teoría queer).

En este curso, por tanto, nos enfocaremos en adquirir las herramientas teóricas y metodológicas básicas de los campos del transnacionalismo, por un lado, y del estudio del género y la sexualidad, por otro. Además de las lecturas teóricas (algunas de las cuales se realizarán en inglés), también llevaremos a cabo el estudio de una novela sobre uno de los barrios más transnacionales del mundo, el barrio de Lavapiés en Madrid—*Cosmofobia*, de Lucia Etxebarria—; una película de medimetro sobre el vínculo afectivo entre dos

activistas trans* (uno español y el otro ecuatoriano)—*El camino de Moisés*, de Cecilia Barriga—; una película de largometraje—*El niño pez*, de Lucía Puenzo—y una novela—*Violeta*, de Yolanda Arroyo Pizarro—que tratan de la complejidad de “ensamblajes” e “intersecciones” de estatus migratorio, género, orientación sexual, raza y clase social y la complicidad de sujetos supuestamente subalternos en los sistemas de opresión.

A lo largo del curso, pero especialmente a partir de la segunda parte del mismo, habrá sesiones fuera de clase (en sustitución de la sesión en clase) durante las que lxs estudiantes llevarán a cabo una de las siguientes actividades: reunirse independientemente con la profesora para comentar sus proyectos de fin de curso, progresar en sus trabajo de investigación en la biblioteca y los archivos de Richter, participar en talleres de escritura y edición con lxs compañerxs, asistir a conferencias obligatorias, etc. Cada estudiante podrá escoger la región y el período histórico que quieran para realizar su trabajo de investigación de final de curso.

Nota importante: En el mes de febrero contaremos con las visitas de la profesora Jasbir K. Puar y la escritora puertorriqueña Yolanda Arroyo Pizarro. Es obligatorio asistir a ambas charlas (siempre y cuando no coincidan con otras clases de lxs estudiantes).

SPA 501 [O] (WRI):Space-time in Latin-American Narrative Fiction

Dr. 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. The course will then be divided into five modules:

1. The collapse of the parallel postulate of the Euclidean Geometry and the fantastic literature. “El Sur” by Jorge Luis Borges and “La noche boca arriba” by Julio Cortázar.
2. The theory of relativity and the time travelers. Viaje a la semilla by Alejo Carpentier, and selections from chapter XII of Paradiso by José Lezama Lima.
3. The enchanted Quantity. Colloquium of José Lezama Lima and Numbers. Selections from Chapter XI of Paradiso and from Chapter VI of Oppiano Licario.

4. Fractality and Roughness. Selections from *The Repeating Island* by Antonio Benítez Rojo; “El mar de mis cuentos perdidos”, by Gabriel García Márquez; “El aleph”, by Jorge Luis Borges; and “El grafógrafo”, by Salvador Elizondo.

5. This last module will consist of individual meetings with students as they develop their own course projects. The class will end with a mini-colloquium in which students will present their projects before they receive feedback before the final version is due.