



Carnegie Mellon University

Department of Modern Languages

Spring Courses 2021

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| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|--|-------|-----|------|------|---------|---------|--------------------------|------------|--------------------|--------------------|
| 82109 | Introduction to Arabic I | 9 | A | | MWF | 10:30AM | 11:20AM | Pittsburgh, Pennsylvania | WEH 5403 | In-person + remote | Schaefer, Joseph |
| 82112 | Elementary Arabic II | 12 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | WEH 8427 | In-person + remote | Abraham, Nevine |
| 82114 | Arabic for Global Exchange Online | 6 | A4 | Y | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only | Abraham, Nevine |
| 82115 | Beginning Arabic for Oral Communication | 6 | A4 | Y | M | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Abraham, Nevine |
| 82119 | Arabic Calligraphy Culture & Skills | 9 | A | | TR | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Pullman, Ethan |
| 82286 | Understanding Cultural Complexities : Minorities in the Middle East & North Africa | 9 | B | | MWF | 12:50PM | 1:40PM | Pittsburgh, Pennsylvania | DH 1112 | In-person + remote | Abraham, Nevine |
| 82312 | Advanced Arabic II | 9 | A | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote Only | Al Masaeed, Khaled |
| 82412 | Topics in Arabic Studies | 9 | A | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only | Al Masaeed, Khaled |
| 82512 | Special Topics in Arabic Language & Culture | 3-18 | A | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | In-person + remote | TBA |

Introduction to Arabic I | 9 Units

Description:

This course is the first part of a two-semester sequence for students with no background in Arabic. It covers the first half of 82-111 in one semester through introducing learners to Modern Standard Arabic in its written and spoken forms to achieve communicative competence at the elementary level in all language skills. To this end the course follows a proficiency-oriented approach to language teaching. The course introduces students to one of the popular spoken dialects in the Arab world such as Egyptian, Levantine, or Moroccan (depending upon the instructors background/expertise). Students will also study various cultural aspects of the Arab world through written, audio-visual and online-based materials. Students who intend to do a minor in Arabic Studies should consult with the Arabic minor advisor before deciding on 82-109 or 82-111.

Elementary Arabic II | 12 Units

Description:

This course builds on Elementary Arabic I to continue introducing students to Modern Standard Arabic (MSA) to achieve communicative competence at the Novice-High/ Intermediate-Low level in all language skills (listening, speaking, reading, and writing). To this end, the course follows a proficiency-oriented approach to language teaching. In addition to MSA, the course continues to introduce students to one of the popular spoken dialects in the Arab world such as Egyptian, Levantine, or Moroccan (depending upon the instructors background/expertise). Students will continue to explore various cultural aspects of the Arab world through written, audio-visual and online materials.

Arabic for Global Exchange Online | 6 Units

Description:

Arabic for Global Exchange utilizes cognitive learning technologies and computer-assisted language instruction to enhance educational, governmental, and business exchanges that are increasingly vital to public policy and economic development in the global economy. This is a mini-course for individuals with no proficiency or extremely limited knowledge of Arabic language and culture who are about to begin study or work in an Arabic-speaking context. The course introduces learners to basic concepts and information to facilitate entry and engagement in an Arabic-speaking environment. The Arabic for Global Exchange project aims to meet a need for high quality, communication-oriented instructional materials to introduce basic cultural knowledge and survival language. Arabic for Global Exchange is a six-week, six-lesson, half-semester course. Each of the six lessons in the course includes texts and activities to promote acquisition of cultural content in English as well as basic introductory exposure to the Arabic language. Contact the instructor for meeting information.

Beginning Arabic for Oral Communication | 6 Units

Description:

This course is meant for students who have either taken Arabic for Global Exchange or who seek an introductory course to the Arabic Language. It is designed to give learners an overview of Arabic, and introduce them to the letters, sounds, and symbols that make up the Arabic writing system. In addition to the sounds and letters of Arabic, the course also helps students to master basic vocabulary and important expressions for basic interaction with speakers of Arabic. Students will be provided with written, audio, and visual materials to prepare at home and should come to class ready to speak, read, and write using what they have studied outside class.

Arabic Calligraphy Culture & Skills | 9 Units

Description:

This course introduces its participants to historical and cultural contexts and various techniques used to produce Arabic calligraphy works. No previous knowledge of the Arabic script or language is necessary. At the end of the course, participants will demonstrate familiarity and comfort with key movements in the history and art of Arabic calligraphy, and read simple alphabet constructions or words in a variety of styles. Participants will apply proper techniques to producing calligraphy in two of the most commonly used styles, Naskh and Riqah, as well as experiment with some modern script styles. The class will use lecture discussions, audio-visual media, projects, guest speakers, and field trips as occasions arise.

Understanding Cultural Complexities: Minorities in the Middle East & North Africa | 9 Units

Description:

In today's society that explores Diversity, Equity, and Inclusion, one can ponder if Arab societies have made progress to achieve DEI towards minorities of religions (Muslims, Christians, Jews), sects (Sunni and Shia), ethnicities (Copts, Nubians, Kurds), Palestinians in Israel, homosexuals, and physical disabilities. This course aims to enrich students' understanding of the diversity of Arab countries and histories of intercommunal relations and conflict, explore the progress made in equating minorities to majorities, including them in various sectors, and granting them more rights. We will use readings, films, arts, and music to engage with students in 4 Arab countries to further their learning.

Advanced Arabic II | 9 Units

Description:

The course is the continuation of Advanced Arabic I. It continues promoting multiple literacies in an integrated approach to Arabic language and culture studies and builds students ability to function at the advanced level in a variety of topics. It also embraces the diglossic nature of Arabic by explicitly integrating the teaching of Arabic regional spoken varieties alongside Modern Standard Arabic. Moreover, the course incorporates technology-assisted language learning pedagogies to enhance student learning inside and outside the classroom. The course also implements ACTFLs Arabic guidelines that recognize Arabic as a continuum in which both the regional spoken varieties and Modern Standard Arabic constitute a whole in terms of language use.

Topics in Arabic Studies | 9 Units

Description:

This course is designed for students who have completed Advanced Arabic. Students will study written, audio, and video material taken from well-known Arabic-language media outlets such as Al-Jazeera, BBC Arabic, al-Arabiyya, etc. Linguistically, this course focuses on Modern Standard Arabic (MSA) because the media is one of the main domains in which MSA is significantly utilized in our modern age. Students will utilize reading, writing, and speaking skills to engage actively in class activities such as group discussions, debates, interviews, short presentations, etc. Students will prepare and present a final project in Arabic to share with the class. The course can be repeated but after consent of instructor.

Special Topics in Arabic Language & Culture | 3-18 Units

Description:

This course introduces its participants to historical and cultural contexts and various techniques used to produce Arabic calligraphy works. No previous knowledge of the Arabic script or language is necessary. At the end of the course, participants will demonstrate familiarity and comfort with key movements in the history and art of Arabic calligraphy, and read simple alphabet constructions or words in a variety of styles. Participants will apply proper techniques to producing calligraphy in two of the most commonly used styles, Naskh and Riqah, as well as experiment with some modern script styles. The class will use lecture discussions, audio-visual media, projects, guest speakers, and field trips as occasions arise.

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|--|-------|-----|------|------|---------|---------|--------------------------|------------|---------------|---------------------|
| 82131 | Elementary Chinese I | 12 | | | | | | | | | |
| | | | B | | TR | 04:00PM | 05:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Liu, Gang |
| | | | | | F | 04:30PM | 05:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Liu, Gang |
| 82132 | Elementary Chinese II | 12 | | | | | | | | | |
| | | | B | | TR | 04:00PM | 05:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Tang, Xiaofei |
| | | | | | F | 04:30PM | 05:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Tang, Xiaofei |
| 82133 | Elementary Chinese Online I | 12 | A | | M | 04:00PM | 05:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Tang, Xiaofei |
| 82134 | Elementary Chinese Online II | 12 | A | | M | 04:00PM | 05:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Wiener, Seth |
| 82135 | Cultural Roots: Chinese Language & Culture for Heritage Learners | 9 | A | | TR | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Li, Xiaomeng |
| 82137 | Chinese Calligraphy: Culture and Skills | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Wang, Haixia |
| | | | B | | MW | 06:00PM | 07:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Wang, Haixia |
| 82231 | Intermediate Chinese I | 12 | A | | TR | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Wang-Bramlett, Ding |
| | | | | | F | 10:30AM | 11:20AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Wang-Bramlett, Ding |

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|---|-------|-----|------|------|---------|---------|--------------------------|------------|--------------------|---------------|
| 82232 | Intermediate Chinese II | 12 | A | | TR | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yao, Tianxue |
| | | | | | F | 12:50PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yao, Tianxue |
| 82235 | Fables, Legends and Stories from Ancient Chinese Civilization | 9 | A | | TR | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yao, Tianxue |
| 82331 | Reading Into a New China I: Population, Youth, Marriage, & Housing | 9 | A | | TR | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Liu, Gang |
| 82333 | Introduction to Chinese Language and Culture: China Before the Republic | 9, 12 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yao, Tianxue |
| | Modern China | | B | | TR | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Sun, Zhongxin |
| 82334 | Structure of Chinese | 9 | A | | MW | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yao, Tianxue |
| 82440 | Studies in Chinese Literature & Culture: Into the World of Anomalies | 9 | A | | T | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Liu, Gang |
| 82532 | Special Topics in Chinese Studies | 3-12 | A,B | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | In-person + remote | TBA |
| 82533 | Cultural Topics in Chinese Studies: Chinese Wisdom | 9 | A | | R | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Sun, Zhongxin |

Elementary Chinese I | 12 Units

Description:

This course is for students with no prior experience in Chinese. Using a proficiency-oriented approach, students will develop contextually appropriate interpersonal communication skills in both written and spoken Chinese, develop reading and listening skills through various media, understand fundamental grammar, acquire vocabulary, and gain a basic understanding of Chinese cultures through class and extracurricular activities. Students will learn the phonetic transcriptions of Chinese (Pinyin) for speaking and listening as well as Chinese characters for reading and writing. The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. A student with prior experience in Chinese must take the placement exam.

Elementary Chinese II | 12 Units

Description:

This course is designed for students who have taken first-semester Chinese at Carnegie Mellon or its equivalent by placement. Students will continue developing contextually appropriate interpersonal communication skills in both written and spoken Chinese, developing reading and listening skills through various media, and working toward a deeper understanding of Chinese culture. Work for this course will include the introduction and use of more complicated sentence structures, grammar, and expressions. Students are also encouraged to communicate in longer sentences and write short paragraphs and essays in Chinese. Students will continue to learn the phonetic transcriptions of Chinese (Pinyin) for speaking and listening as well as Chinese characters for reading and writing. The elementary level is designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. A student with prior experience in Chinese must take the placement exam.

Elementary Chinese Online I | 12 Units

Description:

This course is designed for students who need a more flexible approach to language learning than that offered in a standard classroom course. It is designed to help beginners develop communicative competence in the four basic skills of listening, speaking, reading and writing the Chinese language. Basic vocabulary and sentence structures for use in essential daily-life situations, as well as cultural information, are taught through the course materials and assignments. Materials are web-based with extensive use of Internet technologies for listening, reading, and communication. This course is offered in a hybrid mode requiring one 80-minute class per week in addition to weekly 20-minute individual meetings with the instructor or a peer speaking assistant. There is a materials fee for taking this course which is paid by credit card on first log-in to the course website. Students in this class should be prepared to participate in such studies in the course of their classwork. A student with prior experience in Chinese must take the placement exam.

Elementary Chinese Online II | 12 Units

Description:

This course is the continuation of 82-133, Elementary Chinese I Online. Students will continue learning more useful and complex expressions and sentence structures necessary for use in everyday life. Students will also continue building their skills in listening, speaking, reading, and writing for everyday communication, and their understanding of Chinese culture and society. This course is offered in a hybrid mode requiring one 80-minute class per week in addition to weekly 20-minute individual meetings with the instructor or a peer speaking assistant. There is a materials fee for taking this course which is paid by credit card on first log-in to the course website. A student with prior experience in Chinese must take the placement exam. Instructions for the placement exam are available in Baker Hall 160. Prerequisite: 82-131 or 82-133 or placement

Cultural Roots: Chinese Language & Culture for Heritage Learners | 9 Units

Description:

This course is designed for students who have some basic knowledge of spoken Chinese, but know little of how to read and write Chinese. While an integrated approach will be applied to the development of all the four language skills of listening, speaking, reading and writing simultaneously, the focus will be on the intensive study of Chinese characters through reading and writing practice. Based on their speaking and listening abilities, students will learn how to communicate in writing in everyday situations. The cultivation of cultural awareness will also be a focus of this course. At the end of this course, students will be well-equipped to continue their study of Chinese at the intermediate level. A student with prior experience in Chinese must take the placement exam. Prerequisites: Placement by test and Chinese group advisor

Chinese Calligraphy: Culture and Skills | 9 Units

Description:

Chinese calligraphy is a crucial part of Chinese culture and world art. It is also a clear manifestation of Chinese philosophy that has influenced Chinese people for several thousand years. This introductory course on Chinese calligraphy provides students with basic knowledge of Chinese calligraphy and how it mirrors Chinese history, culture, and philosophy. It will also introduce the fundamental characteristics of the Chinese writing system, its cultural content, and principles of formation as well as the skills used in Chinese calligraphy. At the end of the course, students will have a good understanding of Chinese characters and their cultural and philosophical background but also be able to appreciate the art and beauty in Chinese calligraphy. Classes include lectures, movies, discussions, hands-on practice, and projects. Field trips and guest speakers may also be arranged if opportunities should arise.

Intermediate Chinese I | 12 Units

Description:

At the intermediate level, students will continue to improve the basic skills of listening, speaking, reading and writing with the goal of becoming more proficient in daily communication needs. In addition to an ongoing review of basic grammar, a greater variety of expressions and complicated sentence structures will be taught so that students can carry on more sophisticated daily conversations on various topics related to every day life. While equal emphasis will still be on both Pinyin and characters, students will be encouraged to use more and more Chinese characters with the help of Pinyin for communication. In-class and extracurricular activities related to the broad spectrum of Chinese culture will be organized to facilitate language learning using knowledge of the cultural background of the language.

Intermediate Chinese II | 12 Units

Description:

This is the second semester of Intermediate Chinese. Its primary goals are to expand students vocabulary and knowledge of grammar of the Chinese language by learning more new words, expressions, and sentence patterns needed for everyday communication and by consolidating their knowledge through oral and written practice in and out of class. In this course, students will participate in classroom discussions in Mandarin Chinese on various topics concerning everyday life and write short paragraphs on those topics using Chinese characters. Different aspects of Chinese culture will also be introduced during the whole semester through multimedia, lectures, and discussions. Regular homework, quizzes, tests, presentations, and class participation are mandatory (four in-class hours per week). A student with prior experience in Chinese must take the placement exam.

Fables, Legends and Stories from Ancient Chinese Civilization | 9 Units

Description:

This course is designed for intermediate level students who would like to focus on improving their reading and writing skills in Mandarin Chinese. One major course goal is to teach students to read in Chinese with fluency and proficiency within a format of rich cultural content by expanding their vocabulary and building up their knowledge of socio-cultural influences on Chinese language use. Readings will include traditional fables, mini-stories, and articles on the lifestyle and social changes in ancient and modern China. Discussion will be one major class activity, however students will also be expected to develop long-term retention and control of the knowledge acquired through reading and writing assignments.

Structure of Chinese | 9 Units

Description:

This is an upper-level Chinese course for students who have completed the requirements for intermediate Chinese with the goal of enabling students to build up a more comprehensive and systematic understanding of the structure of Chinese so as to lay a solid foundation for the further development of their advanced level language proficiency. This course will cover major complicated structural phenomena in Modern Chinese through the study of specially selected sample texts. Special emphasis will be given to high frequent errors and weaknesses on particularly problematic elements and sentence structures that are common among non-native Chinese speakers. After this course, students can expect to have the ability to use Chinese more accurately and naturally in both speaking and writing on sophisticated topics in life. Prerequisite: 82-232 or 82-235 or placement

Studies in Chinese Literature & Culture: Into the World of Anomalies | 9 Units

Description:

This repeatable course explores target cultures through a thematic or conceptual focus. Students critically analyze authentic documents through, for example, historical, biographical, filmic, artistic, literary, musical, and theoretical perspectives, while improving and expanding their language skills. Through close reading of a 17-century Chinese literary masterpiece, *Strange Tales from a Chinese Studio* (Liaozhai zhiyi, /), this course invites students to explore the richly bizarre world of ghosts and anomalies that constitutes an important aspect of Chinese culture. Selections of Chinese ghost stories and strange tales will be introduced throughout the semester. Their contents range from sketchy notes about outlandish figures and creatures to lengthy stories about bewitching dreams, haunting ghost and fox romances. In addition, students will also be asked to read academic writings in English about ghost literature and culture in traditional China. These writings will help students look into the special nature of the Chinese concept of ghost, as well as the

Special Topics in Chinese Studies | 3-12 Units

Description:

Restricted to language majors who wish to go beyond the regular course offerings in Chinese Studies involving group or individual study in a subject area approved by the instructor.

Prerequisites: Permission of instructor and a 400-level course

Reading Into a New China I: Population, Youth, Marriage, & Housing | 9 Units

Description:

This 9-unit course is designed for students who have reached the intermediate level of proficiency in the use of Chinese language to develop their language process competency in all four skills to a more advanced level. Students will expand explicit knowledge of socio-cultural influences on Chinese language use, and be able to apply the knowledge to conduct culturally appropriate spoken and written communication across various social domains and genres. Topics to be covered in this class will be closely related to current social issues in China, such as population, youth, love marriage and housing. Students will also develop a repertoire of strategies and resources to assist their learning so that they will be gradually becoming autonomous learners who are able to conduct independent learning of the Chinese language, culture, history, and society.

Introduction to Chinese Language and Culture: China Before the Republic | 9, 12 Units

Description:

With China as a growing political and economic power, understanding the country through its history and culture becomes necessary for students as responsible citizens of the world. This course is designed to help students, previously unexposed to Chinese culture and civilization, better understand China's past. By learning about the history of the Middle Kingdom, students will be exposed to the deep and fascinating foundation of Chinese civilization. We will not cover thousands of years of history, but discuss a chronological timeline of dynasties for reference. Areas of focus include the general knowledge of geography, religion, art, ancient lifestyles, and values.

Introduction to Chinese Language and Culture: Modern China | 9, 12 Units

Description:

This course will introduce students to important developments in China's culture and language since the end of the nineteenth century focusing on the interactions between Chinese and Western cultural traditions and the historical, social, and political contexts in which these interactions evolved. The following questions will motivate discussion: What is Chinese culture in the modern world? What is modern and what traditional Chinese culture? How does high culture interact with folk culture and popular culture? How have education and language policies shaped Chinese cultural identities over the last century? What does it mean to be Chinese in a diaspora context? This course is conducted in English with no requirement of prior knowledge of Chinese language for students who take it for 9 units. Students who take this course towards fulfillment of requirements for the Chinese major or minor must register for 12 units requiring completion of three (3) units of study in Chinese Studies.

Cultural Topics in Chinese Studies: Chinese Wisdom | 9 Units

Description:

What is Chinese wisdom and can it be attained or developed? What is wise if reality isn't what it used to be? Do you claim to be a wise person? If so why and if not why not? This course will inspect various responses to these questions from Chinese philosophy tradition and its current applications from global perspectives. The course will explore some major Chinese philosophy traditions such as Daoism/Taoism, Confucianism, Buddhism, Legalism, and Mohism, and look at specific aspects of Chinese wisdom in modern and contemporary China today, including Chinese wisdom on food, medicine, Fengshui, architecture, painting, calligraphy, Taichi, etc. Students are encouraged to further explore their own special interests in a guided research project. Students are expected to have excellent Chinese language skills, and native Chinese speakers are welcome to promote intercultural learning.

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|---|-------|-----|------|------|----------|---------|--------------------------|------------|--------------------|-------------------------------------|
| 82101 | Elementary French I | 12 | A | | MW | 12:20PM | 1:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote Only | Hoogstaden, Ester |
| | | | | | F | 12:50 PM | 1:40 PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote Only | Hoogstaden, Ester |
| 82102 | Elementary French II | 12 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | DH 1211 | In-person + remote | Hoogstaden, Ester |
| | | | | | F | 10:30AM | 11:20AM | Pittsburgh, Pennsylvania | PH A18B | In-person + remote | Hoogstaden, Ester |
| 82103 | Elementary French I Online | 12 | A | | R | 06:00PM | 07:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | DeSalvo, Michael |
| 82201 | Intermediate French I | 9 | A | | MWF | 09:10AM | 10:00AM | Pittsburgh, Pennsylvania | WEH 5421 | In-person + remote | Hoogstaden, Ester |
| 82202 | Intermediate French II | 9 | A | | MW | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Niang, Mame-Fatou |
| 82286 | Understanding Cultural Complexities: (Dis)Similar Lives | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Dworkin, Kenya Niang, Mame-Fatou |
| 82303 | French & Francophone Cultures | 9 | A | | TR | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Youngs, Bonnie |
| 82304 | French & Francophone Sociolinguistics | 9 | A | | MW | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Van Compernelle, Remi |
| 82416 | Topics in French and Francophone Studies: Decoloniality; Unmasking Racial & Environmental Injustices in la Francophonie | 9 | A | | TR | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Youngs, Bonnie |
| 82502 | Special Topics in French & Francophone Studies | 3-12 | A | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | In-person + remote | TBA |

Elementary French I | 12 Units

Description:

This course is for students with no prior experience in French. Using a proficiency-oriented approach, students will develop contextually appropriate interpersonal communication skills in both written and spoken French, develop reading and listening skills through the use of various media, understand fundamental grammar, acquire vocabulary, and gain a basic understanding of French and francophone cultures through class activities. Regular homework, quizzes, tests, presentations, and class participation are mandatory (four in-class hours per week). The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. A student with prior experience in French must take the placement exam.

Elementary French II | 12 Units

Description:

This course is designed for students who have taken first-semester French at Carnegie Mellon or learned its equivalent as determined by placement. Using a proficiency-oriented approach, students will expand contextually appropriate interpersonal communication skills in both written and spoken French, continue to develop reading and listening skills through the use of various media, review previously learned and practice new grammar and vocabulary, and gain a further understanding of French and francophone cultures through class activities. Regular homework, quizzes, tests, presentations, and class participation are mandatory (four in-class hours per week). The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. A student with prior experience in French must take the placement exam.

Elementary French I Online | 12 Units

Description:

This course is designed for students with no prior experience with French and who need a more flexible approach to language learning than that offered in a standard classroom course. Beginning language learners will develop communicative competence in the four basic skills of listening, speaking, reading and writing. Basic vocabulary and sentence structures for use in essential daily-life situations, as well as cultural information, are taught through the course materials and assignments. Materials are web-based, with extensive use of Internet technologies for listening, reading, and communication. During regular semesters, this course is offered in a hybrid mode requiring one 80-minute class per week in addition to weekly 20-minute individual meetings with the instructor or a peer speaking assistant. There is a materials fee for taking this course which is paid by credit card on first log-in to the course website. A student with prior experience in French must take the placement exam.

Intermediate French I | 9 Units

Description:

At the intermediate level, students will continue to improve listening, speaking, reading and writing skills with the goal of becoming more proficient in daily and extended communication needs. In addition to an ongoing review of basic grammar, a greater variety of grammar, expressions and complicated sentence structures will be taught so that students can carry on more sophisticated conversations on various topics. In-class activities and homework using authentic texts related to the broad spectrum of French and francophone cultures will be used to integrate language learning with content and culture. Regular homework, quizzes, tests, presentations, essays, and class participation are mandatory. A student with prior experience in French must take the placement exam.

Intermediate French II | 9 Units

Description:

At the intermediate level, students will continue to improve listening, speaking, reading and writing skills with the goal of becoming more proficient in daily and extended communication needs. In addition to an ongoing review of basic grammar, a greater variety of grammar, expressions and complicated sentence structures will be taught so that students can carry on more sophisticated conversations on various topics. In-class activities and homework using authentic texts related to the broad spectrum of French and francophone cultures will be used to integrate language learning with content and culture. Regular homework, quizzes, tests, presentations, essays, and class participation are mandatory. A student with prior experience in French must take the placement exam.

Understanding Cultural Complexities: (Dis)Similar Lives | 9 Units

Description:

A comparative approach to explore the legacy of slavery and anti-Black racism through the present-day situation of Black peoples in the French and Spanish-speaking worlds from a variety of perspectives. After an introduction to the dissemination of Black African peoples via the Diaspora, the remaining focus will be on their conversion into second-rate nationals and the creation of Diasporic cultural in former African, European, and American slave trading or receiving countries, and in Africa. Students will conduct analyses of historical, literary, journalistic, film, and other texts through discovery-focused, inquiry-based methodologies.

French & Francophone Cultures | 9 Units

Description:

Through deep cultural analyses of France and francophone spaces, students uncover the roots of the French mentality and how this mentality oftentimes clashes with 'francophone', which is to say 'French', citizens who remain the 'Other' even in the 21st century. Comparisons between past and current events in French and francophone histories explain in part the French mentality and why the French react to the world as they do, resulting in the ongoing challenges of integration and identity of citizens from former colonies. Students will address questions such as: "What is preventing full integration?" and "How can integration be successful?" or "Is integration desirable?" The coursework will develop students' skills in writing, reading, speaking, and listening, and improve their control of grammar through class discussions, presentations, and essays. This course is repeatable with new topics.

Prerequisites: 82-202 or placement

French & Francophone Sociolinguistics | 9 Units

Description:

This course examines the French language in relation to the social and cultural lives of the people who use it across the French-speaking world. This course is repeatable with new topics. Spring 2021 topic: French in the Americas French language education in the United States has traditionally focused on France as the center of the Francophone world, treating French as a foreign language. However, over 20,000,000 people in the Americas and Caribbean are daily users of French, and millions more use French on a regular basis for education, business, and government affairs. This project-driven course examines the history, sociocultural roles, and linguistic variation of French, with the goal of expanding and diversifying our understanding of French as a language of the Americas. Topics include: European expansion (colonialism); slavery; creolization; language variation and change; language shift; bi/multilingualism; and language policy and planning. We will focus specifically on Francophone communities in Canada (e.g., Quebec, Acadia), Louisiana, and the Caribbean (e.g., Haiti, Guadeloupe, Martinique).

Topics in French and Francophone Studies: Decoloniality Unmasking Racial & Environmental Injustices in la Francophonie | 9 Units

Description:

Spring 2021: How do old ways of thinking about land use lead to a search for justice? Using Malcolm Ferdinands book Une Ecologie dcoloniale as a starting point, we will uncover how colonization is an ongoing factor in modern environmental and racial injustices. If the current use of land and space in former colonies is a colonial legacy, then how can we rely on a push for justice that, at its origin, continues to define land and space by former colonial standards? Questions to be addressed include: Is the land being used as nature intended, and if not, how was its original nature perverted to fit into a colonial view of the exotic? How has a former colonial view of land led to widespread 21st century food insecurity and water injustice? How can the land be used to fight famine and poverty, and thus allow communities to develop some independence from imported products? In spring 2021, this course will be taught in French at two levels, 82-303 and 82-416; students will register for and work at their appropriate level.

Special Topics in French & Francophone Studies | 3-12 Units

Description:

Restricted to language majors who wish to go beyond the regular course offerings in French and Francophone Studies involving group or individual study in a subject area approved by the instructor. Prerequisites: Permission of the instructor and a 400-level course

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|--|-------|-----|------|------|---------|---------|--------------------------|------------|--------------------|-----------------|
| 82121 | Elementary German I | 12 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | BH A53 | In-person + remote | Wells, Martina |
| | | | | | F | 10:30AM | 11:20AM | Pittsburgh, Pennsylvania | BH A53 | In-person + remote | Wells, Martina |
| 82122 | Elementary German II | 12 | A | | MW | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | WEH 4623 | In-person + remote | Wells, Martina |
| | | | | | F | 11:40AM | 12:30PM | Pittsburgh, Pennsylvania | BH A53 | In-person + remote | Wells, Martina |
| 82222 | Intermediate German II | 9 | A | | TR | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | PH 226B | In-person + remote | Wells, Martina |
| 82323 | Germany, Austria and Switzerland in the 20th Century | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Maier, Gabriele |
| 82426 | Topics in German Literature and Culture: Wellness in the German-speaking World | VAR | A | | MW | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Maier, Gabriele |
| 82522 | Special Topics in German Studies | 3-12 | A-C | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | In-person + remote | TBA |

Elementary German I | 12 Units

Description:

This course is for students with no prior experience in German. Using a proficiency-oriented approach, students will develop contextually appropriate interpersonal communication skills in both written and spoken German, develop reading and listening skills through the use of various media, understand fundamental grammar, acquire vocabulary, and gain a basic understanding of German-speaking cultures through class activities. The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. Regular homework, quizzes, tests, presentations, and class participation are mandatory (four in-class hours per week). A student with prior experience in German must take the placement exam.

Elementary German II | 12 Units

Description:

This course is designed for students who have taken first-semester German at Carnegie Mellon or learned its equivalent as determined by placement. Using a proficiency-oriented approach, students will expand contextually appropriate interpersonal communication skills in both written and spoken German, continue to develop reading and listening skills through the use of various media, review previously learned and practice new grammar and vocabulary, and gain a further understanding of German cultures through class activities. The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. Regular homework, quizzes, tests, presentations, and class participation are mandatory (four in-class hours per week). A student with prior experience in German must take the placement exam.

Intermediate German II | 9 Units

Description:

In this class, students will expand and develop their speaking, listening, reading, and writing skills, as well as their cultural knowledge of German-speaking countries. This course focuses on intercultural concepts and will help students see what things Germans view differently from other nations and what things might be similar. Topics will include issues such as views on German history, prospects for Germany's future, art and artists, and the German film industry. By the end of the course, students should be able to make themselves understood in German and understand German-speakers with experience dealing with foreigners. A student with prior experience in German must take the placement exam. Instructions for the placement exam are available in Baker Hall 160. Prerequisite: 82-221 or placement

Germany, Austria and Switzerland in the 20th Century | 9 Units

Description:

This course advances proficiency in communicative and grammatical skills in the German language and knowledge of German-speaking cultures through the study of important events, trends, and people of the twentieth century in Germany, Austria, and Switzerland. Examples will be drawn from literature, newspapers, television, film and other sources. Students will be expected to complete assignments that demonstrate the ability to express critical judgments in both written and oral form, documented through readings and personal research. The course includes a review of the most troublesome points of German grammar.

Topics in German Literature and Culture: Wellness in the German-speaking World | VAR Units

Description:

This repeatable course explores the culture of the German-speaking nations through a thematic or conceptual focus. Students critically analyze authentic documents, for example, historical, biographical, and literary texts, as well as film and works of the visual arts while improving and expanding their language skills. The term wellness has been around since the 17th century, but it was not until a few decades ago that wellness started to become the buzz word that it is today. What does wellness or well-being mean in the 21st century and, in particular, in our current times of Covid-19? We will explore deutsche Befindlichkeiten via literary and journalistic storytelling, documentaries, and public art projects that showcase wellness and well-being from various angles. Last but not least, as our final project, we will put our own wellness stories into visual narratives with the help of a comic artist.

Special Topics in German Studies | 3-12 Units

Description:

Restricted to language majors who wish to go beyond the regular course offerings in German Studies involving group or individual study in a subject area approved by the instructor.

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|---|-------|-----|------|------|---------|---------|--------------------------|------------|---------------|-------------------------------------|
| 82141 | Elementary Spanish I | 12 | A | | MW | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Estrada, Jose |
| | | | | | F | 08:00AM | 08:50AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Estrada, Jose |
| 82142 | Elementary Spanish II | 12 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Estrada, Jose |
| | | | | | F | 10:30AM | 11:20AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Estrada, Jose |
| 82198 | Research Training: Modern Languages | 3-12 | B | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Gomez, Felipe |
| 82241 | Intermediate Spanish I | 9 | A | | MW | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Gomez, Felipe |
| 82242 | Intermediate Spanish II | 9 | A | | TR | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Skibba, Candace |
| 82245 | New Directions in Hispanic Studies: COVID Cultures - Narratives from a Pandemic | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Skibba, Candace |
| 82286 | Understanding Cultural Complexities: (Dis)Similar Lives | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Dworkin, Kenya Niang, Mame-Fatou |
| 82342 | Spain: Language and Culture | 9 | A | | TR | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Skibba, Candace |
| 82343 | Latin America Language and Culture | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Gomez, Felipe |
| 82344 | U.S. Latinos: Language and Culture | 9 | A | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Estrada, Jose |
| 82345 | Introduction to Hispanic Literary & Cultural Studies: Superheroes and Beyond | 9 | A | | MW | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Gomez, Felipe |

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|---|-------|-----|------|------|---------|---------|--------------------------|------------|--------------------|----------------|
| 82450 | Advanced Research in Hispanic Language & Culture | 9 | A-B | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | DNM | Remote only | TBA |
| 82451 | Studies in Latin American Literature and Culture: Diaspora Crossing and Contested Identities in AfricaAmerica | 9 | A | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Dworkin, Kenya |
| 82542 | Special Topics in Hispanic Studies | 3-12 | A-D | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | In-person + remote | TBA |

Elementary Spanish I | 12 Units

Description:

Elementary Spanish I is the first part of a two-semester course sequence for beginning students, emphasizing the development of communicative language and cultural competence. Students will work towards improving their writing, reading, listening and speaking abilities in Spanish, such that they become comfortable working with a variety of topics from Spanish-speaking cultural areas. Students will develop basic interactional and routine public communication patterns, frequently working in groups and pairs, and utilizing technologies that enhance learning opportunities and promote skill development. This course also provides extracurricular opportunities to interact with members of the Spanish-speaking community. Four hours of in-class instruction per week are required. A student with prior experience in Spanish must take the placement exam.

Elementary Spanish II | 12 Units

Description:

Elementary Spanish II is the second part of a two-semester course sequence for beginning students, emphasizing the development of communicative language and cultural competence. Students will work towards improving their writing, reading, listening and speaking abilities in Spanish, such that they become comfortable working with a variety of topics from Spanish-speaking cultural areas. Students will develop basic interactional and routine public communication patterns, frequently working in groups and pairs, and utilizing technologies that enhance learning opportunities and promote skill development. This course also provides extracurricular opportunities to interact with members of the Spanish-speaking community. Four hours of in-class instruction per week are required. A student with prior experience in Spanish must take the placement exam.

Research Training: Modern Languages | 3-12 Units

Description:

Latin American Comics Archive This project involves research of Latin American comics. The course will teach the basics of Comic Book Markup Language (CBML, a TEI-based XML vocabulary) for encoding and analyzing the structural, textual, visual, and bibliographic complexity of digitized comic books and related documents. Student researchers will assist in: a) editing, marking up, and structuring digitized Latin American comics; b) reading and subjecting these texts to interpretation, making inferences, and embarking in theoretical explorations of issues according to given criteria. Low-intermediate level reading skills in Spanish required.

Intermediate Spanish I | 9 Units

Description:

Intermediate Spanish I is the first part of a two-semester course sequence (82-241, 82-242) designed to familiarize students with the cultures and perspectives of the Spanish-speaking world. Students will develop self-expression across a range of culturally significant topics, improving their speaking, listening, reading, and writing skills while working with longer passages of language in context through reading, writing and listening/viewing (e.g. tv series, movies, short novels, plays) and frequently working in groups and pairs, and utilizing technologies that enhance learning opportunities and promote skill development. The course provides extracurricular opportunities to interact with members of the Spanish-speaking community.

Intermediate Spanish II | 9 Units

Description:

Intermediate Spanish II is the second part of a two-semester course sequence (82-241, 82-242) designed to familiarize students with the cultures and perspectives of the Spanish-speaking world. Students will develop self-expression across a range of culturally significant topics, improving their speaking, listening, reading, and writing skills while working with longer passages of language in context through reading, writing and listening/viewing (e.g. tv series, movies, short novels, plays) and frequently working in groups and pairs, and utilizing technologies that enhance learning opportunities and promote skill development. The course provides extracurricular opportunities to interact with members of the Spanish-speaking community.

New Directions in Hispanic Studies: COVID Cultures - Narratives from a Pandemic | 9 Units

Description:

This course is designed to investigate the narratives of the COVID pandemic within a global context focusing on the humanistic and cultural. The geographic focus will be the Spanish-speaking world. Readings will begin with the philosophers Seneca and Maimonides and continue through history such that the analyses stem from the students development of their own concept of narratives of the body and pandemic. We will concentrate on the stories and experiences of those disproportionately affected by the pandemic in order to attempt to amplify those voices. In addition, we will question standards of practice of health and medicine in the US and the effectiveness of those standards when applied to various Spanish-speaking cultures both within and outside of the US. Conversely, we will attempt to understand what the US can learn from other cultures. This course will be taught in English.

Understanding Cultural Complexities: (Dis)Similar Lives | 9 Units

Description:

A comparative approach to explore the legacy of slavery and anti-Black racism through the present-day situation of Black peoples in the French and Spanish-speaking worlds from a variety of perspectives. After an introduction to the dissemination of Black African peoples via the Diaspora, the remaining focus will be on their conversion into second-rate nationals and the creation of Diasporic cultural in former African, European, and American slave trading or receiving countries, and in Africa. Students will conduct analyses of historical, literary, journalistic, film, and other texts through discovery-focused, inquiry-based methodologies.

Spain: Language and Culture | 9 Units

Description:

This course is part of the post-intermediate, 300-level program that forms the introduction to the major or minor in Hispanic Studies. Students may begin with any one of the three courses at this level or they may be taken concurrently. Spain: Language and Culture focuses on the cultures of Spain, the autonomous regions and the creation of a national identity as a reaction to the multiple ethnicities that have inhabited the peninsula since ancient times. The course advances proficiency in grammatical accuracy, the ability to communicate ones ideas in Spanish, and cultural proficiency. Treatment of reading selections is designed to increase students general familiarity with a variety of genres, devices, and discourse types and to build a foundation for the departments more advanced courses in literature, history and culture. The course will be taught in Spanish.

Latin America Language and Culture | 9 Units

Description:

This course is part of the post-intermediate, 300-level program that forms the introduction to the major or minor in Hispanic Studies. Students may begin with any one of the three courses at this level or they may be taken concurrently. This course will explore Latin American culture and language, focusing on issues of cultural identity. Tracing the historical thread of the construction of Latin American cultural identity we will distinguish 6 periods organized around crisis when the topic of Who we are? becomes a central debate (Larrain 1996). These periods include: the conquest and colonization, the independence and constitution of nation-states, the inter war period and the depression, the 1970s and the military dictatorships and the present globalization stage. There are three main questions we will be exploring throughout the course: Where does the discussion about Latin America emerge from?; How does Latin America think of itself?; What does Latin America want to be?. The course will be taught in Spanish.

US Latinos Language and Culture | 9 Units

Description:

This course is part of the post-intermediate, 300-level program that forms the introduction to the major or minor in Hispanic Studies. Students may begin with any one of the three courses at this level or they may be taken concurrently. This course provides an introduction to and analysis of the cultures and histories of U.S. Latinos. The course will trace the historical trajectories of these groups, both those dating back centuries, such as Mexican-Americans and certain Caribbean populations, and those with more recent, quickly growing populations, such as Salvadoran and Honduran immigrants, in an effort to understand how their identities are forged and transformed over time, considering both internal and external perspectives. Ultimately, we seek to question and to understand the complexities of Latinidad in the 21st century U.S. The course will be taught in Spanish.

Introduction to Hispanic Literary & Cultural Studies: Superheroes and Beyond | 9 Units

Description:

This course is aimed at interdisciplinary examinations of race and gender in Spanish, Latin American, and Latinx graphic narratives. However, a growing class of contemporary graphic storytellers have been tearing down these long-held notions with challenges to the way the industry views characters and creators, advocating for more realistic depictions and more diverse perspectives from all genders, races, and sexual orientations. How is diversity in these cultural objects represented? What kinds of societies do characters live in, and how do issues of gender, race, and ethnicity play out in these comics? To answer these questions, the course delves into a selection of popular comic books and graphic novels from the Spanish-speaking world and provides the skills for reading these works critically as cultural artifacts in terms of what they depict and how they do so.

Advanced Research in Hispanic Language & Culture | 9 Units

Description:

This course permits in-depth, 400-level study in the following courses: 82-342 Spain: Language and Culture, 82-343 Latin America: Language and Culture, and 82-344 U.S. Latinos: Language and Culture. Students will meet with the regularly scheduled 300-level class, read additional texts, and produce research assignments as agreed upon by the instructor and student. The focus is on a deeper understanding and individualized research of the course topics. Prerequisite: Permission of instructor

Studies in Latin American Literature and Culture: Diaspora Crossing and Contested Identities in AfricaAmerica | 9 Units

Description:

This repeatable course explores the cultures of Latin America through a thematic or conceptual focus. This course is an exploration of the sociopolitical and economic realities of Afro-Latino communities throughout what was once Ibero-America. We will explore the legacy of the Spanish Atlantic slave trade, and the historic and contemporary persistence of African cultures and memories in these communities in countries where they are often either a statistical and/or cultural minority, or treated as such. Our analyses will examine the ways in which they have developed political and creative strategies for survival and resistance despite racism, discrimination, and political, economic, and social oppression. Among these are religion, music, dance, literature, photography, film, food ways, and environmentalism.

Special Topics in Hispanic Studies | 3-12 Units

Description:

Restricted to language majors who wish to go beyond the regular course offerings in Hispanic Studies involving group or individual study in a subject area approved by the instructor.

Prerequisites: Permission of the instructor and a 400-level course

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|--|-------|-----|------|------|---------|---------|--------------------------|------------|---------------|-----------------|
| 82162 | Elementary Italian II | 12 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Johnson, Eric |
| | | | | | F | 10:30AM | 11:20AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Johnson, Eric |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | C | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Puppo, Giovanni |
| | | | | | F | 02:10PM | 03:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Puppo, Giovanni |
| 82163 | Directed Language Study: Elementary Italian I or II | 12 | A | | F | 03:20PM | 04:10PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Puppo, Giovanni |
| 82262 | Intermediate Italian II | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Vairo, Janice |
| 82268 | Italian Film: Hidden Agendas from Cincitta | 9 | A | | TR | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Vairo, Janice |

Elementary Italian II | 12 Units

Description:

This course is designed for students who have taken first-semester Italian at Carnegie Mellon or learned its equivalent as determined by placement. Using a proficiency-oriented approach, students will expand contextually appropriate interpersonal communication skills in both written and spoken Italian, continue to develop reading and listening skills through the use of various media, review previously learned and practice new grammar and vocabulary, and gain a further understanding of Italian culture through class activities. The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. Students with prior experience in Italian must speak with Janice Vairo (vairo@andrew.cmu.edu).

Directed Language Study: Elementary Italian I or II | 12 Units

Description:

A self-paced version of first or second semester Elementary Italian, this course is for highly motivated students capable of working independently. The coursework includes weekly classes, aural practice using online materials, periodic assessments, and individual meetings with the instructor. Students are permitted to take only one semester of 82-163. Students with prior experience in Italian must speak with Janice Vairo (vairo@andrew.cmu.edu).

Intermediate Italian II | 9 Units

Description:

At the intermediate level, students will continue to improve listening, speaking, reading and writing skills with the goal of becoming more proficient in daily and extended communication needs. In addition to an ongoing review of basic grammar, a greater variety of grammar, expressions and complicated sentence structures will be taught so that students can carry on more sophisticated conversations on various topics. In-class activities and homework using authentic texts related to the broad spectrum of Italian culture will be used to integrate language learning with content and culture. Regular homework, quizzes, tests, presentations, essays, and class participation are mandatory. Students with prior experience in Italian must speak with Janice Vairo (vairo@andrew.cmu.edu).

Italian Film: Hidden Agendas from Cincitta | 9 Units

Description:

Mussolini declared: Cinematography is the most powerful weapon. Accordingly, the films in this course explore the political and societal cultures of Italy, and their subsequent interrelationships and effects on Italian film. Students will follow a cinematic journey that begins with silent cinema, leads to the historical narrative of WWII and the resistance fighters of neorealism, then to the historical-political analysis of la questione meridionale (the problem with the south) and finally takes on a more comical vein with la commedia allitaliana (Italian comedy) finishing with a unique solution to the problem of unemployed graduates. Outcomes include analyses of the formal aspects of Italian cinema, the crumbling of post WWII political parties, the emergence of new political figures, and the precari generation of college graduates forced to work for meager wages and no rights while their peers leave the country to find work causing the so-called brain drain of Italy and the polemic of immigration confronting Italy today. The course is offered in English and there are no prerequisites.

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|-----------------------------|-------|-----|------|------|---------|---------|--------------------------|------------|---------------|-------------------|
| 82171 | Elementary Japanese I | 12 | A | | MW | 8:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Scheide, Angel |
| | | | | | F | 08:00AM | 08:50AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Scheide, Angel |
| 82172 | Elementary Japanese II | 12 | A | | MW | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Shi, Christine |
| | | | | | F | 08:00AM | 08:50AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Shi, Christine |
| | | | B | | MW | 06:00PM | 07:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Ninomiya, Chisato |
| | | | | | F | 05:50PM | 06:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Ninomiya, Chisato |
| 82173 | Introduction to Japanese I | 9 | A | | MWF | 10:30AM | 11:20AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Scheide, Angel |
| 82174 | Introduction to Japanese II | 9 | A | | MWF | 11:40AM | 12:30PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Scheide, Angel |
| 82271 | Intermediate Japanese I | 12 | A | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Scheide, Angel |
| | | | | | F | 02:10PM | 03:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Scheide, Angel |
| 82272 | Intermediate Japanese II | 12 | A | | MW | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Litt, Barbara |
| | | | | | F | 08:00AM | 08:50AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Litt, Barbara |
| | | | B | | MW | 06:00PM | 07:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Iwasaki, Yasufumi |
| | | | | | F | 05:50PM | 06:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Iwasaki, Yasufumi |

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|---|-------|-----|------|------|---------|---------|--------------------------|------------|--------------------|---------------------|
| 82273 | Introduction to Japanese Language and Culture | 9 | A | | TR | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Litt, Barbara |
| | | | B | | TR | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Litt, Barbara |
| 82278 | Japanese Film and Literature: The Art of Storytelling | 9 | A | | TR | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Iwasaki, Yasufumi |
| 82279 | Anime - Visual Interplay between Japan and the World | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yasuhara, Yoshihiro |
| 82286 | Understanding Cultural Complexities: Examining Japanese Multicultural Experience from the DEI Perspective | 9 | C | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Iwasaki, Yasufumi |
| 82372 | Advanced Japanese II | 9 | A | | MW | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yasuhara, Yoshihiro |
| 82374 | Issues in Japanese Technology & Society | 9 | A | | TR | 04:00PM | 05:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Litt, Barbara |
| 82474 | Topics in Japanese Studies: The Evolution of Japan's Urban Culture | 9 | A | | MW | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yasuhara, Yoshihiro |
| 82572 | Special Topics in Japanese Studies | 3-12 | A | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | In-person + remote | TBA |

Elementary Japanese I | 12 Units

Description:

This course is the first part of a two-semester course sequence (82-171, 82-172) for students with no prior experience in Japanese. It emphasizes the development of communicative language proficiency through oral practice, aural comprehension, reading, writing, and the study of cultural aspects of Japanese society. Regular homework, quizzes, tests, presentations, and class participation are mandatory (four in-class hours per week). The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. A student with prior experience in Japanese must take the placement exam.

Elementary Japanese II | 12 Units

Description:

This course is a sequel to Elementary Japanese I (82-171) and continues to further the development of communicative language proficiency through oral practice, aural comprehension, reading, writing, and the study of cultural aspects of Japanese society. Regular homework, quizzes, tests, presentations, and class participation are mandatory (four in-class hours per week). The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. A student with prior experience in Japanese must take the placement exam.

Introduction to Japanese I | 9 Units

Description:

This course is the first part of a two-semester sequence (82-173, 82-174) for students with no background in Japanese. Since it covers the first half of 82-171 in one semester, it is suitable for those students who need sufficient practice time both in and outside of class to begin their study of Japanese. It emphasizes the development of communicative language proficiency through oral practice, aural comprehension, reading, writing, and the study of cultural aspects of Japanese society. Regular homework, quizzes, tests, presentations, and class participation are mandatory (three in-class hours per week plus six hours of required homework). The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. Students who intend to minor or major Japanese should consult with their Japanese minor or major advisor before deciding on 82-171 or 82-173.

Introduction to Japanese II | 9 Units

Description:

This course is a sequel to Introduction to Japanese I (82-173) for students with no background in Japanese. It is suitable for those students who need lots of practice time both in and outside class. It continues to further the development of communicative language proficiency through oral practice, aural comprehension, reading, writing, and the study of cultural aspects of Japanese society. The elementary level is also designed to help students learn to reflect upon and draw upon strategies used by good language learners in their second language study. The elementary level is also designed to help students learn to reflect and draw upon strategies used by good language learners in their second language study. Upon completion of this course, students can take 82-172.

Intermediate Japanese I | 12 Units

Description:

This course is the first part of a two-semester course sequence (82-271, 82-272). At the intermediate level, students will continue to improve the basic skills of listening, speaking, reading and writing skills with the goal of becoming more proficient in daily communication needs, and takes an integrated approach to the study of Japanese language and culture, consisting of grammar review, reading, and intensive practice in written and spoken Japanese. Course materials include authentic audiovisual and written texts in addition to the assigned textbooks. Also integrated are cultural explorations through direct interactions with native speakers. Regular homework, quizzes, tests, presentations, essays, and class participation are mandatory (four in-class hours per week). A student with prior experience in Japanese must take the placement exam.

Intermediate Japanese II | 12 Units

Description:

This course is a sequel to Intermediate Japanese I (82-271/82-171). At the intermediate level, students will continue to improve the basic skills of listening, speaking, reading and writing skills with the goal of becoming more proficient in daily communication needs, and takes an integrated approach to the study of Japanese language and culture, consisting of grammar review, reading, and intensive practice in written and spoken Japanese. Course materials include authentic audiovisual and written texts in addition to the assigned textbooks. Also integrated are cultural explorations through direct interactions with native speakers. Regular homework, quizzes, tests, presentations, essays, and class participation are mandatory (four in-class hours per week). A student with prior experience in Japanese must take the placement exam. Prerequisite: 82-271 or placement

Introduction to Japanese Language and Culture | 9 Units

Description:

This course is an introduction to modern Japanese culture, examining Japanese society, its socialization processes, and the role of language in expressing, transmitting and maintaining social structure and cultural values. Learning key concepts to better understand Japanese culture and society from the post war to present-day Japan, students develop a range of skills to analyze cultural perspectives from observable behaviors and social phenomena. Students explore cultural diversity in relation to the traditional view of Japan's homogeneity. This course is taught in English and is intended for those who want to gain better understanding of modern Japanese society and of their own cultural identities, as well as for students of the Japanese language.

Japanese Film and Literature: The Art of Storytelling | 9 Units

Description:

This course explores how the art of storytelling is in tandem with the vicissitudes of the human condition as illustrated in Japan's variety of fictions, non-fictions, and films in the twentieth and twenty-first centuries. Analyses of each storytelling not only reveal the cultural dynamics behind Japanese modernity, but also invite students to find new insights into Japanese culture and their ways of perceiving our globalized world. What kind of cultural exchanges took place between modern Japan and the West? How are Japan's traditional values transformed in the face of modern technicalization and industrialization, compared to the modernization of other countries? And, in turn, what kind of impact has modern Japanese culture had on today's world? Tackling these questions among others, the course also extends to such issues as the legacy of traditional Japanese culture, the modern Emperor system, World War II experiences, emerging voices of minorities, and popular culture (e.g., anime and subculture). This course is taught in English.

Anime - Visual Interplay between Japan and the World | 9 Units

Description:

In contemporary Japanese culture, anime plays a vital role, unfolding a wide range of stories with its distinct modes of visual representation and complementing to other forms of culture (e.g., literature, film, and art). This course explores Japanese anime's appeal to international viewers today, centering around cultural analyses of anime such as the Studio Ghibli production and Cyberpunk. Equally important are to locate the origin of Japanese animation, which is also investigated through the prewar and postwar works of animation in conjunction with related forms such as manga, or comic strips (e.g., Osamu Tezuka's works that was initially inspired by Disney) and to discuss the potential of anime as an art form. The course is taught in English.

Understanding Cultural Complexities: Examining Japanese Multicultural Experience from the DEI Perspective | 9 Units

Description:

Students will examine Japanese multicultural experiences from the perspective of Diversity, Equity, and Inclusion. They will inquire into the extent to which marginalized groups are valued for their differences, enjoy equal possible outcomes, and feel a sense of belonging in societies where Japanese people are dominant or not. Also discussed is Japan's recent policy of Tabunka Kyosei Shakai (Multicultural Coexistence Society). Students will also compare Japan and their own country to reflect on the cultural diversity of their own society.

Advanced Japanese II | 9 Units

Description:

This course continues to further improve the acquisition of advanced level communicative language proficiency by immersing students in authentic cultural explorations. The curriculum includes authentic reading texts, multimedia, interviews with native speakers, and viewing and summarizing Japanese films that depict current Japanese society and cultural trends. The course also provides an individualized learning environment throughout the term in improving students' language skills and cultural proficiency. Students may pick a topic of personal interest for their term project thesis. A student with prior experience in Japanese must take the placement exam.

Issues in Japanese Technology & Society | 9 Units

Description:

This course seeks to (1) introduce students to technical Japanese or Japanese language used in the field of science and technology, (2) acquaint them with current issues in Japan involving science and technology, and (3) deepen their understanding of the science and technology culture of Japan. It draws on various sources of information such as books, newspapers, video clips, and TV news to familiarize students with current issues in Japan related to science and technology. Through understanding those issues, the course enables them to acquire necessary knowledge of technical Japanese and Japanese cultural perspectives on science and technology. It also requires them to work on an individual project to form and express their own thoughts and opinions on a science and technology issue of personal interest. This course is taught in Japanese. A student with prior experience in Japanese must take the placement exam.

Topics in Japanese Studies: The Evolution of Japan's Urban Culture | 9 Units

Description:

This repeatable course explores target cultures through a thematic or conceptual focus. This course analyzes various aspects of Japan's urban culture, the evolution of which has centered around Tokyo, focusing on a main question: how Japanese culture has reinvented itself, particularly between the first Tokyo Olympics (1964) and the second (2020). With this question in mind, the course also extends to such topics as the post-WWII Americanization of Japanese culture and society, the culture surrounding the Bubble Economy during 1980-1995, and the popular culture that has continued to thrive on a global scale, through fictions, non-fictions, films, and multimedia. Taught in Japanese. Prerequisite: 82-372 (Advanced Japanese II) or its equivalent

Special Topics in Japanese Studies | 3-12 Units

Description:

Restricted to language majors who wish to go beyond the regular course offerings in Japanese Studies involving group or individual study in a subject area approved by the instructor. Prerequisites: Permission of the instructor and a 400-level course

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|---|-------|-----|------|-------|---------|---------|--------------------------|------------|--------------------|----------------------|
| 82192 | Elementary Russian II | 12 | A | | MW | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Soyan, Rossina |
| | | | | | F | 08:00AM | 08:50AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Soyan, Rossina |
| 82194 | Intensive Russian (I & II) | 15 | A | | MTWRF | 08:00AM | 08:50AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | TBA |
| 82292 | Intermediate Russian II | 12 | A | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | PH 226B | In-person + remote | Kats, Naum |
| | | | | | F | 02:10PM | 03:00PM | Pittsburgh, Pennsylvania | PH 226B | In-person + remote | Kats, Naum |
| 82293 | Russian Cinema: From the Bolshevik Revolution to Putin's Russia | 9-12 | A | | TR | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Kats, Naum |
| 82294 | 19th Century Russian Masterpieces | 9-12 | A | | MW | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Gershkovich, Tatyana |
| 82394 | Russian for Heritage Speakers: Babushkas, Russia & Beyond | 9 | A | | TR | 04:00PM | 05:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Kats, Naum |
| 82397 | Topics in Russian Language & Culture: The Russian Hacker | 9-12 | A | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Gershkovich, Tatyana |
| 82599 | Russian Studies Thesis | 3-6 | A | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only | Gershkovich, Tatyana |

Elementary Russian II | 12 Units

Description:

Elementary Russian II is the second semester of a yearlong beginning Russian sequence. Students who complete this yearlong sequence will acquire the basics of Russian grammar and develop an active vocabulary of approximately 1,000 words. They will learn how to tell simple stories on familiar topics, ask questions, and express their opinions. They will be able to grasp the main ideas of short newspaper articles and understand the gist of straightforward Russian speech. Throughout the course, students will encounter oral, visual, and written content and engage in the interpretive, interpersonal, and presentational modes of communication. A student with prior experience in Russian must take the placement exam.

Intensive Russian (I & II) | 15 Units

Description:

This intensive course allows students to complete a yearlong elementary Russian program in one semester and proceed to Intermediate Russian. Students who complete this course will acquire the basics of Russian grammar and develop an active vocabulary of approximately 1,000 words. They will learn how to tell simple stories on familiar topics, ask questions, and express their opinions. They will be able to grasp the main ideas of short newspaper articles and understand the gist of straightforward Russian speech. Throughout the course, students will encounter oral, visual, and written content and engage in the interpretive, interpersonal, and presentational modes of communication. A student with prior experience in Russian must take the placement exam. ****If you would like to take this course, but the current time slot does not work with your schedule please contact the instructor as soon as possible and we may be able to accommodate you****

Intermediate Russian II | 12 Units

Description:

In this second semester of the yearlong intermediate Russian course students will review the basics of Russian grammar, develop listening comprehension, and expand their vocabularies. They will learn to relate simple narratives on familiar topics, express their opinions, ask questions, and speak about hypothetical situations. Students will be able to grasp the main ideas and certain nuances of texts presented in print and visual media as well as conduct straightforward conversations with native speakers. Students will also begin to build their skills in interpreting Russian poetry, literary prose, and film. A student with prior experience in Russian must take the placement exam.

Russian Cinema: From the Bolshevik Revolution to Putin's Russia | 9-12 Units

Description:

Last night I was in the kingdom of shadows, said the writer Maxim Gorky in 1896 after seeing a film for the first time. How terrifying to be there. Early film inspired fear and fascination in its Russian audiences, and before long became a medium of bold aesthetic and philosophical experimentation. This seminar-style course surveys the development of Russian and Soviet film, paying equal attention to the formal evolution of the medium and the circumstances—historical, cultural, institutional—that shaped it. Besides introducing students to the Russian and Soviet cinematic tradition, this course will hone their skills in close visual analysis. No prior knowledge of Russian language or culture is required. The course is conducted in English, but students will have the option to do work in Russian for three extra course units.

19th Century Russian Masterpieces | 9-12 Units

Description:

In the 19th century, Russian writers produced some of the most beloved works of Western literature, among them Dostoevsky's *Crime and Punishment*, Gogol's *Diary of a Madman*, and Tolstoy's *Anna Karenina*, to name just a few. These novels continue to captivate audiences and inspire adaptations in theater, film, and television. This course will examine the fertile century that yielded these masterpieces. In addition to the works mentioned above, students will encounter texts by writers who may be less well known but are no less significant, including Pushkin, Lermontov, and Chekhov. We will consider the social and cultural circumstances in which these works were produced and reflect on the reasons these Russian masterpieces have appealed to audiences well beyond the Russian-speaking world. No prior knowledge of Russian language or culture is required. The course is conducted in English, but students will have the option to do work in Russian for three extra course units.

Russian for Heritage Speakers: Babushkas, Russia & Beyond | 9 Units

Description:

A mad copy clerk declares himself the King of Spain. A nightmarish visit to a local museum somehow spirits a Russian refugee back to the Soviet Union. A bespectacled Jewish reporter brutally kills a goose to earn the respect of his Cossack platoon. Although Russian literature is famous for its long 19th-century novels, the absurdities of Russian society were explored no less profoundly in short stories by Gogol, Chekhov, Nabokov, Babel, and many others. This course examines the Russian short story as a form particularly suited to revealing the barbarism, hilarity, and ecstasy of human experience. This course is designed to address the linguistic and cultural learning needs of heritage speakers of Russian, those who grew up hearing and speaking Russian at home but who have had little or no formal study of Russian language, culture, or history. Pre-requisite: Permission of the Instructor.

Topics in Russian Language & Culture: The Russian Hacker | 9-12 Units

Description:

The Russian hacker looms large in the global imagination. He's the cyber outlaw sowing confusion and paranoia, the purveyor of fake news and conspiracy theories, the antihero who threatens the interests of powerful people and powerful states, or the state agent who threatens to upend democratic institutions. This course will examine the mythology and reality of the Russian hacker by considering this figure in the context of late Soviet and post-Soviet Russian culture. We will attend to the influence of both geopolitical forces, such as the politics of the Cold War, and artistic movements like Postmodernism. Students will work on written exercises that prepare them to write a research paper to be presented at a research symposium at the end of the semester. No prior knowledge of Russian language or culture is required.

Russian Studies Thesis | 3-6 Units

Description:

The Russian Studies thesis, as described for the Russian Studies major, is required of all Russian Studies majors and consists of researching and writing a thesis employing both Russian-language and English-language sources, and generally completed during the senior year. Work is done individually under the guidance of a Russian Studies advisor.

Courses Taught In English

No Prerequisites Required

Undergraduate Course Offerings
SPRING 2021

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|---|-------|-----|------|------|---------|---------|--------------------------|------------|---------------|---------------------|
| 82114 | Arabic for Global Exchange Online | 6 | A4 | Y | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only | Abraham, Nevine |
| 82119 | Arabic Calligraphy Culture & Skills | 9 | A | | TR | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Pullman, Ethan |
| 82137 | Chinese Calligraphy: Culture and Skills | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Wang, Haixia |
| | | | B | | MW | 06:00PM | 07:20PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Wang, Haixia |
| 82198 | Research Training: Modern Languages | 3-12 | B | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only | Gomez, Felipe |
| 82200 | Careers, Cultures, & Languages | 3 | A | | M | 12:50PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Maier, Gabriele |
| 82245 | New Directions in Hispanic Studies: COVID Cultures - Narratives from a Pandemic | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Skibba, Candace |
| 82268 | Italian Film: Hidden Agendas from Cincitta | 9 | A | | TR | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Vairo, Janice |
| 82278 | Japanese Film and Literature: The Art of Storytelling | 9 | A | | TR | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Iwasaki, Yasufumi |
| 82279 | Anime - Visual Interplay between Japan and the World | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yasuhara, Yoshihiro |
| 82280 | Bilingual & Bicultural Experiences in the US | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Burns, Katharine |
| 82283 | Language Diversity & Cultural Identity | 9 | A | | TR | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Al Masaeed, Khaled |

Courses Taught In English

No Prerequisites Required

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|---|-------|-----|------|------|---------|---------|--------------------------|------------|--------------------|-------------------------------------|
| 82286 | Understanding Cultural Complexities: (Dis)Similar Lives | 9 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Dworkin, Kenya Niang, Mame-Fatou |
| | Understanding Cultural Complexities: Minorities in the Middle East & North Africa | | B | | MWF | 12:50PM | 01:40PM | Pittsburgh, Pennsylvania | DH 1112 | In-person + remote | Abraham, Nevine |
| | Understanding Cultural Complexities: Examining Japanese Multicultural Experience from the DEI Perspective | | C | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Iwasaki, Yasufumi |
| 82293 | Russian Cinema: From the Bolshevik Revolution to Putin's Russia | 9-12 | A | | TR | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Kats, Naum |
| 82294 | 19th Century Russian Masterpieces | 9-12 | A | | MW | 12:20PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Gershkovich, Tatyana |
| 82333 | Introduction to Chinese Language and Culture: China Before the Republic | 9-12 | A | | MW | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Yao, Tianxue |
| | Introduction to Chinese Language and Culture: Modern China | | B | | TR | 10:40AM | 12:00PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Sun, Zhongxin |
| 82358 | Literacies Across Language and Culture | 9 | A | | TR | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Koda, Keiko |
| 82397 | Topics in Russian Language & Culture: The Russian Hacker | 9-12 | A | | MW | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Gershkovich, Tatyana |

Arabic for Global Exchange Online | 6 Units

Description:

Arabic for Global Exchange utilizes cognitive learning technologies and computer-assisted language instruction to enhance educational, governmental, and business exchanges that are increasingly vital to public policy and economic development in the global economy. This is a mini-course for individuals with no proficiency or extremely limited knowledge of Arabic language and culture who are about to begin study or work in an Arabic-speaking context. The course introduces learners to basic concepts and information to facilitate entry and engagement in an Arabic-speaking environment. Arabic for Global Exchange is a six-week, six-lesson, half-semester course. Each of the six lessons in the course includes texts and activities to promote acquisition of cultural content in English as well as basic introductory exposure to the Arabic language. Contact the instructor for meeting information.

Arabic Calligraphy Culture & Skills | 9 Units

Description:

This course introduces its participants to historical and cultural contexts and various techniques used to produce Arabic calligraphy works. No previous knowledge of the Arabic script or language is necessary. At the end of the course, participants will demonstrate familiarity and comfort with key movements in the history and art of Arabic calligraphy, and read simple alphabet constructions or words in a variety of styles. Participants will apply proper techniques to producing calligraphy in two of the most commonly used styles, Naskh and Riqah, as well as experiment with some modern script styles. The class will use lecture discussions, audio-visual media, projects, guest speakers, and field trips as occasions arise.

Chinese Calligraphy: Culture & Skills | 9 Units

Description:

Chinese calligraphy is a crucial part of Chinese culture and world art. It is also a clear manifestation of Chinese philosophy that has influenced Chinese people for several thousand years. This introductory course on Chinese calligraphy provides students with basic knowledge of Chinese calligraphy and how it mirrors Chinese history, culture, and philosophy. It will also introduce the fundamental characteristics of the Chinese writing system, its cultural content, and principles of formation as well as the skills used in Chinese calligraphy. At the end of the course, students will have a good understanding of Chinese characters and their cultural and philosophical background but also be able to appreciate the art and beauty in Chinese calligraphy. Classes include lectures, movies, discussions, hands-on practice, and projects. Field trips and guest speakers may also be arranged if opportunities should arise.

Research Training: Modern Languages | 3-12 Units

Description:

Section B: Latin American Comics Archive This project involves research of Latin American comics. The course will teach the basics of Comic Book Markup Language (CBML, a TEI-based XML vocabulary) for encoding and analyzing the structural, textual, visual, and bibliographic complexity of digitized comic books and related documents. Student researchers will assist in: a) editing, marking up, and structuring digitized Latin American comics; b) reading and subjecting these texts to interpretation, making inferences, and embarking in theoretical explorations of issues according to given criteria. Low-intermediate level reading skills in Spanish required.

Careers, Cultures, & Languages | 3 Units

Description:

But what are you going to do with it? is a question you may have heard from family members and friends when you declared your intention to major or minor in Modern Languages. Many people assume there are no good jobs out there for people with a passion for learning languages outside of teaching it. This seminar will provide you with insight into a) the vast number of jobs the language services industry offers, b) what those jobs entail and c) how to apply for them. Every class session will feature a new guest speaker(s) who will describe their educational background, discuss their experience regarding language and culture and give practical advice on how to succeed in their particular field. The course will be taught in English.

New Directions in Hispanic Studies: COVID Cultures - Narratives from a Pandemic | 9 Units

Description:

This course is designed to investigate the narratives of the COVID pandemic within a global context focusing on the humanistic and cultural. The geographic focus will be the Spanish-speaking world. Readings will begin with the philosophers Seneca and Maimonides and continue through history such that the analyses stem from the students development of their own concept of narratives of the body and pandemic. We will concentrate on the stories and experiences of those disproportionately affected by the pandemic in order to attempt to amplify those voices. In addition, we will question standards of practice of health and medicine in the US and the effectiveness of those standards when applied to various Spanish-speaking cultures both within and outside of the US. Conversely, we will attempt to understand what the US can learn from other cultures. This course will be taught in English.

Italian Film: Hidden Agendas from Cincitta | 9 Units

Description:

Mussolini declared: Cinematography is the most powerful weapon. Accordingly, the films in this course explore the political and societal cultures of Italy, and their subsequent interrelationships and effects on Italian film. Students will follow a cinematic journey that begins with silent cinema, leads to the historical narrative of WWII and the resistance fighters of neorealism, then to the historical-political analysis of la questione meridionale (the problem with the south) and finally takes on a more comical vein with la commedia allitaliana (Italian comedy) finishing with a unique solution to the problem of unemployed graduates. Outcomes include analyses of the formal aspects of Italian cinema, the crumbling of post WWII political parties, the emergence of new political figures, and the precari generation of college graduates forced to work for meager wages and no rights while their peers leave the country to find work causing the so-called brain drain of Italy. The course is offered in English and there are no prerequisites.

Japanese Film and Literature: The Art of Storytelling | 9 Units

Description:

This course explores how the art of storytelling is in tandem with the vicissitudes of the human condition as illustrated in Japan's variety of fictions, non-fictions, and films in the twentieth and twenty-first centuries. Analyses of each storytelling not only reveal the cultural dynamics behind Japanese modernity, but also invite students to find new insights into Japanese culture and their ways of perceiving our globalized world. What kind of cultural exchanges took place between modern Japan and the West? How are Japan's traditional values transformed in the face of modern technicalization and industrialization, compared to the modernization of other countries? And, in turn, what kind of impact has modern Japanese culture had on today's world? Tackling these questions among others, the course also extends to such issues as the legacy of traditional Japanese culture, the modern Emperor system, World War II experiences, emerging voices of minorities, and popular culture (e.g., anime and subculture). This course is taught in English.

Anime - Visual Interplay between Japan and the World | 9 Units

Description:

In contemporary Japanese culture, anime plays a vital role, unfolding a wide range of stories with its distinct modes of visual representation and complementing to other forms of culture (e.g., literature, film, and art). This course explores Japanese anime's appeal to international viewers today, centering around cultural analyses of anime such as the Studio Ghibli production and Cyberpunk. Equally important are to locate the origin of Japanese animation, which is also investigated through the prewar and postwar works of animation in conjunction with related forms such as manga, or comic strips (e.g., Osamu Tezuka's works that was initially inspired by Disney) and to discuss the potential of anime as an art form. The course is taught in English.

Bilingual & Bicultural Experiences in the US | 9 Units

Description:

What does it mean to be bilingual in the USA, when approximately 80% of Americans are monolingual English-speakers? In this course, we will discuss and reflect on key concepts and theories related to bilingualism, biculturalism, and their instantiations in the United States (present and past). Some possible topics to be covered include: the nature of bilingualism and biculturalism; the historical and social contexts of bilingualism in the United States; characteristics of languages in contact and bilinguals language practices; policies around heritage language maintenance in education; and the connection between language, culture, and identity. This discussion-based course is taught in English and is open to all students, whether they identify as bilingual/bicultural, or are simply interested in the course topic. This course counts as an elective for Modern Languages students, a Gen Ed for Dietrich students, and may also be countable as an elective for other colleges (please check with your advisor)

Language Diversity & Cultural Identity | 9 Units

Description:

Adopting a comparative case study approach, this course will explore the following themes: (i) The historical underpinnings of language diversity and its consequences for cultural identity today (e.g., migration, colonization, conquest); (ii) How language diversity and cultural identity shapes, and is shaped by, local, regional, national, and international politics; (iii) The relationship between language diversity and language use and visibility in public spaces (i.e., the linguistic landscape); (iv) Relations between linguistic communities (e.g., majority and minority language users) and the sense of belonging to a culture. The course is taught in English. Students who wish to take the course as a Modern Languages major or minor elective will need to complete their final project on a topic relevant to the language they study.

Understanding Cultural Complexities: (Dis)Similar Lives | 9 Units

Description:

A comparative approach to explore the legacy of slavery and anti-Black racism through the present-day situation of Black peoples in the French and Spanish-speaking worlds from a variety of perspectives. After an introduction to the dissemination of Black African peoples via the Diaspora, the remaining focus will be on their conversion into second-rate nationals and the creation of Diasporic cultural in former African, European, and American slave trading or receiving countries, and in Africa. Students will conduct analyses of historical, literary, journalistic, film, and other texts through discovery-focused, inquiry-based methodologies.

Understanding Cultural Complexities: Minorities in the Middle East & North Africa | 9 Units

Description:

In today's society that explores Diversity, Equity, and Inclusion, one can ponder if Arab societies have made progress to achieve DEI towards minorities of religions (Muslims, Christians, Jews), sects (Sunni and Shia), ethnicities (Copts, Nubians, Kurds), Palestinians in Israel, homosexuals, and physical disabilities. This course aims to enrich students' understanding of the diversity of Arab countries and histories of intercommunal relations and conflict, explore the progress made in equating minorities to majorities, including them in various sectors, and granting them more rights. We will use readings, films, arts, and music, to engage with students in 4 Arab countries to further their learning.

Understanding Cultural Complexities: Examining Japanese Multicultural Experience from DEI Perspective | 9 Units

Description:

Students will examine Japanese multicultural experiences from the perspective of Diversity, Equity, and Inclusion. They will inquire into the extent to which marginalized groups are valued for their differences, enjoy equal possible outcomes, and feel a sense of belonging in societies where Japanese people are dominant or not. Also discussed is Japan's recent policy of Tabunka Kyosei Shakai (Multicultural Coexistence Society). Students will also compare Japan and their own country to reflect on the cultural diversity of their own society.

Russian Cinema: From the Bolshevik Revolution to Putin's Russia | 9-12 Units

Description:

Last night I was in the kingdom of shadows, said the writer Maxim Gorky in 1896 after seeing a film for the first time. How terrifying to be there. Early film inspired fear and fascination in its Russian audiences, and before long became a medium of bold aesthetic and philosophical experimentation. This seminar-style course surveys the development of Russian and Soviet film, paying equal attention to the formal evolution of the medium and the circumstances—historical, cultural, institutional—that shaped it. Besides introducing students to the Russian and Soviet cinematic tradition, this course will hone their skills in close visual analysis. No prior knowledge of Russian language or culture is required. The course is conducted in English, but students will have the option to do work in Russian for three extra course units.

19th Century Russian Masterpieces | 9-12 Units

Description:

In the 19th century, Russian writers produced some of the most beloved works of Western literature, among them Dostoevskys Crime and Punishment, Gogols Diary of a Madman, and Tolstoys Anna Karenina, to name just a few. These novels continue to captivate audiences and inspire adaptations in theater, film, and television. This course will examine the fertile century that yielded these masterpieces. In addition to the works mentioned above, students will encounter texts by writers who may be less well known but are no less significant, including Pushkin, Lermontov, and Chekhov. We will consider the social and cultural circumstances in which these works were produced and reflect on the reasons these Russian masterpieces have appealed to audiences well beyond the Russian-speaking world. No prior knowledge of Russian language or culture is required. The course is conducted in English, but students will have the option to do work in Russian for three extra course units.

Introduction to Chinese Language and Culture: China Before the Republic | 9-12 Units

Description:

With China as a growing political and economic power, understanding the country through its history and culture becomes necessary for students as responsible citizens of the world. This course is designed to help students, previously unexposed to Chinese culture and civilization, better understand Chinas past. By learning about the history of the Middle Kingdom, students will be exposed to the deep and fascinating foundation of Chinese civilization. We will not cover thousands of years of history, but discuss a chronological timeline of dynasties for reference. Areas of focus include the general knowledge of geography, religion, art, ancient lifestyles, and values.

Introduction to Chinese Language and Culture: Modern China | 9-12 Units

Description:

This course will introduce students to important developments in Chinas culture and language since the end of the nineteenth century focusing on the interactions between Chinese and Western cultural traditions and the historical, social, and political contexts in which these interactions evolved. The following questions will motivate discussion: What is Chinese culture in the modern world? What is modern and what traditional Chinese culture? How does high culture interact with folk culture and popular culture? How have education and language policies shaped Chinese cultural identities over the last century? What does it mean to be Chinese in a diaspora context? This course is conducted in English with no requirement of prior knowledge of Chinese language for students who take it for 9 units. Students who take this course towards fulfillment of requirements for the Chinese major or minor must register for 12 units requiring completion of three (3) units of study in Chinese Studies.

Literacies Across Language and Culture | 9 Units

Description:

This course examines differences and similarities in the ways literacy is learned and used in diverse languages and cultures. By clarifying the distinct characteristics of spoken and written communications, the first analysis will highlight what was made possible through the invention of writing, and in so doing, explore the social and cognitive consequences of literacy. Following that analysis, literacy utilization will be examined in a variety of cultural contexts, as well as its collective impacts on the users. Lastly, through systematic comparisons of literacy education, the importance of identifying the social, cognitive, linguistic factors, which shape literacy in particular cultural contexts will be explored.

Topics in Russian Language & Culture: The Russian Hacker | 9-12 Units

Description:

The Russian hacker looms large in the global imagination. Hes the cyber outlaw sowing confusion and paranoia, the purveyor of fake news and conspiracy theories, the antihero who threatens the interests of powerful people and powerful states, or the state agent who threatens to upend democratic institutions. This course will examine the mythology and reality of the Russian hacker by considering this figure in the context of late Soviet and post-Soviet Russian culture. We will attend to the influence of both geopolitical forces, such as the politics of the Cold War, and artistic movements like Postmodernism. The course follows a seminar format. Students will be required to critically analyze literature, film, and historical documents. They will work on written exercises that prepare them to write a research paper to be presented at a research symposium at the end of the semester. No prior knowledge of Russian language or culture is required. The course is conducted in English, but students will have the option to do work in Russian for three extra course units.

| COURSE | COURSE TITLE | UNITS | SEC | MINI | DAYS | BEGIN | END | TEACHING LOCATION | BLDG/ROOM | DELIVERY MODE | INSTRUCTOR |
|--------|--|-------|-----|------|------|---------|---------|--------------------------|------------|----------------------------------|------------------------|
| 82702 | Cultural Studies Elective - Graduate Level | VAR | A-F | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only | TBA |
| 82705 | Translation Workshop II | 9 | A | | TR | 08:20AM | 09:40AM | Pittsburgh, Pennsylvania | WEH 6423 | In-person + remote | McCullough, Mary Jayne |
| 82710 | Translation for a Profession II | 3 | A | | W | 12:50PM | 01:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Maier, Gabriele |
| 82780 | Graduate Research Seminar | 3-18 | A | | T | 05:20PM | 07:10PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Wiener, Seth |
| 82788 | Literacies Across Language and Culture | 9 | A | | TR | 2:20PM | 3:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Koda, Keiko |
| 82789 | Guided Research | 3-36 | A-H | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only / In-Person + Remote | TBA |
| 82885 | Qualitative Methods in SLA Research | 9 | A | | W | 05:50PM | 08:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Van Compernelle, Remi |
| 82888 | Topics in Second Language Acquisition: Language Policy & Planning | 9 | A | | M | 03:20PM | 06:10PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Burns, Katharine |
| | Topics in Second Language Acquisition: Language Acquisition & Technology | | B | | TR | 02:20PM | 03:40PM | Pittsburgh, Pennsylvania | CMU REMOTE | Remote only | Caspar, Stephan |
| 82894 | Teaching in Modern Languages and Culture II | 9 | A | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only | Youngs, Bonnie |
| 82989 | Second Language Acquisition Dissertation Research | 3-36 | A-D | | TBA | TBA | TBA | Pittsburgh, Pennsylvania | TBA | Remote only / In-Person + Remote | TBA |

Cultural Studies Elective - Graduate Level | VAR Units

Description:

This course fulfills the Spring Cultural Studies requirement for the Masters in Applied Second Language Acquisition Cultural Studies Elective. Course requirements include attending an advanced undergraduate seminar in cultural studies and completing supplementary graduate-level work in consultation with the seminar instructor and the MA program advisor.

Translation Workshop II | 9 Units

Description:

This second in a series of three workshop continues to examine the practice of applied translation in a number of linguistic and cultural domains. We will explore key concepts such as textual and pragmatic equivalence, coherence, and ethics and morality in translation. With support from our reading and review, we will focus on practical application of translation techniques to a variety of tasks: localization, subtitling/dubbing, proofreading, post-editing.

Translation for a Profession II | 3 Units

Description:

In "Translation as a Profession II," we will continue to learn from professionals in the field of translation. Every class will feature a guest speaker from the Pittsburgh area and beyond who will present his or her own educational background, experience in the field and current relation to the translation industry. Students will meet a variety of professionals, learn about the field, and establish valuable connections for the future.

Graduate Research Seminar | 3-18 Units

Description:

The purpose of this seminar is to provide graduate students in Second Language Acquisition (SLA) with the opportunity for in depth explorations and discussions of their research in progress. While the majority of the course will be devoted to graduate student work, there will be occasional presentations by faculty and visiting scholars on a variety of current topics in SLA.

Literacies Across Language and Culture | 9 Units

Description:

This course examines differences and similarities in the way literacy is learned and used in diverse languages and cultures. We will first examine the cognitive and social consequences of literacy by analyzing the major characteristics of spoken and written communications. We will then compare literacy practices in a variety of cultural contexts and explore how literacy utilization alters its collective impacts on the users. Finally, through systematic comparisons of literacy education, we will identify the social, cognitive, linguistic factors directly affecting literacy development in different cultural contexts.

Guided Research | 3-36 Units

Description:

Individual study/research under the supervision of a faculty member, which provides the student with additional opportunities to conduct research which may lead to a thesis or dissertation.

Qualitative Methods in SLA Research | 9 Units

Description:

This course provides an overview of qualitative research methodology and techniques. A variety of research approaches will be reviewed and theoretical assumptions and procedural, technical, and ethical issues associated with each will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Although the focus is on inquiry into second language acquisition, it is intended that the course also be relevant to students in other fields of inquiry. Prerequisite: 82-881 or the instructors special permission

Topics in Second Language Acquisition: Language Policy & Planning | 9 Units

Description:

According to the Center for Applied Linguistics, "Decisions around language policy and planning are made around the globe every day, both formally by governments and informally by scholars and community leaders. These decisions influence the right to use and maintain languages, affect language status, and determine which languages are nurtured. Language policy and planning decisions have a major impact on language vitality and, ultimately, on the rights of the individual." In this course, we will discuss the main concepts, theories, and research paradigms associated with the field of Language Policy and Planning (LPP) in multilingual educational contexts at the international, national, local, or institutional levels. Specific topics may include: official language decisions, language standardization, instructional medium choices, foreign/heritage/second language pedagogy and policy, indigenous language revitalization efforts, mother tongue instruction, language rights, and linguistic landscape. Students will analyze the impact of LPP on individuals and groups within political, cultural, educational, or socio-economic domains and will apply these principles to hands-on projects related to their areas of research interest. The course is taught in seminar/discussion-based format and does not require previous experience with LPP.

Topics in Second Language Acquisition: Language Acquisition & Technology | 9 Units

Description:

This course is designed to provide the tools and knowledge needed to create Digital Learning. We will explore how technology is used in second language learning, as we take a journey through the world of EdTech, Technology-Enhanced Learning (TEL), and Computer-Assisted Language Learning (CALL). We will consider the challenge of adopting technology into our teaching and research practice, harness the possibilities, and examine some of the dangers and concerns for privacy and ethical use of learning data. This course will support your development as a teacher and researcher in language learning, applying theories of social constructivism and pedagogies of active learning. We will address modes of delivery, including blended, flipped, classroom, distance, and online learning. We will look to the future, the promise of MOOCs, Open Educational Resources (OER), and the arrival of Artificial Intelligence.

Teaching in Modern Languages and Culture II | 9 Units

Description:

This course will allow for a semester-long experience working in tandem with a single teacher in the language of specialization, including review of syllabus/curriculum design, teaching philosophy and techniques, lesson planning, and integration of appropriate media and technologies. The student will be asked to deliver instruction based on the existing syllabus, and to create and deliver a new module appropriate for the level and focus of the class. This practicum is designed to build on the teaching experience of the first semester practicum, and the course assignment is determined in consultation with the Program Advisor and faculty in the language area of specialization.

Second Language Acquisition Dissertation Research | 3-36 Units

Description:

Guided research work directed toward the dissertation under the supervision of the dissertation chair.