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

CLACS-Offered Courses

**Indigenous Rights & Neoliberalism** taught by Quetzil Castañeda  
CASE S&H  

**LTAM-L 200** TOPICS: LATIN AMERICAN STUDIES (3 CR) #32856  
Meets Tuesdays & Thursdays 2:30-3:45pm in GA 0005

This course explores the Indigenous rights, politics and culture in contexts of globalization, neocolonialism and neo-liberalism. The course focuses on Latin and North American indigenous peoples to understand the historical configurations of identity, culture and autonomy for which indigenous peoples struggle to attain. The course starts with a consideration of historical processes that shaped 20th century communities and cultures, In the contemporary era, we explore how communities engage with the politics, economics and cultural processes of globalization and neo-liberalism. We are especially concerned with the way Indigenous peoples have sought to attain human rights for their individual and collective selves as cultures and communities. How is international rights laws and conventions used as a battleground to claim heritage, forge identity, and revitalize cultural world views and practices.

**The Latin American Experience** taught by Arlene Diaz  
GenEd S&H, GenEd WC, CASE S&H, CASE GCC  

**LTAM-L 210** THE LATIN AMERICAN EXPERIENCE (3 CR) #10752  
Meets Tuesdays & Thursdays 1-2:15pm in Ballantine Hall 148

Introduction to Latin America: geography, heritage, and process from pre-Columbian civilizations to colonies and nations.

**Race, Love & Conquest** taught by Quetzil Castañeda  
GenEd A&H, CASE A&H, CASE CAPP

**COLL-C 103** CRIT APPROACHES: ARTS & HUMNTIES (3 CR)  
VT: RACE, LOVE AND CONQUEST  
Lecture meets Mondays & Wednesdays from 2:30-3:45pm in GA 0001  
Discussion #14591 meets Tuesdays from 5:45-7:45pm in BH 109

What is "love"? How does love relate to adventure, travel, and politics? We often say that love "conquers all." Thus, we ask how love is used as a story to justify conquest and colonization in the Americas and elsewhere? In this class, we explore how "love"--especially transgressive love across races, classes, and cultures, or between same sex partners--is written up and told in myths and histories that have fundamentally created and shaped our identities as "Americans" specifically, and as the proper descendants and inheritors of Western Civilization. In other words, we explore love as an ideology used to explain and legitimate political domination or conquest in historical situations of colonialism or inter-racial conflict. This course destabilizes our popular assumptions about "whiteness" through an interrogation of how "otherness" has been envisioned and fabricated by European racial politics beginning with the discovery of the Americas. By exploring cannibalism, noble savage, and myths about
the conquest of the Americas, this course presents an alternative approach to understanding the history of Western Civilization and of American society and culture through an exploration of love.

**Modern Argentina** taught by Danny James  
CASE S&H, CASE GCC

**LTAM-L 426 SPEC TPCS LATIN AM & CARIB ST (3 CR)**  
VT: MODERN ARGENTINA #11795  
2nd Weeks Course; meets Tuesdays & Thursdays from 4-6:15pm in BH 245

This course aims to introduce the student to the modern history of Argentina. Starting at Independence from Spain in the early 19th Century and going through to the contemporary era the course highlights themes such as Immigration, the emergence of mass politics, the role of Evita and Juan Peron, the development of Buenos Aires as a major twentieth century metrópolis, military dictatorship and the issue of human rights, the hidden presence of Argentina's indigenous past. In addition attention will be paid to cultural phenomena such as tango, folklore and the passion for fútbol. In addition to standard history texts we will also use documents such as letters, maps and musical lyrics. Texts by Argentine novelists such as Jorge Luis Borges, Julio Cortazar and Osvaldo Soriano will also be used.

**Undergraduate Readings & Research in Latin American & Caribbean Studies**

**LTAM-X 490 UGRD RDGS LATIN AM & CARIB STDYS (1-3 CR) #4416**  
For independent readings projects

**LTAM-X 490 UGRD RDGS LATIN AM & CARIB STDYS (1-3 CR) #12962**  
For independent research projects

Designed to accommodate a student’s individual interest in those thematic or regional areas in which courses are not offered but in which professors have expertise. Students must fill out the contract and submit to CLACS for approval.

**Beginning Quechua**  
GenEd WL

**LTAM-Q 101 ELEMENTARY QUECHUA I (4 CR) #7430**  
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  
GenEd WL

**LTAM-C 101 ELEMENTARY HAITIAN CREOLE I (4 CR) #8295**  
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-C 201 INTERMEDIATE HAITIAN CREOLE I (3 CR) #8293**
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 101 ELEMENTARY MAYA I (4 CR) #9040**
Meets Tuesdays & Thursdays from 4:00-05:15pm 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 201 INTERMEDIATE YUCATEC MAYA I (3 CR) #9181**
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.

**Advanced Latin American Languages**  
**LTAM-X 390 IND STUDY LATIN AMER CARIB LANG (3 CR) #8303**
Time and room TBD

The course is set up to be an independent study for students who are interested in taking the advanced level of Haitian Creole, Maya or Quechua. Usually a student would enroll in LTAM-X 390 after taking the four course sequence of the language. Alternatively, if students enroll in an advanced level of another Latin American language that is being taught overseas, they can get the course transferred back (provided it meets IU’s other course transfer requirements) and have their transcript list this course.
Cross-Listed Courses

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

ANTH-A 205  ANTHROPOLOGY TODAY: TOPICS (3 CR)
VT: EXPLORE SUSTAINABLE AGRI & TRADE taught by Sarah Osterhoudt

This course examines agriculture and trade from a cultural perspective, including the increased popularity of Organic and Fair Trade certifications. Looking at the connections between farming, trading, and eating we ask: What is the “right” way to farm? Who decides, and why? How are producers and consumers connected across space and time? What do we mean by “sustainability” and how can we imagine sustainable food systems? In discussing such questions, we draw from anthropological literature, historical records, and real-world examples from around the world, to discuss the ways that growing, trading, and eating food connects to larger ideas of nature, culture, identity, and morality.

ANTH-E 322  PEOPLES OF BRAZIL (3 CR) taught by Eduardo Brondizio

Brazil is a nation of contrasts and colors, richness and poverty, diversity and unity. This introductory course aims to introduce you to contemporary Brazil by focusing on its political and economic history, geography, socio-demography and socio-cultural diversity. The course is primarily based on lectures, readings and discussions (through essay books, articles, and ethnographic accounts), while incorporating films, guest lectures, and a bit of music (as it expresses the “soul” of the Brazilian people). I expect you to leave this course with an understanding of landmark issues characterizing Brazilian history and geography, the socio-cultural diversity and daily life in contemporary Brazil, and an understanding of Brazil’s current development challenges and dilemmas.

ANTH-E 428 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 460 SENSUOUS KNOWLEDGE: AESTHETICS OF BODY, OBJECT, WORD, SOUND, IMAGE (3 CR) taught by Anya Peterson Royce

This course is about how we experience and understand material culture, performance, images, landscapes, and the sounds of language and music. We will draw our examples from cultures around the globe, from the historical as well as the contemporary, and from the everyday and the extraordinary. We will examine the similarities and differences in how people define beauty and aesthetics across time and across space, and how it is manifested in their values and works. Our approach emphasizes direct experience realized through ethnographic inquiry, examination of objects in collections, aesthetic appreciation of landscape, conversations with artists, and participation in workshops and other events associated with the College Themester topic “Beauty.” How we understand and explain what we experience will take a variety of forms: oral presentation, writing, photographing, making, and doing.

ANTH-P 230  ARCH OF THE ANCIENT MAYA (3 CR) taught by Anne Pyburn

This is a course focuses on those Maya speakers of Central America who lived between 1100 BC and the 16th century AD. Many Maya cultures and languages continue into the present day, and we will draw on the knowledge of living people to understand the past. But today Maya people exist in the modern world as do people of all living cultures, and their traditions are now part of the modern world system. Our focus will be on Maya cultures before they were incorporated into the current global economy and how they
came to be incorporated, so most of the information we discuss will come from archaeology, history, and memory, not from contemporary ethnography.

**ANTH-P 375 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.

**FOLK-F 252 MUSIC AND ACTIVISM IN LATIN AMERICA (3 CR)** taught by Jennie Gubner

Music as Activism in Latin America examines music as a powerful vehicle for cultural transformation and social critique in the Americas. By studying the works and lives of key cultural activists, listening to music, watching films, and reading case studies, students will learn to think critically about different ways music has been used to voice resistance and engender change across Latin America. Starting in the 1960s and '70s and moving into the present, topics will include The Nueva Canción movement, the cultural politics of carnival festivities, participatory music making as a form of border activism, the transnational politics of hip-hop and rock, and neighborhood cultural centers, music festivals, and radio networks as forms of post-neoliberal critique. As we study different models of arts activism from Latin America, we will work creatively and collaboratively to see how these approaches might be applied to issues in our own communities. Shifting from theory to practice, the class will culminate with a grassroots activist event organized by students.

**FOLK-F 315 TANGO LAB I: TANGO HISTORY & CULTURE THROUGH PERFORMANCE (3 CR)**

This performance seminar offers a hands-on introduction to Argentine tango music and culture through theory and practice. Working in small and large ensemble formats, students will collaboratively bringing tango music to life while simultaneously learning the rich social, political, and musical histories out of which this dynamic genre evolved. Over the semester, we will trace tango from its origins in the lower-class port-neighborhoods of Buenos Aires and Montevideo to the dance floors of Paris, Tokyo and Helsinki, and, most recently, through its revival as a form of politicized youth culture in modern-day Argentina. Honoring tango's rich history as a social dance music, students will prepare music to be performed at a series of live tango dance events, where they will also learn the basic steps of tango dancing. Students must play an instrument and know how to read music to take this course. Instrumentation is flexible but ideally would include some combination including strings, bandoneon, piano, guitar, woodwinds & a vocalist. In order to prepare arrangements, early enrollment is appreciated. Please contact instructor, jgubner@indiana.edu, for permission to enroll.

**FOLK-F 315 MYTH, COSMOS, AND HEALING IN LATIN AMERICA (3 CR)**

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 290 TOPICS IN LUSO-BRAZILIAN CULTURE (3 CR)**

VT: PORTUGUESE AROUND THE WORLD taught by Estela Vieira
Did you know that Portuguese is spoken across four different continents and is the sixth most spoken language in the world? This course introduces students to one of the first and most globalized cultures and languages, the Portuguese-speaking world. We begin with an overview of Portuguese expansion in the early modern period. Then we turn to Brazil, its search for a national identity and emergence as a global power. Lastly, we focus on the Portuguese-speaking African countries and their independence from Portuguese colonialism. Lectures will provide historical, socio-political, and cultural context, and our discussions will be devoted to literature, film, painting, architecture, and music. The course is taught in English. Those wishing to receive Portuguese credit for the course must do all writing assignments, exams, and essays in Portuguese.

**HISP-P 311 ADVANCED GRAMMAR AND COMPOSITION IN PORTUGUESE (3 CR) | also listed as HISP- P492 taught by Luciana Namorato**

An advanced course designed to build vocabulary and competence in more sophisticated written Portuguese. It involves composition, reading and grammar. Themes are drawn primarily from current issues in Brazil. This course is recommended as a continuation of P200-P250.

**HISP-P 400 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 495 LUSO-BRAZILIAN COLLOQUIUM (3 CR)**

*MACHADO DE ASSIS 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 322 INTRODUCTION TO FILM ANALYSIS IN SPANISH (3 CR) taught by Jonathan Risner**

This course aims: (1) to introduce students to terms common to film analysis and film theory in Spanish; (2) to expose students to different film genres from Latin American countries and Spain; (3) provide students with an understanding of select cultural and historical factors that have influenced film production in Latin America and Spain. The first half of the course will be devoted to recognizing and understanding the formal components of film. In the course’s second half, we will examine how cinema can communicate a story and consider theoretical concepts common to film studies (e.g., auteur theory, genre studies, realism, ideology, gender, transnationalism) and how they manifest themselves in Latin American and Spanish cinemas.

**HISP-S 324 INTRO STUDY OF HISP CULTURES (3 CR)**

This course offers an introduction to the cultural history of Spain and Latin America, from the conquests of Spain and America through the twenty-first century. Special attention will be given to the Hispanic Caribbean, Spain, Argentina, Mexico and the Andean nations. Students will learn about the key events and
the fundamental ideas and concerns that have shaped Hispanic cultures across the centuries, such as processes of conquest and colonialism, nation formation, modernization, and the changing roles of religion, race and gender. Through discussions, written compositions and exams, students will learn to critically read and understand Hispanic cultures, and to develop original arguments in written and spoken Spanish. The class will be entirely conducted in Spanish.

**HISP-S 326 INTRO TO HISPANIC LINGUISTICS (3 CR)**
This course examines the basic linguistic structure of Spanish based on the principal fields of linguistic studies. The course begins with an overview of the characteristics of human language. Course topics include the structure and order of words (syntax), the forms and structure of words (morphology), the sounds of Spanish (phonetics and phonology) and how they compare with English, and how Spanish varies across regions, and by social considerations.

**HISP-S 328 INTRO TO HISPANIC LITERATURE (3 CR)**
This course provides students with the critical tools needed for the analysis and interpretation of Hispanic literatures through close readings of selected literary works from Spanish America and Spain, with an emphasis on issues of identity construction (e.g., regional, national, racial, and gender and sexuality). We will study the literary techniques of three major genres—poetry, narrative, and the essay—and will become familiar with the goals and methods of literary criticism. Through in-class discussions and written work, students will learn to develop grounded interpretations of texts by analyzing their content (story, ideas, themes), examining the ways that content and structure/techniques work together to convey themes, and exploring how texts engage with—reflect, respond to, and, often, seek to change--their historical, cultural, social, and/or political contexts.

**HISP-S 334 PANORAMAS OF HISPANIC LITERATURE (3 CR) taught by Edgar Illas**
This panoramic course is intended to help students expand on their knowledge of authors, literary movements, and Spanish culture and history more broadly, while improving their writing and speaking abilities in Spanish as well as their critical and analytical skills. Students will read, analyze, and discuss a broad selection of texts from different periods and contexts (including Iberia, Latin America, the US, and Africa). We will pay particular attention to the connection between narrative and politics. Class conducted entirely in Spanish.

**HISP-S 417 HISPANIC POETRY (3 CR) taught by Reyes Vila-Belda**
Poetry is often considered a difficult literary genre, an intricate form of writing divorced from social concerns and detached from the historical periods in which it is produced. The objective of this course is to read and analyze representative Hispanic poetic texts from 19th and 20th century (from Bécquer, Rosalía de Castro, Rubén Dario, Antonio Machado, among others) reflecting on the language, writing practices and literary forms, and situating the poems into artistic and literary movements. In addition, but equally important, we will bridge poetry in connection with the historical, social and political preoccupations of each period, looking carefully at how poetic texts responded and were engaged with their main issues of their times, such as gender, nation formation and national/regional identity, or the Spanish civil war. The class will be entirely conducted in Spanish.

**HISP-S 420 MODERN SPAN-AMER PROSE FICTION (3 CR) taught by Deborah Cohn**
In this course, we will study the trajectory of Spanish American and Caribbean prose fiction from the modernista movement of the late 1800s-early 1900s through the present. Themes that we will emphasize include: the relationship between Spanish America on the one hand and Europe or the U.S. on the other; questions of imperialism, rejecting the colonial past, and revolution and resisting U.S. hegemony in the region; efforts to construct collective identities (national, regional, gender/sexuality, racial, class). We will pay close attention to texts’ problematization of reality and representation of time (and the implications thereof), to the challenges that texts pose to traditional gender roles, and to how gender and sexuality may be reflected and refracted through political movements. Students will examine the ways that content and
structure/techniques work together in literary works to convey themes, and they will explore how texts engage with—reflect, respond to, and, often, seek to change—their historical, cultural, social, and/or political contexts. Primary readings may include novels and short stories by Bombal, Borges, Carpentier, Cortázar, Garro, Rulfo, Skármeta, Vargas Llosa, Vega, and others.

HISP-S 425 SPANISH PHONETICS (3 CR) taught by Erik Willis

This course studies the sound system of Spanish. Topics include the articulatory system, the characteristics and description of Spanish sounds, the patterns of Spanish sounds, the historical development of modern Spanish from Latin and the variation of the Spanish sound system. Attention will also be given to differences between Spanish and English sounds. A secondary goal of the course is a more native-like pronunciation as a result of a deeper understanding of how the Spanish sound system works. Course evaluation is based on homework assignments, a class project and presentation, and three exams.

HISP-S 427 THE STRUCTURE OF SPANISH (3 CR) taught by J. Clancy Clements

En este curso, vamos estudiar el papel que desempeñan la estructura de información y el concepto de la Transitividad en la estructura y la función de los elementos de la oración española. En la introducción, aprenderemos la manera en que codificamos nuestra realidad (cómo nombramos las cosas, los fenómenos, y los conceptos) y discutiremos dos principios en la organización de las lenguas de nuestro mundo: la estructura de la información en el discurso, y la Transitividad. Estudiaremos estos dos principios, cómo funcionan, y cómo se aplican al análisis del español como un sistema que se refiere a eventos, estados, participantes, y situaciones. También aprenderemos unos métodos sencillos para analizar las lenguas, y en particular, el español. Para estudiar cómo funcionan la estructura de la información y la Transitividad, repasaremos primero los diferentes niveles de estructura y funciones: categorías léxicas, categorías sintácticas, la estructura de la oración, y tipos de oraciones según su estructura y según su función.

HISP-S 429 SPANISH SOCLINGUISTICS-PRAGMAT (3 CR)

VT: PRAGMATICS: LANG IN CONTEXT taught by César Félix-Brasdefer

The objective of this course is to examine language use in context (pragmatics) and sociolinguistic variation in different varieties of Spanish. The first part of the course covers the foundational concepts of pragmatics: meaning, context, speech acts, reference, politeness/impoliteness, and key notions in discourse analysis. This course will look at grammatical concepts (conditional, subjunctive, negation, preterit/imperfect, word order, etc.) from a pragmatic perspective using data from native and non-native speakers. The second part of the course applies these notions to pragmatic and sociolinguistic variation by examining the effect of social factors (e.g. region, age, social class) on communicative language use. In this course, we will analyze natural data in face-to-face interaction and from study abroad contexts in different regions of the Spanish-speaking world.

HISP-S 430 THE ACQUISITION OF SPANISH (3 CR)

This course presents a panoramic view of the major questions, research methods, and results in the study of the acquisition of Spanish from multiple perspectives. We will explore concepts such as interlanguage, error analysis, stages of development, language transfer, and language universals. The focus of the class will be on Spanish; application activities will focus on examples produced by second language Spanish learners. The course will also trace the development of the field, from Behaviorist theories to a variety of contemporary approaches to learner language. Students will analyze structures that present challenges to learners from all levels of grammar. They will also examine samples of learner language and analyze them using the tools typically employed in the field.

HISP-S 435 LIT CHICANA Y PUERTORRIQUEÑA (3 CR) taught by Ricardo Andrés Guzmán

This course will deepen student’s knowledge of Latina/o literary and cultural production. Though the majority of the texts will be by Chicana/o and Puerto Rican authors, we will also include some works by authors from other Latina/o groups. By closely analyzing the interactions between content, form, and
context, we will develop grounded readings attuned to factors that shape particular Latina/o experiences in the United States. Some of the factors to which we will pay particular attention include race, ethnicity, class, gender, sexuality, immigration, citizenship, rights, nation/nationalism, the politics of language, and histories of U.S. imperialism within and between Latina/o groups. The course will be conducted in Spanish.

**HISP-S 471 SPANISH AMERICAN LITERATURE 1 (3 CR) taught by Kathleen Myers**

In this course, we will study Spanish American literature from the moment of conquest to the early 20th century. Looking at the role of writing and literature during the colonial period and the first century of independence, we’ll pay attention to the interplay between aesthetic, cultural, social, and ideological concerns. We will read and discuss in class a wide variety of works, including early narratives of conquest and colonization, poetry and autobiographies of the colonial period, 19th century nation-building novels, and modernist writings at the turn of the 20th century. By exploring the process of how Latin America has been “written” in the past, this course also aims to provide students with a solid background that will help them better understand Latin America in the 20th and 21st centuries.

**HISP-S 481 HISPANIC AMERICAN NATIONAL & REGIONAL LITERATURE (3 CR) taught by Olimpia Rosenthal**

Topic: Andean literature & visual culture. This course examines the literary and cultural production of the Andean region, focusing specifically on Peru, Bolivia, and Ecuador. We will consider the ways in which colonial legacies continue to shape postcolonial Andean cultures, we will trace the development of revolutionary politics and Andean Marxism, and we will reflect on the ways in which ethnic and racial identities are negotiated through literary and visual representations. Students will critically examine a variety of literary texts (including short stories, novels, poetry, and essays), and they will develop their analytical vocabulary for approaching visual culture (specifically for studying photography, graphic novels, and films). Some of the authors and visual artists that we will analyze and discuss include: Guamán Poma, Mario Vargas Llosa, José María Arguedas, César Vallejo, José Carlos Mariátegui, Luz Argentina Chiriboga, Martin Chambi, Freddy Mamani, Miguel Det, and Jorge Sanjinés. The course is conducted entirely in Spanish.

**HISP-S 495 HISPANIC COLLOQUIUM (1-3 CR)**

VT: LING THEIR APPLCTNS 2TECH & JOBS taught by Manuel Diaz-Campos

The goal of this course is to introduce and discuss the uses of linguistics and linguistic research across several professional contexts. The content of the class provides useful information and advice on career opportunities to undergraduate students majoring in linguistics. To this end the course will facilitate mentoring and communication between linguists working across fields and current graduate and undergraduate students. The class will include several talks from industry linguists to increase undergraduate students’ awareness of career paths and opportunities in different professional fields.

**HIST-H 211 LATIN AMERICAN CULTURE & CIV 1 (3 CR) taught by Arlene Diaz**

See LTAM-L 210 for description.

**HIST-F 340 MODERN ARGENTINA (3 CR) taught by Daniel James**

See LTAM-L 426 for description.

**INTL-I 202 GLOBAL HEALTH AND ENVIRONMENT (3 CR) taught by Stephanie Kane**

We will explore human-environment interactions from international and interdisciplinary perspectives. We will consider how and why humans shape the nature they inhabit in particular ways, and how in turn, nature shapes health and disease among humans. We will study how, as global change unfolds in particular cultures, ecologies and geographies, it alters human resistance and susceptibility to disease, and too, alters the access of individual and communities to conditions of wellness. Drawing from the social and natural
sciences and the humanities, the course will provide students with the concepts, theories and analytic tools useful for understanding and addressing the social, political and economic complexities of the fundamental global health and environment issues of our time.

INTL-I 300 TOPICS IN INTERNATIONAL STDs (3 CR)
VT: GLOBAL ENV INST & DEVELOPMENT taught by Nikolaos Zirogiannis

This class will offer an in-depth analysis of environmental institutions at different levels of governance (i.e. global, national, local). We will start by tracing the history of global environmental institutions, beginning with the 1972 United Nations Conference on the Human Environment, and cover a series of important waypoints leading up to the 21st Conference of Parties in December of 2015 in Paris. We will also examine the history of international environmental agreements, addressing environmental (i.e. Montreal Protocol on Substances that Deplete the Ozone Layer, Kyoto Protocol, etc.) and natural resources issues (i.e. International Commission for the Conservation of Atlantic Tunas, UN Reduction of emissions from deforestation and forest degradation, etc.). Another substantive area of analysis will be the interactions between trade and the environment as well as the role of developing nations in global environmental governance.

INTL-I 302 GLOBAL HEALING (3 CR) taught by Stephanie Kane

We will study traditions, trajectories and technologies of healing in a globalized world. We focus on healing practices that have been traversing the world, some since ancient times, some on the cutting edge of scientific knowledge, bringing their own cultural histories along even as they are transformed by new practitioners, inventions and problems. We focus on the social, political and economic conditions that must be in place for healing practices to thrive; on the social interactional spaces and frameworks of interpretation that different healing practices create; on the interconnections formed among healers, those seeking treatment, and those implicated in causing dis-ease. Who and what is excluded or included within the spaces of different healing practices? What are the geometries and geographies of power involved? What identities, stories, and pathways of social change come together through healing practices and how might the curious conjunctures that emerge influence the shape of future worlds?

LATS-L 398 A & H TOPICS IN LATINO STUDIES (3 CR) | also listed as FOLK-F 356
VT: LATINO FOLKLORE taught by Mintzi Martinez-Rivera

Youth are one of the main social groups responsible for key social, cultural, economic and political changes in society. Latino Youth, specifically, have played a significant role in shaping mainstream youth culture in the United States. However, Latino Youth, as other minority groups, are heavily criminalized and considered deviant. In this course we will analyze different cultural practices performed by Latino Youth using the concepts of deviancy and creativity as cornerstones. Some of the cultural practices that we will examine are pachuco culture, graffiti, lowriding, gang-life, salsa, hip-hop, among other cultural manifestations; the different case studies will allow us to study Latino Youth’s active participation in creating, negotiating, and transforming the culture and community where they live. This class will combine Latino Studies and Folklore studies in order to analyze and explore the multiple and varied Latino cultural performances and experiences from a holistic approach.

LATS-L 400 ADV TOPICS IN LATINO STUDIES (3 CR) | also listed as MUS-M/Z 413
VT: LATIN AMER & LATINO POP MUSIC

This course will explore historical and cultural aspects in the development of important popular music genres in Latin America and the Caribbean, as well as their impact in the United States. We will also examine issues of performance and instrumentation and the output of significant composers, arrangers, and performers. This course is for non-music majors only.

LSTU-L 231 GLOBALIZATION AND LABOR (3 CR) taught by Marquita Walker
This course explores the globalization of trade, production, and migration and the effects of these processes on workers in a globalized world. Through reading, discussion, and problem formation, students will critically think about the way global processes and policies impact workers' daily lives, analyze existing historical and current justifications for offshore production and the dismantling of barriers to trade and investment, and explore alternatives to these policies.