Latin American Studies

Interdisciplinary

MAJOR

AND

MINOR

Spring 2013

Course Listing
LAS Faculty

From Department of Anthropology
Professor David Guss, Latin American Anthropology
Professor Deborah Pacini Hernandez, Latin American/Latino Sociocultural Anthropology
Lecturer Lauren A. Sullivan, Mayan Archeology

From Department of Art & Art History
Associate Professor Adriana Zavala, Latin American Art History

From Department of Drama & Dance
Assistant Professor Noe Montez, Contemporary Latin American Performance

From Department of History
Professor Peter Winn, Latin American History
Professor Christopher Schmidt-Nowara, Spanish Culture & Civilization

From Department of Political Science
Associate Professor Consuelo Cruz, Latin American Politics

From Department of Romance Languages
Lecturer Cristiane Soares, Portuguese, and Brazilian Literature and Culture
Associate Professor Nina Gerassi-Navarro, Latin American Literature and Culture
Professor José Antonio Mazzotti, Latin American Literature and Culture
Assistant Professor Pablo Ruiz, Latin American Literature and Culture
Associate Professor Pedro Angel Palou, Latin American Literature and Culture

From Department of Sociology
Assistant Professor Ryan Centner, Urban Sociology Globalization and Latin America
Assistant Professor Helen Marrow, Latin American Migration, Race and Ethnicity, Sociology

From Department of Department of Visual and Critical Studies
Lecturer Eulogio Guzman, Pre-Columbian and Latin American Art and Architectural History

Students may contact any of these professors for advising.
MAJOR in Latin American Studies

Requirements for the Latin American Studies major consist of 11 courses as follows:

I. Spanish 150 or 50/ LAS 50 Latin American Civilization

II. One of the following courses in Political Science:
   - PS 127: Latin American Politics
   - PS 138: Political Violence in State and Society
   - PS 170: Seminar: International Human Rights and Humanitarian Law
   - PS 177: America and Democracy Abroad since 1898

III. One of the following courses in Anthropology or Sociology:
   - ANTH 15: Native Peoples of South America [formerly ANTH 115]
   - ANTH 128: Mesoamerican Archaeology
   - ANTH 132: Myth, Ritual, and Symbol
   - ANTH 184: Festivals and Politics in Latin America
   - SOC 180: Cities of the Global South

IV. One of the following courses in Art History and/or Culture:
   - FAH 7: Introduction to Latin American Art
   - FAH 81/81: Twentieth-Century Mexican Art
   - FAH 83/83: Gender in Latin American Art
   - FAH 84/84: Latin American Cinema
   - FAH 92-01 Colonial Mexican Art & Architecture
   - FAH 280: Seminar in Latin American Art
   - FAHS 0101-01: A View of the Ancient Middle and South America
   - FAHS 0035-01: A Critical Perspective of the Americas
   - FAHS 0133-01: Maya Art and Architecture from Kings and the Courtly Elite to Modern Day Survivors
   - FAHS 100: Art of Ancient Mexico
   - FAH 0131-01: The Art of Building Empire: An Examination of Hegemonic Strategies
   - FAH 0001-02: Space, Place, and Ritual: Theories and Approaches in Understanding Architecture in Ancient America
   - FAH 0142-01: Imagining and Possessing America: The Complexities of the Colonial View
   - FAH 0170-01: Biting the Hand that Feeds?: A Reassessment of Collecting, Exhibiting, and Marketing Art and Culture
   - FAHS 0037-01: Mexico City: From Floating Gardens to Elevated Highways
   - SPN 91/SPN92: Latin American Topics (in English)

V. One of the following courses in Literature and/or Culture (all of these courses have an advanced language prerequisite):
   - SPN 34: Survey of Latin American Literature from Pre-conquest through Independence
   - SPN 35: Survey of Latin American Literature from Modernism to the Present
   - SPN 101: Latin American Theatre
   - SPN 102: Latin American Short Story
   - SPN 103: Contemporary Latin American Novel
   - SPN 104: Poetry in Spanish America
   - SPN 105: The Dictator in the Latin American Novel
   - SPN 106: Literature and Revolution: Mexico and Cuba
   - SPN 107: Testimonial Literature of Latin America
   - SPN 108: Latin American Women Writers
   - SPN 50/150: Latin American Civilization
   - SPN 156: Afro-Latin American Literature
   - SPN 191/SPN192: Special Topics: Latin American literature or civilization

VI. One of the following courses in History:
   - HST 17: The Americas [formerly HST. 75]
   - HST 18: Colonial Latin America [formerly HST 77]
   - HST 19: Modern Latin America [formerly HST 78]
   - HST 115: Revolution in Latin America: Mexico and Cuba [formerly HST 160]
   - HST 116: Revolution in Central & South America [formerly HST 161]
   - HST 192: Research Seminar in Latin American History [formerly HST 186]

VII. Four electives from any of the approved courses listed. One of these electives may be a Latino Studies course upon approval of the LAS program director. If a student decides to write a Senior Thesis, one of these electives will be the first semester of the Senior Thesis.

VIII. One Senior Seminar or a one-semester Independent Research Project LAS 197/198 (in consultation with the Major adviser), or the second semester of a Senior Thesis.

IMPORTANT NOTE: at least one of the requirements must focus on pre-20th century Latin America and at least one of the requirements must focus on indigenous cultures/societies. This list may be incomplete, and the class times are subject to change. Before you register, consult the listings in the course’s home department. *Courses listed with an asterisk (*) are not exclusively concerned with Latin American material. Students who wish to count these courses for LAS must first consult with the course instructor; they must focus their course work on appropriate LAS topics, and they must complete a Course Content Certification Form. Students may count no more than one asterisked course for the minor. **Courses listed with a double asterisk (**) are Latino Studies courses. Students may credit no more than one Latino Studies course for the major or minor.
The Latin American Studies
Minor
Spring 2013

Program Director: Associate Professor Nina Gerassi-Navarro, Romance Languages

The Interdisciplinary Minor in Latin American Studies allows students to explore the region from a multidisciplinary perspective. It encourages students to integrate their study of the arts and literature, history, and the social sciences into a unified view of Latin America.

In pursuing the minor, students can draw on resources throughout the university, including courses on Latin America in the departments of Romance Languages, Anthropology, History, Music, and Political Science. In their senior project, students also have the opportunity to explore a theme of particular interest with the coordinated support of the faculty advisers from different fields.

The Interdisciplinary Minor in Latin American Studies offers students planning to pursue careers in diplomacy, international business, law or graduate study in the humanities and social sciences a solid grounding in the region.

Requirements for the Latin American Studies minor consist of:

I. Study of one of the region's languages for three years (e.g., through Spanish 22) or the equivalent.

II. Five courses in Latin American studies, including at least one course from each of the three disciplinary areas: Arts and Literature, Social Sciences, and History.

III. A senior project (normally done in the second semester of the senior year) that integrates at least two of the three disciplinary areas of the minor. This project may be written work, a photography exhibit, a performance or some other creative work. Student will work with at least two core LAS faculty advisors from two different disciplines, as project director and second reader. Students will participate in a monthly senior project seminar taught by the entire Latin American Studies faculty and receive a full course credit for their project. The project will conclude with an oral defense.

For further information, students interested in pursuing a minor in Latin American Studies should register with:

Associate Professor Nina Gerassi-Navarro
Romance Languages, Olin Center, Packard Avenue, Medford/Somerville Campus
Phone: x72755 Email: Nina.Gerassi@tufts.edu
http://ase.tufts.edu/latinamericanstudies/
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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Block</th>
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</tr>
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<tr>
<td>ANTH 15</td>
<td>Native Peoples and Indigenous Rights in South America</td>
<td>G+ mw</td>
<td>Guss</td>
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<tr>
<td>ANTH 20 *</td>
<td>Global Cities</td>
<td>J+ tr</td>
<td>Stanton</td>
</tr>
<tr>
<td>ANTH 128</td>
<td>Mesoamerican Archaeology</td>
<td>M+ mw</td>
<td>Sullivan</td>
</tr>
<tr>
<td>ANTH 149-21</td>
<td>Special Topics: Latinos in New England</td>
<td>11 t</td>
<td>Staff</td>
</tr>
<tr>
<td>DNC 65-01/02</td>
<td>The Art of Salsa – Female Section 65-01/Male Section 65-02</td>
<td>I+ mw</td>
<td>Thigpen</td>
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<tr>
<td>EC 62 *</td>
<td>Economics of International Migration</td>
<td>E+ mw</td>
<td>Hardman</td>
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<tr>
<td>EC 191-3 *</td>
<td>Cities in the Developing World</td>
<td>I+ mw</td>
<td>Hardman</td>
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<td>FAH 86/186</td>
<td>The Latino Presence in Art and Visual Culture</td>
<td>H+tr</td>
<td>Zavala</td>
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<td>FAHS 0142 01</td>
<td>Imagining and Possessing the Americas</td>
<td>Tues. 9am-12</td>
<td>Guzman</td>
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<td>FAHS 170 01 *</td>
<td>Biting the Hand that Feeds?:</td>
<td>Wed 3:30-6:30</td>
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<td>A Reassessment of Collecting, Exhibiting, and Marketing Art and Culture</td>
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<td>HST 29</td>
<td>US Foreign Relations 1900 to Present</td>
<td>I+mw</td>
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<td>HST 86</td>
<td>Modern Mexico</td>
<td>D+tr</td>
<td>Corbett</td>
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<td>HST 118</td>
<td>Caribbean History</td>
<td>I+mw</td>
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<td>POR 02</td>
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<td>TBD</td>
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<td>PS 138-02</td>
<td>Political Violence in State and Society</td>
<td>K+ mw</td>
<td>Cruz</td>
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<td>PS 189-08</td>
<td>Seminar: History of Financial Turbulence and Crises</td>
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<td>Psalidopoulos</td>
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<td>SPN 22-XA</td>
<td>Composition and Conversation II: Teatro breve del siglo vei</td>
<td>E+ mw</td>
<td>Haltom</td>
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<td>SPN 22-XB</td>
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<td>L+ tr</td>
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<td>SPN 35</td>
<td>Survey of Latin American Literature I</td>
<td>Multi. sections</td>
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<td>Advanced Composition I</td>
<td>Multi. Sections</td>
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<td>Multi. Sections</td>
<td>See Dept. Listing</td>
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<td>SPN 124</td>
<td>Spanish - English Translation Workshop</td>
<td>K+ mw</td>
<td>Klatt</td>
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<tr>
<td>SPN 150</td>
<td>Latin American Civilization</td>
<td>J+ tr</td>
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<td>SPN 192-C</td>
<td>Recasting the Colonial World</td>
<td>I+ mw</td>
<td>Gerassi</td>
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<td>SPN 192-D</td>
<td>Crafting Mexico Towards Art and Literature: Early 1920s and</td>
<td>K+ mw</td>
<td>Palou</td>
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<td>Impact on Life</td>
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<td>LAS 180</td>
<td>Latin American Studies Capstone Project</td>
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<td>Staff</td>
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<tr>
<td>LAS 190</td>
<td>Latin American Studies Independent Study</td>
<td>ARR</td>
<td>Staff</td>
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<tr>
<td>LAS 198</td>
<td>Latin American Studies Senior Thesis (year-long)</td>
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Website: http://ase.tufts.edu/latinamericanstudies/
After presenting an overview of the indigenous populations of South America and the various theories concerning the continent’s settlement, a series of case studies will be presented in order to introduce students to not only the various native peoples inhabiting South America but also the different approaches that have been employed in their study. Issues of cultural ecology, environmental determinism, warfare, state formation, gender, shamanism, mythology, and art will all be addressed in relation to hunters and gatherers such as the Yanomami, lowland horticulturalists such as the Yekuana and Tukano, and Andean herders and planters such as the Quechua. The concluding section of the course will deal with the current political and environmental crisis in the Amazon, discussing different strategies for survival being employed both within and without. As part of this final discussion, issues of contact and native millennialism will also be addressed. This course counts towards the Social Sciences and World Civilizations distribution requirements, although it can only be counted as one or the other. It also counts as a Native American Culture or Hispanic Culture culture option.

ANTH 20 * Global Cities J+ tr Stanton
As the world continues to become more urbanized, cities take on increasingly important roles as nodes in global flows of people, capital, and images. Using theory and case studies from anthropology and other disciplines, this course will examine how shared identities are shaped, contested, memorialized, and erased in urban spaces, and how those spaces relate to their “natural” contexts. The course will introduce students to some of the ways that social scientists have thought about issues of urban place-making, social cohesion and conflict, and mobility. We will focus on the tensions between planned and lived urban space, on the intersection of “the local” and “the global” in urban experience, and on ethnography as asset of methods for investigating the embodied and inherently political realities of life in cities. This course counts toward the Social Sciences distribution requirement.

ANTH 128 Mesoamerican Archaeology M+ mw Sullivan
This course is an introduction to the archaeology of the pre-Columbian cultures of Belize, Guatemala, Honduras, and Mexico. The cultures of Mesoamerica have been studied since the Spanish arrived and this course will examine the history of archaeological research in the region as well as the latest finds and interpretations. The Olmec, the Maya, the Zapotec, and the Aztec will be studied through artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices. We will begin the semester by examining the transition from hunting and gathering to early agriculture and the origins of village life across the region. The focus will then turn to the development of social complexity and the emergence of elites examining their use of ritual and religion in creating and maintaining social inequality. After discussing the rise of the state and the various structures associated with state level society (e.g., political organization, subsistence strategies, different levels of social hierarchies), we will turn to culture collapse and assess some of the latest theories on why/how these great societies declined. This course counts toward the Social Sciences distribution requirement, the World Civilization requirement, and the Native American Culture and Hispanic Cultures and Diasporas culture options. Prerequisites: ANTH 50 Prehistoric Anthropology or permission of instructor.

ANTH 149-21 Special Topics: Latinos in New England 11 t Staff
More than one million Latinos now live in New England and it is a rapidly growing population. This course will explore how the Latino communities in the region are influencing New England’s socioeconomic, political and cultural life, and reciprocally, how these communities are being shaped by their interaction with the region’s non-Latino peoples, traditions and institutions. Particular emphasis will be given to the city of Boston, home of the largest Latino population in New England. Class will include field trips to Boston’s Latino neighborhoods and guest speakers active in the Latino community. This course counts towards the Social Sciences distribution requirement and fulfills the anthropology area course requirement.

DNC 65-01/02 The Art of Salsa – Section 65-01 /Male Section 65-02 I+ mw Thigpen
Salsa dance techniques and combinations in context of Latino/a culture. Focus on dance proficiency, Afro-Latin roots, and music/dance relationship. Primarily a studio course, some written assignments as well as ethnographic practicum in the field. One-half course credit.

EC 62 * Economics of International Migration E+ mw Hardman
Exploration how economists tackle the questions: Who migrates? Who stays and who returns? Why? Which migrants send money home? What impact do those remittances have on economic development? How can economics help us understand refugee flows and illegal migration? Why do immigrants cluster in neighborhoods like Chinatown or the North End of Boston? Is migration a substitute for or a complement to international trade? The course first develops economic tools for understanding both individuals’ decision to migrate across international borders and the resulting migrant flows. It then explores the economic impact and policy implications of migration for home (migrant sending) and host (migrant receiving) countries' economies. Prerequisite: Economics 5, or consent.
More than half the world's population now lives and works in urban areas. This course looks at cities in the third world as an economic phenomenon. It analyzes cities' role as a locus of economic productivity and of policy problems. We will review recent theoretical and empirical research on cities by urban and development economists. The goal is to equip students with analytical tools and inform them about policy instruments. The course focuses on urbanization in developing countries in Latin America, Asia and Africa, and will draw parallels from experience and research in middle and upper income countries of Europe, in the Americas and in Asia.

Representation of Latinos and by Latinos across a broad range of media, with emphasis on contemporary art and film/televison, but including literature and music. Popularity and increase of Latino culture in the U.S. in the context of ongoing debates about immigration, national security, and shifting demographics. Key topics include the cultural politics of representation, the relationship of contemporary Latino artists to the mainstream art world, debates about visual art as a vehicle for the expression of cultural identity, the role of gender, sexuality, class, and ethnicity in creative expression, the relationship between Latino culture and the mainstream, the diversity of the Latino community, how self-representation informs political dissent, and an examination of Latinidad as an affirmative cultural construction for people of Latin American descent in the U.S. No prerequisites. (May be taken at the 100-level.)

Early studies focusing on the conquest of the Americas and the ensuing colonial experience in the new Spanish colonies have commonly emphasized the wholesale establishment of European ideals and cannons among Amerindian subjects and their visual culture. More recent studies have complicated this view presenting locals no longer as passive agents who readily accepted the new forms of their conquerors. These recent critical studies have relied on post-Colonial theory and on more nuanced socio-historical, iconographic approaches that have yielded a deeper understanding of the dynamic period following conquest. Devastation certainly followed the cataclysmic initial years of conquest, especially as greater contact with Europeans yielded pandemics throughout the newly discerned continent. However, a flourishing of the arts also complemented this early period and these artistic enterprises provided indigenous peoples the opportunities to negotiate better social positions for themselves through deft political maneuverings. An examination of the visual culture in the newly fashioned, constantly changing societies of New Spain reveal a plethora of artistic tactics that included syncretism/adaptation of forms, appropriation and refashioning of motifs as well as outright rejection of European motifs. Through an examination of the visual arts of the Americas from the sixteenth through the end of the eighteenth century students will explore how both colonizers and their colonized subjects used art as political strategies to refashion themselves and secure a more profitable existence.

Since their creation, one of the missions of museums has been to house and exhibit art and culture “worth saving.” As museums’ collections have grown with time, so has their role in society, making this institution a principal disseminator of knowledge. Through lectures, readings, museum visits, and class discussions this course reassesses the role of the museum as a cultural institution that frames and shapes both public opinion and scholarship. This course investigates the relationships that exist between museums, artists, politics, and patrons. Assignments will help students explore topics such as how museums go about preserving, and at times destroying and essentializing, those cultures they exhibit; how patronage can affect who and what gets into the museum and under what guises art is framed; how museums have established art as a commodity and set a market value for culture; and how museums can manifest or ignore the interests and needs of local communities.

This course explores the twentieth century rise of the United States from a regional power to a superpower. Two world wars, a global depression, the Cold War, as well as a series of smaller conflicts marked this advance to dominance. But the story is more than these events. The imposing position of the United States was not solely a product of the actions of the American state as the country’s power was enhanced by efforts of nongovernmental groups as well as the appeal and pervasiveness American culture, among other elements. However, the United States found itself transformed as new opportunities and tensions arose domestically as the nation grasped global hegemony. David Ekbladh
This course will explore the major moments and social movements in modern Mexican history from the Independence Wars of the early 19th century to the democratization movements of the late 20th century. Special attention will be paid to the Mexican Revolution, its origins, processes and legacies. In addition to reading key secondary sources, students will work closely with a wide variety of primary sources. Throughout the semester, the focus of the class will be on the politics of nation formation and the conflicts of class, race, ethnicity, gender and region that have shaped the political culture of present-day Mexico. Barbara Corbett

HST 118 Caribbean History

The Caribbean as a pivotal region in global history. The course will focus on themes common to the different islands/colonies/nations of the Caribbean, including the origins of colonialism, slavery, transculturation, religion, and nationalism.

POR 2 Elementary Portuguese II

A continuation of POR 1. The course advances and completes the study of basic grammar and vocabulary. It provides the linguistic skills and cultural information needed in a broad range of situations met when studying, working or traveling in a Portuguese-speaking country. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Portuguese. Prerequisites: POR 1 or equivalent.

POR 4 Intermediate Portuguese II

Continues the review of fundamentals of grammar begun in POR 3 and encourages the development of a large active vocabulary and a greater awareness of Portuguese-speaking cultures. It aims at developing a level of language proficiency sufficient for survival in unusual or complicated situations (i.e., coping with an unforeseen event); and at participating in conversations about practical topics and current events. There will be regular lab assignments, compositions, class discussions, debates and oral presentations. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Portuguese. Writing Workshop Section (WW) - Students will use writing as a means to become more deeply engaged in the readings and films, develop critical thinking, and improve their writing and discussion skills in Portuguese. No extra graded work will be assigned. The workshop will provide the opportunity to map ideas for compositions, engage in peer discussion of drafts, and have individual conferences with the instructor. The writing workshop requires an extra 50 minutes of class time each week, and in recognition of the extra time commitment, a record of participation will appear on the student’s transcript. Participants must register for both POR 004 and POR 004WW.

PS 21 Intro to Comparative Politics

Theories and evidence in comparative politics, preparing students for upper-level courses that focus on specific regions, countries, and themes. Examination and evaluation of competing theoretical approaches to important phenomena in world politics, including democracy and democratization; revolutions; economic development; and ethnicity and ethnic conflict. Discussion of illustrative examples from different regions such as Western Europe, Eastern Europe and Russia, East Asia, South Asia, Africa, the Middle East, and Latin America.

PS 138-02 Political Violence in State and Society

This course examines the varieties in form and scale of political violence. It also assesses salient theories that aim to explain or trace the origins and logic of such violence. Finally, the course tests these theories against empirical cases mainly drawn from the Latin American experience.

PS 189-08 Seminar: History of Financial Turbulence and Crises

This course examines the varieties in form and scale of political violence. It also assesses salient theories that aim to explain or trace the origins and logic of such violence. Finally, the course tests these theories against empirical cases mainly drawn from the Latin American experience.

SPN 22-XA Composition and Conversation II: Teatro breve del siglo veinte

The goal of this course is to increase the student’s aural/oral fluency and reading/writing competency through the use of theater exercises and short theatrical works while enriching his/her knowledge and appreciation of Hispanic theater and related arts. Various representative Latin American twentieth century one-acts will be studied as well as two peninsular works, Federico García Lorca’s Amor de Don Perlimplín con Belisa en su jardín and La cueva de Salamanca by Cervantes, the latter included to provide historical context for the other works. Examples of monolog, poetry and song will also be presented. Coursework will include one ensemble as well as one individual presentation and three examinations covering both grammar and theater work. No previous experience in theater or acting is required. Conducted in Spanish. Prerequisite: Spanish 21 or consent.
Want to know what Mexico is really like? Find out what they don't tell you on the evening news. This course will expand and refine the students' spoken and written skills in Spanish through an exploration of the history and culture of the Mexican people on both sides of the border. Topics to be discussed: current political and social issues, the Mexican Revolution, indigenous cultures, and the Chicano Movement, among others. Class discussions of Mexican and Chicano literary works, journal articles, film, art, music, and popular culture will provide practice in synthesis and analysis, oral expression, and vocabulary-building. Practice in presentational speaking and essay writing. Students will have an opportunity to explore a topic of personal interest.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Sections</th>
</tr>
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<tbody>
<tr>
<td>SPN 22-XB</td>
<td>Composition and Conversation II: Mexico</td>
<td>Lombardi Cantú</td>
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<td>SPN 22-XE</td>
<td>Composition and Conversation II: El espíritu de Puerto Rico</td>
<td>Levy</td>
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<td>SPN 35</td>
<td>Survey of Latin American Literature II</td>
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<td>SPN 121-A</td>
<td>Advanced Composition/Conversation I</td>
<td>Berte</td>
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<td>SPN 150</td>
<td>Latin American Civilization</td>
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Latin American literature from the nineteenth-century Modernist poetry and prose through the groundbreaking trends of the twentieth century, such as Regionalist and Indigenist narrative, Magical Realism, and the "boom" in the Latin American letters of the sixties and seventies. Writers include Rubén Dario, Pablo Neruda, Gabriel García Márquez, and Jorge Luis Borges. Historical context as well as literary analysis. Conducted in Spanish.

In this course the students will practice and improve their written and oral skills in Spanish in a variety of contexts and situations, both formal and informal. There will be daily core readings to serve as a backbone for the in-class, task-oriented activities. The semester we will cover different genres: poetry, theater (in practice) and novels. Creative and analytical writings will follow and reflect upon these genres. There will also be a comprehensive grammar review. Two exams (midterm and final), seven short reflections, two longer papers, two skits and presentations. Not for native speakers or for those who have studied Spanish-speaking countries. Prerequisites: Spanish 21 and 22, or consent.

This course aims to improve the student's written and oral expression in Spanish. The focus of the course will be four-fold: the discussion and critique of daily reading assignments; the creation of creative and analytical work; the study of key grammar points; and the study of colloquial expressions in Spanish. Ten one-page reflections on readings, three two-page book reviews, short writing assignments, communicative activities in class using different teaching and learning tools, two skits, presentations, a collaborative project-based midterm, and an oral final exam. Conducted in Spanish. Open to heritage students who have studied Spanish grammar. Prerequisite: Spanish 121 or consent.

The theory and practice of translation as applied to the contrasting communicative strategies of Spanish and English, emphasizing lexical, grammatical, and stylistic differences as well as culturally-specific references. The methodical use of reference materials to explore language usage and the background knowledge necessary to more closely understand the source text and to produce a faithful translation. Conducted in Spanish. Course Requirements: Active participation in class discussions and workshop activities. Weekly readings on translation and Spanish to English translation assignments in literature, humanistic social sciences, and creative journalism. Midterm exam. Final translation project including commentary and class presentation.

This course will examine the main determinants shaping Latin American civilization and culture at the start of the new millennium. Particular emphasis will be placed on issues of ethnicity and hegemony as definers not only of all major historical and cultural processes of the Latin American past, but also of the main challenges of its present and future. Reading materials will cover both canonical works as well as cultural production generated from the margins. This course counts towards the culture option, International Relations major, Latin American Studies and Africa and the New World minors, and the World Civilization requirement.
The purpose of this course is to explore how contemporary Latin American novels and films have recast the colonial world. Focusing on a number of sixteenth-and seventeenth-century chronicles, we will analyze how certain images of the New World emerged, generating extraordinary myths that continue to be evoked today. Topics discussed will be the concept of civilization and the heroic vision of the conqueror, the silencing of the Indian, the role of violence and repression, and the use of irony to undermine the colonial discourse and imagery. Readings will include works by authors from Mexico, Cuba, Argentina, and Venezuela as well as films by C. Saura, W. Herzog, and N. Pereira dos Santos among others. Conducted in Spanish. Prerequisites: Spanish 34 or 31, and 32 or 35, in addition to 100 level course or consent.

SP 192-D  Crafting Mexico Towards Art and Literature: The Early 1920s and the Impact on Daily Life  K+mw  Palou

This course offers an introduction to cultural history through the lenses of a promising era, the so called “Mexican Renaissance” of the 1920s, and will focus, particularly in the work of an American writer, Katherine Anne Porter (in her articles, short stories, her catalog of Mexican crafts and diaries) and how she dealt with the work and action of figures like Vasconcelos, Luis N. Morones, Best Maugard, Eiseinstein and others.

LAS 180  Latin American Studies Capstone Project  ARR  Staff

A one-semester senior project (normally done in the second semester of the senior year) that integrates at least two of the three disciplinary areas of the minor. This project is required of all LAS minors. It may be written work, a photography exhibit, a performance or some other creative work. Students will participate in a monthly senior project seminar taught by the entire Latin American Studies faculty as well regularly scheduled meetings with their project advisor(s). They will receive a full course credit for their project. REQUIRED OF ALL LAS MINORS. PERMISSION OF INSTRUCTOR/DIRECTOR.

LAS 190  Latin American Studies Independent Study  ARR  Staff

Guided individual study of an approved topic. Before pursuing such study, the student is expected to have taken regular courses related to the topic. Credit as arranged. No more than one Independent Study course may be applied to the Latin American Studies major/minor. Students signing up for LAS198 should also consult with the program director or their major advisor to confirm that the project will fulfill a requirement or be accepted as an elective for the major. PERMISSION OF INSTRUCTOR/ DIRECTOR.

LAS 198  Latin American Studies Senior Thesis  ARR  Staff

PERMISSION OF INSTRUCTOR/ DIRECTOR. YEAR-LONG.

January 28, 2013
Latin American Studies
Non-field Course
Research Certification Form

This form certifies that a significant portion of a student’s coursework (e.g. major research paper) in a course not exclusively dedicated to Latin America was dedicated to a Latin American topic. (These courses are designated with an asterisk* in the Latin American Studies Course semester booklet)

Student name:
___________________________________________________________________________

Major or Minor in Latin American Studies:
___________________________________________________________________________

Course taken (Dept, course # and title):
___________________________________________________________________________

Semester taken: __________________________

Description of the topic/scope of work completed to certify the course should count toward the student’s major/minor (to be filled out by the faculty member teaching the course)
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

If a research paper, title of the paper:
___________________________________________________________________________
___________________________________________________________________________

Course Faculty Signature:
___________________________________________________________________________

Program Director Signature
___________________________________________________________________________

Copy – Student Copy - Program Director Copy - CIS/LAS program office