Department of Modern Languages Courses

About Course Numbers:
Each Carnegie Mellon course number begins with a two-digit prefix that designates the department offering the course (i.e., 76-xxx courses are offered by the Department of English). Although each department maintains its own course numbering practices, typically, the first digit after the prefix indicates the class level: xx-1xx courses are freshmen-level, xx-2xx courses are sophomore level, etc. Depending on the department, xx-6xx courses may be either undergraduate senior-level or graduate-level, and xx-7xx courses and higher are graduate-level. Consult the Schedule of Classes (https://tenapps.as.cmu.edu/ges/500/500Servlet/) each semester for course offerings and for any necessary pre-requisites or co-requisites.

82-101 Elementary French I
Fall and Spring: 12 units
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.
Prerequisites: 82-101 or 82-103

82-102 Elementary French II
Fall and Spring: 12 units
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.
Prerequisites: 82-101 or 82-103

82-103 Elementary French I Online
Fall and Spring: 12 units
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.
Prerequisites: 82-101 or 82-103

82-104 Elementary French II Online
Fall and Spring: 12 units
This course is designed for students who need a more flexible approach to language learning than that offered in a standard classroom course. Students will learn more useful and complex expressions and sentence structures necessary for use in everyday life. Students will continue building their skills in listening, speaking, reading, and writing for everyday communication. Additionally, course materials and assignments are designed to improve students’ understanding of French and francophone cultures and societies. 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.
Prerequisites: 82-101 or 82-103

82-109 Introduction to Arabic I
Intermittent: 9 units
This course is the first part of a two-semester sequence (82-109, 82-110) 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 (MSA) in its written and spoken forms to achieve communicative competence at the elementary 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 introduces students to one of the popular spoken dialects in the Arab world such as Egyptian, Levantine, or Moroccan (depending upon the instructor's background/expertise). Students will also study various cultural aspects of the Arab world through written, audio-visual and online-based materials. Regular homework, quizzes, tests, presentations, and class participation are required (three in-class hours per week plus six hours of required homework). 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.

82-110 Introduction to Arabic II
Intermittent: 9 units
TBA
Prerequisite: 82-109

82-111 Elementary Arabic I
Fall: 12 units
This course introduces learners to Modern Standard Arabic (MSA) in its written and spoken forms to achieve communicative competence at the elementary 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 introduces students to one of the popular spoken dialects in the Arab world such as Egyptian, Levantine, or Moroccan (depending upon the instructor's background/expertise). Students will also study various cultural aspects of the Arab world through written, audio-visual and online-based materials. Students with prior knowledge of Arabic must take the placement exam.

82-112 Elementary Arabic II
Spring: 12 units
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 instructor's background/expertise). Students will continue to explore various cultural aspects of the Arab world through written, audio-visual and online materials.
Prerequisite: 82-111
82-114 Arabic for Global Exchange Online
Fall and Spring: 6 units
Arabic for Global Exchange is a course in Arabic language and culture that 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 (equivalent of six weeks of university-level instruction), or roughly sixty hours of student effort. 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 directly for meeting daytime information**

82-115 Beginning Arabic for Oral Communication
Intermittent: 6 units
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.

82-116 Arabic Cultural Issues Past & Present
Fall and Spring: 9 units
This course is offered only at Carnegie Mellon’s campus in Qatar. This course is intended for students who wish to master speaking in Modern Standard Arabic (MSA). This is done through reading articles on customs and traditions of the Arabs and discussing them thoroughly in class using MSA. Since this is an elementary level course, it is to help students switch from their dialect to speaking MSA. Through the reading of complex articles and texts on customs and traditions of Arabs and discussing them thoroughly in class using Modern Standard Arabic (MSA), students will engage in academic conversations with the goals of a developing a deeper understanding of Arab cultures and a facility to use MSA at an elementary level. An elementary level course, this course is designed for students who wish to improve their proficiency in speaking and reading MSA as an alternative to their dialect.

82-117 Arabic Conversation & Dialect I
Fall and Spring: 6 units
This course introduces students to a particular dialect of Arabic and to the culture of the region where the dialect is spoken. The dialect of the course will vary based on the instructor’s background/expertise (for example, Levantine, Egyptian, Moroccan, etc.). This class adopts a proficiency-based approach and the content of the course will be organized around specific themes such as greetings, introductions, directions, family, food, etc. Students will be required to engage actively in speaking activities and complete a variety of related oral practice assignments outside of class. Because of the significant contribution of technology in facilitating and empowering language learning and language teaching, a substantial part of communication, and assignments will be done via programs such as Aswaat Arabiya, BYKI, Film clips, Skype, Youtube, etc. Please contact the department for specific information on the upcoming semester’s course content.

82-118 Arabic Conversation & Dialect II
Fall and Spring: 6 units
This course continues students’ exploration of the same regional dialect and culture taught in Arabic Conversation and Dialect I for that particular semester. The content of the course will be organized around specific themes that build on previously introduced topics (e.g., daily schedule, weddings, traveling, hobbies, etc.). Students will be required to engage actively in speaking activities and complete a variety of related oral practice assignments outside of class. Because of the significant contribution of technology in facilitating and empowering language learning and language teaching, a substantial part of communication, and assignments will be done via programs such as Aswaat Arabiya, BYKI, Film clips, Skype, Youtube, etc. Please contact the department for specific information on the upcoming semester’s course content.

Prerequisite: 82-117 Min. grade C

82-119 Arabic Calligraphy Culture & Skills
Fall and Spring: 9 units
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. Students will apply proper techniques to produce script calligraphy in two of the most commonly used styles, Naskh and Ri’iqah, 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.

82-121 Elementary German I
Fall and Spring: 12 units
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.

82-122 Elementary German II
Fall and Spring: 12 units
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.

82-123 Directed Language Study: Elementary German I or II
Fall and Spring: 12 units
This course is a directed, instructor-supervised version of the courses 82-121 or 82-122. It is recommended for (1) students who are strongly motivated and have the time, self-discipline, and desire to work independently, (2) students whose schedule precludes enrollment in the regular elementary course, and/or (3) students who have had previous German study but are not prepared to take 82-122. This course develops the fundamental language skills outlined in the descriptions of 82-121 and 82-122, and students complete the same work as for those courses. Written work is turned in for correction and tests covering each unit of material will be taken according to a schedule determined by the instructor. The instructor’s office hours or by appointment for individual consultations and testing. Students are permitted to take only one semester of 82-123.

82-130 Navigating Chinese Culture: Intro to the Three Kingdoms
Intermittent: 9 units
This course introduces students to the basics of Chinese culture in order to assist them to better understand and appreciate traditional Chinese humanistic ideas, thoughts and value systems, with a focus on the Confucian point of view. Through the study of the classic novel, ?The Three Kingdoms?, the most valued virtues within Chinese culture and society - loyalty, filial piety, benevolence and righteousness - are presented and discussed. Different aspects of the daily life culture will be introduced as well. Supplementary readings, video clips as well as video games will be used to provide students with a deeper insight, observation and motivation to explore more issues related to Chinese culture, history and philosophy. Assessment will be based on short essays, group projects and individual presentations. Some basic Chinese language instruction will be included to give students a taste of the Chinese language. After taking this course, students will - develop a basic understanding of the essence of Chinese culture - build an awareness of cultural differences between different countries - understand some basic characteristics of Chinese language This course is conducted in English; no prior knowledge of the Chinese culture is required.
82-131 Elementary Chinese I
Fall and Spring: 12 units
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. Regular homework, quizzes, tests, and participation in class are mandatory (four in-class hours per week). 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 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. Prerequisites: 82-131 or 82-133

82-132 Elementary Chinese II
Fall and Spring: 12 units
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. Regular homework, quizzes, tests, and participation in class are mandatory (four in-class hours per week). 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. Prerequisites: 82-133 or 82-131

82-133 Elementary Chinese Online I
Fall: 12 units
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. Prerequisites: 82-131 or 82-133

82-134 Elementary Chinese Online II
Spring: 12 units
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

82-135 Cultural Roots: Chinese Language & Culture for Heritage Learners
Fall and Spring: 9 units
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

82-137 Chinese Calligraphy: Culture and Skills
Fall and Spring: 9 units
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 of 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.

82-138 Comparative China: Perceptions Through Youtube & TikTok
Fall and Spring: 9 units
F2021: The world knows China through different media: books, newspapers, television, films, and social media. While these media provide unique and valuable windows for us to look into Chinese society and culture, they sometimes also confine our perspectives, or even distort our visions, because of the limitations of the platforms, the motives and standpoints of the media creators, and the methods or channels used for communication. Because of this, how to critically evaluate the images and information presented to us by the media and how to analyze them from a cross-cultural perspective, become the prerequisites for all our discussions and understanding of China and its role in the world nowadays. This course focuses specifically on the “images” of China and Chinese society as presented through the emerging social media such as YouTube and TikTok. In addition to helping student gain better knowledge of Chinese society and culture, the course also exposes students to different perspectives behind these media materials, the cultural agenda of their creation, the strategies and methods used in their dissemination, as well as the impact of these factors on the audience’s perceptions of China.

82-141 Elementary Spanish I
Fall and Spring: 12 units
Elementary Spanish I emphasizes 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 interactive 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.

82-142 Elementary Spanish II
Fall and Spring: 12 units
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 interactive 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. Prerequisites: 82-141 or 82-143
82-143 Elementary Spanish I Online  
**Fall:** 12 units  
Elementary Spanish Online I is 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, so that they become comfortable working with a variety of topics from Spanish-speaking cultural areas. Students will develop basic interactive and routine public communication patterns. This course is designed for students with no previous knowledge of Spanish and who need a more flexible approach to language learning than that offered in a standard classroom course. All materials are Web-based, with extensive use of Internet technologies for research, writing, 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. Students who have taken Spanish before are required to take the placement exam. 

82-144 Elementary Spanish II Online  
**Spring:** 12 units  
Elementary Spanish Online II is the second part of a two-course sequence, 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 interactive and routine public communication patterns. This course is designed for students who need a more flexible approach to language learning than that offered in a standard classroom course. All materials are Web-based, with extensive use of Internet technologies for research, writing, 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 Spanish must take the placement exam. Instructions for the placement exam are available in Baker Hall 160. Prerequisites: 82-143 or 82-141 

82-161 Elementary Italian I  
**Fall:** 12 units  
This course is for students with no prior experience in Italian. Using a proficiency-oriented approach, students will expand contextually appropriate interpersonal communication skills in both written and spoken Italian, develop reading and listening skills through the use of various media, understand fundamental grammar, acquire vocabulary, and gain a basic understanding of Italian culture through class activities. Regular homework, quizzes, tests, presentations, and class participation are mandatory (three 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 Italian must take the placement exam. 

82-162 Elementary Italian II  
**Spring:** 12 units  
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. 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 Italian must take the placement exam. 

82-171 Elementary Japanese I  
**Fall and Spring:** 12 units  
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. 

82-172 Elementary Japanese II  
**Fall and Spring:** 12 units  
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 (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. 

82-173 Introduction to Japanese I  
**Fall and Spring:** 9 units  
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. 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. Prerequisites: 82-171 or 82-174 

82-174 Introduction to Japanese II  
**Fall and Spring:** 9 units  
This course is a sequel to Introduction to Japanese I (82-173) for students with no background in Japanese. Since the course covers the second half of the 82-171 in one semester, 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 and draw upon strategies used by good language learners in their second language study. 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. Upon completion of this course, students can take 82-172. Prerequisite: 82-173 

82-176 Intensive Japanese Language & Culture: Elementary Level  
**Intermittent**  
No course description provided. 

82-180 Bilingual & Bicultural Experiences in the US  
**Intermittent:** 9 units  
This course focuses on various aspects of bilingualism and biculturalism in the United States, with particular emphasis on the experiences of those who identify as a speaker of a heritage language and/or member of a heritage culture. 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 Americans, or are simply interested in the course topic.
82-181 Classical Latin: Rome’s Cultural and Linguistic Legacy
Intermittent
Why are so many scientific, medical, and legal terms Latinate in origin? How can studying a dead language help us learn about living ones? How can studying this ancient language help us understand our modern world? In this course, we will explore these questions through learning the fundamentals of the language itself. We will work towards reading original Classical Latin prose, and consider how aspects of Latin have influenced English and modern Romance languages. In addition, by reading excerpts from a variety of Roman authors, we will contrast Roman ideas about war and conquest, love and grief, science and medicine, drama, and leadership with our own modern conceptions of these topics. We will also discuss the opportunities and limitations of translation. By the end of the course, you will be able to read unadapted passages of Caesar’s de Bello Gallico (On the Gallic War), and will be able to trace Roman cultural themes down to the modern day. This is a 9-unit course with an optional 12-unit add-on, for students who want to explore an aspect of the reception of Latin language or culture more deeply.

82-191 Elementary Russian I
Fall: 12 units
This course is for students who have never studied Russian. It begins the Russian language sequence and is offered in the fall semester only. The course takes a communicative approach to teaching basic skills in listening, speaking, reading and writing. Language is presented in communicative contexts illustrating cultural aspects of daily Russian life. 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. Daily homework and participation in class are mandatory (four in-class hours per week), as is weekly consultation and conversation practice with a course assistant. 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**

82-192 Elementary Russian II
Spring: 12 units
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. Prerequisite: 82-191

82-194 Intensive Russian (I & II)
Intermittent: 15 units
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**

82-198 Research Training: Modern Languages
Fall and Spring
S21: Section A: 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.

82-200 Careers, Cultures, & Languages
Intermittent: 3 units
"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 in French or Spanish. Do you see yourself working for the U.S. Department of State or teaching Latin American culture? Are you interested in pursuing a career in international business? How can you become better armed with the tools and knowledge you need to apply for jobs, and make the connections you need for a possible summer internship that can build your skills and help you discover how to make your passion for languages a career. The course will be taught in English.

82-201 Intermediate French I
Fall and Spring: 9 units
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. Prerequisites: 82-104 or 82-102

82-202 Intermediate French II
Fall and Spring: 9 units
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. Prerequisite: 82-201

82-208 European Society & Culture Between and After the Two Great Wars of the 20th Cent
Intermittent: 9 units
How did World War I and World War II change European society and culture? Defining the meaning of Europe or European is complicated, since it refers to both a geographical location and a shared history and cultural identity. Based on an interdisciplinary approach to the multiple regions and countries located on a single continent, the course will equip students with the skills, methods, and concepts essential for a better understanding of European culture, society and thought. It will focus particularly on such tragic events as World War I and World War II, and the rise and fall of Nazi and Communist regimes and ideologies. Students will learn how to present material effectively, to analyze texts critically and to construct coherent arguments.

82-211 Intermediate Arabic I
Fall: 12 units
This course builds on Elementary Arabic II to continue building students' communicative competence at the Intermediate Low-Mid level in Modern Standard Arabic in all four language skills (listening, reading, speaking, and writing) following a proficiency-oriented teaching approach. The course also continues to 1) integrate a spoken dialect to enrich students' background in oral communication; and 2) educate students about to various aspects of Arab culture through written and audio-visual materials. Prerequisite: 82-112
82-212 Intermediate Arabic II  
Spring: 12 units  
This course follows Intermediate Arabic I. It continues to build students' communicative competence at the Intermediate Mid-High level in Modern Standard Arabic in all four skills (listening, reading, speaking, and writing) following a proficiency-oriented teaching approach. The course also continues to 1) integrate a spoken dialect to enrich students background in oral communication; and 2) educate students about to various aspects of Arab culture through written and audio-visual materials. 
Prerequisite: 82-211

82-214 Topics in Modern Arabic Language, Literature, & Culture  
Fall and Spring: 9 units  
An integrated approach to the study of the Arabic language, literature and culture by means of literary and cultural readings. This course explores definitions of culture and analyzes the dynamic role of language in culture and culture in language, with an aim to foster cross-cultural awareness and self-realization while developing proficiency in Arabic. This course is designed to strengthen listening, speaking, reading and writing, within the context of an evolving Arabic culture. 

82-215 Arab Culture Through Dialogues, Film, and Literature  
Fall and Spring: 9 units  
This course introduces students to the Arab World through a lens that challenges stereotypes, fosters a better understanding of the social reality of Arab societies, and appreciates the diverse identities. The objective is to increase cross-cultural understanding and equip students with the skills needed to thrive in the 21st century and become global citizens. Students will build cultural literacy and relationships through virtual meetings with Arab students in Saudi Arabia, Egypt, Qatar, and Morocco, in addition to watching a variety of critically-acclaimed films and reading two novels. Topics covered are the diversity of the Arab World, homo/homosexuality, gender roles, social values, the effect of modernization on changes, and revolution music and art that emerged since the Arab uprisings of 2011. 

82-216 Literature of the Arabic-speaking World  
Fall and Spring: 9 units  
This course is offered only at Carnegie Mellon's campus in Qatar. This repeatable introductory course explores the Arab world through a thematic or conceptual focus. In spring 2016, the theme will be "Cultural Issues in the West and the Arab World". Coursework will include reading short stories and novels to understand the cultural context that gave rise to specific literary works. Students will also continue to develop their abilities to express their ideas both in speaking and in writing, as well as their listening skills in Modern Standard Arabic. 

82-217 Multilingualism and Multiculturalism in the Arab World  
Fall and Spring: 9 units  
This course brings linguistic and cultural diversity to the Arab world to the forefront through exposing students to the key social issues in the study of multilingualism. To this end, the course will explore and analyze some of the deeply held language ideologies in Arab and international contexts. Topics to be covered in the course include (but are not limited to) multilingualism within and across languages (e.g., multilingual practices, code-switching between languages, language variation and change), societal and individual multilingualism in institutional sites (e.g., schools, the workplace), language policy and planning, and language rights. The course is taught in a seminar, discussion-based format and students will construct projects to explore course topics in a hands-on manner. The course is taught in English and 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. 

82-221 Intermediate German I  
Fall and Spring: 9 units  
The goal of Intermediate German I is to further develop students linguistic and cultural knowledge, allowing them to feel more comfortable as a user of German. By the end of the semester, students should be able to: use and understand German in everyday situations; communicate effectively in general areas and in individual areas of interest; understand general cultural perspectives in contemporary Germany; and read and understand authentic materials from German-speaking countries. Activities will help develop the four skills and of cultural knowledge. 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. 
Prerequisites: 82-221

82-222 Intermediate German II  
Fall and Spring: 9 units  
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

82-227 Germany & the European Union  
Spring: 9 units  
This course offers an overview of contemporary Germany, its problems and its promise, with a particular focus on German politics, the German economy, and Germany's role in the European Union and the world system. Primary topics include: 1) Germany on the World Stage; 2) Germany and the Past; 3) the German political system; 4) the German economic system; 5) the European Union, its challenges, and Germany's role in it; 6) Germany, the EU, and multiculturalism and ethnic and cultural pluralism, including the role played in Germany and Europe by ethnic, religious, and cultural minorities. Each of these topics will take about 2-3 weeks of the course. Students in the course will be required 1) to complete all required course readings (the course textbooks in English, although in most cases we will be reading chapters from books rather than entire books, plus about five separate articles in English), 2) to take five short fifteen-minute quizzes on the some of the various themes of the course, 3) to do a book review of a book of their choosing dealing with contemporary Germany and/or the European Union and to make a presentation about that book in class, 4) to write three short (four page) papers on the themes of the course, and 5) to participate in two debates about A) Germany's response to the past; and B) Whether or not Germany and the EU should be more open to ethnic, cultural, and religious minorities. 

82-230 Topics in Cultural Comparison  
Intermittent: 9 units  
Courses offered under this repeatable title will transcend the focus on one area or nation or language by engaging in cultural comparison. This course makes full use of the variety of faculty specializations in the department and Dietrich College to broaden students' perspectives and help them gain an understanding of the divergences and convergences of world cultures. This course and all source materials will be in English. Past titles have included The Great Divergence Debate in Chinese Economic History. SPRING 2017: 

82-231 Intermediate Chinese I  
Fall and Spring: 12 units  
This course is the continuation of Elementary Chinese II (82-132). 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. Regular homework, quizzes, tests, presentations, essays, and class participation are mandatory (four in-class hours per week). A student with prior experience in Chinese must take the placement exam. 
Prerequisites: 82-134 or 82-135 or 82-132

82-232 Intermediate Chinese II  
Fall and Spring: 12 units  
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. 
Prerequisite: 82-231
82-234 Intermediate Spanish I
Fall and Spring: 9 units
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.
Prerequisites: 82-144 or 82-142

82-234 Intermediate Spanish II
Fall and Spring: 9 units
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.
Prerequisites: 82-241 or 82-243

82-245 New Directions in Hispanic Studies
SPRING 2021: COVID Cultures - Narratives from a Pandemic 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.

82-247 The Hispanic World: History, Culture and Globalization
Intermittent: 9 units
This course examines the histories, cultures, and current socio-political and economic concerns of the Hispanic world including Spain, Latin America, and transnational Hispanic communities around the world. The course provides a historical foundation in order to understand the impact of various historical events on the Hispanic world today such as the Arab conquest, the colonization of Latin America, independence movements, revolutions, dictatorships, democratization, and globalization. We will examine current concerns of the Hispanic world such as democratization processes, trade, economic crisis, and migration that have shaped its languages, cultures, politics, and economies. These topics will be explored through readings, films, music, classroom visits, field trips, and exploration of the Spanish language. The course is intended to lead to a greater knowledge and an increased appreciation of the cultural and historical roots, past and current life-styles, and languages of the peoples of the Hispanic world. (The language of instruction is English.)
82-248 Topics in Social Change
Fall and Spring: 9 units
FALL 2019: Arts, Media and Social Change: The Arts in Revolution Cuba and Nicaragua. This course will examine the Cuban and Nicaraguan Revolutions and their relationships to artistic production in a larger socio-political context, considering the complex dynamic of both fomenting creative expression, while also (on occasion) stifling its content. 2019 marks 60 years since the Cuban Revolution, touted as the victory of a tiny island over US imperialism, and 40 years since the triumph of the Sandinistas in Nicaragua - both cases garnering broad international attention due to their importance in Cold War political agendas and the subsequent interplay of US-Soviet relationships in the US’ “backyard”. While quite different, the Cuban and Nicaraguan Revolutions shared an interest in the value of capturing the public imaginary and support through the use of the arts to promote their messages and as such, invested significant resources in the promotion of creative production. This course will interrogate the relationships between political and artistic movements, examining for example the formation of ICAIC (Instituto Cubano del Arte e Industria Cinematograficos) in Cuba and the mural movement in Nicaragua. Once these political movements had triumphed, how did artists negotiate the institutionalization of revolution? How did the role of prominent cultural workers like Tomas Gutierrez Alea (Cuba) and Ernesto Cardenal (Nicaragua) evolve as these revolutions aged? We will also question the dynamic between artists whose works express discontent and the State - what was/is the space for dissent? How do artists of newer generations create space for different types of expression that diverge from what early revolutionary moments considered to be transformative? Decades later with deeply entrenched governments, what now is the relationship between the arts and socio-political change?

82-249 Hispanic Language & Cultures for the Professions
Fall and Spring: 9 units
This course focuses on building proficiency in Spanish-language communicative skills and cultural awareness for business contexts in the very diverse Spanish-speaking world, one with over 437 million speakers worldwide. Students will be introduced to a variety of contexts in the Spanish-speaking world of global business and finance through multimodal materials, e.g., newspapers, film, advertisements, and other relevant texts. By examining different scenarios such as job interviews, international trade, and workplace environments, students will build knowledge of vocabulary and develop a real-world understanding of appropriate linguistic, cultural, and discipline-specific practices.
Prerequisite: 82-241

82-253 Korean Culture Through Film
Intermittent: 9 units
South Korean cinema became one of the most vibrant local film industries at the end of the last century, attracting great attention from both the public and scholars, not only at home but abroad as well. Intriguingly, its renaissance involves a strong tendency to revisit and reassess a variety of historical traumas from the last century, which makes it an important venue for discussing the emerging new Korean cinema. This course thus explores works of acclaimed filmmakers such as Im Kwon-taek, Park Kwang-su, Jiang Sun-woo, Hong Sang-soo, Lee Chang-dong, Park Chan-wook, Bong Joon-ho, Kim Ji-woon, etc. to enrich our understanding of social and cultural formations in South Korea over the last century. In examining the voices from the Korean peninsula whose history had remained obscured until recently, this course also aspires to contribute fresh perspectives to broader geopolitical settings such as East Asian and Pacific Rim discourses.
Prerequisite: None

82-254 World of Korea, Then and Now
Intermittent: 9 units
Over the past two decades or so, South Korea has grown to become a major player, not only in East Asia, but also in world politics, economy, and culture. While Korean society thus certainly deserves enough attention as a venue for discussing the changes occurring across the world, its history and culture still remains less known than it should be to the outside world including the U.S. This course thus aims to offer an opportunity to explore the evolution of Korean society and culture over the course of its modern history. By enroaching the knowledge of Korean history, it also hopes to help the student gain fresh perspectives on broader contexts such as East Asia and the Pacific Rim. This course covers a broad range of time periods: the colonial era to the present. Yet designed to inspire critical approach rather than just offer sketchy overviews, it is structured around key socio-cultural issues such as colonial legacies, the cold war paranoia, dictatorship, democratization, national culture, gender politics, diaspora, globalization, hallyu (k-pop/k-drama), etc. To better serve its objectives, this course also utilizes diverse forms of texts: historical studies, critical essays, literary works, films, TV dramas, and music videos. Prerequisite: None

82-261 Intermediate Italian I
Fall: 9 units
This course begins a two-semester course sequence (82-261, 82-262) for intermediate-level students. 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. A student with prior experience in Italian must take the placement exam.
Prerequisites: 82-163 or 82-162

82-262 Intermediate Italian II
Spring: 9 units
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. A student with prior experience in Italian must take the placement exam. Instructions for the placement exam are available in Baker Hall 160.
Prerequisite: 82-261

82-263 Intensive Italian Language & Culture: Intermediate Level
Intermittent: 9 units
No course description provided.

82-267 Beyond the Mafia and Michelangelo: Italy Unmasked Eclipsed by the Global Meridionale (the problem with the south) and finally takes on a more critical and historical analysis of the relationship between politics and culture in Italy. Students will discover an Italy rich with cultural variants, radically diverse histories, customs, cults, and superstitions, in addition to physical expressions of culture in clothing and cooking, art and architecture. Students will identify and critically analyze diversity within the peninsula and its islands, and expand their awareness and understanding of the role of culture in behavior. Focusing on the historical narrative of WWII and the resistance fighters, this course aims to explore the complex relationship between art and culture in Italy. Regular homework, quizzes, tests, readings, and class participation are mandatory. A student with prior experience in Italian must take the placement exam. Instructions for the placement exam are available in Baker Hall 160.
Prerequisite: None

82-268 Italian Film: Hidden Agendas from Cincitta
Spring: 9 units
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 cinema. 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 a questionire meridionale (the problem with the south) and finally takes on a more comical vein with la commedia all’italiana (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 WWI political parties, the emergence of new political figures, and the “precarit” 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. Coursework will include active participation in class (30%), comprehension exercises (20%), personal impact summaries (10%), and a final paper or presentation (40%). Films will be viewed as homework in the Modern Languages Resource Center. The course is offered in English and there are no prerequisites.
82-271 Intermediate Japanese I
Fall and Spring: 12 units
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 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: 82-172

82-272 Intermediate Japanese II
Spring: 12 units
This course is a sequel to Intermediate Japanese I (82-171). 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, 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

82-273 Introduction to Japanese Language and Culture
Fall and Spring: 9 units
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.

82-276 Intensive Japanese Language & Culture: Intermediate Level
Intermittent: No course description provided.

82-278 Japanese Film and Literature: The Art of Storytelling
Intermittent: 9 units
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.

82-279 Anime - Visual Interplay between Japan and the World
All Semesters: 9 units
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 appeals to the 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 Tezukas works that was initially inspired by Disney) and to discuss the potential of anime as an art form. The course is taught in English.

82-280 Bilingual & Bicultural Experiences in the US
Fall: 9 units
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). Students will be given the opportunity to engage in personalized, hands-on projects to deepen their inquiry into course themes. 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)

82-281 Contextual Thinking
Intermittent: 9 units
FALL 2021 In recent years, issues of gender and sexuality in the Spanish-speaking world have garnered much international attention - for example the #niunamenos movement throughout Latin America, recent protests over restrictive abortion laws in the Dominican Republic, the rise of transgender rights movements in the Americas and Europe, femicide on the US-Mexico border and throughout the Northern Triangle of Central America. While these are more recent manifestations, gender and sexuality have always played a critical role in an understanding of the Spanish-speaking world. In this course, we will explore how gender, understood as a social construct, and sexuality are inextricably linked to economic and political structures, and importantly, how gender and sexuality intersect with race and class in the very diverse cultures of Spanish-speaking world. We will examine specific contexts including Conquest, the Atlantic slave trade, nation-building processes in the 19th century, revolutionary movements in the 20th century, the shift to neoliberal economic models, and social movements in the digital age, to consider the interplay of gender and sexuality with race and class, which in turn is embedded in broader relationships of power, in both private and public spheres. In addition, we will engage in comparative analysis to study how, during particular historical moments, gender roles have varied greatly, not just as they intersect with race and class, but in response to global, national, regional and local factors. Most of our course will focus on Latin America, but we will incorporate materials from Spain and Latinx communities in the US. This course will be conducted in English; no Spanish is required, though students with some knowledge of Spanish will have an opportunity to use their language skills.

82-282 Interpreting Global Texts & Cultures
Intermittent: 9 units
Literature, film, music, art, theater, and other forms of humanistic artistic expressions, play an important role in society. Few moments in life are as moving as listening to the right song at the right time, and many of us can list films and/or books that have shaped who we consider to be. Beyond the individual level, artistic expressions have also influenced revolutions, businesses, science, politics, and the list goes on and on. Yet, we often take culture and artistic expressions for granted. What is their role and value in society? How can we interpret these cultural artifacts? Is there a right or wrong interpretation? These are some of the questions we will explore in this class.
82-283 Language Diversity & Cultural Identity
Fall and Spring: 9 units
Culture, language, and identity are intimately tied together. Individuals, families, communities, and nations identify themselves in relation to the language or languages they speak. Local, national, and international governmental organizations make choices about the language or languages they recognize and use for political and economic affairs. The United Nations even recognizes language as integral to maintaining the cultural heritage of communities and peoples around the world, and the freedom to choose one language of expression as a universal human right. In this course, we will explore a variety of questions, advantages, and challenges related to language diversity and cultural identity across the globe. Our main focus will be on contexts of multilingualism that is, contexts in which two or more languages may be used. Adopting a comparative case study approach, we 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.

82-284 Multicultural Pittsburgh: VR Storytelling
Fall and Spring: 9 units
Pittsburgh is known for its multicultural landscape and communities. Through this course, students will explore the cultures, identities, languages, and groups that have historically shaped, and are still shaping Pittsburgh. Students will develop digital documentation of the city’s communities, for example using video, photography, audio podcast, and focus on immersive VR. Through active learning, students will employ approaches such as interviews, research and exploration of the city through its data and social history. Students will craft their work in the Askwith Kenner Global Languages and Cultures Room housed in the new Tepper Building, and at the end of the course, the work will be on exhibit for the campus community and the wider public. This course will develop your research and fieldwork skills, media creation skills and multicultural literacy. The only pre-requisites are an adventurous spirit and an open approach to creativity. This course will meet two days a week for four weeks, followed by self-directed study and Instructor support, with video projects due two weeks after. This is a 6-unit course focusing on the use of 360 Immersive Virtual Reality Video for students to produce, shoot, edit and publish their projects. For an additional 3-units, students will explore and analyse the use of VR Video in language and cultural documentary, writing an appreciation of this form of storytelling using examples from news and VR documentary producers.

82-285 Podcasting: Language and Culture Through Storytelling
Fall: 9 units
Do you love stories? Stories told on the radio have always had significant power. For example, the 1938 War of the Worlds broadcast by Orson Welles was so effective that it panicked the entire United States. Today, podcasts such as Serial, This American Life, and The Moth have the same power to tell stories and provide audiences with rich, intimate and immersive audio experiences while often supporting diversity and giving voice to minorities and those under-represented in mainstream media. Owing its rising popularity to the ease and accessibility of production and distribution, there has never been a better time to create and tell stories in audio. In this course students will take on the role of podcast producers, learning while creating a series of podcasts that explore linguistic and cultural landscapes with the goals of educating and entertaining. Possible audio resources include field interviews with native speakers in their own language, allowing student producers to document informants’ personal histories and aspects of their life related to culture, multilingualism, or political, social or environmental issues. Students will blend studio recordings with interviews and/or suitable “found” recordings, music, and sound. Coursework will include skill development on audio recording and podcasting, production management, creative thinking, materials sourcing, and giving and receiving constructive feedback from classmates and varied audiences on team and individual projects. The course will be offered in English.

82-286 Cultural Complexities
Fall and Spring: 9 units
S21: SECTION A: 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. SECTION B: 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 (Sunnni and Shi’a), 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. SECTION C: 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.

82-287 Multicultural Immersion - Relating Your World in Virtual Reality
Fall and Spring
In this unique course, taught across two campuses in Pittsburgh and CMU-Q, Doha we will explore the ways cultures and identities often intersect, relate and contradict one another. Using Virtual Reality (VR), a technology that provides a type of immersion, we can see the world through other people’s points of view. But can we really harness this technology to tell stories about languages and cultures, can we really empathize and understand another culture using VR? To discover the affordances of VR, we will use this immersive technology to tell stories and relate our understanding of the world for others to see, thus exploring cultural understandings. Learning through telecollaboration, in online, virtual and in-person workshops, this will be an opportunity to collaborate, blend ideas, gain valuable skills and build on new experiences. During the course, students will create 360 video outcomes that others will view and experience through headsets and immersive spaces. No technology knowledge is required.

82-288 Everyday Learning: Designing Learning Exp in Times of Unrest & Uncertainty
Fall and Spring
Could you make complex ideas accessible and engaging to learners everywhere? Could you use what you know to make society better, teach as an agent of social change? In these times of Covid-19 many people have used learning to stay connected with friends and communities, leading to a grounds swell in teaching and learning online. In this course you will develop learning experiences using a variety of instructional methods in a range of contexts. Underpinning our work with ideas from philosophers and educators, we will explore the democratization of education in a post-Covid world and consider a shifting educational landscape inspired by the Black Lives Matter protests. We will look at the response from museums, libraries, cinemas, and civic spaces to better meet the diverse needs of learners in their communities. For our assessed projects, we will design and produce instructional videos, animation, audio content, paired with worksheets, talks, paper-based instructional materials. This is a 6-unit course (with an additional 3-unit written component for 9 units).
Course Website: http://kenner.dotsandspaces.uk/blog/courses/
82-290 Transformative Learning through Cross-Cultural Analysis

Fall
This course seeks to prepare students for informed, critical, and transformative engagement with communities other than their own, whether through Pittsburgh or other US-based research and learning, or through study or work abroad. The course encourages students to approach past and present societal and personal concepts, issues, themes, and problems globally and locally using a student-centered, discovery-focused, inquiry-based approach to analyze a number of ethnic or national perspectives. A primary course objective is for students to critically discover how and why societies dictate what people think about things, promote personal values and assumptions, and the resulting impact of social discourse and dominant norms on cross-cultural relations. The goal is that students discover how their own habits, behaviors, and actions can be influenced or transformed by this critical cultural analysis approach. The instructors role will be to provide content and structure, encourage students to contribute additional content, and supervise students guided inquiries and case-based projects (written, oral, digital). With the approval of the instructor, an additional three (3) units may be earned by completing a critical cross-cultural analysis final project.

82-291 Intermediate Russian I
Fall: 12 units
This course is designed for students who have taken two semesters of Russian at Carnegie Mellon or the equivalent. It is offered in the fall only. This course furthers communicative proficiency through intensive practice in written and spoken Russian. Complex grammatical structures and stylistic variations are mastered and extensive vocabulary is acquired. Through reading materials, fictional and non-fictional, acquaintance is made with the basic components of Russian cultural literacy as well as the distinctive cultural aspects of daily Russian life. Attention is directed toward the dynamic interaction of language and culture in order to foster cross-cultural awareness. Attendance is required at three-hourly class meetings per week, as is weekly consultation and conversation practice with a peer language assistant. **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**
Prerequisites: 82-192 or 82-194

82-292 Intermediate Russian II
Spring: 12 units
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 conducting straightforward conversations with those who will be able to build their skills in interpreting Russian poetry, literary prose, and film. A student with prior experience in Russian must take the placement exam.
Prerequisite: 82-291

82-293 Russian Cinema: From the Bolshevik Revolution to Putin's Russia
Intermittent
"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, 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 conducting straightforward conversations with those who have previously studied the First World War in some detail. And if you are able to read documents in French, Russian, or both languages we will find an opportunity for you to put those skills to use in this course.

82-294 19th Century Russian Masterpieces
Intermittent
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 both 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.

82-295 20th Century Russian Masterpieces
All Semesters
The October Revolution of 1917 had profound effects not only for Russian society, but also for literature and culture. Even before the Revolution, Vladimir Lenin stressed the importance of literature on the hearts and minds of people. After the Revolution, the new Soviet state demanded writers to become, in Stalin's words, engineers of human souls, and proclaimed socialist realism as the only permissible method of creative work in literature. This course focuses on masterpieces of Russian prose and poetry of the 20th century. Readings will include the proletarian writings of Maxim Gorky; the symbolism of Alexander Blok; the futurism and modernism of Vladimir Mayakovsky, as well as works by many other authors. We will discuss such important issues for Russian cultural history as the role of the intelligentsia in the Russian Revolution; the content and method of Russian decadence; symbolism and modernism; and the experience of imprisonment, liberation, and exile that became so important for many writers and poets. 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.

82-296 World War I - the View from Paris & St. Petersburg
Intermittent: 6 units
This course will examine the history of the First World War from a unique perspective by focusing especially on two of the Allied powers: France and Russia. In addition to an overview of political and military events, we will study the experiences of soldiers and civilians in the trenches and on the home front. The war had profoundly disruptive effects on both countries, and we will learn about the political and social consequences, including the 1917 revolution in Russia, the French Army mutinies, and the longer-term effects on gender roles, the workers' movement, international relations, and art expression. The course is open to all students who have previously studied the First World War in some detail. And if you are able to read documents in French, Russian, or both languages we will find an opportunity for you to put those skills to use in this course.

82-299 Equity & Justice
Intermittent: 9 units
F21: This course has the dual purpose of examining important human rights issues in Latin America and questioning the role of film in making visible, critiquing, or even sustaining the structures that lead to human rights violations. We will study specific human rights issues tackled by filmmakers in Latin America, such as cultural rights, gender and sexuality rights, economic rights, environmental issues, and war and state terror. Furthermore, we will discuss specific film schools and movements that developed to address human rights and social justice issues in diverse Latin American contexts. Finally, we will look at how Latin American films work the international human rights film festival circuit, and the ethical and practical implications of filming local human rights issues for international audiences.

82-300 Language & Society in the Arab World
Fall and Spring: 9 units
Course content varies. Last offered topic: Negotiating Arab Identities and Gender Roles in Film and Literature. This course focuses on the processes of self-definition by Arab men and women in conflict zones in the Middle East and North Africa with relation to national and religious identities, social stratification, sexuality/homosexuality, and gender roles. Students will learn about the social, economic, and political contexts of the films and literary works representing the Maghreb, Egypt, Palestine, Lebanon, Syria, Iraq, the Gulf countries, and Yemen. This course fosters a better understanding of Arab societies and the hybrid identities that negotiate their presence and space within. Students will have the opportunity to engage in a video-conference dialogue with Arab film students from the American University in Cairo, attend an Arab film during CMU's International Film Festival, and interview native speakers of different Arab countries to further their learning of Arab culture.
82-303 French & Francophone Cultures
Fall and Spring: 9 units
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: 82-204 or 82-202

82-304 French & Francophone Sociolinguistics
Fall and Spring: 9 units
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. Students will explore the links between the French language of all francophones, its use, and the expression of national, cultural, community, and individual identities through the study of diverse texts and data sources, including policy/legal documents, films, music, newscasts, digitized corpuses of spoken and written French, and computer/technology-mediated communication. Through readings, discussions, hands-on activities, and project work, students will 1) develop content knowledge with an emphasis on language ideologies, policy, and planning; language contact and multilingualism; and language variation and change; and 2) develop linguistic skills in French with specific focus on advanced spoken and written expression. 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).
Prerequisite: 82-202

82-305 French in its Social Contexts
Fall and Spring: 9 units
This course is designed to introduce students to how the French is used by its speakers to create meaning in a wide variety of contexts, which in terms are influenced by various variables (e.g., the political and historical circumstances within which French has developed and continues to change, social and geographic variables). To explore these issues, we will create interactive multimedia experiences aimed at being deployed on an interactive video wall and/or in augmented reality settings where students have experience in French as well as design, film and photography, or computer-science, this is a course for you! Prerequisites: 82-303 and 82-304 or permission of the instructor.
Prerequisites: 82-304 and 82-303

82-311 Advanced Arabic I
Fall: 9 units
This course promotes multiple literacies in an integrated approach to Arabic language and culture studies and builds students' ability to function at the Intermediate High/Advanced Low 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 Computer and other Technology Assisted Language Learning pedagogies to support student learning inside and outside the classroom. The course is aligned with ACTFL's updated Arabic guidelines that perceive the Arabic language in which both the regional spoken varieties and Modern Standard Arabic constitute a whole in terms of usage.
Prerequisite: 82-212

82-312 Advanced Arabic II
Spring: 9 units
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 ACTFL's 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.
Prerequisite: 82-311

82-313 Topics in Modern Arabic Language, Literature and Culture
Fall: 9 units
This course explores definitions of culture and analyzes the dynamic role of language in culture, and culture in language, with an aim to foster cross-cultural awareness and self-realization while developing proficiency in Arabic. Using an integrated approach to the study of the Arabic language, literature, and culture through close readings of current media sources (press, news, magazines, as appropriate), and literary and cultural readings. Additionally, this course is designed to strengthen listening, speaking, reading and writing, within the context of an evolving Arabic culture.

82-314 Literature of the Arabic-speaking World
Intermittent: 9 units
This repeatable introductory course explores the Arab world through a thematic or conceptual focus. In spring 2018, the theme will be 'Diversity in The Arab Culture'. Coursework will include reading short stories and novels to understand the cultural context that gave rise to specific literary works. Students will also continue to develop their abilities to express their ideas both in speaking and in writing, as well as their listening skills in Modern Standard Arabic. There is no prerequisite for this course but it is expected that your language proficiency in the Arabic language is good. **This is a content course in the Arabic language and not an Arabic language course.**

82-320 Contemporary Society in Germany, Austria and Switzerland
Fall: 9 units
This course offers an introduction to contemporary German culture since 1989. Switzerland and Austria will be frequently included in class discussions but the main focus will be on Germany. In the wake of reunification, constructions of German cultural identity have undergone radical changes. Through encounters with articles, literary texts, popular music, and film students will explore these transformations and examine German culture and (both individual and collective) "identities" after reunification. The class sessions will be organized around several thematic segments, including East/West relations during and after reunification, German media, multiculturalism and minorities, and, finally, a segment on how to navigate the business world in German-speaking countries. The course will be conducted entirely in German and is designed to deepen students' understanding and awareness of issues in contemporary German culture.
Prerequisite: 82-222

82-323 Germany, Austria and Switzerland in the 20th Century
Spring: 9 units
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.
Prerequisite: 82-222
82-327 The Emergence of the German Speaking World
Intermittent: 9 units
The Italian literary theorist Franco Moretti has written that “Germany is a sort of Magic Stage, where the symbolic antagonisms of European culture achieve a metaphysical intractability, and clash irreconcilably. It is the center and catalyst of the integrated historical system we call Europe.” This course is a general introduction to German culture, German history, and German society, with a focus on Germany’s role as center and catalyst of the European system. The course is conducted entirely in German. Its goal is to provide students with a basic level of cultural literacy about the German-speaking world. In the course, we will study major trends from the earliest days of German civilization through the middle ages but with primary emphasis on the 18th, 19th and 20th centuries and with a special focus on problems of national, political and cultural identity. Students coming out of the course should have a broad understanding of the various tensions and problems that have characterized German culture and society for the last two centuries. In addition to broadening students’ cultural knowledge about the German-speaking world, this course will continue to emphasize the improvement of students’ ability to speak, read, write, and listen to German.
Prerequisites: 82-324 or 82-323 or 82-320

82-331 Reading Into a New China I: Population, Youth, Marriage, & Housing
Fall and Spring: 9 units
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 and 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.
Prerequisites: 82-235 or 82-232

82-332 Reading Into a New China II: Transportation, Education, Pop Culture, & Health
Fall and Spring: 9 units
A continuation of Advanced Chinese I, this course is designed to train students’ language proficiency in functioning with Chinese in situations beyond their everyday life. Students will continue to learn more complex language phenomena in order to do exposition, explanation, description and argumentation with Chinese. These language phenomena will be introduced to students together with their social and cultural backgrounds through texts and multimedia programs related to various social issues. Classroom discussions and research project presentations will be the major forms of oral practice, and writing practice will mainly focus on essays and research papers. All discussions and research projects will focus on issues related to traffic, education, employment, pop cultures, healthy living, and other human relations as well as economic situations in China today.
Prerequisite: 82-232

82-333 Introduction to Chinese Language and Culture
Fall and Spring
SECTION A: 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. SECTION B: 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. Prerequisites: To register for 12 units, there is a prerequisite of either 82-232 or 82-235 or placement. There is no prerequisite for students taking the course for 9 units.

82-334 Structure of Chinese
Fall and Spring: 9 units
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.
Prerequisites: 82-232 or 82-235

82-335 Chinese Culture Through Legends and Folktales
Intermittent: 9 units
This is an upper-level Chinese Reading course for students who have reached intermediate level proficiency in Chinese. It is designed to train students to read extensively in Chinese with fluency and proficiency within a context of rich cultural content. Materials used in this class are selected from traditional fables, mini-stories, and articles from newspapers and magazines on the lifestyle and social changes in modern China. While discussion will be one of the major class activities, students are strongly encouraged to profit from opportunities to build their vocabulary and improve their sense of the Chinese language through reading and writing assignments throughout the semester.
Prerequisite: 82-232

82-337 Mandarin Chinese for Oral Communication I
Fall: 9 units
This course is designed for students who have reached intermediate level in reading and writing Chinese, but have little knowledge of Mandarin Chinese pronunciation, as well as those who aim to further improve their speaking in Chinese. Students will be introduced to Pinyin, the phonetic system of Mandarin Chinese, and work to refine and perfect their speaking skills through special attention to different styles, colloquialisms, and dialectal variations of contemporary spoken Mandarin. Course materials will include authentic Chinese TV programs, documentaries, films, recorded materials, and contemporary literary and non-literary texts. Students will be required to participate in intensive speaking activities, such as interviewing native speakers of Chinese, oral presentations, discussions, debates, and special projects. At the end of the course, students are expected to carry on oral communication with native Mandarin speakers in a clearly participatory fashion on topics related to various social issues in Modern China.
Prerequisites: 82-232 or 82-233
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82-338 Mandarin Chinese for Oral Communication II
Spring: 9 units
This is an upper-level course focused on the improvement of students' oral communicative competence and self-expression in Chinese. This course is designed for students who have reached intermediate level in reading and writing Chinese, and who would like to promote their oral communicative competence and knowledge of Chinese culture. It is a seminar-type class that relies on active participation from the students. Students will practice various conversational tasks, such as giving presentations, participating in discussions and debates, interviewing, describing, and interpreting. Topics will include current events and cultural trends in the U.S. and China, analysis of Chinese culture and comparisons with other cultures, contemporary Chinese television shows and movies, and other modern issues.
Prerequisites: 82-235 or 82-232

82-339 Business Language & Culture in China I
Fall: 9 units
Designed for students who have had at least two years of Chinese language training, this 9-unit course aims to help students enhance their language proficiency in professional environment and develop in-depth understanding of the current business culture in China. Authentic materials from newspapers, magazines, TV shows and online sources will be introduced in class to help students deepen their understanding of the business culture in China. Students will be encouraged to foster creative and independent thinking skills, which are crucial for survival in today's business world, through a variety of classroom activities such as group discussion/debate, professional interviews, business project and presentation, and oral/written business reports. Professional language skills (both in speaking and writing), as well as social and business etiquette, will be also introduced and trained throughout the course.
Prerequisites: 82-235 or 82-232

82-340 Business Language & Culture in China II
Spring: 9 units
Designed for students who have had at least two years of Chinese language training, this 9-unit course aims to help students enhance their language proficiency in professional environment and develop in-depth understanding of the current business culture in China. Authentic materials from newspapers, magazines, TV shows and online sources will be introduced in class to help students deepen their understanding of the business culture in China. Students will be encouraged to foster creative and independent thinking skills, which are crucial for survival in today's business world, through a variety of classroom activities such as group discussion/debate, professional interviews, business project and presentation, and oral/written business reports. Professional language skills (both in speaking and writing), as well as social and business etiquette, will be also introduced and trained throughout the course.
Prerequisites: 82-235 or 82-232

82-342 Spain: Language and Culture
Fall and Spring: 9 units
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 one's ideas in Spanish, and cultural proficiency. The focus of in-class activities is on written and non-written sources such as history, literature, film, art, and elements of popular culture; the building of reading and writing skills will be complemented by continued oral practice in the form of small and large group discussions and class presentations. 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 department's more advanced courses in literature, history and culture. The course will be taught in Spanish.
Prerequisites: 82-242 or 82-244

82-343 Latin America Language and Culture
Fall and Spring: 9 units
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. These phases in the development of a Latin American cultural identity represent the existence of certain dominant discourses and controversies that are important in understanding Latin American culture (Larrain 1996). The idea is to explore how Latin America imagines itself and constructs a narrative about its origins and development. 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? These questions will be explored historically through readings of philosophical and political texts that deal with Latin American identity as well as with literary texts, films and music that represent practices that enact this/ese identity/ies. The course will be taught in Spanish.
Prerequisites: 82-242 or 82-244

82-344 U.S. Latinos: Language and Culture
Fall and Spring: 9 units
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. Our exploration of U.S. Latino history and cultures will compare and contrast the experiences of people from the above-described categories and analyze the dynamic tension amongst them, with other minority groups, and with the mainstream US society. We will examine a wide variety of materials, including texts, film, art, music etc. in order to gain a better understanding of Latino populations in the United States. 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.
Prerequisites: 82-244 or 82-242

82-345 Introduction to Hispanic Literary & Cultural Studies
Fall and Spring: 9 units
This advanced-level, required course for the Hispanic Studies major or minor, and should be taken prior to the 400-level courses. The course is transatlantic, incorporating the study of the cultures of Latinos in the US, Latin American and Spain. Topics vary from semester to semester, aiming to provide a thorough understanding of Latin American, Spain and U.S. cultures in connection to issues such as race, gender, socio-economic class. SPRING 2021: Superheroes and Beyond: Race and Gender in Spanish Language Comics. 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. We will also use these comics to develop a historical and theoretical exploration of Spanish, Latin American, and Latinx popular culture, narrative, history, and society. Analytic methods include hands-on instruction in Comic Book Markup Language, or CBML, as one of the tools to encode and analyze the structural, textual, visual, and bibliographic complexity of these comics as documents combining pictorial and textual elements.
Prerequisites: 82-343 and 82-342
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<th>Course Code</th>
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<td>82-355</td>
<td>Tpcs in Hispanic Std: Beyond the Film Screen: The Hispanic World Through Film</td>
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<td>Intermittent: 9 units</td>
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<td>This course is offered only at Carnegie Mellon's campus in Qatar. The purpose of this course is to explore Hispanic culture and history through contemporary films in Spanish. Undoubtedly, films are a rich source of meaningful cultural information that can provide the audience with an understanding of a country's culture (history, politics, social problems, etc.) through their discussion and analysis. Movies not only represent reality, but they do it from a particular position. The images produced in films are charged with political interests that reproduce or challenge established beliefs and views. Films offer different representations of reality as well as different ways of relating to it. (Achugar, 2008). We will view and analyze a selected group of films portraying four main issues in Hispanic history and society: memory and oblivion, immigration and exile, marginalized identities throughout history, and the Hispanic world in globalization. An understanding of the socio-political context that these films aim to portray through in-depth reading, analysis, discussion, and investigation will provide a thorough understanding of the complexities of various historic events, and opportunities and challenges faced by the Hispanic world. Throughout the semester, we will practice the four language skills (listening, speaking, reading, and writing) as we continue to build on vocabulary and review grammar points based on the films viewed, the texts read, and the topics discussed.</td>
<td>Prerequisite: 82-242</td>
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<tr>
<td>82-361</td>
<td>Italian Language and Culture I</td>
<td>Prerequisite: 82-262</td>
<td>Fall: 9 units</td>
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<td>This is a course in Italian culture and language with a streamlined review of grammar. The course deals with the social, political, economic, demographic, and cultural issues of contemporary Italy. At the same time, links are drawn between past and present, evidencing the importance of tradition and history in Italian society.</td>
<td>Prerequisite: 82-262</td>
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<tr>
<td>82-362</td>
<td>Italian Language and Culture II</td>
<td>Prerequisite: 82-242</td>
<td>Spring: 9 units</td>
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<td>This course is in Italian culture and language with a streamlined review of grammar. The course deals with the social, political, economic, demographic, and cultural issues of contemporary Italy. At the same time, links are drawn between past and present, evidencing the importance of tradition and history in Italian society. A student with prior experience in Italian must take the Italian placement exam.</td>
<td>Prerequisite: 82-242</td>
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<tr>
<td>82-373</td>
<td>Structure of the Japanese Language</td>
<td>Prerequisite: 82-371</td>
<td>Fall: 9 units</td>
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<td>This course examines the basic Japanese grammar covered in elementary and intermediate Japanese courses by comparison with English and aids students in systematizing their knowledge of Japanese and in deepening their understanding of Japanese culture (i.e., cultural ways of thinking underlying Japanese verbal behaviors). After a brief discussion of the overall typological differences between the two languages and an initial training to analyze them cross-linguistically, it deals with specific areas of grammar that exhibit pervasive structural and semantic differences and serve as exercises for cross-linguistic analysis. On the basis of the discussions and exercises in class, students gather and analyze relevant Japanese data for their project, which facilitates their understanding of the grammar points and cultural ways of thinking in question, and develops their analytical skills. This course is taught in Japanese. A student with prior experience in Japanese must take the placement exam.</td>
<td>Prerequisite: 82-272</td>
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<tr>
<td>82-374</td>
<td>Issues in Japanese Technology &amp; Society</td>
<td>Prerequisite: 82-272</td>
<td>Spring: 9 units</td>
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<td>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 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.</td>
<td>Prerequisite: 82-272</td>
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<tr>
<td>82-376</td>
<td>Intensive Japanese Language &amp; Culture: Advanced Level</td>
<td>Prerequisite: 82-371</td>
<td>Intermittent tba</td>
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<td>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 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.</td>
<td>Prerequisite: 82-272</td>
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<tr>
<td>82-380</td>
<td>Independent Study in Second Language Acquisition</td>
<td>Prerequisite: Permission of the Instructor.</td>
<td>Spring</td>
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<td>An opportunity for students who wish to pursue independent supervised study in second language acquisition (SLA). In conjunction with a faculty member, students will arrange a program of study to explore aspects of SLA.</td>
<td>Prerequisite: Permission of the Instructor.</td>
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<td>82-382</td>
<td>Introduction to Translation</td>
<td>Prerequisite: 82-272</td>
<td>Spring</td>
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<td>We will survey a number of different translation theories in order to understand the various approaches that are at our disposal when translating a text. All theory taught in class will be accompanied by hands-on translation projects that will give students the opportunity to try out their knowledge first-hand and evaluate the usefulness of different approaches on a personal basis. In addition, we will explore the profession of translation by researching conferences, forums, websites and associations. Last but not least, we will contact and interview a translator who does translation work we feel particularly passionate about. The course is meant as a general introduction to what it means to be a translator and is open to both undergraduate and graduate students with sufficient knowledge in a foreign language.</td>
<td>Prerequisite: 82-272</td>
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82-383 Second Language Acquisition: Theories and Research
Fall: 9 units
This course provides an introduction to research and theories in Second Language Acquisition (SLA). Processes that underlie the learning and use of second languages are examined from four perspectives: 1) as linguistic knowledge, 2) as a cognitive skill, 3) as a personality-mediated process, and 4) as a socio-culturally mediated process. Factors examined include: age-related differences, the influence of the first language, the role played by innate (universal) principles, the role of memory processes, attitudes, motivation, personality and cognitive styles, and formal versus naturalistic learning contexts. Issues that arise from the course readings are investigated through practical experience in applying theoretical knowledge to small-scale empirical research projects. Students are also provided with opportunities to consider the relevance of these issues to their own language learning experiences.

82-385 Language Across the University
Fall and Spring
Language credit may be awarded for three, independent study, or project unit for which a student receives content-area academic credit. The program is available at the discretion of the responsible content-area faculty, who should be sufficiently skilled in the chosen language to be able to evaluate the technical content of a student's work. The student, content-area faculty and language faculty negotiate a plan for the semester's work, designed to consume approximately three hours per week for three units of academic credit. The course may be repeated on multiple occasions. Prerequisites: Intermediate level language proficiency or above and permission of a content-area faculty member and the Department of Modern Languages

82-387 Topics in Second Language Acquisition
Intermittent: 9 units
TBA

82-388 Topics in Second Language Acquisition
Fall: 9 units
Undergraduate work for 8288 82388 A: TBA 82388 B: Second language learning (SLL) has been viewed primarily from a cognitive perspective to understand language acquisition. The course goes beyond those perspectives and investigates the ongoing collaborative construction and negotiation of race, ethnicity, gender, sexual, and social class identities in SLL. We will examine how we learn to speak our multiple selves in a new language, for example, how we learn to language race according to our prior background and the cultural practices and understandings of second language contexts. The impact of these social identities and polemics of racism, sexism, xenophobia, colonialism, homophobia, and elitism that arise when we study them are not restricted to experiences outside the classroom, nor can they be divorced from language curriculum and pedagogy. Examining such issues in SLL can be challenging due to the belief that raising them unnecessarily courts controversy and goes against the mindsets that many value, such as "not seeing color," because language learning is an area that naturally welcomes and fosters integration and addresses 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. Although heritage speakers of Russian often achieve advanced or near-native listening comprehension skills, they require further training in reading, writing, and speaking. Heritage speakers may also be unfamiliar with important aspects of Russian culture, such as history, well-known cultural phenomena, literary works, films, and so on. They have gaps in their knowledge of social norms. Russian for Heritage Speakers aims to fill these gaps through a combination of grammar instruction and student-led analysis of texts and audiovisual material. The course is organized around five thematic units that allow students to learn about Russian culture while engaging in interpretive, interpersonal, and presentational modes of communication: "Foundations: Truth and Legends," "Revolution: Political, Cultural, Social," "Student Life: ""Russia in the World," and "Individual and Community." Pre-requisite: Permission of the Instructor.

82-396 The Faust Legend at Home and Abroad
Intermittent
This course introduces students to the basic outlines of the Faust story, and examines its nineteenth- through twenty-first-century manifestations in a variety of European, American, and Russian novels and operas. On the assumption that cultures reveal something distinctive about themselves by the particular way in which they adapt the legend, this course aims to discover how and why these Faustian works of art respond and contribute to the social, political, and historical contexts in which they are produced. On what is the persistent appeal of the Faust legend based? To what needs does it speak? How does the history of its own, continual reemergence affect the meanings it communicates? Prerequisites: None for 9 units; an additional 3 units, requiring permission of the instructor, can be earned for work done in Russian.

82-392 Advanced Russian II: Great Short Works
Intermittent: 9 units
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 absurdist writings 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. The course aims to advance Russian language learning by expanding students' vocabulary, reinforcing grammatical knowledge, and developing their capacity to speak and write on abstract topics. The readings will be available in English, though students will be encouraged to read the works in Russian. In addition to discussing the texts in Russian, students will complete short weekly homework assignments. Prerequisites: 82-399 or 82-292

82-394 Russian for Heritage Speakers: Babushkas, Russia & Beyond
Intermittent: 9 units
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 absurdist writings 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. The course aims to advance Russian language learning by expanding students' vocabulary, reinforcing grammatical knowledge, and developing their capacity to speak and write on abstract topics. The readings will be available in English, though students will be encouraged to read the works in Russian. In addition to discussing the texts in Russian, students will complete short weekly homework assignments. Pre-requisite: 82-391

82-389 Russian for Heritage Speakers: Babushkas, Russia & Beyond
Intermittent: 9 units
This course introduces students to the basic outlines of the Faust story, and examines its nineteenth- through twenty-first-century manifestations in a variety of European, American, and Russian novels and operas. On the assumption that cultures reveal something distinctive about themselves by the particular way in which they adapt the legend, this course aims to discover how and why these Faustian works of art respond and contribute to the social, political, and historical contexts in which they are produced. On what is the persistent appeal of the Faust legend based? To what needs does it speak? How does the history of its own, continual reemergence affect the meanings it communicates? Prerequisites: None for 9 units; an additional 3 units, requiring permission of the instructor, can be earned for work done in Russian.

82-391 Advanced Russian I - Berlin, Paris, New York, Harbin
Intermittent: 9 units
This course investigates the cultural history of the post-Revolutionary Russian emigration to capitals of Europe, North America, and Asia. We will examine the life of Russian émigrés in communities in each of these cities, through poetry, literary fiction, memoirs, and diaries. In addition to developing students' cultural awareness, this course aims to advance Russian language learning by expanding students' vocabulary, reinforcing grammatical knowledge, and developing their capacity to speak and write on abstract topics. The readings will be available in English, though students will be encouraged to read the works in Russian. In addition to discussing the texts in Russian, students will complete short weekly homework assignments. Prerequisites: 82-399 or 82-292
82-399 Special Topics: Russian in Context
Fall and Spring
This course is designed for students who have completed four semesters of Russian at Carnegie Mellon or for those who have equivalent Russian skills as demonstrated via placement exam. The course focuses on further development of the linguistic and stylistic practices of advanced students based on cultural analysis of Russian literature. Focus is on rapid vocabulary expansion as well as correction of high frequency syntax errors that persist beyond the intermediate level. Written compositions and translations, assigned for homework, are required for the development of grammatical accuracy and stylistic appropriateness. All class discussions are conducted in Russian. A student with prior experience in Russian must take the placement exam.

82-400 Russian Studies Topics
Fall and Summer: 6 units
(A1)Literary Culture of the 19th Century Russia (6 Units) The purpose of the course is to give students an introduction to the cultural environment of the Imperial Russia through the works of major 19th century Russian writers. We will read and analyze some masterpieces of Russian fiction, including works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Emphasis will be made on these brilliant classics reflected turbulent history of the 19th century Russia. (A2) Literary Culture of the 20th Century Russia (6 Units) This mini-course focuses on Russian prose and poetry of the early 20th century. Readings will include the proletarian writings of Maxim Gorky, symbolism of Alexander Blok, futurism and modernism of Vladimir Mayakovsky as well as works of some other authors. We will discuss such important issues for 20th century Russian Cultural History as the role of intelligentsia in the Russian Revolution, the content and method of Russian decadence, symbolism, and modernism, as well as imprisonment, liberation, and exile that became so important for many writers and poets.

82-411 Topics in Arabic Media
Fall and Spring
Given the development and spread of new and multi-literacies around us today, the course focuses on reading and analyzing Arabic media sources to engage in discussions about current topics in our modern world. Topics of interest include (but are not limited to): Culture, politics, economy, environment, education, and linguistic diversity. While reading and writing will be mainly in Modern Standard Arabic, class discussions will be of a multidialectal and multilingual nature to encourage questioning, analyzing, and conceptualizing topics in various contexts. Prerequisite: 82-312

82-412 Topics in Arabic Studies
Spring: 9 units
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.**

82-413 Readings in Islamic History
Fall and Spring: 9 units
This course focuses on Islamic history and enables students to read authentic historical texts in Arabic written three to five centuries ago and to understand the cultural context that gave rise to these texts. Students also will continue to develop their ability to express their ideas both in speaking and in writing and to develop their listening skills in Modern Standard Arabic.

82-415 Topics in French and Francophone Studies
Fall: 9 units
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. FALL 2021: The course is an exploration of French language and culture through a nesting of two experiences: (1) playing and analyzing games (together as a class and (2) designing games with the objectives of them being used (or usable) by French students/teachers in the classroom (complete with rules and pedagogical guides). This semester, we are trying a new thing, which is to have both advanced students (such as yourself) and intermediate-level students in the same class to try and form a true Community of Practice in which the students will be socialized into a (mostly) French-speaking community of gamers and game designers. This is why the meeting times are 6 hours, more hands-on work, with less independent homework.
Prerequisites: 82-305 Min. grade C and 82-304 Min. grade C and 82-303 Min. grade C

82-416 Topics in French and Francophone Studies
Spring: 9 units
SPRING 2021: Decoloniality Unmasking Racial and Environmental Injustices in la Francophonie How do old ways of thinking about land use lead to a search for justice? Using Malcolm Ferdinand’s book Une Ecologie décoloniale 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? So then, who really decides (decided?) what should be done with the land, for example, what should be cleared, what should be conserved? A humanities perspective on the environment and ecology can be framed within the theory of decoloniality. Not to be confused with colonization, neocolonization, or decolonization, decoloniality explains that in the quest to conquer, the normative use of the environment outside of colonized spaces became the new normal for colonized spaces. 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.
Prerequisites: 82-304 and 82-303

82-417 Arabic for the Professions II
Intermittent: 9 units
Prerequisites: 82-305 Min. grade C and 82-304 Min. grade C and 82-303 Min. grade C

82-420 The Crucible of Modernity: Vienna 1900
Intermittent: 9 units
Vienna 1900 was many things: the political center of the Austro-Hungarian Empire; the center of German-language music and theater; the birthplace of Zionism and of psychoanalysis; the home of cafe culture and the waltz; the city of baroque urban palaces and squalid backyard tenements; and the showcase for historicism. And while the story of Vienna’s cultural and political turmoil is interesting, it probably would not command our attention today were it not for its role as the birthplace of Modernism. The class explores Vienna before the collapse of the Austro-Hungarian Empire in 1918. We will be looking at a huge and at times confusing canvas, which by necessity includes almost every aspect of culture. From history and politics we will move on through art, architecture, psychoanalysis, literature, music, and philosophy. We will be looking at art nouveau buildings and furniture, reading literature, viewing films, and listening to recordings. Using an enhanced historical map of the city as a digital interface and an interactive learning tool, we will add a crucial visual component to the course and research the connections between urban and architectural space and the intellectual activity that took place in it. You will work in teams with students from other disciplines. You will research networks of intellectual and artistic activity and create 3D models of the spaces, from public squares to cafe interiors, in which these intellectual activities took place. You will create and expand a growing collection of records, photos, archival materials, as well as artwork, music and other media in an effort to reconstruct the dialogue among the arts and the cultural debate of this key moment in the passage to Modernism. No previous knowledge of 3D modeling software is required, software instruction and tutoring will be provided. The language of instruction is English with a German credit option.
82-425 Topics in German Literature and Culture
Fall: 9 units
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.
Prerequisites: 82-426 or 82-327 or 82-323 or 82-320

82-426 Topics in German Literature and Culture
Spring
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. SPRING 2021: Wellness in the German-speaking World 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? In this course, we will learn about the origins and definitions of “wellness” and “well-being” within the American and German context and find out how they are applied differently in each country. Using the “wellness wheel” - a visual tool capturing the physical, emotional, social, environmental, financial and spiritual dimensions of “wellness” - as a springboard, we will investigate the understanding of “well-being” in the German-speaking world and our own. Over the course of the semester, we will explore “Wege Befriedlichkeiten“ 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.
Prerequisites: 82-323 or 82-324 or 82-325

82-427 Nazi and Resistance Culture
Spring: 9 units
SPRING 2019: “It was the best of times; it was the worst of times.” What Charles Dickens said about the French Revolution also applies to Germany between the wars. Germany had taken the first tentative steps toward democracy in its thousand year history, beginning a journey that was soon to end in one of the most repressive political regimes the world has ever seen. But amid the confusion and uncertainty of the Weimar Republic, German literature, film, art, science, philosophy, music, and architecture flourished like never before since the Age of Goethe—only to see many of the nation’s intellectuals emigrate to democratic countries after the rise of Nazism. Come and explore Albert Einstein, Sigmund Freud, Max Planck, Bertolt Brecht, Rainer Maria Rilke, Hermann Hesse, Walter Gropius, Albert Speer, Joseph Goebbels, Paul Klee, Max Beckmann, Kathë Kollwitz, Otto Dix, George Grosz, Edith Stein, Kurt Weill, Lotte Lenya, Marlene Dietrich, Emil Jannings, and others.
Prerequisite: 82-327

82-428 History of German Film
Intermittent
This course is a chronological introduction to one of the world’s greatest cinema traditions: German cinema. It moves from the silent cinema of the 1910s to the Weimar Republic, when German cinema represented Hollywood’s greatest challenger in the international cinema world. It then addresses the cinema of Hitler’s so-called “Third Reich,” when German cinema dominated European movie theaters, and moves on to the cinema of divided Germany from 1949-1989, when cinema in the socialist east and cinema in the capitalist west developed in very different ways. In the final week of the semester, the course will address German cinema in the post-unification period, which has experienced a revival in popularity and interest. The two historical foci of the semester will be the Weimar Republic, the classic era of German cinema, and the era of the so-called “New German Cinema” of the 1970s and 1980s, when major German directors developed radical new approaches to cinema and commentaries of Hollywood. Among the great directors focused on in the course of the semester will be Friedrich Wilhelm Murnau, Fritz Lang, Leni Riefenstahl, Wolfgang Staudte, Werner Herzog, Wim Wenders, and Rainer Werner Fassbinder. No knowledge of the German language is necessary for this course. Most of the films will be in German with English subtitles. The course will be cross-listed in the departments of Modern Languages, English, and History. Students will be required to attend class, including all film screenings, to actively participate in discussions, and to write a term paper on a topic related to German cinema history, and to take a midterm examination. NOTE: The 9-unit option is for students who wish to do extra work in German. Otherwise, the 6-unit option should be chosen.

82-429 German Reading and Translation Workshop: German in Today’s World
Intermittent: 9 units
This course will address issues of translation, mostly from German into English, but to a lesser extent also from English into German. It will focus primarily on texts coming from the spheres of current events, politics, economics, and the cultural sphere, but students will also be encouraged to explore and locate texts based on their own interests and concerns. In order to facilitate well-honed translation, it will be necessary to address points of advanced grammar where the structures of the German and English languages feature not only similarities but also differences. The course will thus also constitute a review of issues in German grammar that English speakers may sometimes find particularly challenging. The language of instruction will be primarily German, and students should be comfortable speaking and listening to German. Students will be required to complete a several translation projects, to locate a number of texts from the contemporary German-speaking world that interest them, and to take a midterm and final examination that will focus on translation, issues of advanced grammar, and cultural content.
Prerequisite: 82-324

82-431 China and the West
Intermittent: 9 units
This course takes a look at the multifaceted relationship between China and the Western world from Marco Polo's time to the present. The focus will be on how people in China and the West imagined each other in different times of history and in what ways some historical events and figures, as well as concepts and cultural practices are interpreted differently from Chinese and Western perspectives. Students are expected to reach a deeper understanding of the complexities of cultural interactions and their implications for the diverse world in which we now live. The students will read a rich collection of scholarly writings, and the class will be conducted primarily in discussion format. The class is conducted in English and Chinese. Students will complete readings in both English and Chinese. Assessment will be based on participation in the discussion, student presentations, and written assignments (including research papers, book reviews, and translations).

82-432 Chinese Popular Culture: A Game of Learning
F20: There are two reasons why the course is called “A Game of Learning” (and not “A Game of Thrones”): 1. We will be using a video game (i.e. Chinese Parents) as the primary learning resource to explore, discuss, and analyze different aspects of Chinese society and popular culture, such as naming, education, school life and youth culture; 2. We will be using a “gameful learning theory” to design and structure the course, so that all your efforts and accomplishments will earn you precious points (Yes, just like in a game) that help you graduate at the end of the semester. In other words, with the exception of a few core assignments, you will have the option to complete or not complete all other assignments based on your learning interest and habit. With this power in hand, you can create a unique learning process and a “game ending” that is solely your own.
Prerequisite: 82-332

82-433 Topics in Contemporary Culture of China
Fall: 9 units
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. Prerequisite: 82-332 S20: China has become the second largest economy in the world and is playing a more and more important role in the global society today. To have comprehensive knowledge and in-depth understanding of what has brought about the rapid changes, what is happening there and what to expect for the future is crucial to the professional life of anyone who intends to build up a career in the global community. This 400-level Chinese course aims at helping students obtain knowledge of and develop a deeper and broader understanding of the social, historical, political and cultural situation in China today through the study of materials selected from various media channels, including newspaper and journal articles, films, video clips and other online materials. Students will be able to use Chinese correctly and fluently to introduce, analyze, and comment on various issues in today's Chinese society and make comparisons between contemporary China and its past as well as between China and other countries today. Teaching activities will include classroom discussions and mini-reports. Students' self-reflection essays and semester-end research project will be the major forms of assessment of students' performance.
Prerequisite: 82-332
82-434 Studies in Chinese Traditions
Intermittent: 9 units
Traditional Chinese Thought and Literature through Comic Books Starting from the 1980's, Tsai Chih Chung (a master cartoonist in Taiwan) created a series of comic books illustrating canonical works in traditional Chinese philosophy and literature. The series soon became a great hit both in Taiwan and China, and has since been translated into different languages around the world. While its popularity continues to grow among its readers, its wide circulation also raises questions among scholars and critics of traditional Chinese literature and culture. In this course, students will be asked to read Tsai Chih Chung's comic books and their animated adaptations, the English translations of the Chinese canonical texts of philosophy and literature, and the secondary sources that provide historical and analytical introductions to the texts. While enjoying Tsai's innovative and delightful comic interpretation, students will work in Chinese to consider serious philosophical questions along with the early Chinese thinkers, to learn to savor the aesthetic beauty of traditional Chinese literature, and to prepare to share their ideas and discovery with the rest of the class.
Prerequisite: 82-332

82-436 Introduction to Classical Chinese
Intermittent: 9 units
This course is designed for students who have reached the advanced level of Modern Chinese and would like to promote their knowledge and skills in reading Classical Chinese, a language shaped in the latter half of the first millennium B.C. which still persists as a living medium of expression today. The course aims to introduce students to the basic syntactic patterns of Classical Chinese and the most frequently used Classical Chinese vocabulary. In the course, readings will be representative selections from ancient Chinese texts, chosen for their historical value, beauty, and influence on later writers. With this knowledge and training, students will be sufficiently equipped to read the Chinese Classics and will gain a deeper understanding of the history of Chinese civilization, culture and language. Moreover, knowledge of Classical Chinese will help students read and understand sophisticated modern Chinese texts, which make frequent use of Classical allusions and constructs.
Prerequisites: 82-332 or 82-337 or 82-338

82-439 Modern China Through Literature
Intermittent: 9 units
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.

82-440 Studies in Chinese Literature & Culture
Fall: 9 units
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. SPRING 2021 INTO THE WORLD OF THE ANOMALIES: CHINESE GHOST LITERATURE AND CULTURE 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 cultural mindset that motivated the composition, collection and circulation of the strange tales in traditional China.
Prerequisite: 82-332

82-441 Studies in Peninsular Literature and Culture
Intermittent: 9 units
This repeatable course explores the cultures of Spain 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. SPRING 2017 This course explores contemporary peninsular texts of corporeal representation - medicalized, personalized, objectified and empowered. In this course, we will explore the Spanish body through the lens of medical humanities and disability studies. The former includes texts created in medical environments and from medical experiences, written by doctors, patients and members of the community. Spain has a rich history of doctor/authors that can provide some level of insight into the narrative of the Spanish medical community. Disability studies, on the other hand, views the body in a non-medical context. Instead of proposing the abnormal body as a medical phenomenon to be studied in a petri dish, these expression of corporeal/realit trace ideas of normalcy as societal constructs. The theme of disability in Spain comes in to play with the wealth of organizations dedicated to disability rights (while also mined in controversy). The texts will come in the form of advocacy pamphlets, novels written by doctors, fictional (and non) depictions of the medical field, illness, etc., painting and sculpture, and films. This course will prompt us to pay attention to the objectification and objectification of these bodies and consider that through this awareness must also come understanding the body as a text - not an object - but a text that warrants intricate observation. We will analyze these texts in an effort to understanding the constructions of normalcy. In the end, our analysis will be used to create our own texts.
Prerequisite: 82-345

82-443 Spanish Reading and Translation Workshop
Intermittent: 9 units
This course is designed for advanced Spanish majors and minors as well as other native or heritage speaker non-specialists seeking to develop translation skills from English-Spanish and Spanish-English. It provides students with an introduction to basic concepts, theories, and techniques of translation, and helps them develop a systematic approach to resolving language transference problems. Students will deepen their understanding of Spanish and English as they consider how best to translate structures, words, text, and discourse styles unique to each respective language while simultaneously acquiring a valuable and highly marketable skill. This course is conducted in Spanish. *Prerequisites: 82-345 or permission of instructor.
Prerequisites: 82-343 or 82-342 or 82-344 or 82-345

82-444 The Structure of Spanish
Intermittent: 9 units
This course is of interest to advanced Spanish majors and minors as well as other native or heritage speaker non-specialists seeking to develop translation skills from English-Spanish and Spanish-English. It provides students with an introduction to basic concepts, theories, and techniques of translation, and helps them develop a systematic approach to resolving language transference problems. Students will deepen their understanding of Spanish and English as they consider how best to translate structures, words, text, and discourse styles unique to each respective language while simultaneously acquiring a valuable and highly marketable skill. This course is conducted in Spanish. *Prerequisites: 82-345 or permission of instructor.
Prerequisites: 82-343 or 82-342 or 82-344 or 82-345

Prerequisite: 82-332

82-444 The Structure of Spanish
Intermittent: 9 units
This course is of interest to advanced Spanish majors and minors as well as other native or heritage speaker non-specialists seeking to develop translation skills from English-Spanish and Spanish-English. It provides students with an introduction to basic concepts, theories, and techniques of translation, and helps them develop a systematic approach to resolving language transference problems. Students will deepen their understanding of Spanish and English as they consider how best to translate structures, words, text, and discourse styles unique to each respective language while simultaneously acquiring a valuable and highly marketable skill. This course is conducted in Spanish. *Prerequisites: 82-345 or permission of instructor.
Prerequisites: 82-343 or 82-342 or 82-344 or 82-345

Prerequisite: 82-332
82-445 U.S. Latino Literature
Intermittent: 9 units
This course proposes to problematize socio-political and historico-cultural issues concerning U.S. Latinos and Hispanic immigrants in the United States. This will involve the analysis and application of assimilation, transculturation and bilingualism theory, and rhetorical/translational problematics of the material under examination. Also of interest will be an ongoing class discussion of Latinos/Hispanics in history, the media, entertainment, politics, and education. Students will consider the question of the “borders,” geographical, political and societal, that may or do exist between U.S. mainstream society, Latinos and Hispanic immigrants, and strategies employed by hyphenated-Americans for overcoming, subverting or undermining this situation. Materials for the course will include literature, film, essays, and music by and about Latinos and Hispanics in the United States. FALL 2016: Mapping Dreams and Nightmares: Transfronteirinha Aesthetics on the US-Mexico Border This course will focus on the US-Mexico border, with particular emphasis on visual representations of the border from both the US and Mexico, and on the unique, vibrant frontier cultures that result in the space between. The course will emphasize key moments and events in the history of the border, including for example the Mexican Revolution, the creation of the border patrol in the 1920s, the Bracero program, Operation Wetback, the Chicano movement, Operation Gatekeeper, and will consider how visual and textual representations have responded to and been conditioned by the political and economic relationship between the US and Mexico, particularly in the wake of neoliberal policies. We will draw on a wide variety of materials, including film, video, visual arts, performance, border theory, and literary and journalistic texts. Prerequisite: 82-345

82-448 Topics in Arabic Language, Literature, & Culture
Intermittent: 9 units
This repeatable course explores the Arab world through a thematic or conceptual focus. Students critically analyze authentic documents through, for example, historical, biographical, familial, artistic, literary, musical, and theoretical perspectives, while improving and expanding their language skills. Prerequisite: 82-312

82-449 Arabic Sociolinguistics
Intermittent: 9 units
This course focuses on the main concepts in sociolinguistics such as diglossia, dialects, variation, gender, etc. These concepts then are applied to the Arabic language in particular. We will read selected chapters from the assigned book that deal with these concepts in general, and then we will read other assigned articles that apply these concepts to the Arabic language. This course explains the historical and existing linguistic repertoire in the Arab countries.

82-450 Advanced Research in Hispanic Language & Culture
Fall and Spring: 9 units
This course permits in-depth, 400-level study in the following courses:

- Spring 2021: 82-342 Spain: Language and Culture, 82-343 Latin America: Language and Culture, 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

82-451 Studies in Latin American Literature and Culture
Intermittent: 9 units
This repeatable course explores the cultures of Latin America through a thematic or conceptual focus. Students critically analyze authentic documents through, for example, historical, biographical, familial, artistic, literary, musical, and theoretical perspectives, while improving and expanding their language skills. Prerequisite: 82-345

82-455 Topics in Hispanic Studies
Fall: 9 units
This repeatable course explores Spanish-speaking cultures through a thematic or conceptual focus. Students critically analyze authentic documents through, for example, historical, biographical, familial, artistic, literary, musical, and theoretical perspectives, while improving and expanding their language skills. FALL 2021: In this course, students will learn about the various characteristics and possibilities of podcasting, familiarizing themselves with the history, tenets, and examples of cultural storytelling for Spanish-speaking communities. They will get hands-on in production learning while creating a series of podcasts that explore the linguistic and cultural landscapes of the local Spanish-speaking community in Pittsburgh, supporting diversity and giving voice to their stories. Students will blend studio recordings with interviews and/or suitable “found” recordings, music, and sound. While advancing on Spanish linguistic and cultural proficiency, students will develop research and analytic skills in the target language, learn about the Spanish-speaking community in Pittsburgh, and engage in meaningful interactions with its members. Coursework will include skill development on audio recording and podcasting, production management, creative thinking, materials sourcing, and giving and receiving constructive feedback from classmates and varied audiences on team and individual projects. No previous podcasting experience is necessary, but experience in writing, interviewing, music production, or digital editing would be helpful. Anyone with an interest in podcasting or issues of immigration, bilingualism, and civil rights is encouraged to participate. Prerequisite: 82-345

82-456 Topics in Hispanic Studies
Spring: 9 units
This repeatable course explores Spanish-speaking cultures through a thematic or conceptual focus. Students critically analyze authentic documents through, for example, historical, biographical, familial, artistic, literary, musical, and theoretical perspectives, while improving and expanding their language skills. SPRING 2017: Southern Cone Dictatorships in the Movies (1984-2016) This course explores the Southern Cone dictatorships during the period of the Cold War through their representation in films. The military-civilian dictatorships of the 1970s in Argentina, Chile and Uruguay were a period of State terrorism. This violent period resulted in thousands of disappeared people, political prisoners and exiles. These experiences have had a lasting impact in the new democracies. There is still a debate over how to address violations of human rights and how to make sense of the past, so that these events don't happen again. There has been a rich production of movies focusing on this historical period that serves as a document of how the struggles over how to come to terms with a traumatic past have been dealt with by different countries. These films also provide a glimpse of how popular culture serves as a vehicle to construct a social memory of recent history. Through films new generations that did not experience these traumatic events learns about what happened and what it means for particular social actors. We will analyze films from Argentina, Chile and Uruguay in order to better understand how these countries have dealt with a contested past. The course will provide students with historical background, theoretical frameworks and analytic tools to approach these cultural productions as documents and discourses about the recent dictatorships. Prerequisite: 82-345

82-473 Topics in Japanese Studies
Fall: 9 units
This repeatable course explores targeted cultures through a thematic or conceptual focus. Students critically analyze authentic documents through, for example, cultural, social, historical, biographical, familial, artistic, literary, musical, linguistic, and theoretical perspectives, while improving and expanding their language skills. F20: Japanese society is currently confronted with a massive array of social and cultural anomalies among its youth. In the culture, which values and emphasizes conformity, the phenomenon is utterly unprecedented. Accordingly, in this course, we will first explore the defining features of these anomalies by examining how Japanese youth are portrayed in modern day fictions and films. We will then scrutinize the extent to which these portrayals actually reflect real lives of young Japanese by analyzing newspaper articles and essays commenting on the social issues surrounding them. Finally, we will take a closer look at the dramatic social changes, over the past three decades, to trace their long-term impacts as a significant factor contributing to the emergence of the new culture, particularly with respect to the changing youth behaviors. Prerequisite: 82-372
82-474 Topics in Japanese Studies
Spring: 9 units
This repeatable course explores target cultures through a thematic or conceptual focus. Students critically analyze authentic documents through, for example, cultural, social, historical, biographical, filmic, artistic, literary, musical, linguistic, and theoretical perspectives, while improving and expanding their language skills. SPRING 2021: The Evolution of Japan’s Urban Culture 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 III) or its equivalent. Prerequisites: 82-372 or 82-373.

82-480 Translation Technologies
Intermittent: 9 units
This course is designed to give students conceptual and practical knowledge of language translation technologies, as well as applied skills for use with common Computer Assisted Translation (CAT) tools. Students will have the opportunity to work directly with CAT tools and engage in meaningful discussion of the benefits and limitations of Machine Translation, Translation Management Systems, and Translation Memory, among others. Students will focus on acquiring technical CAT skills and developing their experience, on terminology management, and on translation technology functionality while taking into consideration the ethical, historical and occupational considerations surrounding the use of translation technologies.

82-481 Translation Workshop I
Spring: 9 units
This course examines the practice of applied translation in a variety of linguistic and cultural domains. We will explore key concepts such as relevance, equivalence, back-translation, and translation as a social transaction, and engage in the practical application of theoretical approaches to a variety of text types with different purposes and for different audiences. In applied translation, the translators task is a process that can be defined as repurposing a text in another language for a functional use. Foremost in this process is preserving the integrity of the information being communicated, the appropriate context for the task. Students will further develop and refine their practical translation skills and apply them to examples from specialized domains such as health care, public affairs, business, marketing, journalism, mass media, literature, and others. In addition, students will gain familiarity with textual conventions that govern source and target texts within these domains and deepen their understanding of both L1 and L2 as languages for special purposes. To achieve this, students will analyze texts for register, style, tone, and content to determine the most appropriate process to achieve the highest quality translation, and also explore and utilize translation resources and tools to them as well as create their own, domain-specific resource kits. All students will complete a semester-long series of graded L1 > L2 and L2 > L1 assignments. Additionally, when assignments involve translation of texts into English, students will also be working in collaboration with faculty members in those languages. Students will maintain a translation portfolio throughout the semester. In it they will archive all portfolio assignments (drafts and rewrites), document their progress through the course (regular assignments, remedial assignments, a log of projects, due dates, turn in dates, and grades, etc.).

82-482 Introduction to Translation
Intermittent: 9 units
We will survey a number of different translation theories in order to understand the various approaches that are at our disposal when translating a text. All theory taught in class will be accompanied by hands-on translation projects that will give students the opportunity to try out their knowledge first-hand and evaluate the usefulness of different approaches on a personal basis. In addition, we will explore the profession of translation by researching conferences, forums, websites and associations. Last but not least, we will contact and interview a translator who does translation work we feel particularly passionate about. The course is meant as a general introduction to what it means to be a translator and is open to both undergraduate and graduate students with sufficient proficiency in a language other than English.

82-483 Translation as a Profession I
Intermittent: 3 units
We will 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. The course is open to anyone interested in the field of translation, both undergraduate and graduate students.

82-489 Service Learning in the Community
Intermittent
This is a community-based research (CBR) course for advanced students who wish to bridge service and action research. The course provides an experiential component that allows students to use their second language and culture skills while acquiring or honing their research skills. CBR helps bridge the gap between university and community life to facilitate the development of life-long learning habits and humanistic citizenship. ML students and faculty will jointly design and execute ways in which to ‘give back’ to the community being studied, which will be chosen based upon the language, culture and/or history of a specific community. Students in this course may participate in historical, ethnographic and cultural research; ethnographic fieldwork; problem solving activities around a particular issue the community is facing; discover how to best identify a particular linguistic/cultural community and document, interpret, preserve and disseminate its history and culture. Class activities may include group, pair and independent reading and research; group and pair travel; group pair CAT skin-on-one interaction with community members; public presentations; photography, filming, scanning; webpage and document design; and different kinds of writing. Prerequisite: Completion of all 300-level coursework, or an approved equivalent, or permission of instructor.

82-492 The Historical Imagination in Nineteenth-Century Russian Literature
Intermittent
Pushkin, Gogol, Lermontov, Turgeniev, Dostoevsky and Tolstoy all nurtured upon their nation’s historical destiny. This course aims to describe the role played by imagination in these authors’ efforts to wrest from Russia’s past a vision of her future. Emphasis is placed upon the figurative operations of language that allow narrative to function as a guidepost to a collective mission and a map of the individual’s location within the projected historical scheme. Lecture and discussion formats are combined at each class meeting. Written papers, oral presentations, and participation in discussions are required. Prerequisites: None for 9 units; an additional 3 units, requiring permission of the instructor, can be earned for work done in Russian.

82-495 Topics in Applied Second Language Acquisition
Intermittent: 9 units
SPRING 2016: Section A:Teaching Chinese as a Foreign Language This course aims to expose students to current professional practices and common situations related to teaching Chinese as a Foreign Language (CFL). It will provide an overview of CFL research, teaching and learning with demonstrations of CFL pedagogical issues, applications and solutions. It is intended to help students become familiar with specific CFL issues concerning the special characteristics of the Chinese language, including tones, a character-based writing system, and special Chinese grammatical structures. Students will be able to apply course material to their CFL teaching and research, and feel more comfortable and adaptable in their CFL professional careers. Section B: Issues in TESOL In this course, students will receive a broad overview of current topics that will introduce them to the pedagogic and sociocultural issues that Teachers of English to Speakers of Other Languages (TESOL) instructors encounter in classrooms today, in a variety of contexts. Students will be required to familiarize themselves with and be prepared to address issues in TESOL classrooms. These issues include but are not limited to methodology, teacher education, the role of culture and intercultural communication, and specific challenges in diverse settings, such as modifying course content to focus on academic language. The course will be conducted as a seminar with students completing readings outside class time and discussing the topics and perspectives during class time. Students will engage in reflection through class discussions and electronic discussion forums. The main assignments for the course will be case histories of diverse populations of students who are found in TESOL classrooms, and a final research paper. Students will gain in-depth knowledge of the state of the art in TESOL today.
82-499 Alternative Break Projec (Language Specific)
Intermittent
This course provides advanced ML language students and non-ML students enrolled in an Alternative Break student trip project the opportunity to earn credit by engaging in "connected" modes of knowing, by identifying and analyzing a problem, and developing plans for short-term and sustainable solutions, reflecting, and creating and disseminating an informational and interpretive website and print materials about their experience. Students will also bring to bear or gain experience in non-academic skill/talents/interests in areas like photography, image editing, video production, writing, design, website development, sound recording, and art, etc., by doing community service under the auspices of Carnegie Mellon University's Alternative Break program. Students will earn three (3) units for full participation and fulfillment of course requirements. With the approval of the faculty facilitator, an additional three (3) units may be earned by completing an additional assignment.

82-501 Special Topics in French & Francophone Studies
Fall
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.

82-502 Special Topics in French & Francophone Studies
Spring
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

82-505 Undergraduate Internship
Intermittent
Approved upper-class language majors may receive credit in connection with work experience related to language learning and language use outside of the classroom setting. As a rule, this experience takes the form of work involving language use or research related to language study at off-campus sites or in the Department. Work or research must be done using the language of study. For off-campus internships, there must be an on-site supervisor appointed to collaborate with the faculty advisor in the final evaluation of the student's work and progress. The student will be responsible for three written reports evaluating the non-classroom experience with the language of study and several other criteria. Students must obtain prior approval for proposed work. Prerequisites: Permission of target faculty member and the Modern Languages internship advisor

82-506 Hispanic Studies Internship
Fall and Spring
Pre-approved, advanced Hispanic Studies majors may receive credit in connection with volunteer or paid work experience (usually in Pittsburgh) in which they primarily or significantly use their target language outside the traditional classroom setting. As a rule, this experience takes the form of work involving language use or research related to language study at off-campus sites or in the Department. Work or research must be done using the language of study. For off-campus internships, there must be an on-site supervisor available to collaborate with the faculty advisor in the ongoing and final evaluation of the student's work and progress. Students will be required to write and submit reflexive projects, as determined by the faculty advisor, that evaluate the non-classroom experience in the context of the language and cultural-learning experience and several other criteria that show how the internship connects back to the student's academic or professional education. Prerequisite: Students must be advanced Hispanic Studies majors and obtain prior permission for the proposed work from a Hispanic Studies advisor and/or the Modern Languages internship advisor.

82-511 Special Topics in Arabic Studies
Fall: 9 units
This repeatable course explores the Arabic language and culture 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.

82-512 Arabic Language and Identity: A Social Perspective
Spring
This course explores language use and social identity. To this end, the course will be focusing on identifying and analyzing linguistic and cultural practices and the implicit and explicit ideologies that are reflected through these practices. Although the course is conducted mainly in Arabic, multilingual and multidialectal practice are welcome as the course encourages the fluidity of language use to (1) reflect the sociolinguistic reality of our modern world, (2) maximize participation and discussions of language and identity, and (3) enhance knowledge construction. Possible themes for this semester include (but not limited to) language of the media and social media outlets, language in the workplace, language and education, language and gender, etc.

82-521 Special Topics in German Studies
Fall
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.

82-522 Special Topics in German Studies
Spring
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.

82-531 Special Topics in Chinese Studies
Fall
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

82-532 Special Topics in Chinese Studies
Spring
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

82-533 Cultural Topics in Chinese Studies
Fall: 9 units
SPRING 2021: Chinese Wisdom: A Global Perspective 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. Philosophy is defined as the love or pursuit of wisdom and Chinese philosophy is the intellectual tradition of the Chinese culture from the early-recorded history to the present day. 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. Regardless of whether one agrees with these "wisdoms" or not, they should be studied and taken seriously by anyone who is trying to understand China. This course is conducted in Chinese and/or English, with the help of videos/films and classroom discussions. Students are expected to have excellent Chinese language skills. To promote intercultural communications, the course welcomes and invites participations of native Chinese speakers and cross-cultural peer learning. Prerequisites: 82-434 Min. grade C and 82-433 Min. grade C

82-541 Special Topics in Hispanic Studies
Fall
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

82-542 Special Topics in Hispanic Studies
Spring
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
82-561 Special Topics: Italian Studies
Fall
Restricted to language majors who wish to go beyond the regular course offerings in Italian Studies involving group or individual study in a subject area approved by the instructor. Prerequisites: Permission of the instructor and a 400-level course

82-562 Special Topics: Italian Studies
Spring
Restricted to language majors who wish to go beyond the regular course offerings in Italian Studies involving group or individual study in a subject area approved by the instructor. Prerequisites: Permission of the instructor and a 400-level course

82-571 Special Topics in Japanese Studies
Fall
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

82-572 Special Topics in Japanese Studies
Spring
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

82-580 Senior Seminar in Modern Languages
Spring: 3 units
This mini-seminar for majors in Modern Languages focuses on general issues in second language learning. It provides an integrative and culminating experience for students as they complete their studies. The course includes consideration of language learning and language maintenance, the role of second languages in American life, issues of linguistic and cultural diversity in the United States today and discussions of multiculturalism throughout the world. The goal of the seminar is for students to reflect upon their language learning experience and to discuss the role that a second language plays in their own lives and in American society today. Corequisite: Open only to Modern Languages majors

82-585 Topics in Second Language Acquisition
Intermittent: 9 units
This repeatable course promotes inquiry into issues related to second language acquisition, for example, use of technology in language learning, language variation, code-switching, pragmatics, sociocultural theory. Students will engage in research and project work and employ qualitative and/or quantitative research methodology and analytical and/or empirical methods to illuminate and understand the acquisition, use, and maintenance of second languages. Prerequisite: Permission of instructor SPRING 2016 Section B: East Asian Psycholinguistics Our understanding of cognitive processes and mechanisms underlying language has primarily come from studies of European languages. However, languages such as Chinese, Japanese and Korean offer profound implications for the acquisition, representation, and processing of language, due to their differences from most European languages. Topics include first and second language acquisition, spoken word recognition, reading, language disorders, and the relationships between language, culture, and cognition. This course serves to prepare students for more advanced studies of East Asian languages, experimental linguistics, and linguistic theory.

82-591 Modern Languages Honors Thesis
Fall: 9 units
Modern Languages majors with outstanding academic records and intellectual promise will be given the opportunity to undertake original research under the direction of an individual faculty member. Students and faculty select the research topics. Prerequisites: Senior standing; a 3.5 QPA in one’s language major; a 3.25 QPA overall; permission of the Department Head and approved entry into the College’s Honors Program

82-592 Modern Languages Honors Thesis
Spring: 9 units
Modern Languages majors with outstanding academic records and intellectual promise will be given the opportunity to undertake original research under the direction of an individual faculty member. Students and faculty select the research topics. Prerequisites: Senior standing; a 3.5 QPA in one’s language major; a 3.25 QPA overall; permission of the Department Head and approved entry into the College’s Honors Program

82-599 Russian Studies Thesis
Intermittent
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.