

MICHELE BOWMAN UNDERWOOD
DEPARTMENT OF MODERN LANGUAGES
AND LITERATURES

UNDERGRADUATE COURSES

SUMMER AND FALL 2025



Michele Bowman Underwood
Department of Modern Languages and Literature
Undergraduate courses
Summer and Fall 2025

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Modern Languages and Literatures

Department Overview

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

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

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

SUMMER A, MAY 12-JUNE 13, 2025

Unless otherwise stated, all instruction will be online synchronous.

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 107: Basic Spanish for Heritage Learners

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

SPA 201: Intermediate Spanish I

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

FRE 101: Elementary French I

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

FRE 102: Elementary French II

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

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

FRE 201: Intermediate French I

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

For students with previous study of elementary-level French. The continued development of communicative abilities in speaking, reading, writing, and comprehension of French and an introduction to the cultural

practices of the Francophone world. Themes on travel, technological innovations, the evolution of family values, and social and environmental issues. Includes both oral and written assessments of grammatical structures and vocabulary introduced, informal and formal writing. Conducted entirely in French.

MLL 322: Human Rights and Social Justice in Latin America

Instructor: Savannah Saavedra

Prerequisite: WRS 106 or ENG 106 or WRS 107 or ENG 107

Students will explore film, short stories, music, essays, and poetry by various Latin American writers, scholars, artists, and musicians who denounce both present and historical human rights violations in their respective countries. Students will analyze this cultural and literary productions about a wide variety of Latin American countries, such as Mexico, Colombia, Argentina, Uruguay, Chile, Nicaragua, and Bolivia. In order for students to better understand and analyze the texts, they will explore the historical context of each nation, spanning from the period of Spanish colonization to U.S. imperialism and modern-day social movements, such as the 2019 social uprising in Chile that spread throughout the Americas, the dictatorship in Argentina during the 1970s, extractivism, and resistance to U.S. imperialism during the early twentieth-century. This course will be taught in English and all of the works that will be discussed in class are translations of the original text in Spanish. Copies of the original texts in Spanish will be available for those students who have prior knowledge of the language.

SUMMER B, JUNE 16-JULY 18, 2025

All instruction will be online.

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 201: Intermediate Spanish I

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

FRE 102: Elementary French II

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

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

FRE 201: Intermediate French I

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

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

MLL 330-91: Comparative Topics in Gender and Sexuality: Feminism and the Environment

Instructor: Lourdes Schmader

Prerequisite: WRS 106 or ENG 106 or WRS 107 or ENG 107

This course delves into Indigenous cosmovision and environmental justice, centering on the profound roles of Indigenous women in defending ecological and cultural integrity. Using the Ecuadorian Amazon's Indigenous cosmovisions of *sumak kawsay* (Good Living) and *kawsak sacha* (Living Forest) as focal points, students will explore environmental activism through Indigenous views. The course examines challenges in Ecuador and draws comparative insights from Brazil and the United States, focusing on Indigenous communities' resilience against environmental threats. Emphasizing women's contributions, this course covers the political and social dynamics of resistance, sovereignty, and cultural preservation.

Course taught in English.

FALL 2025 Courses

COURSES TAUGHT IN ENGLISH.

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

MLL 210 (Section R): AI and Foreign Language Learning in the Digital Age

Instructor: Ludovic Mompelat

This course introduces students to the intersections of artificial intelligence and foreign language learning. It explores how AI-powered tools assist in language acquisition, academic writing, and research while critically engaging with their limitations and biases. Through hands-on activities, students will develop skills in prompt engineering, evaluating AI-generated content, and using AI tools to support their academic and professional goals in multilingual contexts.

ARB 315/GSS 360 (Section GH): Orientalism & Sexuality

Instructor: Suja Sawafta

With a specific focus on orientalist conventions of gender and sexuality, this course examines how politics and ideology inform the construction and reproduction of knowledge through a gendered lens. Adopting a flexible historical framework, we will explore select cases of cultural encounters between Europe and the "Orient" from Antiquity to the present. In this course, students will examine key events and texts that helped fossilize Western representations of and Western attitudes towards the "Orient" through gendered tropes such as the barbaric Arab man or the damsel in distress as she is represented by Scheherezade—as well as consider the way "subjects" of the "Orient" countered their supposed inferiority. In this course, students will investigate old and new iterations of Orientalism and its persistent reincarnation in post-colonial and neocolonial contexts. This course is conducted in English.

MLL 370 Da Vinci Course: From Ice Ages to Global Warming: Extreme Natural Events and Human Resilience

Instructor: Antonella Cassia

This interdisciplinary seminar explores how societies interpret and respond to extreme natural and climatic events, focusing on both historical and contemporary contexts. Students will examine the cultural, social, political, and philosophical consequences of a variety of extreme natural events. Looking at different European and non-European regions and specific local natural events, we will explore how societies interpreted the changes, how they responded, and how the events influenced literature, arts, philosophical concepts and political decisions. The course integrates natural sciences, social sciences, and the humanities, offering an interdisciplinary approach to understanding natural events and the ongoing discussion about climate change. We will mainly

focus on two different periods: the so called "Little Ice Age" (a climatic phase at the end of the Medieval Warm Period partly triggered by volcanic activity) and the current anthropogenic climate change. The study of the Little

Ice Age will include both scientific analysis of its causes and effects and its societal disruptions. In contrast, contemporary explorations of climate change will focus on the scientific evidence for anthropogenic warming and its broader implications. Students will engage with works like *The Day After Tomorrow* and *Children of Men* just to mention a few, alongside literary and scholarly texts, enabling them to draw connections between fiction and reality in addressing climate issues and natural events.

Through this seminar, students will engage in thoughtful dialogue about the cultural, political, and ethical dimensions of natural extreme events and climate change, using both historical and contemporary examples. They will develop critical thinking skills by analyzing texts and films, creating multimedia projects, and participating in group discussions. The course emphasizes the importance of written and oral expression, encouraging students to articulate their ideas and contribute to ongoing debates on climate policy and human resilience.

This course is particularly suitable for first- and second-year students in the da Vinci Honors Program, as it encourages interdisciplinary thinking, engages with pressing global issues, and fosters a cohesive cohort experience. By examining the intersection of climate science, culture, and philosophy, students will be better prepared to engage with real-world challenges through innovative, cross-disciplinary approaches.

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

Instructor: Shai Cohen

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

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.
- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional
-

- interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset. In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

MLL 410 / SPA 410 (Section P): Digital Literacy through Cultural and Literary Topics: Digital Approaches to Life Writing

Instructors: Susanna Allés-Torrent, Euge Stumm

Prerequisite: WRS 106 or ENG 106 or WRS 107 or ENG 107.

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

In this hands-on course, we will explore how individuals narrate their lives and the lives of others, and how digital methods transform the way we study these narratives. This course explores life writing—a genre encompassing autobiography, biography, letters, memoirs, diaries, and testimonies—throughout time and through the lens of digital humanities. By treating texts as data, students will learn computational methods for collecting, annotating, analyzing, and interpreting life-writing materials, while also engaging with broader cultural, historical, and ethical issues. We will ask: How do digital approaches change our understanding of life writing? What biases exist in the digitization of marginalized voices? How can we use digital methods ethically and responsibly in studying personal texts? We will examine autobiographical and biographical writings that challenge dominant and non-canonical narratives. We will read works by figures such as Leonor López de Córdoba, Catalina de Erauso, Teresa de Ávila, Juana de la Cruz, and Inca Garcilaso de la Vega, alongside Afro-Iberian, queer, or Indigenous life-writing traditions, and contemporary authors, such as Paul Preciado or Camila Sosa Villada. At the same time, students will engage with digital tools and methods to analyze and interpret these texts, extending their reading. Topics covered include: Text encoding and annotation (e.g., TEI/XML for marking people, places, and themes), Text mining and topic modeling (e.g., Voyant, MALLET for detecting themes and patterns), Digital mapping (e.g. StoryMaps with Leaflet), Augmented data visualization (e.g. CollectionBuilder), Digital publishing (e.g. Jekyll), Named entity recognition, Handwritten text recognition (HTR) for working with archival life-writing materials, Digital storytelling and visualization to present and interpret biographical narratives.

The course also considers critical debates in life writing and digital humanities, such as self-representation in data-driven analysis, the ethics of digital archival work, and the challenges of computationally interpreting personal narratives. Students will gain hands-on experience through collaborative projects, where they will analyze a digital corpus of life-writing texts, applying the tools and concepts introduced in class. As a final

project, students will develop a digital humanities project—such as a digitally annotated edition, an interactive visualization, or a computational analysis of a life-writing text of their choice. The course is taught in English,

but working documents will be in Spanish, so previous knowledge of Spanish is strongly recommended. Finally, this course is ideal for students interested in literature, history, gender studies, digital humanities, and cultural studies. No prior technical experience is required—just curiosity and a willingness to explore new ways of engaging with texts and digital data.

ARABIC STUDIES PROGRAM

Lower Division (100-200 Level)

ARB 101: Elementary Arabic I

Instructor: Dr. Nadia Naami

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

ARB 201 (Section D): Intermediate Arabic I

Instructor: Dr. Nadia Naami

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

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

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

Upper Division (300-500 Level)

ARB 315//GSS 360 (Section GH): Orientalism & Sexuality

Instructor: Suja Sawafta

Prerequisite(s): WRS 106 or ENG 106 or WRS 107 or ENG 107

With a specific focus on orientalist conventions of gender and sexuality, this course examines how politics and ideology inform the construction and reproduction of knowledge through a gendered lens. Adopting a flexible historical framework, we will explore select cases of cultural encounters between Europe and the "Orient" from Antiquity to the present. In this course, students will examine key events and texts that helped fossilize Western representations of and Western attitudes towards the "Orient" through gendered tropes such as the barbaric Arab man or the damsel in distress as she is represented by Scheherezade—as well as consider the way "subjects" of the "Orient" countered their supposed inferiority. In this course, students will investigate old and new iterations of Orientalism and its persistent reincarnation in post-colonial and neocolonial contexts. This course is conducted in English.

ARB 394 (Section T): Internship in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Arabic.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.
- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.

- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

CHINESE PROGRAM (MANDARIN)

Lower Division (100-200 Level)

CHI 101: Elementary Chinese I

Instructor: Xialoei Zhang

Conversation, grammar, reading, elementary composition.

CHI 201: Intermediate Chinese I

Instructor: Xialoei Zhang

Prerequisite(s): CHI 102 or equivalent.

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

CHI 203 Section (O): Advanced Chinese I

Instructor: Rebecca Doran

Prerequisite(s): CHI 202 or equivalent.

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

Upper Division (300-500 Level)

CHI 301 (Section Q): Advanced Reading and Diction Chinese

Instructor: Rebecca Doran

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

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

CHI 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Chinese.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.
- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

FRENCH PROGRAM

Lower Division (100-200 Level)

FRE 101: Elementary French I

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

FRE 102: Elementary French II

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

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

FRE 105 (Section F): Accelerated Elementary

Instructor: Kevin Finn

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

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

FRE 201: Intermediate French I

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

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

FRE 202: Intermediate French II (WRIT)

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

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

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

Instructor: Viviana Pezzullo

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

French 203 is designed to advance students' French proficiency in the four core skills: speaking, listening, reading, and writing, while providing them with a specialized focus on healthcare. Students will enhance their medical vocabulary, develop cultural competence, and tackle ethical dilemmas in French-speaking environments. They will also participate in debates, case studies, and creative projects, gaining essential skills for healthcare professions. By the end of the course, students will be able to express complex ideas, argue positions, and produce original work in both written and oral forms, preparing them for careers in healthcare in French-speaking contexts.

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

Instructor: Cae Joseph-Massena

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

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

Upper Division (300-500 Level)

FRE 301 (Section Q): Introduction to French and Francophone Studies.

Instructor: Patoimbasba Nikiema

Prerequisite(s): FRE 203 or equivalent.

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

FRE 360 (Section R): Love, Desire, and Betrayal in Francophone Caribbean Cultures

Instructor: Patoimbasba Nikiema

The images of Caribbean beaches, the beauty of the islands, and the evergreen and attractive hills are symbolic of passion and love, reflecting the intensity of human emotion. The Caribbean is a meeting place, an encounter of various cultures, identities, and histories – a creolized space – where love, desire, and betrayal intertwine to create vibrant and transformative stories of connection, often marked by joy, tears, and grief. Love is deeply rooted in culture, yet it speaks a universal language that transcends identity, and historical boundaries. This course explores the cultural and personal expression of love, desire, and betrayal in Francophone Caribbean literature, film, music, and visual arts, revealing that love is integral to human experience in its best and worst performances. From the passion and longing in novels and plays to the rhythms of music and the imagery in visual arts, we will trace how love evolves, challenges, and ultimately transforms both individuals and communities across the French-speaking Caribbean.

FRE 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor and major in French.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on

contemporary work environments.

- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

FRE 401 (Section S): Introduction to French Linguistics

Instructor: Ludovic Mompelat

This Introduction to French Linguistics course explores the complexity and the plurality of the French language, from phonology to sociolinguistics and pragmatics/semantics. In this course, students navigate through the intricacies of French syntax, morphological structures, and the dynamic sound patterns, all while considering the socio-cultural histories, issues and concerns that shape linguistic variation within the Francophone world. Through case studies, including diglossia in metropolitan France and its overseas regions, as well as language contact in other parts of the world where French is present, students will critically engage with linguistic phenomena, enhancing their understanding and appreciation of French's global influence. The course aims to develop strong linguistic analysis skills, encouraging students to apply theoretical concepts to real-world French language data, thereby deepening their linguistic experience and knowledge, and their cultural insight.

GERMAN PROGRAM

Lower Division (100-200 Level)

GER 101: Elementary German I

Instructor: Antonella Cassia

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

GER 102 (Section B): Elementary German II

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

Instructor: Ramona Uritescu

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

GER 201 (Section CD): Intermediate German I

Instructor: Ramona Uritescu

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

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

Upper division (300-500 Level)

GER 301 (Section GH): Interpreting Literary and Cultural Texts in German (WRIT)

Instructor: Antonella Cassia

Prerequisite(s): GER 202 or equivalent.

In this course we will work together to strengthen your interpretative abilities, your spoken and written German, and your understanding of linguistic nuances and the effects that they have on meaning. We will discuss a variety of texts, films, images, and songs and we will try to find innovative ways in which to engage with our familiar presuppositions about who we are, about what determines our values and actions and about the function and power of language.

Writing activities emphasize the genre-based, process-oriented nature of writing, i.e., the process through which a writer creates and produces written work for a particular purpose and audience. Both content and grammatical accuracy will be crucial in all writing endeavors. The conversational component of this course will require student-teacher and student-student interaction (in large and small group settings) to exchange information, clarify meanings, express opinions, argue points of view, and engage in any other communicative function for which language is used. At the end of this semester you should expect to communicate more comfortably and effectively in spoken and written German and to be ready to increasingly more complex texts.

GER 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in German.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.
- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative

technologies are reshaping industries and job roles.

- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

HAITIAN PROGRAM

HAI 101 (Section J): Elementary Haitian Creole I

Instructor: Cherol Marcelin

Development of basic listening, speaking, reading, and writing skills; focus on conversation and the grammatical fundamentals of Haitian Creole. Closed to native speakers.

HAI 201 (Section K): Intermediate Haitian Creole I

Instructor: Cherol Marcelin

Prerequisite(s): HAI 102 or Equivalent.

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

HEBREW PROGRAM

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

Instructor: Shai Cohen

Hebrew 101 is an introductory course designed to provide students with the basics of modern Hebrew language. Hebrew 101 is structured to cultivate basic skills in speaking, listening, reading, and writing in modern Hebrew. Instruction will be conducted in Hebrew, with the expectation that students can use the language comfortably by the semester's end. Classes are activity-based, and active participation is crucial. Special emphasis is placed on accuracy of pronunciation, intonation, and speech rhythm. Aspects of Israeli culture and customs will also be explored through various media and resources, enhancing the learning experience. **Closed to native speakers.**

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

Instructor: Shai Cohen

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

Hebrew 201 continues from HEB102, aiming to further enhance students' communication abilities in speaking, listening, reading, and writing through extensive practice, utilizing a communicative approach in the classroom. The course includes a comprehensive review of grammar, vocabulary expansion, and further exploration of Hebrew script. To deepen students' cultural awareness and understanding, the course integrates discussions on contemporary and traditional Israeli culture throughout the semester. Regular class attendance and active participation are mandatory for optimal learning and engagement. **Closed to native speakers.**

HEB 207 (Section Q): Intermediate Hebrew for Heritage Speakers

Instructor: Shai Cohen

This course is the Heritage Language Course in the Hebrew Basic Language Program, specifically designed for students who have familial or community ties to the Hebrew language. As a heritage language course, Hebrew 207 is tailored to address the unique needs of heritage speakers—those who have been exposed to Hebrew at home but have not received formal education in the language. This course meets three hours per week and is worth three credits. In addition to traditional language learning activities, Hebrew 207 integrates AI tools to enhance students' language acquisition and cultural understanding. Students will use AI-powered applications for tasks such as speech recognition, vocabulary building, and real-time translation, allowing them to practice Hebrew in dynamic, interactive ways. The course also emphasizes the role of technology in modern language learning, preparing students to navigate AI tools effectively as part of their language practice. This approach not only reinforces their existing knowledge but also deepens their cultural connections and proficiency in Hebrew, fostering a more comprehensive understanding of their heritage language.

ITALIAN PROGRAM

Lower Division (100-200 Level)

ITA 101: Elementary Italian I

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

ITA 102: Elementary Italian II

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

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

ITA 106 (Section C): Italian for Spanish Speakers

Instructor: Pamela Fuentes-Korban

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

ITA 201: Intermediate Italian I

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

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

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

Instructor: Mojca Del Fabbro

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

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

Upper Division (300-500 Level)

ITA 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Italian.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.
- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

ITA 446 (Section J): Cultural Debates

Instructor: Antonella Cassia

Prerequisite: ITA 202

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

JAPANESE PROGRAM

Lower Division (100-200 Level)

JPN 101 (Sections C, D): Elementary Japanese I

Instructor: Etsuko Collins

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 (Section C): Elementary Japanese II

Instructor: Mari Williams

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

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

JPN 201 (Section D): Intermediate Japanese I

Instructor: Mari Williams

Prerequisite(s): JPN102 or equivalent.

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

JPN 202 (Section C): Intermediate Japanese II

Prerequisite(s): JPN201 or equivalent

Instructor: Eiko Williams

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

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

Prerequisite(s): JPN 202 or the equivalent

Instructor: Etsuko Collins

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

Upper Division (300-500 Level)

JPN 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Japanese.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.

- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

supply documentary evidence of hours worked to the Course Instructor. Three semester hours of internship credit may be counted toward the student's degree program (major, minor, etc.). Internships may not be supervised by a member of the student's immediate family.

PORTUGUESE PROGRAM

Lower Division (100-200 Level)

POR 105/645 Comb.: Accelerated Elementary Portuguese

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

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

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

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

Instructor: Leila Da Costa

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

POR 202/POR 652 (HI): Intermediate Portuguese II (WRIT)

Instructor: Steven F. Buttermann

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

Portuguese 202 is designed to enhance the advanced intermediate student's communication skills in the Portuguese language. Grammar lessons will emphasize adverbial clauses, the subjunctive mood, and the uses of the personal infinitive.

This course covers a variety of topics that are of utmost importance in political, economic, historical, cultural and social settings in Brazil. Students will have the opportunity to delve into a myriad of materials and media to support and enhance their learning process in the Portuguese Language, such as films, documentaries, music, poetry, short stories, journalistic texts, and arts. Students will be able to learn and discuss different aspects of Brazilian cultures through Portuguese Language that reflects current social, political and economic situations in Brazil today. This course will also enable students to express their arguments and opinions from a global perspective in a critical and creative way through writing, speaking, and other media resources.

Upper Division (300-500 Level)

POR 354-J/POR 691-J & LAS 301/691 (Section J): The Modern Brazilian Novel

Instructor: Steven Butterman

Pre-requisites: POR 202, heritage speaker of Portuguese, native Portuguese speaker or by permission of instructor. Class will be conducted entirely in Portuguese.

Português 354 (Prosa Ficcional Brasileira: O moderno romance brasileiro) abrange o desenvolvimento de 160 anos do romance brasileiro de 1865 até os dias de hoje (2025). Aprofunda às correntes sociais, políticas e literárias presentes na narrativa brasileira do Romantismo ao Realismo Psicológico, do Naturalismo ao Pré-modernismo e Modernismo até o Regionalismo e o Pós-Modernismo. Uma das metas centrais desse curso é desenvolver a escrita crítica e as habilidades de leitura cuidadosa e analítica dos não-nativos e falantes de português de herança. POR 354 pode ser usado para preencher os requisitos de literaturas e humanidades e também abrange os créditos de escrita de Arts and Sciences.

NOTE: This course earns Arts and Sciences Writing Credit (W) and counts toward the following cognates:
Brazilian Studies (Brazilian History and Culture)

Portuguese Language and Culture: Communicating with Portuguese Speakers

Latin American Politics and Society (when taken as LAS 301)

Modern Latin America (when taken as LAS 301)

POR 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the minor in Portuguese.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.
- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their

careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.

AI Hybrid Skills: Given the increasing prominence of AI in the workplace, this internship course will

- guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

SPANISH PROGRAM

Lower Division (100-200 Level)

SPA 101: Elementary Spanish I

Closed to heritage and native speakers of Spanish.

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

SPA 102: Elementary Spanish II

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

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

SPA 105: Accelerated Elementary Spanish

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

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

SPA 107: Basic Spanish for Heritage Learners

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

SPA 201: Intermediate Spanish I

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

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

SPA 207: Intermediate Spanish for Heritage Learners

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

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

Advanced Language Courses

SPA 202: Intermediate Spanish II (WRIT)

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

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

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

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

SPA 203: Advanced Spanish (WRIT)

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

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

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

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

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

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

Instructor: Maidelín Rodríguez

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

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

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

SPA 208: Advanced Spanish for Heritage Learners (WRIT)

Prerequisite(s): SPA 207, four years of Spanish in high school, or 5 in the AP language exam. Closed to native speakers of Spanish. Satisfies requirements towards the Spanish major or minor. Fulfills course requirement for the following cognates:

- **Spanish Language & Culture for Heritage and Native Learners (A&H)**
- **Hispanic Literature: Understanding the Power of Words through Spanish Language Texts (A&H)**

SPA 208 is an advanced language course designed for those students who have advanced functional abilities in speaking, reading, and writing in Spanish because of family background or social experience, and prior formal study of the language. The principal aim of the course is to cultivate formal academic speaking, reading, writing competencies and to develop critical thinking skills in Spanish language in relation to cultural, literary, political, and social texts. The pedagogical focus is on analytical grammar, short contemporary literary texts and films from throughout the Spanish-speaking world. This course is based on active learner participation. Students are expected to engage in interactive small and whole group activities.

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

Instructor: Maidelín Rodríguez

Prerequisite(s): Spa 207 or equivalent

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

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

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

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

Since this course is focused on Spanish as used in health professions, we will explore the concepts of medicine, health, diseases, and illness in the literary realm. This course gives specific emphasis to academic and professional discourse within the medical and health care realm. Heritage learners will also be exposed to a wide variety of dialects and cultural issues to create awareness of dialectal variations in medical and health-related discourse. This dual vision: cultural and scientific, will expand their understanding and awareness of dialectal differences and written discourse while enhancing their critical thinking and cultural perspectives. Our literary corpus will allow students to explore and interpret the concepts of health and sickness as metaphors of understanding reality and society. Three main questions will guide our course: 1) What is the relationship between medicine and literature, film and art, in general? 2) What is the importance of this relationship to the individual and to society? What are the outcomes of these relationships overall?

The course will introduce students to medical terminology and discourse in Spanish. In addition, students

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

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

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

Upper Division (300-500 Level)

SPA 301(Section Q): Interpreting Literary and Cultural Texts in Spanish (WRIT).

This course is closed to heritage or native speakers of Spanish.

Instructor: Gema Pérez-Sánchez

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

Satisfies requirements for the Spanish major or minor.

Fulfills course requirement for the following cognates:

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

Siguiendo un formato de discusión y diálogo interactivo centrado en el/la/le estudiante, el propósito fundamental de este curso es el aprendizaje de los diferentes métodos de aproximación al estudio de los géneros literarios (poesía, drama, ensayo, narrativa breve y novela) y del análisis de productos visuales de las artes plásticas, especialmente la pintura, el dibujo y la fotografía en relación con la literatura (específicamente a través de los *topoi* o lugares comunes, como *ut pictura poesis*, y la técnica de la *écfrasis*). Para ello, estudiaremos varios textos representativos de cada género literario, de todos los períodos históricos y de América Latina, Guinea Ecuatorial y España. Por añadidura, el curso tiene como meta el desarrollo de las capacidades de análisis crítico y escritura académica de los/las/les estudiantes del español como lengua extranjera. Este curso concede crédito de escritura (*writing credit*), por lo que se exigirán numerosos ejercicios de redacción que van desde escritos informales realizados en clase hasta revisiones serias de ensayos académicos formales. También se espera que los/las/les estudiantes desarrollen su capacidad de hablar el español de la manera más correcta posible, por lo que también se pedirá a les estudiantes que realicen presentaciones orales informales individualmente o en grupo y que participen activamente en la clase.

SPA 301(Section R): Interpreting Literary and Cultural Texts in Spanish (WRIT).

This course is closed to heritage or native speakers of Spanish.

Instructor: Catalina Quesada-Gómez

Prerequisite(s): SPA 203 (or equivalent)

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

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

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

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

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

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

Instructor: Christina Civantos

Prerequisite(s): SPA 203 or SPA 208

Satisfies major and/or minor requirements.

Fulfills course requirement for the following cognates:

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

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

SPA 303/LAS 350 (Section R): The Cultures of Spanish America: “The Andean World: Culture, Tradition, and Identity”

Instructor: Lourdes Schmader

Prerequisite(s): SPA 203 or SPA 208

This course offers an in-depth exploration of Andean culture through its diverse artistic and cultural expressions, including literature, folklore, media, music, painting, sculpture, and traditional crafts from Andean countries. Students will examine the interwoven influences of Indigenous, African, and Hispanic traditions, gaining insight into how these cultural elements have shaped national and cultural identities across the region. The course also explores rituals, festivals, religious imagery, and oral traditions, analyzing their significance in both historical and contemporary contexts.

Through a combination of theoretical readings, case studies, guest lectures, and multimedia resources, students will engage with the Andean world in a dynamic and interactive way. Special attention will be given to folk art as both a cultural repository and a form of social expression and resistance, highlighting its evolving role in Andean identity. By examining these traditions through multiple lenses, the course fosters a deeper understanding of the richness, complexity, and transformation of Andean popular culture.

Course conducted entirely in Spanish

SPA 303/LAS 350 (Section EF): Cultures of Spanish America Encuentros culturales: Conflictos, resistencia y fusión de identidades

Instructor: Savannah Saavedra

Prerequisite(s): SPA 203 or SPA 208

This course will explore the evolution of Latin American culture from pre-Columbian era civilizations expanding North, Central, and South America, as well as the Caribbean through the colonial period, independence movements of the nineteenth-century, political challenges, dictatorships, and resistance movements of the twenty-first century, and, finally, continued concerns regarding extractivism in the region and the phenomenon of increased waves of Latin American immigration to the United States. We will begin the semester with an overview of the empires (such as the Maya, Aztec, and Inca) that existed in the region before the arrival of the Spanish. Afterwards, we will discuss the complexities of the colonial period and examine the problematics of the term “discovery” of the Americas. Our discussions of the colonial period will revolve around the cultural mestizaje stemming from Spanish colonization, contact with Indigenous peoples and large waves of African slaves forcefully brought to the Americas for hundreds of years. In this unit, we will analyze significant Indigenous and slave revolts and other forms of cultural resistance including the community of San Basilio de Palenque in Colombia, the first free African town in the Americas. Furthermore, in order to come to terms with the complexities of the cultural contact during the colonial period, we will also discuss the problematics of the descriptions of Indigenous peoples found in Christopher Columbus’ *Diarios*, excerpts from the *Cartas de Relación* (1519) by Hernán Cortés, among other accounts by Spanish conquistadors. We will counter these narratives by reading excerpts from Bartolome de las Casas’ *Brevísima relación de la destrucción de las Indias* and analyze pieces from the *Códices Mendoza y Florentino*. After discussing this initial encounter, we will move onto the early nineteenth-century independence movements and the discourses surrounding nationhood and belonging, particularly what groups were excluded from these conversations and who was making the important political decisions. Regarding the rising nationalism that stemmed from Latin American independence from Spain, we will end the nineteenth-century by reading texts such as Jose Martí’s *Nuestra America* (1891) and excerpts from Sarmiento’s *Civilización y barbarie* (1845). The twentieth century brings to light discussions regarding U.S. intervention and imperialism, which we will study through texts such as the poem “A Roosevelt” (1904) by Ruben Dario, “The United Fruit Company” (1950) by Pablo Neruda, among other films and music denouncing imperialism and political violence against student protestors. The discussions of twentieth-century Latin America will also include the human rights violations during various dictatorships throughout the region, such as those in Argentina, Chile, the Dominican Republic, Nicaragua, and Paraguay. We will analyze the cultural production stemming from the dictatorships in terms of art, music, film protest songs, and other visual media. Finally, our discussion of twenty-first century Latin America will further examine the themes of human rights, cultural contact, and politics through discussions regarding immigration, U.S. Latinx literature, extractivism throughout the continent, and political protests. Overall, this course will examine the genesis of the fusion of cultures that represents Latin America today, along with nineteenth-century nation-building and the problematics surrounding the discussions of who belongs at the center of the nation, into the modern era of political resistance to dictatorships and imperialism, and the presence of Latin American communities in the United States. The course will examine a variety of art, film, music, and literature to examine these themes and the evolution of Latin American culture, history, and resistance to external forces. All regions of Latin America will be discussed from Mexico through Central and South America and the Spanish-speaking Caribbean.

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

Instructor: Lorella Di Gregorio

Prerequisite(s): SPA 208 or equivalent

Fulfills requirements for the major or minor in Spanish

Fulfills course requirements for the following cognates:

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

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

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

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

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

SPA 322/LAS 350 (Section S): España diversa (Topics in Cultural Studies in Spanish)

Instructor: Gema Pérez-Sánchez

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

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

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

Siguiendo un formato de discusión y diálogo interactivo centrado en el/la/le estudiante, este curso tiene los siguientes objetivos fundamentales: (1) proporcionar a las/les/los estudiantes herramientas básicas para aproximarse al estudio de productos de las llamadas cultura de masas y la cultura popular (cine, literatura de géneros populares, música pop, cómics, prensa, televisión, etc.) y (2) usar estas herramientas para el estudio de la producción cultural reciente de españoles/-as de origen africano, chino, marroquí, rumano, roma (gitano) y otras etnias. Este curso concede crédito de escritura (writing credit), por lo que se exigirán numerosos ejercicios de redacción que van desde escritos informales realizados en clase hasta revisiones serias de ensayos académicos formales. También se espera que los/las/les estudiantes desarrollen su capacidad de hablar el español de la manera más correcta posible, por lo que también se pedirá que realicen presentaciones orales informales individualmente o en grupo y que participen activamente en la clase.

Aviso: esta clase estará completamente centrada en la rica y amplia producción cultural de las minorías raciales, genéricas y sexuales y de las mujeres en España. Si cree que este tipo de contenido puede ofender su sensibilidad, por favor no se matricule en el curso.

SPA 325 (Section Q): Poetics and Politics of Latin American Cinema

Instructor: Thomas Matusiak

This course offers an introduction to Latin American cinema that examines how this medium has been both a product and agent of social and political change throughout the region. We will discuss how Latin American cinema has registered the experience of modernization, participated in the construction of national and regional identities, bolstered anti-colonial movements, documented the historical memory of dictatorship, and mediated the experience of globalization. We will study a range of cinematic genres from melodrama, documentary, and comedy to science fiction, horror, film noir, the western, and animation. Students will gain experience in visual analysis and learn to navigate the critical vocabulary of film studies in Spanish. In addition to studying the narrative and audiovisual form of cinema, we will reflect on the broader sociocultural questions of how films are funded, produced, and distributed within and beyond Latin America. Along the way, we will survey Latin American film history from the golden age of film studios to the contemporary landscape of streaming platforms. No prior knowledge of film studies is required.

SPA 333 (Section O): Medical Fictions: The Culture of Care

Instructor: Thomas Matusiak

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

This course offers a humanistic perspective on medicine by examining cultural expression surrounding illness, disability, and ageing in contemporary Latin American culture. Drawing on poetry, fiction, memoir, essays, visual arts, and cinema, students will reflect on topics including health equity, self-care and mutual care, doctor-patient relationships, and the (self-)representation of pain, illness, and disability. In the context of the

political, social, and economic transformations of the last fifty years, we will study how literature, film, and the visual arts re-envision the value of the sick, unproductive, mentally ill, or disabled body. How does medicine construct the body of the Other? How do the sick, ageing, or disabled imagine their own subjectivity outside medical narratives? How do communities emerge from and dissipate in the wake of contagion? Can language faithfully articulate the experience of pain? What role does narrative play in the process of healing? In seeking answers to these questions, students will explore the interface of culture and medicine with the goal of imagining a more empathetic and humanistic relation between society and those bodies deemed unproductive due to illness, age, or disability. Course is conducted in Spanish. Materials include short stories, selections from novels, memoirs, poetry, essays, journalism, painting, photography and cinema.

SPA 354 (Section GH): 19th-Century Spanish American Topics. “Civilizar y progresar: los proyectos culturales del siglo XIX” (WRIT)

Instructor: Christina Civantos

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

Satisfies major and/or minor requirements.

Fulfills course requirement for the following cognates:

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

The concepts of “civilization,” “progress,” and “modernity” that circulate today in Latin America and around the world have their roots in the “long” 19th century (late 1700’s to early 1900’s). Intellectuals and artists of the period used written works and the visual and performing arts to package and promote certain conceptions of what constitutes an ideal society, modern civilization, and what characterizes its opposing term, barbarism. In this course we will interpret and analyze 19th-century cultural production that was part of the creation of contemporary ideas about civilization and Latin American identity. What can these works tell us about the construction of national and regional identities? What can they tell us about our own assumptions regarding human progress? Who and what are marginalized and muffled in pursuit of modern civilization and progress? The course will be conducted in Spanish and offers writing credit.

SPA 360 & LAS 301 (Section R): Archivos, materiales, historias y cuerpos en escenas. Panorama del teatro documental latinoamericano en los siglos XX y XXI

Instructors: Ómar Vargas and Maytte Hernández Lorenzo

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

El objetivo principal del curso es familiarizar e introducir a los estudiantes en el conocimiento del teatro a través de las prácticas del teatro documental en América Latina, principalmente, a partir de los años sesenta hasta el presente. El recorrido traza una ruta crítica por algunos de los ejemplos más destacados dentro de la corriente del teatro documental y muestra la diversidad en sus poéticas y en el tratamiento de los materiales que le sirven de fuente para la creación artística. Igualmente, la variedad de las obras a debatir pone énfasis en los distintos conceptos del término documento, esto es, qué y cómo se puede considerar un documento como fuente para la creación, así como las derivas de estas prácticas en lo concerniente a términos como la presencia de lo real en la escena, el trabajo con el referente histórico, la tensión entre presentación-representación, el teatro comunitario, las escrituras del yo, el trabajo con los archivos, lo privado/lo público, lo íntimo/colectivo y el biodrama.

De algún modo, a través del teatro documental se puede ofrecer otra arista de la práctica escénica que desborda el canon de representación, del proceso de creación teatral, así como la escritura dramática que no proviene de un texto enteramente ficcional y de autor. Por otra parte, los estudiantes pueden conocer otras formas y experiencias teatrales que, por lo general, no son habituales en circuitos comerciales. A través de este acercamiento al teatro documental, los estudiantes también constatarán otros impulsos que mueven al teatro y las ideas en torno a lo social y artístico.

El marco teórico fundamental de trabajo son los conceptos del teatro documental y sus derivados desarrollados por la teórica Silka Freire, el ensayo cardinal de Peter Weiss sobre el teatro-documento, conceptos de teatro definidos por Patrice Pavis en su diccionario, términos de teatro del oprimido de Augusto Boal que se relacionan con el teatro documental y su práctica escénica, así como el concepto de biodrama que ha desarrollado la artista argentina Vivi Tellas. Acompañan a estas lecturas, ensayos, artículos, entrevistas, en diferentes soportes, obras en video e impresas que ponen en contexto una lectura más completa y profunda de los temas.

La comprimida selección de las obras responde a la calidad de las propuestas, a la diversidad del trabajo con los documentos y a la posibilidad de ponerlas a dialogar a partir de sus diferencias estéticas. Al mismo tiempo, a través de esta selección, que abarca varios países del continente (Argentina, Chile, Colombia, Cuba, México, Uruguay) los estudiantes podrán acceder a diferentes contextos socio históricos a través del teatro documental.

SPA 394 (Section T): Internships in Modern Languages and Literatures

Instructor: Shai Cohen

Satisfies requirements towards the Spanish minor and major.

The Internship is an academic course, and as such, is designed with rigor, criteria, and objectives that align with the MLL (Modern Languages and Literatures) general pedagogical philosophy. This internship course places a strong emphasis on several crucial components to prepare students for success in the modern professional landscape.

- **Effective Work Communication:** In recognition of the paramount importance of effective work communication, this internship course equips students with the practical skills and knowledge needed to communicate confidently and proficiently in various professional contexts. Students will learn how to convey their ideas with clarity and impact through written, verbal, and digital communication.
- **Work Environment Awareness:** The dynamic and rapidly evolving nature of modern workplaces is acknowledged, and students will gain a deep understanding of work environment awareness. They will explore topics such as organizational culture, diversity and inclusion, and the influence of technology on contemporary work environments.
- **Confidence in Interaction:** Confidence in interaction is a cornerstone of professional success, and this course helps students develop the self-assurance and interpersonal skills necessary to thrive in their careers. They will become adept at engaging in meaningful conversations, delivering presentations, and handling challenging situations with poise and professionalism.
- **AI Hybrid Skills:** Given the increasing prominence of AI in the workplace, this internship course will guide students in navigating the intersection of AI and human work. They will acquire a foundational understanding of artificial intelligence and machine learning and explore how these transformative technologies are reshaping industries and job roles.
- **Work Psychology and Negotiation Theory in Behavioral Economics:** Understanding the intricacies of work psychology, particularly as it relates to Negotiation Theory, is vital for effective professional interactions. Students will delve into the psychology behind workplace negotiations, conflict resolution, and persuasion to enhance their ability to achieve mutually beneficial outcomes.
- **Professional Growth:** Recognizing the significance of continuous professional development, this course provides guidance on personal and career growth. Students will receive support in setting and achieving career goals, time management, and cultivating a growth mindset.

In addition to these vital components, MLL 394 Internships are strategically designed to provide students with the means to apply the analytical, creative, community-oriented, and professionally based knowledge they have cultivated in other MLL courses. These internships can take place either within the University or in the broader community, bridging the gap between academic learning and real-world application. They involve supervision by UM faculty (Target Language Supervisor) as well as on-site guidance (On-site Supervisor). Additionally, an MLL 394 Course Instructor oversees the holistic internship project and fosters a sense of community through the exchange of student experiences.

As a result, professional projects emerge as an integral part of a comprehensive experiential learning experience, consolidating the linguistic and critical thinking skills that majors and minors in MLL acquire through their coursework. This course places a strong emphasis on experiential learning, intercultural competency, cross-linguistic and intercultural communication, leadership, and the critical skills needed to excel in the evolving world of work.

SPA 410 (Section P): Digital Literacy through Cultural and Literary Topics: Digital Approaches to Life Writing

Instructors: Susanna Allés-Torrent, Euge Stumm

Prerequisite: WRS 106 or ENG 106 or WRS 107 or ENG 107.

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

In this hands-on course, we will explore how individuals narrate their lives and the lives of others, and how digital methods transform the way we study these narratives. This course explores life writing—a genre

encompassing autobiography, biography, letters, memoirs, diaries, and testimonies—throughout time and through the lens of digital humanities. By treating texts as data, students will learn computational methods for collecting, annotating, analyzing, and interpreting life-writing materials, while also engaging with broader cultural, historical, and ethical issues. We will ask: How do digital approaches change our understanding of life writing? What biases exist in the digitization of marginalized voices? How can we use digital methods ethically and responsibly in studying personal texts? We will examine autobiographical and biographical writings that challenge dominant and non-canonical narratives. We will read works by figures such as Leonor López de Córdoba, Catalina de Erauso, Teresa de Ávila, Juana de la Cruz, and Inca Garcilaso de la Vega, alongside Afro-Iberian, queer, or Indigenous life-writing traditions, and contemporary authors, such as Paul Preciado or Camila Sosa Villada. At the same time, students will engage with digital tools and methods to analyze and interpret these texts, extending their reading. Topics covered include: Text encoding and annotation (e.g., TEI/XML for marking people, places, and themes), Text mining and topic modeling (e.g., Voyant, MALLET for detecting themes and patterns), Digital mapping (e.g. StoryMaps with Leaflet), Augmented data visualization (e.g. CollectionBuilder), Digital publishing (e.g. Jekyll), Named entity recognition, Handwritten text recognition (HTR) for working with archival life-writing materials, Digital storytelling and visualization to present and interpret biographical narratives.

The course also considers critical debates in life writing and digital humanities, such as self-representation in data-driven analysis, the ethics of digital archival work, and the challenges of computationally interpreting personal narratives. Students will gain hands-on experience through collaborative projects, where they will analyze a digital corpus of life-writing texts, applying the tools and concepts introduced in class. As a final project, students will develop a digital humanities project—such as a digitally annotated edition, an interactive visualization, or a computational analysis of a life-writing text of their choice. The course is taught in English, but working documents will be in Spanish, so previous knowledge of Spanish is strongly recommended. Finally, this course is ideal for students interested in literature, history, gender studies, digital humanities, and cultural studies. No prior technical experience is required—just curiosity and a willingness to explore new ways of engaging with texts and digital data.







