

# MODERN LANGUAGES AND LITERATURES

## UNDERGRADUATE COURSES

Spring 2018



**MODERN LANGUAGES AND LITERATURES  
UNDERGRADUATE COURSES  
SPRING 2018  
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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.**

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

**Instructor: Dr. Elisabeth Juetten**

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

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

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

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

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

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

This is a reading- and writing-intensive course with readings and discussions in English. In addition to weekly homework assignments and a final take-home exam, students will also complete two analytical 5-page papers. Students will also be required to watch films outside of regularly scheduled class hours.

## **ITA 310/691 (Section R) Bodies in Early Modern Performances (WRIT)**

**Dr. Maria Stampino**

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

**AT\_0070 Italian Language and Culture**

**AT\_0065 Italian Studies**

**PS\_0057 Cultural Codes in the Italian-Speaking World**

**AT\_0093 Modern European Literature and Society**

In this course, we will examine how we view bodies in performance in the 21st-century and then compare them to what happened in early modernity, primarily in Italy. How did the business of performance start? Who performed? Why? Who was in the audience? Was there even an audience? What did people report seeing? Who paid for what? Where did performance happen? How do we describe something in non-anachronistic terms? These questions and more will be at the core of our consideration.

## **MLL 322/ INS 310 / HIS 396 (Section S) Topics in Comparative Cultural Studies: Tokyo's Story**

**Dr. Tim Van Compernelle**

**Prerequisite: ENG 106 or ENG 107**

Tokyo is the political, cultural, and economic center of Japan, the largest urban conglomeration on the planet, holding 35 million people, fully one fifth of Japan's population. Since its founding 400 years ago, when a small fishing village became Edo, the castle headquarters of the Tokugawa shoguns, the city has been reinvented multiple times—as the birthplace of Japan's early modern urban bourgeois culture, imperial capital to a nation-state, center of modern consumer culture, postwar democratic exemplar, and postmodern metropolis. The class will focus on the portrayals of Tokyo and its reinventions in art, literature, and politics from the end of the Edo period to the present day. It will examine the changes that took place as the city modernized and Westernized in the Meiji era, became the center of modern urban life in Japan before the Second World War, and rebuilt itself as the center of the country's economic miracle in the postwar era.

## **MLL 325 /HIS 296 (Section Q) World Cinema: Japan on Screen**

**Dr. Tim Van Compernelle**

**Prerequisite: ENG 106 or ENG 107**

This course aspires to rethink the idea of national cinema while surveying the history of film culture in Japan, from the very first film footage shot in the country in 1897, through the golden age of studio cinema in the 1950s, to important independent filmmakers working today. This course will investigate the Japanese film as a narrative art, as a formal construct, and as a participant in larger aesthetic and social contexts. This course includes the major genres of Japanese film and influential schools and movements. Additionally, students will learn and get extensive practice using the vocabulary of the discipline of film studies.

## **SPA 310 (Section P): Special Topics in Literature: Green Cities: Narrating Urban Ecology Across the Americas (WRIT)**

**Dr. Allison Schifani**

**Fulfills course requirement for the following cognates:  
Literature, History and Culture (A&H)**

This course will explore a survey of 20th and 21st century literature of the Americas as well as key critical texts approaching imaginations of the environment within, from, and through the city. Students will read short stories and novels from writers such as Clarice Lispector, Julio Cortazár, Gabriel García Márquez, and others. In addition to these literary works, we will explore cinema and visual art from the Americas that tackle the unruly intersections of the 'natural' and the 'urban.' Students will be introduced to ecocritical approaches to cultural objects in a variety of fields and have the opportunity to work collaboratively on a digital map of Miami as its own specific urban ecology. The course will fulfill the writing requirement and so includes both short directed essays and a final research paper.

## **ARABIC STUDIES PROGRAM**

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

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

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

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

#### **ARB 102      Discussion.**

#### **ARB 201 (Section F) Intermediate Arabic I**

**Prerequisite: ARB 102 or the equivalent. Closed to native speakers.**

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

## **ARB 202 (Section E) 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 204/208. (Section H): 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.

## **CHINESE PROGRAM(Mandarin)**

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

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

Conversation, grammar, reading, elementary composition.

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

**Prerequisite:** CHI 101 or equivalent.

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

#### **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.



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

**Prof. Xiaolei Zhang**

**Prerequisite: CHI 203 or equivalent.**

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

## **FRENCH PROGRAM**

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

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

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

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

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

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

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

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

For students with previous study of French desiring to review material covered in FRE 101 and 102 in preparation for continued study of French at the intermediate level. The focus of FRE 105 is the continued development of communicative abilities in speaking, reading,

writing, and comprehension of French and an introduction to the cultural practices of the Francophone world. Themes on: family, leisure activities, home, and community, childhood and adolescence, food and lifestyle, university life and professions. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French.

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

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

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

### **FRE 202 Intermediate French II**

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

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

### **FRE 203 Advanced French (WRIT)**

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

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

## UPPER DIVISION (300-400 LEVEL)

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

**Dr. Elizabeth Groff**

**Prerequisites: FRE 203 or equivalent**

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

### **FRE 3130/PAR Topics in French and Francophone Studies in Translation: CONFLICT IN THE CAPITAL, PAST AND PRESENT (*Open exclusively UParis students (required for students who have not taken FRE 301)*) (WRIT)**

**Dr. Logan Connors**

This experiential seminar, taught in English, queries the conflictual history of the French capital. Through readings, site visits, week-end excursions, class discussions, guest speakers, and independent research projects, students will tackle a series of polemical flashpoints in Paris, both past and present. As a culminating project, students will be asked to conduct guided, on-site research about a historical or contemporary economic, social, artistic, and/or political conflict that informs our understanding of the French capital today.

### **FRE 322PAR. Topics in Global French Culture : Paris Polémique (*Open exclusively to UParis students (required for students who have already taken FRE 301)*) (WRIT)**

Dans ce séminaire, nous examinerons l'histoire polémique de la capitale française grâce à une série de lectures, visites, excursions et expériences interactives. Ensemble, nous allons analyser plusieurs moments de conflit qui ont particulièrement frappé la ville de Paris, y compris le massacre de Saint-Barthélemy, la Révolution française, l'occupation Nazi, les guerres postcoloniales, le mouvement LGBTQ parisien, les émeutes de mai '68 et l'avènement des programmes européens et néolibéraux. Le semestre culminera avec un projet de recherche guidé et par une journée d'étude, « Paris polémique ».

## **FRE325. (Section Q) Topics in French Language Cinema : French and Francophone Film Form and Narrative (WRIT)**

**Dr. Elizabeth Groff**

**Prereq: FRE 301**

Have you seen a French film you liked? Did you find it different from American Films? Do you like watching movies, but want to learn how to analyze a film? This course serves not only as an introduction to French and Francophone cinema, but also as an introduction to critical analysis of cinematographic works. We will study basic elements of cinema: sound, framing, *montage*, and how these stylistic choices contribute to create meaning. After this course, you will have the vocabulary and basic tools to approach any audiovisual objet, and/or to pursue audiovisual studies. Finally, this course will not only develop your critical and cinematographic eye, but will also deepen your knowledge of French and Francophone culture and civilization. Taught entirely in French.

## **FRE 365 (Section J) 19<sup>th</sup> Century Topics in French: Desire, Sex, Passion and Disillusion(s) in Novels and Films**

**Dr. Ralph Heyndels**

**Prereq: FRE 301 or permission of instructor**

In this course we will critically read selected passages from 19<sup>th</sup> century French novels of desire, sex, passion and disillusion(s), and screen film adaptations of these novels: *Adolphe* by Benjamin Constant and its filmic adaptation by Benoît Jacquot; *Le rouge et le noir* by Stendhal and its filmic adaptation by Jean-David Verhaeghe; *Madame Bovary* and *L'éducation sentimentale* by Flaubert and their filmic adaptations by Sophie Barthes and Michel Cravenne; *Bel ami* by Maupassant and its filmic adaptation by Declan Donnellan. We will reflect on the inscription of these works in the socio-historical context of their time and on their (re)inscription in current issues and debates related to sentimental feelings, love, gender and sexuality. Taught entirely in French.

## **FRE 366 (Section H) 20<sup>th</sup> and 21<sup>st</sup> Century Topics in French: La mauvaise vie (WRIT)**

**Dr. Ralph HEYDELS**

**Prerequisites : FRE 301 for FRE 366 or permission of instructor;**

In this course, which bears the title of Frédéric Mitterand's autobiographically inspired controversial novel, we will critically read selected passages from 20<sup>th</sup> / 21<sup>st</sup> French novels and screen films dealing with so called "non exemplary" lives. We will reflect on the personal "moral" issues they put into questioning, and the poetics of such auto-representation of *la mauvaise vie*. Works which will be studied, in addition to Mitterand's, are Jean Genet's *Journal du voleur*; Marguerite Duras' *Hiroshima mon amour* (text and film) and *L'amant* (text and film); Cyril Collard's *Nuits fauves* (text and film), *Condamné amour* and *L'ange sauvage*; Patrice Chéreau's *L'homme blessé*; Virginie Despentes, *Baise-moi*, and its film adaptation; Abdellah Taïa's *Salvation Army* (text and film); and Alexandre Bergamini's *Nue India*. Students taking this course under FRE 501 (capstone seminar) will

have special assignments and will have to write an extensive paper. Taught entirely in French.

### **FRE 446 (Section F) Debating Cultures and Societies in French**

**Dr. Kevin FINN.**

**Prerequisites: FRE 301**

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 H) Capstone: 20<sup>th</sup> and 21<sup>st</sup> Century Topics in French: La mauvaise vie (WRIT)**

**Dr. Ralph HEYDELS**

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

In this course, which bears the title of Frédéric Mitterand's autobiographically inspired controversial novel, we will critically read selected passages from 20<sup>th</sup> / 21<sup>st</sup> French novels and screen films dealing with so called "non exemplary" lives. We will reflect on the personal "moral" issues they put into questioning, and the poetics of such auto-representation of *la mauvaise vie*. Works which will be studied, in addition to Mitterand's, are Jean Genet's *Journal du voleur*; Marguerite Duras' *Hiroshima mon amour* (text and film) and *L'amant* (text and film); Cyril Collard's *Nuits fauves* (text and film), *Condamné amour* and *L'ange sauvage*; Patrice Chéreau's *L'homme blessé*; Virginie Despentes, *Baise-moi*, and its film adaptation; Abdellah Taïa's *Salvation Army* (text and film); and Alexandre Bergamini's *Nue India*. Students taking this course under FRE 501 (capstone seminar) will have special assignments and will have to write an extensive paper. Taught entirely in French.

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

## **GERMAN PROGRAM**

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

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

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

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

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

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

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

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

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

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

**Pre-requisite: GER 201 or equivalent or permission of instructor. Closed to native speakers.**

This course is designed to provide students with the language tools and comprehension strategies necessary to carry out advanced work in German and German Studies in an interdisciplinary and theoretically informed manner at the 300-level and above. With a strong focus on critical reading, essay writing, and advanced grammatical structures, the course assists students in further developing oral and written communicative skills, critical

thinking skills, and their ability to understand and produce different kinds of texts. Reading- and writing-intensive course with readings and discussions in German.

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

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

**Instructor: Dr. Elisabeth Juetten**

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

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

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

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

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

This course examines the nature and functions of film in Nazi Germany between 1933 and 1945 as well as representations of Hitler and the enduring “fascination” with German National Socialism in postwar and contemporary film. In the first half of the course, we will analyze the cinematic and artistic productions of Hitler’s media dictatorship as propagandistic expressions of Nazi ideology and commodities of mass culture while critically evaluating their status as aesthetic products and works of “art.” Films to be discussed will include, among others, Leni Riefenstahl, *Triumph of the Will* (1935); Fritz Hippler, *The Eternal Jew* (1940); and Veit Harlan, *Jew 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); *The Night Porter* (1974); *Downfall* (2004); and *Inglorious Basterds* (2009). In our efforts to understand the fascination of German fascism and broad appeal of Nazi ideology in its cinematic and broader cultural forms at the time, the discussions of films will be complemented with readings of critical essays on German culture and history, media theory, and cinema by writers, critics, and scholars such as Susan Sontag, Siegfried Kracauer, and Eric Rentschler.

This is a reading- and writing-intensive course with readings and discussions in English. In addition to weekly homework assignments and a final take-home exam, students will also complete two analytical 5-page papers. Students will also be required to watch films outside of regularly scheduled class hours.

## HAITIAN

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

Continuation of 101. J Closed to native speakers.

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

### **HAI 202 (Section K)     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.

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

**Prof. Manny Garcia-Rossi**

**Pre-requisite: 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 363 O: Food Culture and the Literary Imagination in Medieval and Renaissance Italy (WRIT)**

**Dr. Laura Giannetti**

**Pre-requisite: ITA 202**

**Satisfies Italian Minor requirements**

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

- a. Italian Studies: Literature, History and Culture (A&H)**
- b. Studies of the European Middle Ages (A&H)**
- c. Renaissance Art and Culture (A&H)**

What can you learn through an exploration of the intersections between food culture and literature in early modern Italy? Food and the eating habits of “Italians” shaped the history of medieval and renaissance Italy in ways that went well beyond styles of life or everyday habits. In this course, we will study how the realms of literature – in a broader sense – and food culture were not separate realities. While food culture brought into literature (high and low) new vistas on medicine, social roles, religion, health concerns, sexuality and gender, literature made use of food culture and its images to discuss the role of social identity and class, sexuality and gender hierarchies while focusing on material culture. In the end, literature contributed to radical changes in traditional ideas of food and taste while food culture helped to shape literature in novel ways. Our approach will be interdisciplinary and historicist. You will read at home and we will discuss in class a variety of texts, that will illuminate the “marriage made in the kitchen” between literature and food culture in medieval and Renaissance Italy. Taught in Italian.

# Japanese Program

## LOWER DIVISION (100-200 LEVEL)

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

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

### **JPN102    Elementary Japanese II**

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

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

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

**Prerequisite: JPN102 or equivalent**

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

## **JPN 202 Intermediate Japanese II**

**Prerequisite:** JPN201 or the equivalent.

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

## **JPN 204 Advanced Japanese II**

**Prerequisite:** JPN 203

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

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

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

**Dr. Etsuko Collins**

**Prerequisites:** JPN 202 or two years of Japanese at the college level

This course is for students who have completed JPN 202 (or two years of Japanese at the college level) and are interested in developing overall Japanese proficiency and practical business knowledge. Students will learn about business practices by exploring them from a variety of angles such as cultural beliefs and practices, lifestyle, and social structures. Students will read a variety of articles on actual business cases, engage in in-depth discussion, and learn expressions essential to business.

## **PORTUGUESE PROGRAM**

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

#### **POR 105 Accelerated Elementary Portuguese**

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

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

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

**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 322 (Section S) Topics in Luso Brazilian Cultures: “Estórias Abensonhadas”: Novas linguagens de imaginários luso-afro-brasileiros (WRIT)**

**Dr. Steve Buttermann**

**Prerequisites:** POR 202, or equivalent, or permission of instructor.

**Fulfills requirements towards the Portuguese minor.**

**This course fulfills a course requirement for the following cognates:**

- 1. Portuguese Language and Culture: Communicating with Portuguese Speakers**
- 2. Brazilian Studies**

Portuguese 322 surveys selected materials from various genres of Luso-Afro-Brazilian literatures and cultural studies, with an emphasis on contemporary textual production from Angola, Brasil, 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 301 may be used to fulfill the humanities literature requirement and also satisfies the Arts and Sciences writing credit (WC). Conducted in Portuguese.

**Note: POR minors must complete all written assignments in Portuguese. Other enrolled students may opt to write in English, Spanish, or Portuguese.**

### **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 an Portuguese-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 40 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

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**

**Prerequisite:** SPA 102 or 105 or equivalent

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 (WRIT)**

**Prerequisite:** SPA 201 or equivalent

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

## **SPA 203 Advanced Spanish (WRIT)**

**Prerequisite:** SPA 202 or equivalent

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

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

**Prof. Catalina QUESADA-GÓMEZ**

**Prerequisite:** SPA 202 or equivalent

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



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

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

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

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

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

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

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

This course is designed for those students who, because of family background or social experience and prior instruction in Spanish, possess functional communication abilities in the language. Focus is on developing formal speaking, reading and writing abilities.

### **SPA 208 / 0 Spanish for Medical Professionals and Medical Interpreting**

**Dr. Rachel Varra (WRIT) Prerequisite: SPA 207 or equivalent. four years of Spanish in high school, or 5 in the AP language exam**

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

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.

## **SPA 208/LAW 390 (Section O): Advanced Spanish for Heritage Speakers: (WRIT)**

**Dr. Mónica A. Durán**

**Prerequisite: SPA 207**

**Satisfies Spanish Major & Minor requirements**

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

- **Spanish Language & Culture: Communication with Spanish Speakers (A&H)**
- **Spanish Language & Culture for Heritage and Native Speakers (A&H)**
- **Hispanic Literature: Understanding the Power of Words Through Spanish Language Texts (A&H)**
- **Language and Culture of the Spanish-Speaking World: Intermediate & Advanced (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

This advanced course for Heritage Speakers introduces students to legal topics from various Spanish-speaking countries. Taught through an interactive activity-based approach, the learner will actively engage in small and large-group activities to complete tasks presented in class, and will cover topics ranging from Latin American constitutions to immigration and human rights. Conducted in Spanish, the students will be evaluated through class presentations, 2 exams, writing assignments, and the development of a professional portfolio. Cross-referenced with LAW 390. Undergraduate students will have the opportunity to consolidate their Spanish with School of Law students as their peers.

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

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

**Dr. Omar Vargas**

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

**Fulfills major or minor requirements**

Sixth semester of college Spanish. This is an introductory course that provides the tools for the interpretation and analysis of literary and cultural materials from the Spanish-speaking world. The course uses selected material from literary genres (prose, poetry, and drama) and a complementary genre of cultural analysis (e.g., film studies, cultural studies, etc.). It further develops interpretative skills as well as critical writing skills: the ability to express a clear and persuasive argument. Note: Students may not receive credit for both 301 and 307. Check CANELINK for other sections.

## **SPA 301: OTHER SECTIONS in CANELINK**

### **SPA 302 (Section B) The Cultures of Spain. (WRIT)**

**Dr. Gema Pérez Sánchez**

**Prerequisites:** SPA 203 or SPA 208 or equivalent

**Satisfies requirements for Spanish major or minor**

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

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

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

### **SPA 303: Latin American Civilizations and Cultures (Section E): (WRIT)**

**Dr. Eva Silot Bravo**

**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)**

Este curso se centrará en un examen panorámico e historiográfico del papel de la mujer en la construcción de lo que se conoce como el imaginario cultural latinoamericano. A través de una perspectiva interdisciplinaria, examinaremos algunos debates centrales sobre la perspectiva de género y la construcción del imaginario latinoamericano. Luego estudiaremos cronológicamente textos literarios, filmicos, audiovisuales y musicales producidos por autoras latinoamericanas desde el siglo XIX hasta principios del XXI. Se espera que la clase contribuya al desarrollo del pensamiento crítico de los estudiantes sobre la influencia de aspectos institucionales, políticos, económicos, ideológicos, religiosos y culturales en las contribuciones y ausencias de la perspectiva y voz femenina en la producción cultural latinoamericana. Al examinar estos temas y textos, el curso contribuirá a profundizar las habilidades escritas, orales y de análisis de los estudiantes en español.

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

**Dr. Viviana Díaz Balsera**

**Prerequisites: SPA 208, or 5 in the AP Literature Exam or equivalent**

**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.

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

### **SPA 321 (Section H): On Violence in Central American literature (WRIT)**

**Dr. George Yúdice**

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

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

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

This course explores the aesthetic strategies by which Central American authors in the past 25 years - the so-called post-conflict period – deal with violence in the region. Violence is perhaps the most salient experience, especially in the countries of the northern triangle (Guatemala, El Salvador and Honduras). Indeed, Latin American cities are the most violent on earth, outpacing even the terror and war-ridden Middle East. How do writers imagine their fictional worlds when violence and fear saturate daily life? What kinds of subjectivities are fashioned in these worlds: fearful, skeptical, cynical, hopeful, alternative and/or disidentificatory? How do gender, race, age, and nationality or migrant status figure in the experience of violence? The readings will consist of short fiction – short stories and short novels – from contemporary writers from the above-mentioned countries as well as Nicaragua and Costa Rica. In addition to the pieces of short fiction, students will read critical essays on each piece and will write reaction papers on all narratives read for the class. There will be midterm and final exams.

## **SPA 321 (Section O) Introduction to Literary Themes: Writing & Power (WRIT), (CIVIC)**

**Dr. Christina Civantos**

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

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

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

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

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

**Spanish Language & Culture for Heritage and Native Learners (A&H)**

**Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners (A&H)**

How are reading and writing personally and politically transformative? This seminar, "Escritura y Poder," explores the relationship between literature and the so-called Real World by examining what reading and writing offer us as individuals, how writers try to resist political realities through literature, why and how censorship takes place, and why and how literacy itself is restricted. A key component of this Civic Engagement course will be participation in the Exchange for Change letter exchange program. This program

anonymously pairs students in our class with inmates enrolled in a Spanish-language writing course in a local prison that covers some of the same readings as our course. This will provide an opportunity to reflect upon a set of specific intersections of power and the written word and to assist these inmates in their learning process, as well as learn from them.

We will start out by considering the psychological and social effects of reading and writing. We will then read and comment upon resistance literature, that is, literature from the Hispanophone world that uses the written word as a political tool. One main focus in this segment of the course will be a sub-genre known as The Dictator Novel—narrative fiction that depicts actual dictatorships. These novels will lead us to the intersections between the written word and the power dynamics of gender, sexuality, and religious ideology. Through these dictator novels we will analyze how literature plays a powerful role not only in real-life politics, but also in how we conceive of reality itself. Interspersed with these novels we will look at specific cases of censorship and shorter literary works that focus on writing and political resistance.

But who has access to literature and its deeper messages? In the last segment of the course we will consider education as a human right and also study the politics of literacy and how literary imagination and critical literacy can be powerful tools.

Please note: Although a few secondary readings will be in English, this course will be conducted entirely in Spanish.

## **SPA 322/JMM595 (Section J: Wednesdays 5:00-7:30pm): The Power to Tell a Story (in Spanish)**

**Co-Instructors: Yoani Sánchez and Sallie Hughes**

**Prerequisites: SPA 203 or SPA 208**

**Fulfills requirements for the Spanish Majors and Minor**

Open to undergraduate and graduate students in Journalism, Latin American Studies, American Studies, Modern Languages, Media Management, Communications, and/or International Studies. The ideal student will seek to use the experience in this course to enhance his or her storytelling skills in Spanish. Classes will be dictated in Spanish and assignments will be in Spanish.

This course will be taught in Spanish. It will involve lectures but will rely mostly on group assignments. The course will allow students to develop writing and storytelling skills, as well as train to identify cultural sensitivities when reporting in another language. Students will learn about tools such as scenes, characters, dialogue, and story arc. Assignments will focus on producing long-form narrative stories that showcase personal stories in our local community. This course will be particularly helpful for students seeking to do reporting abroad or work for Hispanic media in the United States.



## **SPA 340 (Section C) Migration Studies: Africa in Spain in Contemporary Spanish Film and Literature (WRIT)**

**Dr. Gema Pérez-Sánchez**

**Pre-requisites:** SPA 302 or SPA 303. Ideally, also SPA 301/307.

**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)**

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 360/LAS 302/LAS 603 (T) Travels Through Cuba: "The Most Beautiful Land"**

**Dr. Lillian Manzor**

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

**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)**

Course involves required 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, Viñales, Matanzas, and Cienfuegos. Coursework, archival work, and field experience will be incorporated in their final research/creative projects. (Travel component is pending approval.)

**SPA 364 (Section R): 18th and 19th Century Topics in Peninsular Literature: "Espacios para el terror: Metáforas para el (des)control social" (WRIT)**

**Dr. Elena Grau-Lleveria**

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

**Fulfills requirements for Spanish major and minors**

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

**Hispanic Literature: Understanding the Power of Words through Spanish Language Texts**

**Language and Cultures of Spanish-Speaking World: Intermediated and Advanced.**

**Modern European Literature and Society**

**Spanish Language and Culture for Heritage and Native Learners**

**Spanish Language and Culture: Communicating with Spanish Speakers for 2nd Language Learners**

En este curso se va a examinar un conjunto de obras literarias españolas del siglo XIX y principios del siglo XX desde la perspectiva de cómo, con qué y por qué se constituyen determinados espacios del terror en las narrativas que vamos a estudiar. El estudio de estos textos se va a enmarcar desde las diferentes perspectivas ideológicas y de género que se proponen en los textos y se analizarán, con la ayuda de distintas propuestas interpretativas, los distintos espacios de terror que crean y su significado social metafórico. El curso se inicia conceptualizando qué es terror en su definición general. A partir de esta



definición se introduce cómo el terror se ha utilizado de multitud de maneras como respuesta a los cambios sociales que experimenta la sociedad española en distintos momentos históricos como forma de “representar” metafóricamente el control o el descontrol social (respecto a la clase social, a las políticas de género, a las ideologías culturales, etc). Por lo tanto, el terror se conceptualiza en esta clase como un mecanismo de poder (por parte de los grupos que lo tienen) a la vez que como un mecanismo de adquisición de poder (por parte de los grupos que aspiran a tenerlo).

En este curso los estudiantes adquirirán conocimientos sobre los orígenes modernos de la literatura de terror en el contexto español. A la vez que ampliarán sus conocimientos culturales sobre la historia y la producción literaria y cultural española del siglo XIX y del siglo XX. Al ser un curso de activa producción escrita y oral enfocado en formas de estudios literarios y culturales, los estudiantes ampliarán y consolidarán sus habilidades escritas y orales en español. Con ello serán capaces de desarrollar sus propias tesis analíticas y producir su propio conocimiento a partir del material que se ha estudiado en clase.

### **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 an Portuguese-speaking cultural, business, or not-for-profit organization. Student needs to fill out the internship application form. Normally 40 internship hours are required per credit earned (the host will supply documentary evidence of hours worked).

### **SPA 401 (Section H, extended) Introduction to the Study of Hispanic Linguistics (WRIT)**

**Prof. Andrew Lynch**

**Prerequisites: At least one previous SPA course at the 300- level.**

**Fulfills minor credits and 400-level requirement for Spanish major.**

This course provides an introductory overview of the structure of Spanish language with special emphasis on variability. We will consider the following: questions of normativity, power and ideology in present-day cultural and political debates around language in the Spanish-speaking world; the impact of socioeconomic class in Spanish language use; social and geographic variation of Spanish in diverse parts of the world; the linguistic particularities of Spanish as spoken in contemporary bilingual societies (e.g. the Andes, the Yucatan, Catalonia and the Basque Country, United States); and the linguistic and political evolution of Spanish from its Latin origins to the time of colonial expansion to the Americas. 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 434/LAW 570 (Section R): Legal Debates: Gender and Family in Latin America (Género y familia en Latinoamérica) (WRIT)**

**Dr. Mónica A. Durán**

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

**Satisfies Spanish Major & Minor requirements**

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

- **Spanish Language & Culture: Communication with Spanish Speakers (A&H)**
- **Spanish Language & Culture: Communicating with Spanish Speakers for 2nd Language Learners (A&H)**
- **Spanish Language & Culture for Heritage and Native Speakers (A&H)**
- **Hispanic Literature: Understanding the Power of Words Through Spanish Language Texts (A&H)**
- **Language and Culture of the Spanish-Speaking World: Intermediate & Advanced (A&H)**
- **Cultural Codes in the Spanish Speaking World (P&S)**

From a sociolinguistic perspective, this course will analyze documents, stories, film, music, and art, to understand how social relationships and gendered sociopolitical constructs informed the legal system and determined aspects such as property, inheritance and family law. Students will be engaged in reading and writing activities that foster development of style and purpose for legal, artistic, and social analysis. They will analyze texts in Spanish in a variety of genres, from newspaper articles to short literary pieces, and legal documents, as well as cultural artifacts such as song and film. Students will write analytical and argumentative essays regarding the topics covered in class and gain a basic understanding of the diversity and richness of the cultures and peoples of the Spanish-speaking world: from general geographical knowledge to issues connected to history, politics, and social diversity. Finally, the course is designed to help students develop familiarity and ease of use of legal terminology and concepts in Spanish. The course is taught in Spanish.

## **SPA 446 (Section E) Cultural Debates: Public Speaking On Societal Issues (WRIT)**

**Prof. Catalina Quesada-Gómez**

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

**Fulfills requirements towards major or minor**

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

## **SPA 501 [Section Q]:Space-time in Latin-American Narrative Fiction (WRIT)**

**Dr. Omar Vargas**

**Prerequisite: Capstone course: to be taken in the last semester of the major.**

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 four 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.
3. Fractality and Roughness. "El mar de mis cuentos perdidos", by Gabriel García Márquez, and "El aleph", by Jorge Luis Borges.
4. 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.

The course will enable students to work with both scientific theoretical approaches and fundamental concepts for literary analysis. Students will read some of the most important Latin American authors of the twentieth century and thereby develop the ability to establish relationships between different cultural products and phenomena.

There is an additional reading packet, including primary texts on science and literature, accompanying the course.