

UNIVERSITY OF MIAMI  
**CENTER for LATIN  
AMERICAN STUDIES**

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**Spring 2012 Course Booklet**



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## Latin American Studies Degree Programs

### Undergraduate Curriculum

Latin American Studies offers an interdisciplinary approach to learning about the cultures and societies of Latin America and the Caribbean. Undergraduate courses are offered in Africana Studies, American Studies, Anthropology, Architecture, Art and Art History, Biology, Communication, Economics, Geography, History, Journalism, International Studies, Marketing, English, Modern Languages and Literatures, Music, Musicology, Political Science, Religious Studies, Sociology, and Women's and Gender Studies. The major in Latin American Studies is designed for the student who wants to acquire background knowledge about the area or who is interested in some aspect of Latin American and Caribbean affairs, such as government, law, business, research, journalism, or education. Students are strongly encouraged to spend at least one semester abroad on a program with a Latin American and Caribbean Studies component (see Office of International Education and Exchange Programs, 212 Allen Hall).

### MAJOR in Latin American Studies—BA or BS (36 credits)

- First year seminar in Latin American Studies (3 credits)
- Language competency (6 credits)
  - 214 level or higher in French, Spanish, Portuguese, or equivalent in Haitian Creole.
  - **And** 105 (or equivalent) in a language other than the one used to satisfy the above requirement (or in an indigenous language of Latin America, with approval of the Program Director)
- LAS 201 Gateway Course in Latin American Studies (3 credits)  
*NB: As of the Fall of 2012, LAS201 will be replaced by LAS101.*
- 6 credits in Latin American History
- 5 courses in classes listed in LAS or cross-listed with LAS, 12 credits of which must be completed at the 300-level or higher (15 credits)
- Senior Seminar or Independent Study (3 credits)
  - LAS 494 Independent Study in Latin American Studies - culminates in a project on a Latin American subject carried out under the supervision of a faculty member. The student's proposal for a project subject must be approved by the Program Director within the first week of the semester of the independent study.
  - LAS 501 Senior Seminar - a program seminar designed to enable students to examine significant problems of the area in an interdisciplinary fashion
- *Study abroad is strongly encouraged.*
- To complete the major, students must maintain a C- or better for all major courses, with an overall GPA of 2.0.

## MINOR in Latin American Studies (5 courses-15 credits)

Courses must fall outside the department of the student's major

- LAS 201 strongly recommended
- Senior Seminar or Independent Study (3 credits)
  - LAS 494 Independent Study in Latin American Studies - culminates in a project on a Latin American subject carried out under the supervision of a faculty member. The student's proposal for a project subject must be approved by the Program Director within the first week of the semester of the independent study.
  - LAS 501 Senior Seminar - a program seminar designed to enable students to examine significant problems of the area in an interdisciplinary fashion
- A grade of C- or better is required in the minor with an overall GPA of 2.0.
- Must satisfy the general requirements for either the College of Arts and Sciences or School of Business

## Dual BA/MA Degree in Latin American Studies (FILAS)

In this highly selective Honors Program, students follow a rigorous, accelerated curriculum to complete a dual degree (B.A./M.A.) in Latin American and Caribbean Studies in five years. The program provides exciting collaborative research, travel, and work opportunities.

Working with UM's world-class faculty in various academic disciplines, FILAS participants design individualized curricula. In addition to the regular general education course requirements of the College of Arts and Sciences, FILAS students choose one focus track for their most advanced courses: Social Sciences, Literature & Culture, Communication, Environmental Studies, Public Health, or History. For broad-based, multi-disciplinary preparation, students choose courses that focus on Latin America and the Caribbean from the following categories (at least ten of these courses must be taken at the Master's level):

- One gateway seminar in Latin American Studies
- Two History courses
- Two International Studies courses
- Two Economics courses
- Three advanced Languages and Literatures courses
- Seven courses in Study Abroad
- Two courses as internship/co-op credits
- Three courses above the 300-level (third-year) in a range of disciplines
- Ten courses in one focus track

**150 total credits**

*FILAS* students also write a thesis based on an original research project. In addition, they present their findings in a meeting of the UM Center for Latin American Studies in their final semester.

## Curriculum

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

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

**Note:** At least 10 of these courses must be at the master's level.

## Master of Arts in Latin American Studies

### Students Entering prior to Fall 2011

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

### Curriculum

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

Requests for more information and inquiries regarding the application process should be directed to: [lasgrad@miami.edu](mailto:lasgrad@miami.edu)

## **Students Entering Fall 2011 and Thereafter**

The M.A. in Latin American and Caribbean Studies is a 30-credit interdisciplinary degree that combines the cultural sensitivity and understanding of place offered by area studies with an inter-disciplinary, holistic approach to solving problems and advancing knowledge and practice. The degree can be completed in two semesters and a summer. Offering students conceptual and practical tools for innovation, sustainability and enhancing wellbeing are guiding principles of the program.

After a required survey of the field and a methods course chosen from a discipline, students take two regional studies courses from at least two disciplines and then create specialized interdisciplinary tracks assisted by a program advisor and a mentor in their area of interest. Examples of program tracks include Innovation, Sustainability and Development, Politics and Democratization, Security Studies, Creative Industries, Communication and Journalism, and Global Interactions. A track specializing in the acquisition and application of Geo-spatial Information System technologies (LAS - GIS) is also offered.

The program consists of two core Latin American and Caribbean seminars, a disciplinary methods course, two regional fundamentals courses and three elective seminars. Latin American Studies electives are drawn from across the university.

Students are required to either write a master's thesis or complete an individual capstone project with an oversight director and committee. Under special circumstances students who have acquired 30 credits may fulfill the thesis/capstone requirement by passing a comprehensive examination.

Students must demonstrate advanced language competence in either Spanish, Portuguese or Haitian Creole by passing a course taught in the target language at the 500-level or above, or by passing a equivalent language competency exam. Students may develop reading or oral proficiency in other courses through the university's Modern Language and Literatures Department (MLL) or, when not offered by MLL, the university's Directed Individualized Language Study (DILS) program.

**Master of Arts in Latin American Studies  
Curriculum for Students Entering Fall 2011**

**General Program**

Survey of the field (3 credits)	LAS 501: Scholarly Literature and Research in Latin American Studies [Currently LAS 501: Interdisciplinarity in Latin American and Caribbean Studies]
Regional fundamentals (6 credits)	Students must take at least two Latin American and Caribbean courses from at least two disciplines drawn from a list of designated courses.
Methods class (3 credits)	Students take at least one methods class from a discipline appropriate to their specialization.
Three electives in an interdisciplinary track (9 credits)	Courses in the student's area of specialization, drawn from across UM's three campuses.
Research design (3 credits)	LAS 502: Research Design for Latin American Studies
Capstone project or thesis (6 credits)	Capstone projects can be done as part of a class or done individually. Individual projects or thesis require a director and committee.
Total – 30 credits	

**GIS Option**

Survey of the field (3 credits)	LAS 501: Scholarly Literature and Research in Latin American Studies [Currently LAS 501: Interdisciplinarity in Latin American and Caribbean Studies]
3 required courses in GIS (9 credits)	GEG 599 (3 credits) – Introduction to GIS GEG 591 (3 credits) – Intermediate GIS GEG 592 (3 credits) – Environmental Remote Sensing. Or appropriate GIS or methods elective.
3 electives (9 credits)	Students must take at least two Latin American and Caribbean courses from at least two disciplines drawn from a list of designated courses. GIS can be part of final paper or project.
Research design (3 credits)	LAS 502: Research Design in Latin American Studies
Capstone project using GIS (6 credits)	Capstone projects can be done as part of a class or done individually. Individual projects require a director and committee.
Total – 30 credits	

**Language** – demonstrated advanced second language competence.

## FIU/UM Exchange Program Announcement

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

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

UM students participating in the program continue to pay UM tuition and fees for the courses they take at FIU (i.e., they will be assessed regular UM tuition and fees). Students are limited to taking a maximum of six graduate credits in the exchange. Students must fill out an application by December 10<sup>th</sup> to participate in the Spring 2012 exchange. Contact the CLAS office for more information.

## Winter Intercession Courses

### ***INS510 80: Panama: Global Health and Development***

*Program Dates: January 3–13, 2012*

*Instructor: Sherri Porcelain*

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

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

For more information, please contact Dr. Sherry Porcelain ([sporcelain@miami.edu](mailto:sporcelain@miami.edu)).

### ***MCY553 81: Miami's Multicultural Musical Heritage***

*Program Dates: January 3-6, 9-13: 6 to 9:30 p.m. and January 7 (Saturday) 9 a.m. to 4 p.m.*

*Instructor: Fred Wickstrom, [fwickstrom@miami.edu](mailto:fwickstrom@miami.edu)*

Open both to music and non-music students; no previous musical performance experience necessary. K-12 teachers receive special instructional materials to integrate skills acquired into their curriculum. Fulfills the requirement for renewal of certification for certified music teachers. Enroll at the undergraduate level for renewal of certification. Enroll at the graduate level if seeking a graduate degree. Level of credit cannot be changed once enrolled.

Discover Miami's cultural diversity through its music. The sounds and rhythms of Cuba, Guatemala, Brazil, Colombia, the Caribbean, as well as American jazz will be explored through their African and European roots. Learn how music has contributed to the development of Afro-Caribbean cultures and the part Miami plays in nourishing them. Guest performers supplement audio and video recordings and you have the opportunity to play percussion instruments indigenous to the various cultures.

Trace musical traditions from the Old to the New World; create the rhythms of the Bion, Guaguanco, and other ethnic music in class ensemble; and listen to the influence of island and Latin music on American music, particularly as it is played in Miami.

## Spring Break Travel Courses

### *INS522 81: Peru: Latin American Political Economy*

*Program Dates: March 11–18, 2012*

*Instructor: Richard Weisskoff*

*Room: TBA*

*TBA*

This program is a follow-up of UM's long-term and ongoing project in Ica, Peru, involving post-earthquake reconstruction and rural development in a very poor community. Students will engage in manual work to contribute to the village recovery. Students will engage in projects such as working on the village's water system, tilling the soil, milking cows, harvesting cotton, and cementing drainage ditches. In earning the villagers' confidence, students will be able then to investigate the economic foundations of the community and the roots of poverty on the fringe of one of the most affluent agro-export valleys of Peru.

Travel with an experienced UM Professor: Prof. Weisskoff lived in Highland Peru as a Visiting Professor in the 1970s. During that time, he taught in the provincial universities and led Peruvian students in manual labor projects with nearby Indian communities. In 2007 and 2008, Weisskoff traveled to Ica (coastal Peru) almost every 3 months as part of the University of Miami's Program in Environment and Development in Latin America. In March 2007, Weisskoff sponsored a Spring-break short course in Ica in which the students participated in an International Conference on Mudslides (which UM/PRENDE was sponsoring).

### *LAS302 4K/LAS504 4K: Topics in Latin American Studies*

*Conservation, Tourism and Development in Bocas del Toro, Panama*

*Program Dates: March 9-18, 2011*

*Instructor: Daniel Suman*

*Room: TBA*

*W 6:25-9:05*

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

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

THIS COURSE HAS A REQUIRED TRAVEL COMPONENT DURING SPRING BREAK TO BOCAS DEL TORO AND PANAMA CITY. DATES: MARCH 9-18, 2011. PROGRAM FEE: \$1300; DEPOSIT OF \$600 REQUIRED BY NOVEMBER 20, 2010; BALANCE REQUIRED BY JANUARY 20, 2011

## Core Courses

### *LAS301 1T: Topics in Latin American and Caribbean Studies*

*Mapping Miami: Local Communities and Urban Development*

*Instructor: George Yudice*

*Room: TBA*

*T 5:00-7:30*

This course has two parts. The first will familiarize students with the history of Greater Miami: its urban development and governance, its economic base, migrations and its diverse populations, and its relations with Latin America and the Caribbean. The second part will focus on the role of culture in development of the city from above and below – from formal institutions like museums, television and music industries, etc. to more informal venues and activities. Particular emphasis will be given to the various cultural communities throughout Miami: Little Haiti, Overtown, Little Havana, and the various Brazilian, Central American, Peruvian, Venezuelan, etc. This will entail an ethnographic component, as students will be involved in getting to know representatives of these communities, their history and cultural life.

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### ***LAS494 01: Independent Study***

*Instructor: Marten Brienen*

*Room: Arranged*

*Arranged*

### ***LAS502 01: Research Design in Latin American Studies***

*Instructor: Miguel Kanai*

*Room: MMK125D*

*W 1:00-3:30*

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

### ***LAS503 60: Latin America and China: The New Dynamics***

*Instructor: Ariel Armony*

*Room: MM125K*

*W 3:00-5:30*

China's involvement in Latin America and the Caribbean is expanding in a spectacular way. In a time frame of less than a decade, China has gone from having virtually no presence in Latin America to being a very significant partner to a large number of Latin American countries. China's presence in Latin America and the Caribbean is part of a more general policy of "going out" (zou chuqu), and needs to be understood – both analytically and empirically – within a larger context of globalization. This seminar will review the growing literature on the China-Latin America connection from the perspectives of policy, economics, society, culture, and history. Other cases of increasingly relevant Asian players in Latin America (such as India) will be included as well. The seminar will require active student participation in the form of presentations, critical analysis, class discussion, and research.

### ***LAS504 4K: Topics in Latin American Studies***

*Conservation, Tourism and Development in Bocas del Toro, Panama*

*Program Dates: March 9-18, 2011*

*Instructor: Daniel Suman*

*Room: TBA*

*W 6:25-9:05*

The central activity of this course is a trip during Spring Break to Bocas del Toro, Panama. The theme will focus on environmental planning in a relatively pristine coastal region of Panama that is experiencing rapid tourism development. Participants meet weekly during the spring semester to prepare for the course and then to present research results. This travel course provides a truly unique opportunity for our students to develop practical field experience in a region that is an ideal laboratory for studying the conflicts and tensions between coastal conservation and development. During the week in Bocas del Toro, the program will arrange

tours, discussions and presentations by local experts in topics that are relevant to the course (marine resources in Bocas del Toro, organization and problems of the artisanal fishing communities, development of the municipal land use plan, activities of Environmental Groups in Bocas del Toro, management of the Bastimentos Island National Marine Park, sea turtle conservation in Bocas del Toro, among others).

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### ***LAS505 01: Internship in Latin American and Caribbean Studies***

*Instructor: Marten Brien*

*Room: by arrangement*

On-site experience in business, governmental organization, or non-profit organization dealing with Latin America.

### ***LAS520 1J: Topics in Latin American and Caribbean Environments***

*Coastal Management in Latin America*

*Instructor: Daniel Suman*

*Room: TBA*

*M 5:00-7:30*

This course will examine the principles, goals, and strategies of Integrated Coastal Management (ICM). We will develop a framework for formulation and assessment of coastal zone policy with consideration of the U.S. Coastal Zone Management Act and Coastal Management in Florida. The course will also consider the legal frameworks, institutional arrangements, management plans, and lessons of Latin America's most successful coastal management experiences (Brazil, Cuba, Ecuador, Panama, Uruguay). This will involve an analysis of selected materials from these various programs.

**THIS COURSE WILL BE CONDUCTED IN SPANISH**

### ***LAS594 01: Directed Readings***

*Instructor: Marten Brien*

*Room: By Arrangement*

*By Arrangement*

### ***LAS710: Thesis Credits***

The student working on his/her master's thesis enrolls for credit, in most departments not to exceed three, as determined by his/her advisor. Credit is not awarded until the thesis has been accepted.

*LAS720: Research in Residence*

No-credit, full time enrollment in thesis credits once LAS710 has been exhausted

## Cross-listed Courses

### Africana Studies

#### ***AAS290 O: Race and Racism***

*Instructor: Brienens, M.*

*Room: TBA*

*TR 9:30-10:45*

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

### Anthropology

#### ***APY385 D: Anthropology of Caribbean Cultures***

*Instructor: Brittain, A.*

*Room: TBA*

*MWF 11:15-12:05*

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

#### ***APY418 / ECS572 G: Anthropology of Caribbean Tourism***

*Instructor: Moore, A.*

*Room: TBA*

*MWF 2:30-3:20*

This course is an upper level seminar on the global phenomenon of tourism with an emphasis on ecotourism as a subset of tourism studies and on Caribbean island tourism as a regional case. Readings will be focused on the history of tourism, tourism studies, critiques of authenticity and aesthetics, political economy, sustainable development, island studies, Caribbean studies, political ecology, and critical social theory. Upon completion of this course, students will have learned the following: to analyze tourism marketing materials, to write critical essays on existing tourism enterprises, to recognize social constructions and power relations embedded in "tourism products", to explain the complex ways in which ecology and

tourism intersect in travel markets, to reflect on their own position as tourists and on the position of the hosts they visit as tourists.

## Architecture

### *ARC554 T: History of Architecture in SoFla*

*Instructor: Millas*

*Room: LC192*

*TR 5:00-6:15*

History of architecture and human settlements. Studies of significant architectural landmarks and urban design of the South Florida Region, chronological growth of Miami, Miami Beach, Coral Gables, Key West and Palm Beach.

## Art History

### *ARH408 E: Latin American Modernism*

*Instructor: Timpano*

*Room: TBA*

*MWF 12:20-1:10*

This course provides an in-depth examination of Latin American modern art (1820-1960), with a focus on critical theory and analysis. Content will cover multiple artists working in North, Central, and South America during the modern era.

## English

### *ENG361 H: Caribbean Literature*

*Instructor: Saunders*

*Room: TBA*

*MWF 3:35-4:25*

The Caribbean region encompasses an array of political, social, and historical foundations inspired by colonialism in the New World. This course will offer students the opportunity to explore the political and cultural landscapes represented in the works of writers in the Caribbean region. We will examine some of the complex negotiations that are necessary as newly independent nations grapple with issues of national identity, cultural representation, migration and exile. We also consider some of the ways contemporary writers contribute to our understanding of the Caribbean region in a global context. Finally, we will also consider the extent to which cultural hybridity provides a useful framework for engaging Anglophone Caribbean literature and culture. Authors will include C.L.R. James, Alejo Carpentier, M. Nourbese Philip, Michael Thelwell, Edwidge Danticat and Jamaica Kincaid. Prerequisite: Three credits in literature.

## Geography

### ***GEG341 F: Geography of Population and Development***

*Instructor: Boswell*

*Room: TBA*

*MWF 1:25-2:15*

Major world population issues are discussed, including population growth, fertility patterns, mortality change, migration, ethnicity, and population structure changes. Prerequisite: Any 100 or 200-level Geography course.

### ***GEG523 5T: Seminar in Urban Management***

*Instructor: Miguel Kanai*

*Room: TBA*

*T 5:00-7:30*

Identification of and responses to urban problems in large cities in European and Latin American metropolitan areas. Emphasis is on demographic, cultural/ethnic, service-provision, environmental, transportation, and land-use problems. Approach is via case studies, theory applications, and planning practicalities.

## History

### ***HIS162 R: History of Latin America since 1824***

*Instructor: Steve Stein*

*Room: TBA*

*TR 2:00-3:15*

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

### ***HIS253 D: History of Mexico***

*Instructor: Martin Nesvig*

*Room: TBA*

*MWF 11:15-12:05*

This course is designed to expose students to the principle themes and debates dealing with the Mexican Revolution as the expression—cultural and ideological—of a long process of Mexicanization dating from the Independence Movement and moving through the late twentieth century. One might define this course as a study of the cultural history of political ideology. While considerable emphasis will be given to the period of the Revolution in the 1910s and 1920s, chronologically the course does not limit itself to this insurgency. Rather, the

class takes a broader view of the development not only of revolutionary ideology but also of the long processes—cultural, social, religious—that formed a conceptualization of Mexico as a unique country and society. The class will involve readings of political theory, novels, and screening of films to examine the trajectory of Mexican political society from the mid nineteenth to the end of the twentieth centuries.

### ***HIS300 01: The African Diaspora in South Florida***

*Instructor: Edmund Abaka*

*Room: TBA*

*TBA*

This course examines the historical experiences of the African Diaspora in South Florida through a close analyses of three junctures in the history of the Black experience: The slave trade, abolition, and emancipation; the migration of various African-descended peoples from the Caribbean, Latin America, Central America; and the increasingly addition of people from the African continent itself. The major themes to be tackled in the time frame include migration, culture contact, the creation of «new cultures», political activism, and «new» communities in South Florida.

### ***HIS318 Q: Caribbean History***

*Instructor: Kate Ramsey*

*Room: TBA*

*TR 12:30-1:45*

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

### ***HIS561 02: Miami’s Oral History***

*Instructor: Bush*

*Room: TBA*

*TBA*

This course will provide opportunities for students to examine the history of modern Miami while experiencing and learning about the range and value of oral history interviews. Specific focus will be placed on (1) the impact of the tourist industry and boosterism on the area, (2)

growth management and the housing industry, (3) the fate of public parks and other public spaces, (4) governmental processes and the news media, (5) and the special needs community. In class interviews will be completed on participants in each field. We will also focus on the history of several communities along the way, notably Miami and South Miami, Homestead, Miami Gardens, and Hialeah. Readings will include work of Melanie Shell-Weiss, Jan Njiman, Parks and Bush, Robert Perks, and a work in progress by the instructor including edited oral history transcripts.

Students will complete two oral history interviews related to (1) one of the five topics and (2) another one related to one of the five communities. An ongoing service learning component with paper/reflection will also involve brief internships in a specific local non-profit agency or government department related to the topics and communities noted above. Placing class material on a Florida Community Studies website will also be a final and tangible product of the class. Grading will be based on seminar participation 20%; two oral history interviews: 40%; two 4-5 page papers addressing one topic and one community assessment: 40%

### ***HIS591 01: Cultural Contact***

*Instructor: Martin Nesvig*

*Room: TBA*

*TBA*

This class informed by one basic question from which others stem: is it possible for people to understand other people? The course is informed and guided by this central issue and the ways that this basic question has informed writers, explorers, politicians, terrorists, and imperialists. The course does not intend to offer a history of one specific region or era but rather a history of an idea, the debate on cultural contact and interaction viewed through the lens of self-conscious debates about this problem. Thus the course touches on three specific areas: the Spanish conquest of Mexico; the interaction between the West and the Arab world; and the experience of the Congo in the "heart of darkness." Reading will include works by Ursula K. LeGuin, Gustave Flaubert, Joseph Conrad, Adam Hochschild, Edward Said, Edmundo O'Gorman, a collection of translated documents in Nahuatl and Spanish on the conquest of Mexico, Andrés Reséndez (on Cabeza de Vaca), Camilla Townsend (on Malintzin and Cortés), and Lawrence Wright's recent book on Al Qaeda, as well as many others.

### ***HIS653: Caribbean Intellectual History***

*Instructor: Kate Ramsey*

*Room: TBA*

*TBA*

This course focuses on nineteenth- and twentieth-century Caribbean political thought, social theory, and artistic production. It connects the history of ideas to the history of social movements in the region, and makes links with international intellectual, political, and artistic currents. Key areas of interest include anti-racist literatures; anti-colonial nationalisms and pan-Americanism; pan-Africanism and négritude; the movements of Haitian indigénisme and afrocubanismo; Caribbean Marxist thought; Caribbean feminisms; and debates over theories of creolization and créolité. Over the course of the semester, we will examine different ways in

which Caribbean identity has been imagined and constructed, with reference to the social categories and lived experiences of race, color, class, gender, nation, ethnicity, and sexuality. We will also discuss the diasporic and transnational dimensions of contemporary Caribbean identity. Texts will include political writings, historical studies, literary and visual art works, memoir, ethnography, and film.

## **International Studies**

### ***INS411 O: Race and Class in Latin America and the Caribbean***

*Instructor: Pierre-Michel Fontaine*

*Room: TBA*

*TR 9:30-10:45*

Utilizing data, insights, and concepts from political science, anthropology, sociology, history, demography, statistics, and legal studies, the course explores the Black experience in Latin America and the Caribbean. It recognizes that, notwithstanding the significant variations created by different historical and socio-ecological experiences, there are some fundamental similarities and commonalities in the conditions of African-descended people in the Americas. The common thread is, of course, the experience of forceful uprooting from Africa followed by centuries of slavery in the Americas, varying according, in part, to the degree, form, and evolution of the countries' integration into the world system. The course examines in a comparative perspective the complex concepts of race and color in these sub-regions and how they relate to the notions of class and power. These relationships are in turn studied in the context of the economic, social, and political development of the respective lands, as well as of their tensions and conflicts, not excluding phenomena of forced displacement or the impact of international and transnational actor, in particular the declaration by the UN and the OAS of 2011 as the International Year of the International Year for People of African Descent.

### ***INS510 64: Justice and Peace***

*Instructor: Elvira Restrepo*

*Room: TBA*

*M 9:00-11:30*

Transitional justice (TJ) is a response to systematic or widespread violations of human rights which typically include criminal prosecutions, truth-telling, vetting, reparations and certain kinds of institutional reform. It seeks recognition for victims and the promotion of peace, reconciliation and democracy. Transitional justice is not a special form of justice but a set of procedures adapted to societies transforming themselves after a period of pervasive human rights abuse. In some cases, these transformations happen suddenly; in others, they may take place over many decades. The relatively new field of transitional justice or "post-conflict justice" preferred by some experts has developed a vast scholarly commentary since the watershed moments of the mid-1990's which saw the establishment of the international tribunals for the former Yugoslavia and Rwanda. Over time, alternate models of TJ have emerged. Some countries have experimented with different models of non-judicial accountability, ranging from the South African model to outright impunity (Spain after Franco), and some countries which began with one model reverted to another (e.g., Chile which began

with impunity and is now attempting to hold domestic criminal trials). The purpose of this course is to allow the student to weigh the relative theoretical merits of some of the TJ components versus actual concrete experiences in different countries that have experienced huge violations of Human Rights as a result of authoritarian regimes or conflict. Case studies are used to illustrate and expand the analyzed concepts of transitional justice in countries in Africa (South Africa and Rwanda), Latin America (Argentina, Chile, Colombia, Nicaragua and El Salvador), and Europe (Bosnia and Herzegovina). Most of the selected case studies are emblematic in the field. We also discuss and hopefully participate in the 2048 movement that seeks to enforce a Humanity Agreement to Live Together lead by the Berkeley Law School.

### ***INS524 5K: Economic Crises and Policy Responses***

*Instructor: Maria Lorca*

*Room: TBA*

*W 6:25-8:55*

Content to be announced. Course will have significant Latin American content.

### ***INS532 P: Internally Displaced Persons***

*Instructor: Pierre-Michel Fontaine*

*Room: TBA*

*TR 11:00-12:15*

This course will explore the worldwide challenge of internal displacement with special reference to its manifestations in Africa, Latin America, and Asia. There are actually more internally displaced persons (IDPs) in the world than refugees. However, whereas there is a fairly well developed international regime for refugees, the one for the human rights of IDPs is still in gestation. The course will examine in an international and comparative perspective: the causes of internal displacement; its prevention; protection and assistance to IDPs; the status and implementation of the Guiding Principles on Internal Displacement; the recently adopted AU Convention on Protection and Assistance to IDPs in Africa; the increasingly salient phenomenon of internal displacement due to natural disasters, with special reference to the tsunamis in Indonesia and Japan, and the earthquake in Haiti; the attempts to find solutions to the vexing problem of lack of coordination between the various humanitarian actors involved in the protection and assistance to IDPs, giving rise to the so-called “protection gap”; the connections between internal and international displacement, and how to end internal displacement.

### ***INS550 50: Development in Haiti***

*Instructor: Pierre-Michel Fontaine*

*Room: MM125D*

*T 2:00-4:30*

One way of understanding Haiti’s underdevelopment is to examine the factors that generate fragility or resilience in that country. This course will therefore analyze in the context of Haiti’s (under)development: the impact of violence, conflict, and other traumas; the interplay between identity, social justice, and citizenship; the ‘citizenship deficit’ signaled by some authors; the relationship between formal and informal institutions, including those of

transitional justice, in promoting or weakening social cohesion; the place of youth and gender in the social order; the place of inter-subjective meanings in producing fragility or resilience; and as well the role of foreign occupation, peacekeeping, peace-building, and stabilization operations, international financial institutions, other international organizations, donor countries, and a multitude of uncoordinated and uncontrolled nongovernmental organizations.

### ***INS551 50: International Migration Theory***

*Instructor: Margarita Rodriguez*

*Room: FB126*

*R 9:30-12:00*

The course engages students in exploring a range of theories, research topics and policy debates related to international migration. At the end of the course the students will have a deeper understanding of key concepts, theories and methods used in research on migration as well as relevant policy debates globally and in specific countries. The course awards 3 credits. It is designed for upper-division undergraduates and graduate students from various fields.

### ***INS564 51: International Law and Refugees***

*Instructor: Pierre-Michel Fontaine*

*Room: MM125D*

*R 2:00-4:30*

Forced displacement has been a persistent issue throughout human history. The refugee phenomenon concerns flight across national borders. While it is often associated and shares many characteristics with flight within nations, it is, unlike the latter, the object of a relatively well established, if in some respects fragmented, international regime. This course examines the concept of protection under international law, the refugee definitions as bases for refugee status determination (RSD), the notion of safe third country, the problem of responsibility for determining an asylum claim, and other contentious issues relating to RSD; refugee protection and human rights; asylum; non-refoulement under the 1951 Convention relating to the Status of Refugees, regional refugee instruments, and general human rights law; temporary protection; refugee detention and freedom of movement; refugee protection in armed conflict and complex emergencies; security of refugee camps and settlements; the protection of refugee women; the protection of refugee children, elderly and disabled refugees; and the solutions to the refugee problem, including the challenge of voluntary repatriation. International refugee law principles are studied using cases from Africa, the Americas, Asia, Europe, and Oceania.

### ***INS567 77: Diplomacy***

*Instructor: Ambassador: Juan Larrain*

*Room: FB126*

*M 12:20-2:40*

Content to be announced. Course will have significant Latin American content.

### ***INS584 62: Latin American Thought***

*Instructor: Joaquín Roy*

*Room: FB126*

*T 12:20-2:40*

While Cubans with different inclinations profess unquestioned reverence for patriot and writer José Martí, the president of Venezuela, Hugo Chávez, claims his populist policies to be dictated by the thinking of Simón Bolívar. While the governments of most of Latin American countries led by Chile have opted in the last decade for moderate or open neoliberal development policies, others, like Brazil's Lula, and most recently Bolivia, have insisted that social-oriented measures are the only way to reduce poverty and inequality. In any event, the teachings and life experiences of nation-building figures and writers in Latin America have a long tradition of influence in the shaping of societies and in the formulation of political and economic blueprints. In the era of globalization, Latin American identity is still in the making. Who are we? - the Latin Americans ask themselves. Nations are born or imagined. Nation-states are what their citizens and leaders want them to be. Latin American thought is the answer reflected in the mirror. It is how Latin Americans see themselves and how they wanted to build their nation-states. Latin American writers, intellectuals, statesmen, and thinkers have devoted much attention to a fundamental topic: the search for national identity and political organization. This central theme has been developed in different subtopics: the future of Latin American civilization; political independence; culture, originality and tradition; economic autonomy and sustainable development; attitude towards the United States; language and literature; social and racial conflicts; search for protection for human rights.

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

### ***INS599 5S: Immigration and Health Care***

*Instructor: Margarita Rodriguez*

*Room: TBA*

*R 3:30-6:00*

This course introduces the links between immigration and the health care system in the United States. It is divided into two modules. The first deals with immigrants as professionals in the medical field. The second covers immigrants as individuals in need of medical care. The course awards 3 credits. It is designed for upper-division undergraduates and graduate students from various fields.

## **Musicology**

### ***MCY124 S: Evolution of Jazz***

*Instructor: Bergeron*

Room: TBA

TR 3:30-4:45

A study of the origin, development, and styles of jazz music and its exponents.

### ***MCY333 T: Introduction to Cuban Music***

*Instructor: Murciano*

Room: TBA

TR 5:00-6:15

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

### ***MCY562 Q: Music of Argentina and Brazil***

*Instructor: Schwartz-Kates*

Room: TBA

TR 12:30-1:45

This course surveys the musical traditions of Latin America, with special emphasis on Argentina and Brazil. The first portion of the course will focus on the rich folklore of the region and will cover a diverse spectrum of musical traditions ranging from Brazilian capoeira to the Argentine milonga. Later, the course will explore the area's wealth of popular music genres, including the samba, bossa nova, and the tango. Finally, the course will examine the concert music tradition, with a particular emphasis on the nationalistic impulses that have shaped Brazilian and Argentine classical expressions. In exploring the diversity of Latin American music, a holistic approach will be used that relates musical products to their contextual dimensions. Success in the course is based on the assimilation of lectures and readings, but most importantly on participation in class discussions and active listening to the assigned musical works. This course is open to upper-level undergraduate and graduate students. No prior knowledge of music or Spanish/Portuguese is required or assumed. For further information, please contact: Dr. Schwartz-Kates, Chair, Musicology Department, McKnight 200-B, [dkates@miami.edu](mailto:dkates@miami.edu), telephone: 8-6911.

## **Political Science**

### ***POL385 P: Politics and Society in Latin America***

*Instructor: Patricia Micolta*

Room: TBA

TR 11:00-12:15

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

## Portuguese

### ***POR322 / POR591 F: Cultural History of Brazil***

*Citizenship and Subalternity in Latin America*

*Instructor: Tracy Devine-Guzmán*

*Room: TBA*

*MWF 1:25-2:15*

The concept of citizenship in its diverse manifestations is always an articulation of belonging and alienation. It serves to include some individuals while excluding others; to strengthen some communities and debilitate others; to privilege certain historical narratives and to silence or erase others. The mere existence of these many possibilities—just and unjust, liberating and oppressive—leads us to some basic questions: How should we understand citizenship and, more generally, national belonging, in a heterogeneous and democratic society? Who establishes the boundaries of the national community, in theory and in practice? How do questions of language and cultural practice weigh into these determinations and judgments?

This seminar considers the diverse conditions of national belonging for a wide range of political actors across the Americas from the mid-twentieth century to the present. Through literature, historiography, law, public policy, social media, video, film, and music, students will study the meaning of citizenship and identity formation (individual, communal, national, and international) in relation to international politics and the influence of global capital.

By examining a series of testimonial narratives, we will see how and why a variety of “subaltern” subjects—workers, revolutionaries, students, peasants, indigenous peoples, gays and lesbians, ethno-racial minorities; migrants, revolutionaries, and children, for example—have embraced, challenged, and transformed the categories and conditions of national belonging that interpellate them and help to shape their daily lives.

We will consider how these questions have played out in Bolivia, Brazil, Chile, Guatemala, Mexico, Nicaragua, Peru, and the United States.

Students can take this course in Spanish or Portuguese and must be able to read and write in at least one of those languages (as well as in English).

## Spanish

### ***SPA322 F: Topics in Spanish Culture***

*Citizenship and Subalternity in Latin America*

*Instructor: Tracy Devine-Guzmán*

*Room: TBA*

*MWF 1:25-2:15*

The concept of citizenship in its diverse manifestations is always an articulation of belonging and alienation. It serves to include some individuals while excluding others; to strengthen some communities and debilitate others; to privilege certain historical narratives and to silence or erase others. The mere existence of these many possibilities—just and unjust, liberating and oppressive—leads us to some basic questions: How should we understand citizenship and, more generally, national belonging, in a heterogeneous and democratic society? Who

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We will consider how these questions have played out in Bolivia, Brazil, Chile, Guatemala, Mexico, Nicaragua, Peru, and the United States.

Students can take this course in Spanish or Portuguese and must be able to read and write in at least one of those languages (as well as in English).

### ***SPA355 G: Latin American Literature***

*Instructor: Cotrina, F*

*Room: TBA*

*MWF 2:30-4:25*

Latin American literature and cultures from the beginning of the 20<sup>th</sup> century to the present.

## **Women and Gender Studies**

### ***WGS405 O: Telenovelas***

*Instructor: Belkys Torres*

*Room: TBA*

*TR 9:30-10:45*

When might one of the most denigrated forms of cultural production, the Latin American telenovela, become a catalyst for female empowerment and solidarity? Under what conditions can the “dirty discourse of gossip,” as Robert C. Allen has termed it, forge a common ground or bridge amongst women on both sides of the North and South American border? These are some of the queries that will guide our analysis of Latina/o fiction and visual culture this semester. Focusing particularly on theories of melodrama as a feminine discursive space, we will analyze several works of Latina/o literature which underscore how women interpret melodramas either in film, radio or television. While this is a literature-based course, students will also examine how certain films and television programs produce a transnational imaginary that connects U.S. Latinas/os with social networks across Latin America and the Caribbean. For more information, contact: Belkys Torres, Instructor [b.torres@miami.edu](mailto:b.torres@miami.edu)