Center for Latin American and Caribbean Studies
Graduate Courses - Fall 2016

CLACS-Offers Courses

Introduction to Latin American and Caribbean Studies taught by Alfio Saitta

LTAM-L 501 SEMINAR: CONTEMP LATIN AMER (3 CR)
VT: INTRO TO LAT AMER GRAD STUDIES #9906
Meets Fridays from 12:20-3:20pm in Cedar Hall-Union St Center

L501 is designed to introduce students to the range of disciplines, fields, and topics of inquiry that comprise Latin American Studies (LAS). The seminar will provide students an opportunity to engage research produced by scholars working within LAS from a wide range of methodological approaches. The course is designed to help students develop and sharpen analytical skills necessary for pursuing their degrees and to aid them in identifying appropriate human and intellectual resources to explore their own academic interests at Indiana University. While it is not feasible to cover an entire field study in a semester-long course, this seminar intends to provide an introduction to a history of Latin American Studies, an initial approach to the theoretical perspectives present across its breadth, and the analytical tools necessary to produce original research.

Individual Readings in Latin American Studies

LTAM-L 803 INDIV READING IN LAT AM STDS (1-6 CR) #4417
For independent readings projects

LTAM-L 803 INDIV READING IN LAT AM STDS (1-6 CR) #8799
For independent research projects

Individualized course for readings or research based on student interests in Latin America. Draws upon materials from anthropology, business, economics, education, fine arts, folklore, geography, history, political science, sociology, and Spanish and Portuguese literature. Students must fill out the L803 contract and submit to CLACS for approval.

Quechua

LTAM-Q 501 ELEMENTARY QUECHUA I (3 CR) #7530
Meets Tuesdays – Fridays from 11:30-12:25pm. Room TBD.

Although a Less Commonly Taught Language (LCTL) in the U.S., Quechua language was spoken by the ancient Incas and is spoken today by more than 10 million people in the highlands of South America, from southern Colombia, to northern Chile and Argentina. It was declared an official language in Peru in 1975 and is widely recognized as such in Bolivia and Ecuador. This course will be comprehensive, integrating culture and language. It will be useful for students that want to travel to the Andean countries or who have an interest in studying Quechua language, culture and society. The variety taught will be from the southern Quechua family spoken in Bolivia and Peru. However, according to the interest of students, other varieties will readily be incorporated.
**Beginning Haitian Creole** taught by David Tezil

**LTAM-C 501  ELEMENTARY HAITIAN CREOLE I (3 CR) #8294**
Meets Tuesdays & Thursdays from 2:30-4pm in BH 106

This is the first part of a four course sequence on Haitian Creole and serves as an introduction to Haitian Creole, the vernacular language of Haiti (spoken by over 9 million people). This course includes conversational drills, grammatical explanations and exercises, listening comprehension training, and explores aspects of Haitian Culture.

**Intermediate Haitian Creole** taught by David Tezil
GenED WL

**LTAM-L 527 LATIN AM & CARIBBEAN LANGUAGES**
VT: INTERMEDIATE HAITIAN CREOLE I (3 CR) #7481
Meets Mondays & Wednesdays from 11:15am-12:30pm in BH 345.

This is the third part of a four course sequence on Haitian Creole. This intermediate level course on Haitian Creole language and culture is designed to help students improve their communication skills and gain a deeper understanding of Creole-speaking cultures.
P: Grades of C or better in first year Haitian Creole or equivalent proficiency.

**Beginning Maya** taught by Quetzil Castañeda
GenED WL, CASE WL

**LTAM-M 501  ELEMENTARY MAYA I (3 CR) #9041**
Meets Tuesdays & Thursdays from 4:00-5:15pm in GA 0005

There are over 6 million speakers of Mayan languages in Belize, Guatemala, Mexico and the United States. Maya is a Mayan language spoken by 750,000-1 million people in Yucatán, México. Knowledge of Maya can be extremely useful for students who in a diverse number of fields, ranging from comparative religion, archaeology, international studies, and anthropology to Latin American/Caribbean history and political science. Students who plan to specialize in linguistics, Spanish literature, and Latino Studies will also want to take advantage of this opportunity.

**Intermediate Maya** taught by Quetzil Castañeda
GenED WL, CASE WL

**LTAM-M 601 INTERMEDIATE MAYA I (3 CR) #32597**
Time and room TBD

In Intermediate Maya I, students will improve their listening and comprehension skills, learn more complex grammatical constructions, and gain a deeper understanding of Mayan culture. P: grades of C or better in Elementary Maya I & II or equivalent proficiency.

**Cross- Listed Courses**

**25 - 100% Latin American Content – College of Arts & Sciences Courses**

**AAAD-A 692 WR & LIT IN AFRC AM & AFRC DIASP (3 CR)** taught by Maisha Wester
ANTH-E 628 CONTEMPORARY LATIN AMERICAN SOCIAL MOVEMENTS (3 CR) taught by Shane Greene

This course offers students the chance to explore the diversity of grassroots politics, social movements, and alternative democratic practices within contemporary Latin America. In addition to a theoretical section, the course focuses on ethnicity/race, gender/sexuality, resources, basic rights, electoral strategies, and the environment.

ANTH-E 660 SENSUOUS KNOWLEDGE: AESTHETICS OF BODY, OBJECT, WORD, SOUND, IMAGE (3 CR) taught by Anya Peterson Royce

This course will examine how we experience and understand, through the senses, the aesthetics of ritual, performance, material culture, images, and the sounds of language and music. We will draw our examples from cultures around the globe, including those of the displaced, from the historical as well as the contemporary, and from the everyday and the extraordinary. We will be examining the similarities and differences across cultures and time in how people define beauty and aesthetics, and how it is manifested in their values and works. Our approach will include experience in the form of workshops, museum collections, narratives of visiting artists, exploration of landscapes, short field trips, and participation in the offerings associated with the Themester topic of Beauty. Our explanations of what we experience will take a variety of forms—writing in different genres and for different audiences, photography, making (pots, textiles, sculptures, painting, and more), digital creations, performances.

ANTH-P 575 FOOD IN THE ANCIENT WORLD (3 CR) taught by Stacie King

Food pervades all aspects of people’s lives, from the most basic task of acquiring and consuming food to the intricate social meanings and political roles that we give to food in different social settings. We will look at the theoretical and methodological tools that archaeologists use to study food and foodways in ancient societies from a global anthropological perspective. We will explore how studying food and ancient foodways tells us more than just the methods and techniques of food acquisition, preparation, consumption, and discard, but also gives us a window into economic, symbolic, historic, and political realities of past peoples.

ENG-L 774 TOPICS IN INTL ENGLISH LIT (4 CR) | also listed as CULS-C 701 & AMST-G 751 VT: BLOOD ON THE SAND: CONFLICT IN CARIBBEAN & DIASPORIC LETTERS taught by Vivian Halloran

Building on the critical acclaim surrounding the Mann Booker Prize winning A Brief History of Seven Killings by Marlon James, this class investigates how Caribbean and diasporic writers in the US and Canada portray violence and conflict as counternarratives to the prevalent discourse of the region as a tropical paradise. We will use a variety of critical theories, from postcolonial, to affect, to intersections with Black Lives Matters. Students will live-tweet an on-campus scholarly talk, utilize the new Caribbean digital archives, and identify scholars in the field to follow through social media. Research essays will be formatted according to the specifications of Caribbean studies journals.

FOLK-F 638 MYTH, COSMOS, AND HEALING IN LATIN AMERICA (3 CR) taught by John McDowell

We explore systems of belief and practice as they enter into traditional healing rituals in different regions of Latin America. This world area features many practices and practitioners operating at the boundary of medicine and religion. We will attend to the art, artifacts, music, ritual speech, and other techniques of curing and healing, stressing their connection to enabling mythologies and cosmologies. And we will inspect the remarkable transitions in these traditional systems in modern times, as they seemingly expand their scope of activity and yet are deeply transformed in the process.

HISP-P 500 LITERATURES OF THE PORTUGUESE SPEAKING WORLD I (3 CR) taught by Estela Vieira
This course introduces students to Portuguese, Brazilian, and Lusophone-African literature. It is the first of a two part survey covering works written from the medieval period through romanticism in Brazil and Portugal—students are not obliged to take both parts of the survey. The emergence of an African and African-Brazilian literature will also be discussed. Representative literary authors and works serve as the basis for interdisciplinary and cross-cultural commentary of important social, political and historical issues, including imperialism and overseas expansion, nation building, and revolution. The course combines lecture and discussion, and is conducted in Portuguese. Students not taking the course for Portuguese credit can write assignments, exams, and essays in English or Spanish.

HISP-P 676 LUSO-BRAZILIAN COLLOQUIUM (3 CR) taught by Luciana Namorato

Machado de Assis (1839-1908) is a literary titan whose unlikely rise to prominence is legendary in Brazil. Born into poverty and orphaned at a young age, he was the grandson of slaves. Once an obscure name in the U.S., Machado de Assis has since acquired a distinguished following. Susan Sontag called him “the greatest writer ever produced in Latin America” and literary critic Harold Bloom describes the Brazilian writer as “the supreme black literary artist to date.” In this course, we will study selected works by Machado de Assis. Our discussions will include, but not be limited to, Machado’s social and political criticism of the Brazil of his time, as well as his literary dialogue with Brazilian and European predecessors and contemporaries. Readings and discussion in Portuguese.

HISP-S 513 INTR-HISPANIC SOCIOLINGUISTICS (3 CR) taught by Manuel Díaz-Campos

El curso de introducción a la sociolingüística hispánica tiene como principal objetivo iniciar a los alumnos de postgrado en el manejo de los conceptos básicos en el área con especial énfasis en el estudio de la variación y el cambio en diversos niveles de análisis lingüístico. El curso ofrece las herramientas metodológicas básicas no sólo para que puedan interpretar de manera crítica artículos especializados en la disciplina, sino también aplicar los conocimientos adquiridos en el diseño y escritura de una investigación piloto basada en datos orales de manera individual o en grupos pequeños sobre algún tópico de variación sociolingüística que sea de interés. La evaluación del curso se basa en varios aspectos que incluyen presentaciones en clase, discusión, exámenes, trabajos experimentales de codificación y análisis de datos, así como la elaboración del trabajo final.

HISP-S 612 TOP LING: VARIATION & LANG CONT (3 CR) taught by César Félix-Brasdefer

The aim of this course is to examine the interface of sociolinguistic and pragmatic variation from an interdisciplinary perspective and the methods used to examine linguistic and social variation. In this course, we will critically review the variationist model to analyze the extent to which this model can be applied to investigate variation at the pragmatic/discourse level (regional, social, age, and gender variation). There is current work by sociolinguist and pragmatic analysts who are trying to extend the variationist model (a la Labov) to the analysis of pragmatics, but the results are mixed. The first part of the course will review basic concepts of pragmatics, followed by a review of two current models of linguistic variation, namely, the 'variationist linguistic model' (beginning with Labov's notion of the 'linguistic variable,' and extended to examine the pragmatic variable at the discourse level); the second model, ‘variational pragmatics’, examines variation in pragmatics from a sociolinguistic (dialectology/applied linguistics) perspective. The second part of the course will examine empirical studies that have analyzed variation in pragmatics/discourse from a variationist and/or variational perspective. Research methods for the analysis of pragmatic/discourse variation will also be covered.

HISP-S 614 TOPICS IN ACQUISITION SPANISH (3 CR) taught by Laura Gurzynski-Weiss

This research-oriented course offers in-depth investigation into learner individual differences and instructor characteristics, variables that are present and have been documented as influencing second language (L2) learning in many contexts. Each individual difference and characteristic will be examined from historical and contemporary perspectives contextualized within the field of second language acquisition and allied
fields including psychology and education, with particular focus on the evolution of operationalization and measurement of each construct. A main goal of the course will be to create a single, cohesive instrument to measure individual differences and characteristics informed by the latest research that could be adaptable for use in many studies. This instrument will be informed by individual student work throughout the semester, to include student-led discussions and individually written critical review papers providing novel synthesis of the latest research available on an individual difference or characteristic. The instrument will be piloted and revised during the semester based on analyses of reliability and validity to ensure its comparability across studies and potential contribution for future presentation and publication.

HISP-S 678 PARANOIA IN HISPANIC LITERATURE AND FILM (3 CR) taught by Jonathan Risner

This course will examine paranoid narratives from Latin America and Spain as they relate to a range of topics such as nationalism, modernity, gender, immigration, and neoliberalism. The texts and films will also provide a frame in which to engage with select fields such as narratology, gender studies, affect studies, cognitive studies, genre studies, and spatial studies. Written texts will include Facundo, La vorágine, Blanco nocturno, and Luna caliente, and films will include Tesis, REC, La zona, Canoa, Distinto amanecer, Joven y alocada, Los últimos días de la victima, and La mujer sin cabeza.

0-25% Latin American Content – College of Arts & Sciences Courses

**students must tailor at least 25% of their final grade in the course through class projects, readings, assignments and/or the final project to focus on Latin America and/or the Caribbean. Please consult with the CLACS graduate advisor to ensure that it will count towards your MA degree or Ph.D. minor or certificate in Latin American & Caribbean Studies and seek permission from the instructor of the course prior to enrolling in the course.

ANTH-E 527 ENVIRONMENTAL ANTHROPOLOGY (3 CR) taught by Eduardo Brondizio

GEOG-G 517 DEVLP GEOG: CRIT PERSPECTIVES (3 CR) taught by Majed Akhter

How and why does capitalism make some regions and people richer than others? Why does global inequality persist? Is the “Global South” a region – or a process? How do infrastructure and agrarian production shape the uneven development of global capitalism? Explore these and other questions with diverse readings in uneven development in G517. Theoretical engagements include, but not limited to: Marxist geography, postcolonial theory, critical infrastructure studies, and agrarian political economy.

HIST-H 699 COLLOQ IN COMPARATIVE HISTORY (4 CR)

VT: ORAL HISTORY taught by Daniel James

VT: GLOBALIZING THE PAST taught by Pedro Machado

The past two decades have witnessed growing interest in a developing new field of historical research and teaching: global history. Spurred in part by the political reorientations, geographical and spatial re-imaginings following the collapse of the Soviet bloc and the urgent realities of an emergent ‘hyper’ globalizing world, as well as by the transnational turn to anti and postcolonial scholarship, global history scholarship has opened possibilities for scholars to reframe spatial, temporal and discursive constructs in a changing intellectual landscape. Echoing broader arguments against universalism and Eurocentrism – but employing frameworks that set them apart from world historians’ preoccupations with comparative history – global historians seek to uncover the multipolar and pluralistic connections that have brought different parts of the world into relation with one another over the span of centuries. The ‘entanglements’ of the past, whether they are conceptualized in material, cultural, political, social or economic terms, have thus become of central concern to the global history project.

INTL-I 503 SEMINAR IN GLOBAL DEVELOPMENT (3 CR)
Corporations operating across national boundaries structure production, consumption, and the distribution of wealth globally. Multinational enterprises (MNEs) can help bring economic growth and shared prosperity to developing countries, but critics emphasize the negative impacts on local societies. This course will offer students empirical knowledge and analytical skills to make sense of the influence of MNEs at both the local and global level, and the attempts to regulate their behavior. We will begin with an overview of MNEs in the contemporary international system and their effects on development, before turning to three policy-oriented questions: 1) How can firms manage risks associated with investing across borders and how can states reassure firms of the safety of their investments?; 2) How can governments craft regulatory structures and incentive programs to promote "beneficial" foreign investment?; 3) How can non-governmental organizations effectively pressure MNEs to adopt and comply with high labor and environmental standards? Students will learn about careers associated with MNEs and development, including political risk consulting, investment promotion and locational consulting, and non-profit work to develop and implement ethical labeling and sourcing standards.

INTL-I 705 HUMAN RIGHTS MULTIDISCIPLINARY SEMINAR (3 CR) taught by Padraic Kenney

This multidisciplinary seminar is the gateway course for the Ph.D. Minor in Human Rights. Discussion of the history, theory and politics of human rights. Open to students from all graduate programs and schools with an interest in human rights

MSCH-J 514 INTERNATIONAL COMMUNICATION (3 CR) taught by Emily Metzgar

POLS-Y 669 INTERNATIONAL RELATIONS (3 CR)

VT: THEORIES OF POLITICAL CONTENTION taught by Karen Rasler

This course analyzes the major theories of the origins and characteristics of collective dissent within polities - riots, protest cycles, civil wars, ethnic strife and revolutions. We will also be interested in politically contentious events (i.e., strikes, demonstrations, social movement mobilizations) that have the potential for but do not always produce violence. The reading list surveys the major developments and debates in the area although it is not comprehensive. This topic has a strong interdisciplinary focus that combines the most recent works in political science, sociology and economics.

0-100% Latin American Content – Professional Schools

Courses below may be counted towards your CLACS degree only with prior authorization by the CLACS Director. Courses outside of the College are usually not covered by College Fee Remissions. Courses with 25% LTAM content or below must be tailored so that at least 25% of the final grade in the course through class projects, readings, assignments and/or the final project focus on Latin America and/or the Caribbean. If students desire to tailor a course under this heading, please make sure to seek permission from the instructor of the course.

EDUC-H 637 TOPICAL SEMINAR (3 CR) (25-100% LTAM)

VT: GLOBALIZATION, CHANGE AND EDUCATION REFORM taught by Bradley Levinson

In this seminar, we consider the relationship between profound social change and the reform of education systems, with close attention to how globalization has impacted education reform over the last few decades. Common readings include Latin American case studies, and students may choose to focus their final paper on Latin America.