Spring 2011
Course Booklet

Michelle Maldonado and students in her LAS travel course *Guatemala: Its Land, Culture, and Religion.* For details about travel courses this year, see pages 8 and 9.

Supervisory Committee:

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Dr. Ariel Armony (Director of the Center for Latin American Studies)  
Dr. Merike Blofield (Political Science)  
Dr. Andrew Lynch (Modern Languages and Literatures)  
Dr. Michelle Maldonado (Religious Studies)  
Dr. Daniel Suman (Rosenstiel School of Marine & Atmospheric Science)  
Dr. George Yudice (MLL and Latin American Studies)

http://www.as.miami.edu/lasp/
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Thinking about an MA or major in Latin American Studies?
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Latin American Studies Degree Programs

Undergraduate Curriculum

MAJOR in Latin American Studies -- BA or BS (36 credits)
- First year seminar in Latin American Studies (3 credits)
- Language competency (6 credits)
  - 212 level or higher in French, Spanish, or Portuguese
  - And 105 (or equivalent) in a language other than the one used to satisfy the above requirement (or in an indigenous language of Latin America, with approval of the Program Director)
- LAS 201 Gateway Course in Latin American Studies (3 credits)
- 6 credits in Latin American History
- 5 courses in classes listed in LAS or cross-listed with LAS, 12 credits of which must be completed at the 300-level or higher (15 credits)
- Senior Seminar or Independent Study (3 credits)
  - LAS 494 Independent Study in Latin American Studies - culminates in a project on a Latin American subject carried out under the supervision of a faculty member. The student’s proposal for a project subject must be approved by the Program Director within the first week of the semester of the independent study.
  - LAS 501 Senior Seminar - a program seminar designed to enable students to examine significant problems of the area in an interdisciplinary fashion
- Study abroad is strongly encouraged.
- To complete the major, students must maintain a C- or better for all major courses, with an overall GPA of 2.0.

MINOR in Latin American Studies (5 courses-15 credits)
- Courses must fall outside the department of the student’s major
- LAS 201
- Independent Study in Latin American studies (LAS 494), culminating in a thesis, original piece of research, or creative project on a Latin American subject. Normally it will be carried out under the supervision of a faculty member and should demonstrate an ability to use materials in Spanish, Portuguese, or French. The student's proposal for a thesis or project subject must be approved by the LAS director within the first week of the semester of the independent study.
- A grade of C- or better is required in the minor with an overall GPA of 2.0.
- Must satisfy the general requirements for either the College of Arts and Sciences or School of Business
Dual BA/MA Degree in Latin American Studies
Fellows in Latin American Studies (FILAS)

This innovative, dual B.A./M.A. honors degree in Latin American Studies allows outstanding incoming freshmen the opportunity to complete a master’s degree in five years, following a rigorous, efficient, accelerated curriculum. This highly selective group of students enjoy close faculty mentoring and the opportunity to engage in specialized research projects with faculty.

**Curriculum**

For broad-based, multi-disciplinary preparation, students choose courses that focus on Latin America from the following categories:

- One gateway seminar in Latin American Studies
- Two history courses
- Two international studies courses
- Two economics courses
- Three advanced languages and literatures courses
- Seven courses in study abroad
- Two courses as internship/co-op credits
- Three courses above the 300 level (third-year) in a range of disciplines
- Ten courses in one focus track:
  - Social sciences
  - Literature and culture
  - Public Health
  - Environmental Studies
  - Communication-New Media
- Seminar paper/thesis based on an original research project
- Presentation of findings of thesis in meeting of the UM Center for Latin American Studies

**Note:** At least 10 of these courses must be at the master’s level.
Master of Arts in Latin American Studies

The M.A. in Latin American Studies is a 36-credit degree, with a strong interdisciplinary emphasis on Latin American politics, U.S.-Latin American relations, History, and Literary and Cultural Studies. This degree is usually completed in 2 years.

Curriculum

- LAS 501: Interdisciplinarity in Latin American and Caribbean Studies
- LAS 502 – Interdisciplinary Research Methods in Latin American and Caribbean Studies
- Eight elective graduate-level courses selected from among LAS-approved courses offered in any of the University's Schools or Departments. Approval for these courses is granted through consultation with the Program Director and the student's primary advisor. University Latin Americanist faculty has research expertise and teach a broad variety of graduate level seminars and courses on topics including:
  - U.S.-Latin American relations
  - Latin American literary, film, and cultural studies
  - Democratization and regime transitions
  - Political economy of market reforms
  - Civil-military relations
  - Colonial studies
  - Drug trafficking and challenges to governance
  - Latin American political thought
  - History
- A Master’s Thesis consisting of 6 credits or a comprehensive exam.
  - Please refer to guidelines set by the Graduate School at http://www.miami.edu/UMH/CDA/UMH_Main/0,1770,2524-1;17256-2,00.html
- Proof of advanced linguistic competence in Spanish or Portuguese through passing at least one graduate-level course offered in the target language or by passing an equivalent language competency exam. (LAS will offer one 500-level seminar per year in either SPA or POR). Students must also demonstrate basic knowledge of a second Latin American language by passing a course at the 105 level or equivalent.

Requests for more information and inquiries regarding the application process should be directed to: lasprogramga@miami.edu
FIU/UM Exchange Program Announcement

Master’s students admitted into the Latin American Studies Program and doctoral students (PhD and EdD) interested in Latin America and the Caribbean have the opportunity to complete up to six credits at Florida International University (FIU) as members of an exchange program between FIU and the University of Miami. The program gives students a larger selection of courses from which to choose and allows students at UM and FIU to take advantage of the educational and research opportunities at both institutions.

All students who are fully admitted into a doctoral program or the LAS or FILAS master’s program may participate in the exchange. Students can choose from any course at FIU provided the course is not already offered at UM and it is not a limited-access course or a course carrying additional fees.

UM students participating in the program continue to pay UM tuition and fees for the courses they take at FIU (i.e., they will be assessed regular UM tuition and fees). Students are limited to taking a maximum of six graduate credits in the exchange.

Students must fill out an application by December 10th to participate in the Spring 2011 exchange. Contact the CLAS office for more information.
INS 510   PANAMA DEVELOPMENT
Panama: Global Health and Development
Instructor: Sherri Porcelain
Section 95: W Arranged

Program Dates: January 3 - 15, 2010

This course was designed for the student with a genuine interest in international development and global health and who seeks to gain the practical experience that one often reads about in textbooks and journal articles.

Students will travel to one of the remote indigenous villages in the San Blas Islands, Panama and live and learn among the Kuna Indians. The San Blas is a magnificent archipelago of 366 islands in which 66 are inhabited by an estimated 60,000 Kuna Indians. This course will expose students to the indigenous Kuna health, economic, political, social, cultural and environmental aspects of their life and consider the different perspectives of international development. Each student will engage in a community project during the time on the island.

For more information, please contact Dr. Sherry Porcelain (sporcelain@miami.edu) or Rachel Libby (lasprogramga@miami.edu).

Cost: $4,440 for 3 credits undergraduate tuition plus a program fee of $750, which includes local accommodations, transportation, and food. Students must budget for the cost of international airfare.

MCY 553   MIAMI’S MULTICULTURAL MUSICAL HERITAGE
Instructor: Fred Wickstrom
Section 81: MTWRF 6:00 –9:00 P.M. VMB 207

Program Dates: January 4- 15, 2011

A study of the musical traditions and practices of the various cultures that are part of Miami’s unique multi-ethnic society.

INTERSESSION COURSE: SPECIAL DATES (JANUARY 4 - 15) AND REFUND POLICY (NO REFUND GIVEN AFTER THE START OF THE COURSE) APPLY.
Latin American Studies Degree Programs
TRAVEL COURSES
Spring Break 2010

LAS302 / 503  TOPICS IN LATIN AMERICAN STUDIES
Conservation, Tourism and Development in Bocas del Toro, Panama
Instructor: Daniel Suman
Section KY: W 6:25-9:05                        MM125K

Program Dates: March 11-20, 2011

The central activity of this course is a trip during Spring Break to Bocas del Toro, Panama. The theme will focus on environmental planning in a relatively pristine coastal region of Panama that is experiencing rapid tourism development. Participants meet weekly during the spring semester to prepare for the course and then to present research results. This travel course provides a truly unique opportunity for our students to develop practical field experience in a region that is an ideal laboratory for studying the conflicts and tensions between coastal conservation and development. During the week in Bocas del Toro, the program will arrange tours, discussions and presentations by local experts in topics that are relevant to the course (marine resources in Bocas del Toro, organization and problems of the artisanal fishing communities, development of the municipal land use plan, activities of Environmental Groups in Bocas del Toro, management of the Bastimentos Island National Marine Park, sea turtle conservation in Bocas del Toro, among others).

For more information, please contact Dr. Daniel Suman (dsuman@rsmas.miami.edu) or Rachel Libby (lasprogramga@miami.edu).

THIS COURSE HAS A REQUIRED TRAVEL COMPONENT DURING SPRING BREAK TO BOCAS DEL TORO AND PANAMA CITY. DATES: MARCH 11-20, 2011. PROGRAM FEE: $1200; DEPOSIT OF $500 REQUIRED BY NOVEMBER 20, 2010; REMAINING $600 BY JANUARY 20, 2011

LAS302 / 503  TOPICS IN LATIN AMERICAN STUDIES
Guatemala: Its Land, Culture, and Religion
Instructor: Michelle Maldonado
Section 01:  Arranged

Program Dates: March 12-20, 2011

This course introduces the contemporary context of Guatemalan culture and identity through the lens of Religious Studies. Students will spend the majority of the week in
the Mayan town of San Lucas Tolimán on Lake Atitlán and also travel to the colonial city of Antigua and the Mayan ruins in Tikal. This is a service-learning course that will integrate course material with student service placements. Special attention will be given to the role of culture, class, social location, and historical context in Christianity and Mayan religion in Guatemala. We will draw heavily from the local context in San Lucas Tolimán and the contemporary and historical religious landscape of Guatemala. Students will learn about and have an opportunity to research and work in: coffee collectives, a women’s center, a school, construction sites, and ecological reforestation projects.

For more information, please contact Dr. Michelle Maldonado (mmaldonado@miami.edu) or Rachel Libby (lasprogramga@miami.edu).

THIS COURSE WILL MEET FIVE TIMES THROUGHOUT THE SEMESTER ON MONDAYS FROM 5:00-7:30 P.M. IN HECHT RESIDENTIAL COLLEGE MASTER'S SUITE. THIS IS A SERVICE LEARNING COURSE THAT WILL INTEGRATE COURSE MATERIAL WITH STUDENT SERVICE PLACEMENTS IN GUATEMALA. IT HAS A REQUIRED TRAVEL COMPONENT DURING SPRING BREAK TO SAN LUCAS TOLIMAN, LAKE ATITLAN, ANTIGUA, AND TIKAL. DATES: MARCH 12-20, 2011 PROGRAM FEE: $1500. DEPOSIT OF $600 REQUIRED BY NOVEMBER 20, 2010; BALANCE OF $900 REQUIRED BY JANUARY 22, 2011
The majority of the human population in poverty and yet it is uncommon even for those who study development and development aid to spend much time thinking about what it means to be poor or indeed how endemic deprivation affects society on a broader level. Poverty is, on the whole, considered to be a condition that affects only the poor themselves and not an issue that affects the daily lives and political structures of society at large, especially in wealthy societies such as the United States. In this course, using examples from Africa, Latin America, and the United States, students will explore the meanings and realities of poverty, not only for the destitute themselves, but indeed also for the societies they inhabit by fostering a culture of poverty that can affect even those who are well-off.

In this course, students will see how the poor have survival strategies in common across borders and ethnic divides. We will also look at common causes for impoverishment in different regions of the world, and analyze how widespread poverty in and of itself affects the economic, social, and political development of the communities most afflicted, whether on a societal or local level. We will see how the poor are regularly and unflinchingly discriminated against by those who are better off—even in our enlightened society and century. Likewise, we will look at correlations between poverty and ethnic difference both at home and abroad.

The general questions to answer during this course include: How do we define and measure poverty? What are the causes and consequences of poverty? What does it mean to be poor, e.g. in terms of mental and physical health, but also in terms of outlook, planning, and decision making? How does the culture of poverty affect communities, including those who are not themselves poor? What are the survival strategies of the poor and how do they affect the political and social development of the broader society? How do prejudice, racism, and poverty intersect? What are effective modes and methods to combat poverty?

STUDENTS WILL PARTICIPATE IN BOTTOM UP STRATEGIES FOR COMBATING POVERTY IN GREATER MIAMI, WHICH HAS ONE OF THE HIGHEST POVERTY RATIOS IN THE UNITED STATES.
This course explores, in relation to Latin America and the Caribbean, the respective causes, patterns, and consequences of migrant and refugee flows (two interconnected, but distinct aspects of the worldwide phenomenon of international migration), and how they are affected by national and international policy. Both refugees and migrants sometimes resort to paying dubious intermediaries (called “coyotes” in Central America and Mexico or “snake heads” in Asia) to help them reach their destinations. In so doing, they may fall prey to traffickers and thus become victims of human trafficking. In examining the latter phenomenon and national responses to it, the course will differentiate between law-enforcement and victim-centered approaches thereto.

This course will introduce students to major topics, debates, and themes in Caribbean history from the fifteenth to the early nineteenth centuries. Areas of focus will include the dynamics of fifteenth-century Amerindian societies; the Columbian “encounter” and Spanish conquest of the Caribbean; piracy in the Spanish Caribbean by the British, French, and Dutch; the establishment by those powers of permanent colonial settlements in the region and the institution of the plantation complex based on the production of sugarcane through the labor of enslaved Africans. We will closely examine histories of slave resistance and rebellion, focusing in particular on the slave revolt in the French colony of Saint-Domingue that in 1804 culminated in the founding of Haiti, the second independent republic in the Western hemisphere after the United States. We will explore the shifting ways in which the Caribbean can be defined as a region over the course of this history, and examine the centrality of the Caribbean to larger world histories of colonialism, capitalism, slavery and emancipation, migration, religious transformation, republicanism, and nation-state formation, in short to the making of the modern world.

This course examines the causes and effects of Latin America's transformation from a continent that was 80 percent rural in 1900 to 80 percent urban by 2000. Major themes
to be studied include: the relationship between economic growth and urban expansion; the material and esthetic impacts of different models of modernization --European, North American-- on urban development; how changing patterns of rural-urban migration affected population growth, social and ethnic diversity and changes in urban culture; the proliferation marginal settlements (favelas, barriadas, callampas, villas miserias) and their increasing dominance of city landscapes; the importance of the city as a driver of mass politics and populist movements; the growth of the informal sectors and underground economies; and the growing presence of social violence and crime as a primary concern of contemporary urban dwellers. We will be using a variety of sources to study urban history that include scholarly books and articles, census data, diaries and autobiographies, works of fiction, photographs, music and film. Students will write two short essays that evaluate these different sources for the study of urban history and a final paper on a specific aspect of urban growth in a major Latin American city.

**LAS302 TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES**  
*Honors Seminar in Communication: Communication for Social Change*  
Instructor: Jyotika Ramaprasad  
Section R: TR 2:00-3:15  
WCB4029

Using a largely international focus, very broadly, this course will review the evolution of communication and social change theories and practices. It will examine case studies to assess the application of these theories in the field. And, it will study how the social interventionist approaches to communication sometimes include controversial roles for journalists. Further, the course will focus on the importance of communication in making social change and the various scholars and organizations that have influenced the field. The course is not limited to any one social change issue or any particular part of the world. Students will be able to explore the content (environment, health, women's issues, child labor, girl child, etc.) and geographical area of interest to them. For LAS credit, students must tailor final project or paper to a Latin American or Caribbean topic.

*Honors Students only.

**LAS302 / 503 TOPICS IN LATIN AMERICAN STUDIES**  
*Conservation, Tourism and Development in Bocas del Toro, Panama*  
Instructor: Daniel Suman  
Section KY: W 6:25-9:05  
MM125K

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For more information, please contact Dr. Daniel Suman (dsuman@rsmas.miami.edu) or Rachel Libby (lasprogramga@miami.edu).

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**LAS302 / 503 TOPICS IN LATIN AMERICAN STUDIES**

*Guatemala: Its Land, Culture, and Religion*

Instructor: Michelle Maldonado

**Section 01: Arranged**

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For more information, please contact Dr. Michelle Maldonado (mmaldonado@miami.edu) or Rachel Libby (lasprogramga@miami.edu).

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**LAS 494 Independent Study in Latin American Studies**

Instructor: TBA
Section 01

**LAS 302 / 503 Comparative Media Systems-Latin America**
Instructor: Sallie Hughes
Section JX: M 5:00-7:30 WC

This course addresses issues in international newsgathering and distribution, giving special attention to Latin America and the Caribbean. The class takes a comparative approach, looking at media systems and issues throughout the region. The course presents frameworks for understanding media content, discusses the role of media in democratic societies, identifies common patterns in Latin American news coverage, and analyzes a number of societal and international forces that help explain these coverage patterns. It concludes with in-depth case studies of three national media systems in transition. At the end of the course, the students should be able to: 1) identify and discuss the causes, characteristics and consequences of news production in a comparative context; 2) use this knowledge and the comparative method to raise the level of sophistication in their academic or journalistic work; and 3) apply this knowledge to a more-critical reading of media production in the United States and elsewhere.

**LAS502 INTERDISCIPLINARY RESEARCH METHODS IN LATIN AMERICAN AND CARIBBEAN STUDIES**
Instructor: Juan Miguel Kanai
Section FH: W 1:55-4:25 MB 304

This course provides students with the rudiments of research design. In addition to hypothesis generation and problematization of existing literatures within Latin American Studies, several research methods are reviewed for students to be able to operationalize their ideas and arguments into research projects with sound theoretical and empirical foundations.

**LAS503 TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES**
*Crime and Crime Reduction in Latin America*
Instructor: Elvira Restrepo
Section P: TR 11:00-12:15 WC

**LAS503 TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES**
*Transitional Justice and Conflict Resolution*
Instructor: Elvira Restrepo
Section Q: TR 12:30-1:45 WC

Transitional justice (TJ) is a response to systematic or widespread violations of human rights which typically include criminal prosecutions, truth-telling, vetting, reparations and certain kinds of institutional reform. It seeks recognition for victims and the promotion of peace, reconciliation and democracy. Transitional justice is not a special form of justice
but a set of procedures adapted to societies transforming themselves after a period of pervasive human rights abuse. In some cases, these transformations happen suddenly; in others, they may take place over many decades.

The relatively new field of transitional justice or "post-conflict justice" preferred by some experts has developed a vast scholarly commentary since the watershed moments of the mid-1990’s which saw the establishment of the international tribunals for the former Yugoslavia and Rwanda. Over time, alternate models of TJ have emerged. Some countries have experimented with different models of non-judicial accountability, ranging from the South African model to outright impunity (Spain after Franco), and some countries which began with one model reverted to another (e.g., Chile which began with impunity and is now attempting to hold domestic criminal trials). The purpose of this course is to allow the student to weigh the relative theoretical merits of some of the TJ components versus actual concrete experiences in different countries that have experienced huge violations of Human Rights as a result of authoritarian regimes or conflict. Case studies are used to illustrate and expand the analyzed concepts of transitional justice in countries in Africa (South Africa and Rwanda), Latin America (Argentina, Chile, Colombia, Nicaragua and El Salvador), and Europe (Bosnia and Herzegovina). Most of the selected case studies are emblematic in the field. We also discuss and hopefully participate in the 2048 movement that seeks to enforce a Humanity Agreement to Live Together lead by the Berkeley Law School.

LAS503  TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES
**Multilateral Institutions and Development Assistance in Latin America, Asia, and Africa**
Instructor: Pierre-Michel Fontaine
Section BY:  W 9:30-12:00 WC  FB126

Development assistance is one of the principal features of post-World War II international relations. The promotion of economic development is one of the proclaimed objectives enshrined in the UN Charter. The UN has evolved a considerable array of organs, institutions, funds, and programs related to development. At the periphery of the UN system were established the Bretton Woods institutions (the World Bank and the International Monetary Fund), of relevance to the development agenda. Outside the UN system, several regional and sub-regional institutions have been created, inside and outside general purpose regional organizations. The resulting international regime of multilateral assistance to development constitutes the subject of this course. The focus is on the nature, structure, functions, ideologies, policies, and programs of these institutions, their interaction among themselves, with individual states, and with the world system, and their resulting impact on development in Latin America, Asia, and Africa, or lack thereof.

LAS503  TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES
**Haiti in History**
Instructor: Kate Ramsey
Section EY:  W 1:00-3:30 WC  AA621
This course has two principal aims: first, to examine key conjunctures and problems in the history of Haiti, and second, to examine the place of Haiti in the history of Western modernity. These objectives are closely interrelated, and thus our in-depth study of the Haitian Revolution at the beginning of the semester will consider both the political significance and impact of the world’s only successful slave revolution and the way in which histories of the “Age of Revolution” have tended to suppress that significance. We will situate our study of specific historical events, movements, and processes in Haiti in the context of larger Caribbean and Atlantic histories; in the twentieth century Haiti’s relationship to the United States will be a particular focus, and likewise the experience of transnational migration and Diaspora. In thinking, throughout the course, about how to write a “people’s history” of Haiti, we will also explore ways in which the past is remembered and narrated in Haitian popular culture, with a special emphasis on religion and language. Our texts will include historical studies, documents, ethnographies, literary texts, and films.

**LAS503 PROGRAM SEMINAR IN LATIN AMERICAN STUDIES**

*Latin American Thought and Ideologies*

Instructor: Joaquin Roy

**Section QX: T 12:30-3:00**

FB126

Note: Class is taught in Spanish.

While Cubans with different inclinations profess unquestioned reverence for patriot and writer José Martí, the president of Venezuela, Hugo Chávez, claims his populist policies to be dictated by the thinking of Simón Bolívar. While the governments of most of Latin American countries led by Chile have opted in the last decade for moderate or open neoliberal development policies, others, like Brazil’s Lula, and most recently Bolivia, have insisted that social-oriented measures are the only way to reduce poverty and inequality. In any event, the teachings and life experiences of nation-building figures and writers in Latin America have a long tradition of influence in the shaping of societies and in the formulation of political and economic blueprints. In the era of globalization, Latin American identity is still in the making.

Who are we? - the Latin Americans ask themselves. Nations are born or imagined. Nation-states are what their citizens and leaders want them to be. Latin American thought is the answer reflected in the mirror. It is how Latin Americans see themselves and how they wanted to build their nation-states. Latin American writers, intellectuals, statesmen, and thinkers have devoted much attention to a fundamental topic: the search for national identity and political organization. This central theme has been developed in different subtopics: the future of Latin American civilization; political independence; culture, originality and tradition; economic autonomy and sustainable development; attitude towards the United States; language and literature; social and racial conflicts; search for protection for human rights.

This course/seminar will explore the evolution of Latin American Thought in three levels: (1) a review of Latin American political and intellectual history; (2) an in-depth reading of the classical writings of the main "pensadores," the Latin American political,
social and economic thinkers, and the main protagonists of the sociological and political essay, whose main interest was and is the inquest of the national identity, social and economic development, and (3) a comparative consideration of the main ideological trends of the past and the present and their future prospects for the reshaping of Latin America.

THIS COURSE IS TAUGHT IN SPANISH AND SATISFIES THE FOREIGN LANGUAGE REQUIREMENT FOR GRADUATE STUDENTS IN LATIN AMERICAN STUDIES.

**LAS503 PROGRAM SEMINAR IN LATIN AMERICAN STUDIES**  
*Culture Industries in Latin America and Latino US*  
Instructor: George Yúdice  
Section JK: M 5:00-7:40 MM 125 K

This course will introduce students to one of the largest industries worldwide: culture (visual arts, performing arts, theater, music, publishing, radio, film, television, etc.) and creative industries (architecture, design, videogames, Internet, software, culture-based urban development, etc.). It will then focus on the economic and social contributions of this sector to major and minor Latin American cities: Buenos Aires, Rio de Janeiro, Lima, Bogotá, Medellín, Mexico City; Guaramiranga, Cali, Panama, San José, and others. The course will also examine the state of the culture/creative industries in Spanish (and for Latinas) in the US, and specifically in Miami, where students can work with specific enterprises in the arts, museuology, music, television, architecture, design, Internet initiatives, etc. The course will also include guest lectures by professionals in these fields.

**LAS 505 INTERNSHIP IN LATIN AMERICAN AND CARIBBEAN STUDIES**  
Instructor: Sumita Dutt  
Section 01: Arranged MM 125J

On-site experience in business, governmental organization, or non-profit organization dealing with Latin America. Prerequisite: Declared major or minor in Latin American Studies; six credits in LAS or LAS-approved courses at or above the 300-level, and permission of LAS director.

**LAS 594 Directed Readings**  
Instructor: Sallie Hughes  
Section 01 Arranged

**LAS 710 MASTER’S THESIS**  
Section 01 Arranged

The student working on his/her master’s thesis enrolls for credit, in most departments not to exceed three, as determined by his/her advisor. Credit is not awarded until the thesis has been accepted.
LAS 720  RESEARCH IN RESIDENCE
Section 01

Arranged
AFRICANA STUDIES

**AAS290  A HISTORY OF RACE AND RACISM**
Instructor: Marten Brienen  
Section J: MW 5:00-6:15  
TBA

This course is intended to help students trace the history of the idea of race. In order to do that, the course will address several related issues, beginning with the current prevailing ideas on the reality of biological race and the difference between race and ethnicity. Then, it will address western approaches to human difference from antiquity to the age of exploration. Students will look into the age of exploration and the effects of European discoveries of New Worlds on prevailing ideas regarding human variety, focusing especially on the impact of slavery on the development of the idea of race. Ultimately, the course will delve deep into the development of the science of race during the nineteenth and twentieth centuries, looking among other things at the emergence of Darwinism, Positivism, and Eugenics.

**AAS490  RACE AND CLASS IN LATIN AMERICA AND THE CARIBBEAN**
Instructor: Pierre-Michel Fontaine  
Section R: TR 2:00-3:15  
TBA

ANTHROPOLOGY

**APY 385  ANTHROPOLOGY OF CARIBBEAN CULTURES**
Instructor: Ann Brittain  
Section Q: TR 12:30-1:45  
TBA

This course is designed to introduce students to the ways in which people in this culturally diverse region solve problems that are unique to the region and those that are universal to human kind. Topics include History, Race and Ethnicity, Domestic Organization, Belief Systems, Politics, Migration, and Change.

ART HISTORY

**ARH 408  LATIN AMERICAN MODERNISM**
Instructor: Nathan Timpano
Section C: MWF 10:10-11:00  LC180

ENGLISH

ENG 395  SPECIAL TOPICS
LATINO/A METROPOLIS: LITERATURE, CULTURE, AND THE LATINIZATION OF CONTEMPORARY URBAN AMERICA
Instructor: David Luis-Brown
Section G: MWF 2:30-3:20  TBA

HISTORY

HIS 162  HISTORY OF LATIN AMERICA II SINCE 1824
Instructor: Steve Stein
Section S: TR 3:30-4:45 P.M.  TBA

Designed for the non-specialist, this introductory course will analyze the historical roots of contemporary Latin America. The topical focus of the course is designed to highlight various historical processes which have had particular significance for the evolution of Latin America from the beginning of the Independence Period to the present. Areas of focus include: independence and its aftermath, neo-colonialism, the rise of populism, 20th century revolutions, military regimes and human rights and the growth of cities and marginal populations in the 20th and 21st centuries. The general approach of the course will be thematic with examples drawn from the histories of various Latin American countries including Mexico, Argentina, Brazil, Peru, Colombia, Guatemala, Chile, and Cuba.

HIS 310  CUBA AND AFRICA
Instructor: Edmund Abaka
Section UY: R 6:25-9:05  TBA

This course examines the relationship between Cuba and Africa from the period of the slave trade to late 1990s. The course is divided into three sections. Section one deals with Cuba and Africa during the period of the slave trade. It focuses on the forced migration of Africans to Cuba, the contribution of the enslaved to the growth and development of Cuba and the impact of the African presence on the island. The next section will deal with the Cuban revolution and the contribution of Cuba’s Black population to the revolution. It will analyze the impact of the revolution on race relations in Cuba.

In the final section, we shall emphasize Cuba’s Africa policy from the Cuban revolution to the independence of Angola, Mozambique, Guinea Bissau, Cape Verde and Principé. This section is designed to answer certain fundamental questions: Why did a small country like Cuba play such a preponderant role in Africa during the
The societies of Latin America have long captivated the attention of explorers seeking wealth and conquest, scientific knowledge and religious conversion, and other encounters with the region’s landscape and diverse peoples. These adventurers have journeyed enormous distances to unlock the continent’s mysteries, traversing its remote jungle and mountainous areas as well as its sprawling urban centers. This seminar examines the experiences of foreign and domestic travelers over the course of the last two centuries in Latin America. Seminar members will look carefully at the shared assumptions of travelers and compare their modes of social investigation. In seeking a better understanding of the genre of travel writing and its historical significance, the course draws upon a variety first-person accounts, scholarly works, and films.

This seminar will study visual elements as key forms of historical evidence, stressing the importance of painting, sculpture, film, and photography for the study of the past. In class sessions, students will be encouraged to think critically about the role of the visual by situating visual expressions in specific historical, cultural and political contexts. We will study visual documents both as glimpses into the daily life of past eras and as statements of how people wanted to remember themselves and their surroundings. In addition to preparing for weekly sessions that will discuss the value of different types of images as tools for historical research, students will write a visual narrative project using visual sources for the study of a specific historical time and place.

INTERNATIONAL STUDIES

INS592 THE EUROPEAN UNION AND THE WORLD
European-Latin American Relations
Instructor: Joaquin Roy
This graduate seminar, open to advanced undergraduates, will be composed of four thematic main parts. The first one will open with a consideration of the fundamental structural and historical dimensions of the European Union, with special attention to the EU's development, its essence and theoretical framework, and consideration as a potential model and point of reference for regional integration. Then an analysis of its main institutions and policies, with a focus on the common agricultural, the development aid programs and the impact of the euro, all in a comparative setting, will follow.

The second part will analyze EU's external relations. Special attention will be given to the external role of the European Commission, Parliament and Council. This includes the consideration of the Common Foreign and Security Policy (including the position of the High Representative of the CFSP. The third part will cross the Atlantic Ocean and first deal with the EU's linkages with an ample North American area, with special attention to the development and nature of the North American Free Trade Area (NAFTA) and its expansion the apparently failed Free Trade Area of the Americas (FTAA), both as examples of the US-led “NAFTA” model of regional integration. A comparison of regional integration architectures in the rest of the world, with special attention to the European Union experience as hypothetical model for inter-American integration, will simultaneously complete this exploration of the EU's link to the Western hemisphere link.

Then, each one of the regional integration in Latin America will be treated. Central America, the Caribbean, the Andean Community and MERCOSUR will illustrate examples of the imprint of the EU model of integration. The fourth part will be dedicated to the consideration of a special case of European-Latin American, centered around the actions of Spain, in the context of the EU and as an autonomous state through its individual linkages. Two case studies will serve to illustrate this purpose. The first will be an analysis of bilateral links between Spain and selected Latin American countries. The second will deal with the historical background, development, logic, and experiences of the Ibero-American Summits. Finally, individual focus will be placed on the very special relationship between Spain with Cuba.

Meetings will be conducted in a lecture/seminar format, supplemented by supplementary presentations offered by guest speakers. The expected work to be developed will be student-oriented. Participants will be able to specialize in some of the topics and geographical dimensions and de-emphasize others.

MODERN LANGUAGE AND LITERATURES

MLL200 INTRODUCTION TO HAITIAN CREOLE II
Instructor: Cherol Marcelin
Section J: MW 5:00–6:15 TBA

This course builds upon the basic listening, speaking, reading and writing skills developed in Elementary Haitian Creole (MLL 101). Students will begin to produce more complex grammatical structures in oral and written presentations. Weekly phonetic activities will also help students improve their pronunciation. By the end of the
semester, students will be able to use connector words in Haitian Creole to produce more fluid and coherent oral presentations and written assignments, offering their opinions on diverse social and cultural topics. Film, music, visual arts, and poetry will be integrated in the course.

MUSICOGOLOGY

MCY 333   INTRODUCTION TO CUBAN MUSIC
Instructor: Raul Murciano
Section T:   TR 5:00–6:15        VMB 207

A survey of Cuban Music from the early European settlement to the present. Course addresses African and Caribbean influences and the amalgamation into new national styles, as well as current musical activity on the island and in expatriate communities.

MCY 562   MUSIC OF ARGENTINA AND BRAZIL
Instructor: Deborah Schwartz-Kates
Section P:   TR 11:00-12:15        VMB 103

This course explores diverse relationships between music and cultures in contemporary Brazil and Argentina. It examines interconnections between folk, popular, and classical music traditions, and explores issues such as hybridity, immigration, and transnationalism that have impacted musical life in the region. It focuses on major Argentine and Brazilian genres (such as samba, tango, bossa nova, and rock nacional) and develops the ability to recognize these styles by ear. No knowledge of music is required, but a receptiveness to diverse types of music is essential.

POLITICAL SCIENCE

POL 385   POLITICS AND SOCIETY IN LATIN AMERICA
Instructor: Patricia Micolta
Section B: MWF 9:05-9:55        TBA

Introduction to the politics of Latin American countries focusing on 20th century history, the impact of the Cold War and home-grown social struggles, economic development models, the difficulties of democratic consolidation, U.S- Latin America relations, the emergence of new political actors such as women's and indigenous movements, and current political constellations. The course combines a study of thematic issues with case studies.
PORTUGUESE

POR322 / 591 CULTURAL HISTORY OF BRAZIL
Instructor: Tracy Devine Guzmán
Section P: TR 11:00-12:15

This course examines the cultural history of Brazil from the sixteenth century to the present with an emphasis on the post-independence period and the following themes: national identity and romanticism; modernity and modernism; the New State and regionalism; development and the vanguard; repression and allegory; post-dictatorship and subalterity; re-democratization and interculturality. Our study will draw on a variety of sources, including colonial chronicles, travel logs, testimonial narratives, and personal correspondence; state policy and the law; novels, poetry, essays, and journalism; music, film, video, and new media. The course will be taught in Portuguese. Prerequisites: POR 212 (for undergraduates); POR 635 (for graduate students); or instructor permission.

RELIGIOUS STUDIES

REL 300 RACE AND RELIGION
Instructor: Michelle Maldonado
Section FG: MW 1:25-2:40

This course will examine the role of race and ethnicity within the discipline of religious studies. We will emphasize the manner in which racial and ethnic identity have contributed to religious identity, and the way in which religion has functioned within the struggles of racially and ethnically marginalized peoples. This course will be focus on the Americas and draw from diverse racial, ethnic, and religious traditions.

SPANISH

SPA 321 INTRODUCTION TO LITERARY THEMES
Instructor: Gema Perez-Sanchez
Section G: MWF 2:30-3:20

En este curso nos vamos a sumergir en el mundo caótico y fascinante de las vanguardias artísticas y literarias de principios del siglo XX. Aunque aprenderemos algunos detalles sobre la dimensión internacional de estos movimientos, nuestro objetivo principal es enfocarnos en el contexto español, enmarcado históricamente entre la Primera Guerra Mundial de 1914 y la irrupción de la Guerra Civil de 1936. Las preguntas que guiarán este curso serán las siguientes: ¿Qué son las vanguardias artísticas y por qué se las denomina así? ¿Cómo y por qué surgen las vanguardías en España? ¿Qué influencia tiene la vanguardia pictórica y filmica en las vanguardias...
literarias? ¿Qué relación tienen estos movimientos con los conflictos políticos del momento y específicamente con la formación de España como una nación moderna (si es que se puede decir que España alcanza la modernidad en este momento histórico)? ¿Qué influencia ha tenido el psicoanálisis freudiano en la vanguardia española? ¿De qué manera bregan las vanguardias con cuestiones de género sexual, de raza y de clase social? ¿Cómo se manifiesta la tensión entre la “alta” cultura y las culturas de masas y popular en las obras de los vanguardistas? Finalmente, ¿qué ha aportado la vanguardia española al panorama cultural internacional y qué ha tomado prestado del mismo? Para ayudarnos a entender mejor las influencias que nutren a la vanguardia literaria española, adquiriremos nociones básicas sobre movimientos artísticos tales como el futurismo, el cubismo, dada y el surrealismo. Dedicaremos la sección final del curso al estudio de un trío de vanguardistas españoles que ha sido particularmente influyente fuera de las fronteras de la península: Salvador Dalí, Luis Buñuel y Federico García Lorca.

**SPA 322  TOPICS IN SPANISH CULTURE**
*Narrativas iberoamericanas del siglo XXI*
Instructor: E. Grau Lleveria
Section S: TR 3:30-4:25     MB 205

Este curso tiene como propósito estudiar las tendencias más representativas de la prosa y el cine iberoamericano contemporáneo (textos literarios y fílmicos creados entre 1999 y 2009). Se estudiarán las principales características y la renovación estética (si es que realmente existe una) en autores nacidos en la década del 60 como Alan Pauls, Alberto Fuguet, Mario Bellatin, Patricia de Souza, Ray Loriga y Edmundo Paz Soldán en contraste con escritores más recientes (nacidos en los años 70), como Samanta Schweblin, Alejandro Zambra, Guadalupe Nettel, Carlos Yushimito, Andrés Barba y Maximiliano Barrientos. Nos centraremos principalmente en las distinciones que existen entre las generaciones McOndo, Crack y Kronen y denominaciones últimas como Nocilla, Afterpop y Eclecticismo. Las películas de cineastas como Hugo Rodríguez, Ricardo de Montreuil, Jaume Balagueró y Lucrecia Martel complementarán las lecturas de los textos literarios para establecer un marco de referentes culturales e históricos que parece activarse en Iberoamérica tras el fin de las dictaduras, el resurgimiento de las democracias, la propagación de la economía de libre mercado, la globalización y la era digital.

**SPA 354  STUDIES IN 19TH CENTURY LATIN AMERICAN LITERATURE**
Instructor: TBA
Section P: TR 11:00-12:15     MB 205

This course reviews Latin American literature and cultures from Independence to the end of the nineteenth century. It may be used to fulfill the humanities literature requirement and/or a Writing Credit.

**SPA 432  BUSINESS AND DIPLOMATIC SPANISH**
Commercial vocabulary, economic, technical, and diplomatic terminology in Spanish. Composition based on models of business correspondence directed to Spanish-speaking countries or firms.