



University of Miami  
Latin American  
& Caribbean Studies  
Course Booklet  
Fall 2020

UNIVERSITY OF MIAMI  
LATIN AMERICAN  
STUDIES PROGRAM



# **Index**

---

|  |       |
|--|-------|
| Message from the LAS Program Director    | 3     |
| Undergraduate LAS Courses                | 4-11  |
| Graduate LAS Courses                     | 12-14 |
| About the Latin American Studies Program | 15    |
| <b><u>Program Requirements</u></b>       |       |
| Major/Minor                              | 16    |
| FILAS Program                            | 17-18 |
| Graduate Programs                        | 19-22 |

Greetings all!

As you begin picking courses for Fall of 2020, please bear in mind the following:

This past Spring, Latin American Studies moved to a new model for course offerings. In addition to a small number of standard LAS core courses (LAS101, LAS601, etc.), we will now be listing the various courses that will count towards the major/minor or MA **by their originating department's number**. So, in the catalog below, you will not see cross-listed courses that fall under generic LAS course numbers (e.g. LAS350, 360, etc.), but instead you will find them listed by their home department's numbers (e.g. INS362, POL697). Hopefully this isn't too confusing (in the long run it will be easier for all of us). Don't worry, all these courses will still count towards your programs of study, I promise! Obviously, I am happy to answer any questions you all might have as you think about courses for the coming year!

Fall of 2020 marks the return of the always-popular "Introduction to Global Health: Effective Responses to Hemispheric Challenges", taught by UM's President, Dr. Julio Frenk, and the Director of UMIA, Dr. Felicia Knaul. In addition, on the 40<sup>th</sup> anniversary of the Mariel event, LAS is pleased to present "The Mariel Boatlift of 1980: Antecedents, Causes, Effects".

All best,



Dr. P  
w.pestle@miami.edu

# **Undergraduate Latin American Studies Courses**

## **LAS 101: Introduction to Latin American Studies**

Section P, TuTh 3:30-4:45PM

Instructor: TBD

This course will focus inter-disciplinarily on culture, economy, geography, history, politics, and society of Latin America and the Caribbean, as well as on the ways in which scholars have studied the region. The course objectives are to provide a contextual and theoretical understanding of the region's issues and peoples so that you can build a program of future study, critically assess information that you receive from mass media and elsewhere, dismantle common stereotypes and generalizations, and engage in self-directed inquiry about the region.

## **HIS 161: HISTORY OF LATIN AMERICA, I (TO 1824)**

Section O, T/Th 9:30-10:45am

Instructor: Nesvig

This course is a broad survey of Latin American peoples from the pre-Hispanic period to the eighteenth century. The principal themes of the course are cultural, intellectual, religious, and social developments in broad geographic and epochal contexts. A region that experienced the contact and interaction of peoples from the Americas, Iberia, and Africa resulted in a highly diverse, wide ranging mosaic of political structures, cultural patterns, social rules, and religious systems. Topics may include: pre-contact groups; Spanish conquest; demographic collapse; missionary religious activities; debates on the legitimacy of the conquest; religious syncretism; African slavery and diaspora; sugar and plantations; food and agriculture; women and gender; Indian and Iberian cultural interaction; trans-Atlantic trade and navigation. While the course will cover a wide range of areas, regions of topical focus will include Mexico, the Spanish Caribbean, the Andean highlands, and Brazil. The course will also develop themes of trade, piracy, social development, and ethnic mixture through case studies of cities like Santo Domingo, Cartagena, Potosí, Buenos Aires, and Bogotá.

## **ENG 210/AMS 322: Contemporary American Migrations**

Section B, MWF 9:05-9:55 AM

Instructor: Francis

What does it mean to say “America is a nation of immigrants?” As a literary form, the American immigrant narrative describes the process of migration, Americanization and (un)settlement. How do authors portray immigrant experiences? Which stories are privileged and which silenced? Centering Miami and the state of Florida, we will read and watch narratives of American immigration, attending to how race, gender, class and sexuality as well as the changing character and policies of place have shaped immigrant experiences. In addition, we will explore the following questions: Is ethnicity in opposition to Americanness? How is identity transformed by migration? How and why is home remembered? Finally, what are the constitutive tropes of American immigrant fiction, and what narrative strategies are deployed to tell these stories? This semester we will use the city of Miami as our lab for tracking a dynamic American im/migrant city. Going beyond the ready characterization of Miami as a “Latin City,” we will explore distinctions among the various “Latin” populations within the city as well as consider non-Latin and Caribbean im/migrants, and their respective immigrant enclaves. Other assignments include conducting a sight and sound project of an immigrant neighborhood as well as writing an immigrant narrative of either yourself or a Miami-based immigrant.

**ENG 261/AMS 322: Literature of the Americas**

Section F, MWF 1:25-2:15 PM

Instructor: Magloire

In the wake of police brutality in Ferguson, Missouri in 2014, the phrase “A system cannot fail those it was never designed to protect” was tweeted, retweeted, and circulated around the country. This course considers the historical inequalities built into the American “system” by centering the migrations, connections, and conflicts faced by people of color in the Americas from 1492 to the present. Beginning with the violence of enslavement and indigenous genocide and moving through tales of immigration in the twentieth and twenty first century, this course uses literature to explore the intertwined destinies of the people of North America, whose origins stem from five separate continents. Despite the violent birth of the American colonies and the forced migration of many of their ancestors, the artistic contributions of the black, indigenous, Latinx, and Asian-American writers we will read in this course have defined the American experience.

**LAS 301: The Mariel Boatlift of 1980: Antecedents, Causes, Effects**

Section 1T, Tu 5:05-7:50PM

Instructors: Manzor and Bustamante

2020 marks 40 years of the Mariel exodus. This course will take an interdisciplinary approach to re-contextualizing the events that came to define the Mariel boatlift of 1980. It spans from the late 1970s when Cuban exiles could legally return to Cuba for the first time since the triumph of the Revolution, to the close of the decade of the 1980s that coincided with the collapse of the Soviet Union and Communist Bloc, setting in motion a different set of geopolitical consequences. Modeled after the 60s course, we hope to represent the period from the perspective of faculty and administration members whose personal testimony might bring the times to life for our students. In addition, we want to bring on board faculty who can offer expertise on relevant topics but who may not have been actual participants in events during Mariel and Miami in the 1980s. The course syllabi will be developed collaboratively by Lillian Manzor (UM) and Michael Bustamante (FIU), and the course will also be taught at FIU. Students from both universities will come together either physically or virtually at various times during the semester. The course will take advantage of the special programing around Mariel that will be held at the Cuban Heritage Collection throughout the semester. This course will also be collections based so that students can develop research/creative projects based on materials at the Cuban Heritage Collection, and Special Collections at UM and FIU. (Original idea for a Mariel course by Mirta Ojito.)

**LAS 301: Introduction to Global Health: Effective Responses to Hemispheric Challenges**

Section 01, Tu 5:05-7:50PM, Th 5:05-6:20PM

Instructors: Frenk, Knaul, and Touchton

The divides between the health and well-being of diverse populations, between and within borders, have never been greater. Intense changes in demographics, from population growth to rapid urbanization, along with unprecedented shifts in patterns of disease and cross-border risks, are coupled with game-changing advances in knowledge, technology, and innovation. This is a pivotal moment for future leaders from diverse disciplines to come together to improve the health of our hemisphere. Our discussions will cover a broad range of topics in global health, with a focus on emerging challenges in Latin America and the Caribbean.

**SPA 303: Latin American “Revolutions”/ “Revoluciones” latinoamericanas**

Section O, T/Th 9:30-10:45am

Instructor: Machado Vento

This course will explore the last centuries of Latin American main historical and political events through literature, music and film produced in relation to various moments of regional explosions. The readings and cultural products will go from the Mexican Independence War in 1810 to the most recent Venezuelan opposition, including different literary approaches to the Cuban Revolution in 1959 and the dictatorships of the 1970s and 1980s in countries like Argentina, Chile, and Guatemala. The materials will offer a vast representation of Latin America as a diverse region, and they will illuminate the conflicts that have persisted in the continent shaping its identity and the way it is perceived from outside. The work of women writers, such as Rosa Guerra and Elena Garro; Afro- descendant and indigenous writers, like Roberto Zurbano and Mardonio Carballo, and non- binary creators, like Camila Sosa, will be fundamental due to the way intellectuals represent the double marginalization of the region: a geographical and a historical one.

**HIS 310: Africa in Cuba/Cuba in Africa**

Section T, T/Th 5:05-6:20PM

Instructor: Abaka

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

**HIS 318: MODERN CARIBBEAN HISTORY**

Section S, T/Th 3:30-4:45pm

Instructor: Ramsey

This course will introduce students to major topics, debates, and themes in Caribbean history from the late eighteenth century to the present day. Analyzing primary source documents and images will be a particular emphasis of our work throughout the semester, and on at least two occasions the class will meet in the UM Libraries Cuban Heritage Collection and Special Collections to examine and discuss archival resources connected to our studies.

**INS 321: International Development**

Section P, T/Th 11:00am-12:15pm

Instructor Yaffe

A synthesis of major theories of international development, institutional architecture, and practice of international development. Focuses on key international development policies such as trade, macroeconomic finance, and equity. Considers narrow conceptions of modernity, growth, progress, wellbeing, and culture toward broader conceptions of freedom and/or sustainable development in both the Global North and Global South.

**INS 322: Economics of Development and the Environment**

Section TU, Th 5:05-7:50pm

Instructor: Weisskoff

Structural changes that accompany economic growth that impact the environment and sustainable development.

**POR 322: História Cultural do Brasil**

Section O, T/Th 9:30-10:45am

Instructor: Devine-Guzmán

Esta matéria oferece uma abordagem crítica à formação histórica do Brasil, começando em 1500 com a colonização da chamada “Ilha da Vera Cruz” e acabando com a crise na Amazônia de 2019-20. Reconhecendo que um semestre não é tempo suficiente para realizar um estudo comprehensivo de cinco séculos de acontecimentos históricos, enfocaremos nosso trabalho em momentos cruciais, textos chave, e tendências representativas. Organizaremos nosso estudo cronologicamente, analisando romances, ensaios, poesias, teatro, jornalismo, historiografia, imagens, filmes e músicas para entender como a produção cultural e teórica do Brasil interage com as estruturas políticas e sociais do país. **Obviously, this course is taught in Portuguese.**

**SPA 330/GSS 350: LGBTQI Thought, Literature, and Film in 20th- and 21st-Century Latin America and Spain**

Section P, T/Th 11:00am-12:15pm

Instructor: Peréz Sanchez

This course will explore a few choice moments in the history of lesbian, gay, bisexual, transgender/transsexual, gender fluid, gender queer, queer, intersex and plus people in Spain and Latin America to contextualize recent political, activist, and cultural debates in Spanish-speaking countries on LGBTQI+ issues and the legal gains attained by these groups in some countries in the Spanish-speaking world. We will read key texts in LGBTQI theory originally written both in Spanish (especially from Spain, Mexico, Argentina, Chile, and Peru) and English, and contrast them with contemporary films, literature, and activist interventions in order to gauge the very important contributions of Hispanic queer thought and culture to global debates about gender, sexuality, and human rights. The course will be conducted in Spanish, although we may have some occasional readings in English. The class sessions will be organized—insofar as the room we get assigned makes it possible—using the Harkness method of seminar discussion. Active participation is expected. **This course is taught in Spanish.**

**REL 330: Caribbean Religions**

Section TU, Tu 5:05-7:50pm

Instructor: Tsang

Caribbean Religion with an emphasis on African Diaspora, Atlantic, and Creole religions and spirituality. Some of the religious traditions we will cover include Lucumí or La Regla de Ocha (Santería), Haitian Vodou, Spiritism, Regla de Palo Mayombe, Abakua, and Obeah. We will explore race; gender; material and visual culture; healing; as well as issues of stigma, marginalization, and activism.

**SPA 340: "Buscando visa para un sueño: Images of Immigration"**

Section H, M/W 3:35-4:50pm

Instructor: Arce

When is the moment in which someone thinks about the possibility of going from one place to another, cross a geographic border as well as symbolic and cultural spaces to start a new life in another country? What is it that makes an individual travel, knowing they are leaving behind everything known and loved to become a nameless stranger, even criminal in the eyes of the citizens of their new country? What are the dreams that motivate this person to embark on such a perilous journey and what do they think they will find on the other side? What happens along the way? Our objective in this course is to study the growing cultural products that explore the physical and mental journey of the Latin American (un)documented immigrant to the United

States in order to interrogate how art grapples with this polemical (and painful) political and social phenomenon. We will examine the specific immigrant experience of Mexicans, Central Americans as well as Cubans and Dominicans. A key component of the course will be to gain first-hand insight into this complex and problematic reality by volunteering at Catholic Legal Services of Miami (CCLS), a non-profit legal agency that works with (i)legal immigrants. This real-world experience will complement the aesthetic and popular representations of legal and illegal immigration, informing our interpretations of these cultural products.

The texts we will analyze will be our common thread to study individuals that due to different circumstances immigrate to the United States with the hopes of providing a better life and future for themselves. Bearing witness to the mental process and geographical journey that these individuals undertake permits us to question the nature of human existence and study how identity is negotiated during the crossing. We will examine a diverse selection of cultural products, ranging from novels and various literary genres, music, documentaries and films. The class will be organized around four critical moments: 1) the moment before the journey and the decision to leave 2) the crucial border crossing itself with a special focus on the treacherous “train of death” 3) the cultural, psychological and political impact on both migrant and citizens of receiving country afterward 4) the impact on the children left behind. **This course is taught in Spanish.**

### **GEG 346: Immigrant and Refugee Health**

Section GH, W 2:30-4:50pm

Instructor: Moise

A theoretical background essential for understanding the complex interaction of migration and health. Students will gain a basic understanding of the theories surrounding the movement of people within and across political boundaries. Emphasis will be placed on the health issues experienced by displaced populations including refugees, migrants, and internally displaced persons. We will explore some of the difficulties that receiving communities face in addressing the health needs of migrants, the roles of actors involved in working with displaced populations and how emigration of a large segment of the population, either abruptly or over time, affects sending communities as well. Much of the class will consist of guest speakers and case studies presented by different healthcare professionals working with migrant communities, with examples of the problems faced and solutions achieved in addressing issues of immigrant and refugee health drawn for both national and international experience.

### **SPA 354: Raíces Cubanasy Sus Repercusiones Contemporáneas**

Section R, TR 2:00-3:15 PM

Instructor: Civantos

This course centers on roots and repetitions (with variation) in the Cuban context. We'll explore the literature, visual art, music, dance, and politics of 19th-century Cuba in order to understand what the key concerns of the era were and how the era defined “Cubanness,” and from there consider the ways in which contemporary Cuba repeats and echoes its 19th century roots. We'll examine the texts of figures such as José Martí, José María Heredia, and Cirilo Villaverde and their lesser known Afro-Cuban and female contemporaries, examples of Cuban painting and the commercial art of cigar-box covers, and accounts of elite dances and popular carnivals. This will allow us to learn about the modes of communication and styles of expression of 19th-century Cuba, as well as the concerns and tensions that motivated its cultural production: political and cultural autonomy, national identity, modernity, slavery, racial difference, and women's status in

society. This will allow us, in turn, to consider how contemporary Cuba continues to navigate some of the same issues. **This course is taught in Spanish.**

**ENG 360/AMS 322/AAS 290: Comparative literature of the Black World**

Section R, TR 2:00-3:15 PM

Instructor: Francis

This course considers select African Diasporic literary movements: The Harlem Renaissance (1920s, USA), Negritude (1930s, France, Haiti, Martinique), Surrealism, Spiralism, Haiti (1960s), The Black Arts Movement (1960s, USA), The Miami Arts Movement (1990-Present, Miami). What are the key debates and defining characteristics of these movements, and how were they shaped by geographical location? Who were the major intellectual figures and creative writers? How were conceptions of race, class, gender, sexuality and national identity framed? How was the diaspora's relation to Africa theorized? While we will consider each movement specifically, we will also examine the ways in which they were in conversation with each other—either building upon or rejecting tenets of previous movements. Ultimately, we are interested in pursuing the cultural and political ethos of these various movements. A key question is how the “New Negro” is being defined and refined with each generation.

**FRE 360: Contemporary Haitian Culture and Literature**

Section P, T/Th 11:00a,m-12:15pm

Instructor: Joseph-Massena

Mainstream media narratives about contemporary Haiti tend to rely on sensationalism and exotic stereotypes surrounding zombies, vodou, and poverty while the Haitian revolution remains either disavowed or misunderstood. Haitian fiction writers, filmmakers and artists have been seeking to dispel these representations by creating alternative narratives about contemporary Haiti where vodou culture often plays an important role. This course will introduce students to key topics in contemporary Haitian historical events such as the Haitian Revolution, the U.S. occupation the Duvalier and the Aristide Régime as well as post- earthquake Haiti, through the study of 20th and 21st-century literature, documentaries, films and music. While the course will be comprehensive and include the study of acclaimed literary and cultural movements such as Jacques Roumain’s Indigenism, Jacques Stéphen- Alexis’ “Réalisme Merveilleux,” Jean-Claude Charles’s enracinerrance and Frankétienne’s spiralism, the course will specifically center Haitian women’s experiences. We will study in particular the pivotal intellectual contributions made by Haitian Women authors such as Marie Vieux-Chauvet, Evelyn Trouillot and Kettly Mars students will examine recurrent Haitian literary themes such as universalism, freedom and modernity, créolité and creolization, terror and totalitarianism, mass tourism, globalization, social justice and gender and sexuality. Diasporic Haitian literature and culture will also be part of the course through the study of musical and literary texts by Marie-Célie Agnant, Edwige Danticat, Toto Bissainthe and Mélissa Laveaux. **The course will be taught in French.**

**SPA 422: Spanish in the United States**

Section J, M/W 5:05-6:20pm

Instructor: Lynch

This course considers the cultural, ideological, political, and social dimensions of the Spanish language in the United States. We will explore patterns of linguistic variability and language use (Spanish-English), the question of ‘Spanglish’, societal attitudes, speaker identities, and language politics. Special emphasis will be placed on the sociolinguistic situation of Spanish in Miami.

Students are granted Writing credit (W) for this course. The course fulfills minor credits and 400-level requirement for Spanish major. **This course is taught in Spanish.**

**LAS 494: Independent Study in Latin American and Caribbean Studies.**

Section By arrangement

Instructor: Pestle

Independent study will be leading to a thesis, original piece of research, or creative project on a Latin American or Caribbean subject. Students need permission of Academic Director to enroll in this course.

**LAS 495: Senior Honors Thesis I**

Section By arrangement

Instructor: Pestle

This course pairs students with a faculty mentor to set and guide a research agenda in preparation for writing the senior honors thesis. Students will study advanced topics in Latin American and Caribbean Studies, according to faculty interests. Students need permission of Academic Director to enroll in this course.

**LAS 496: Senior Honors Thesis II**

Section: By arrangement

Instructor: Pestle

This course pairs students with a faculty mentor to guide the writing process and completion of the senior honors thesis. Students will study advanced topics in Latin American and Caribbean Studies, according to faculty interests. Students need permission of Academic Director to enroll in this course.

**LAS 505: Internship in Latin American and Caribbean Studies**

Section: By arrangement

Instructor: Pestle

On-site experience will be in business, governmental organization, or non-profit organization dealing with Latin America and/or the Caribbean. Students need permission of Academic Director to enroll in this course.

**LAS 506: Civic Engagement in Latin America**

Section: By arrangement

Instructor: Pestle

On site experience will be in a civic engagement project in Latin America or the Caribbean. Students need permission of Academic Director to enroll in this course.

**HIS 511: South Asians in the US and Caribbean**

Section 42, We 2:00-4:30pm

Instructor: Chatterjee

South Asians in the US and Caribbean.

**LAS 540: Comparative Media Systems**

Section: 1T, Tu 5:05-7:50PM

Instructor: Hughes

This course deals with issues in international news gathering and distribution, giving special attention to Latin America and the Caribbean. The class takes a comparative approach, looking at media systems in the United States and other nations.

**POL 566: Activism**

Section HJ, We 3:35-6:20PM

Instructor: Hummel

Explores what activism is, the history and developments of activism around the world, and which activists strategies work best. Assignments will send students into the community to participate in local politics, work with local organizations, and engage in activism.

### **HIS 591: STUDIES IN COMPARATIVE HISTORY NAVIGATING MATERIAL CULTURE**

Section: Q, TuTh 12:30-1:45PM

Instructor: White

In this seminar we will work with the library's world-renowned Kislak Collection, a trove of primary sources related to the age of exploration. We will examine how the so-called "New World" was represented in maps and other navigational materials as well as the diverse populations—mariners, officials, soldiers, cartographers, the enslaved, and indigenous people—whose knowledge contributed to their fabrication. Our goal is to understand how these items were made, used, and circulated, and in so doing, how they contributed to creating the early modern Atlantic world. As part of the course, students will have the opportunity to apply recent mapping technologies (such as StoryMaps) to tell new stories about these old maps.

### **INS 594: European Union, Comparative Regionalism and Latin American Relations**

Section: Q, TuTh 12:30-1:45PM

Instructor: Roy

This course will review first the fundamental dimensions of the European Union, its essence and its theoretical framework, and its potential as a model and point of reference for regional integration around the world in a comparative approach. After a summary consideration of comparing the EU's nature with other cases of regionalism, the course will deal with EU's linkages with the Americas, with a consideration of the North American Free Trade Area (NAFTA), as an example of the influence of the US-led model of regional integration and cooperation, and the planned Trade and Investment Partnership (TTIP) between the EU and the US, and its implications in Latin America. Discussions will also deal with the EU's practice of North-South development aid and cooperation in the Caribbean and Central America. The course will then review the links between the EU in the wide South American region, studying the development of regional cases such as the Andean Community and MERCOSUR, and newcomers such as UNASUR and the Community of Latin America and Caribbean States (CELAC). The last part of the course will be dedicated to the special case of Spain's relations with Latin America.

# **Graduate Latin American Studies Courses**

## **LAS 601: Politics, Society, and Culture in Latin America**

Section: S, TuTh 3:30-4:45PM

Instructor: TBD

This seminar will provide an overview of some of the major topics central to understanding politics, society, and cultural production across Latin America. These topics include: colonial legacies and the imperatives of development and modernization; authoritarianism, civil war, and transitions to democracy; patterns of poverty, inequality, and class difference; social movements, civil society, and citizenship; cultural politics and the politics of culture; the ideals and shortcomings of democratic governance; neo-liberalism, globalization, and social media; and U.S. - Latin American relations.

## **LAS 603: The Mariel Boatlift of 1980: Antecedents, Causes, Effects**

Section 1T, Tu 5:05-7:50PM

Instructors: Manzor and Bustamante

2020 marks 40 years of the Mariel exodus. This course will take an interdisciplinary approach to re-contextualizing the events that came to define the Mariel boatlift of 1980. It spans from the late 1970s when Cuban exiles could legally return to Cuba for the first time since the triumph of the Revolution, to the close of the decade of the 1980s that coincided with the collapse of the Soviet Union and Communist Bloc, setting in motion a different set of geopolitical consequences. Modeled after the 60s course, we hope to represent the period from the perspective of faculty and administration members whose personal testimony might bring the times to life for our students. In addition, we want to bring on board faculty who can offer expertise on relevant topics but who may not have been actual participants in events during Mariel and Miami in the 1980s. The course syllabi will be developed collaboratively by Lillian Manzor (UM) and Michael Bustamante (FIU), and the course will also be taught at FIU.

Students from both universities will come together either physically or virtually at various times during the semester. The course will take advantage of the special programming around Mariel that will be held at the Cuban Heritage Collection throughout the semester. This course will also be collections based so that students can develop research/creative projects based on materials at the Cuban Heritage Collection, and Special Collections at UM and FIU. (Original idea for a Mariel course by Mirta Ojito.)

## **LAS 605: Internship in Latin American and Caribbean Studies**

Section: By arrangement

Instructor: Pestle

On-site experience in business, governmental organization, or non-profit organization dealing with Latin America and/or the Caribbean. Permission from the Academic Director is required in order to receive credit for an internship.

## **LAS 606: Civic Engagement**

Section: By arrangement

Instructor: Pestle

On-site experience in a civic engagement project in business, governmental organization, or non-profit organization dealing with Latin America and/or the Caribbean. Permission from the Academic Director is required in order to receive credit for an internship.

## **HIS 611: South Asians in the US and Caribbean**

Section 42, We 2:00-4:30pm  
South Asians in the US and Caribbean.

Instructor: Chatterjee

### **INS 621: International Development**

Section P, T/Th 11:00am-12:15pm                          Instructor Yaffe  
A synthesis of major theories of international development, institutional architecture, and practice of international development. Focuses on key international development policies such as trade, macroeconomic finance, and equity. Considers narrow conceptions of modernity, growth, progress, wellbeing, and culture toward broader conceptions of freedom and/or sustainable development in both the Global North and Global South.

### **LAS 681: Introduction to Global Health: Effective Responses to Hemispheric Challenges**

Section 01, Tu 5:05-7:50PM, Th 5:05-6:20PM                  Instructors: Frenk, Knaul, and Touchton  
The divides between the health and well-being of diverse populations, between and within borders, have never been greater. Intense changes in demographics, from population growth to rapid urbanization, along with unprecedented shifts in patterns of disease and cross-border risks, are coupled with game-changing advances in knowledge, technology, and innovation.  
This is a pivotal moment for future leaders from diverse disciplines to come together to improve the health of our hemisphere. Our discussions will cover a broad range of topics in global health, with a focus on emerging challenges in Latin America and the Caribbean.

### **POR 691: História Cultural do Brasil**

Section O, T/Th 9:30-10:45am                          Instructor: Devine-Guzmán  
Esta matéria oferece uma abordagem crítica à formação histórica do Brasil, começando em 1500 com a colonização da chamada “Ilha da Vera Cruz” e acabando com a crise na Amazônia de 2019-20. Reconhecendo que um semestre não é tempo suficiente para realizar um estudo comprehensivo de cinco séculos de acontecimentos históricos, enfocaremos nosso trabalho em momentos cruciais, textos chave, e tendências representativas. Organizaremos nosso estudo cronologicamente, analisando romances, ensaios, poesias, teatro, jornalismo, historiografia, imagens, filmes e músicas para entender como a produção cultural e teórica do Brasil interage com as estruturas políticas e sociais do país. **Obviously, this course is taught in Portuguese.**

### **LAS 694: Directed Readings in Latin America and Caribbean**

Section: By arrangement                          Instructor: Pestle  
Independent Study leading to an original piece of research, or creative project on a Latin American or Caribbean interdisciplinary topic.

### **INS 694: European Union, Comparative Regionalism and Latin American Relations**

Section: Q, TuTh 12:30-1:45PM                          Instructor: Roy  
This course will review first the fundamental dimensions of the European Union, its essence and its theoretical framework, and its potential as a model and point of reference for regional integration around the world in a comparative approach. After a summary consideration of comparing the EU's nature with other cases of regionalism, the course will deal with EU's linkages with the Americas, with a consideration of the North American Free Trade Area (NAFTA), as an example of the influence of the US-led model of regional integration and cooperation, and the planned Trade and Investment Partnership (TTIP) between the EU and the

US, and its implications in Latin America. Discussions will also deal with the EU's practice of North-South development aid and cooperation in the Caribbean and Central America. The course will then review the links between the EU in the wide South American region, studying the development of regional cases such as the Andean Community and MERCOSUR, and newcomers such as UNASUR and the Community of Latin America and Caribbean States (CELAC). The last part of the course will be dedicated to the special case of Spain's relations with Latin America.

**POL 696: Activism**

Section HJ, We 3:35-6:20PM

Instructor: Hummel

Explores what activism is, the history and developments of activism around the world, and which activists strategies work best. Assignments will send students into the community to participate in local politics, work with local organizations, and engage in activism.

**LAS 697: Readings for the Comprehensive Exam**

Section: By arrangement

Instructor: Pestle

Readings for M.A. students who are preparing for comprehensive examinations.

**LAS 810: Pre Candidacy Thesis Credits**

Section: By arrangement

Instructor: Pestle

The student working on his/her master's thesis enrolls for credit, before student has been admitted to candidacy. Credit is not awarded until the thesis has been accepted.

Six (6) credits of 810 are required for MA students in Latin American Studies.

**LAS 815: Post-candidacy thesis credits**

Section: By arrangement

Instructor: Pestle

The student working on his/her master's thesis enrolls for credit, not to exceed six, after student has been admitted to candidacy. Credit is not awarded until the thesis has been accepted.

**LAS 820: Research in Residence**

Section: By arrangement

Instructor: Pestle

Used to establish research in residence for the thesis for the master's degree after the student has enrolled for the permissible cumulative total in LAS 810 (usually six credits).

Credit not granted. May be regarded as full time residence.

**AND DON'T FORGET THE VARIOUS ZERO-CREDIT  
GRADUATE-LEVEL LANGUAGE CLASSES!**

## About the Latin American Studies Program

The Latin American Studies Program at the University of Miami takes an interdisciplinary approach to the study of the politics, economics, cultures, and societies of Latin America and the Caribbean. In addition to a number of LAS “native” courses (i.e. courses that have an explicit LAS course number), courses in the program can be taken in departments from every school and college at the University of Miami, and the program's faculty research topics ranging from development economics to immigrant health care, from indigenous music to Caribbean colonial literature, from the archaeology of the region's earliest people to present-day questions of resource conservation and management. Our students become true experts who can speak to a wide range of issues confronting Latin America; experts who can contribute proactively to development and cooperation as well as to business and political analysis in ways that their peers with a more traditional disciplinary focus simply cannot.

For any questions regarding the Latin American Studies Program, please contact, please contact the Program's Director:

Dr. William J. Pestle  
Merrick Hall 214EC  
University of Miami  
Coral Gables, FL 33124-2005  
Email: [w.pestle@miami.edu](mailto:w.pestle@miami.edu)

### Major in Latin American Studies (36 credit)

The Latin American Studies major is designed for students who desire a comprehensive understanding of Latin America and the Caribbean; its history, cultures, languages, economics, politics, and societies. Majors often combine their studies with concentrations in other departments or schools. LAS majors also learn outside of the classroom, through interaction with visiting experts, participation in symposium and conferences, and travel courses. Students are required to attain at least competency in two Latin American languages and are advised (but not required) to spend at least one semester in Latin America.

#### *Curriculum:*

- Gateway Course in LAS (LAS 101)
- Advanced language proficiency in Spanish, French, Portuguese or Haitian Creole: This requirement may be met with SPA203, FRE203, POR202, or HAI201 or equivalent
- Secondary language competence in another Latin American or Caribbean language: This requirement may be met with SPA105, FRE105, POR105, HAI102 or equivalent, or by successfully completing a Latin American, Caribbean, or Indigenous language course in the DILS Program.
- Two (2) courses in Latin American history
- Six (6) courses in classes listed in LAS or cross-listed with LAS, 12 credits of which must be completed at the 300-level or higher (FRE, SPA, or POR 214 may count toward this requirement)
- One (1) of the following: LAS 494, LAS 501, LAS 505, LAS 506.

### Minor in Latin American Studies (15 credits)

The minor in Latin American Studies is designed for students who have an interest in Latin America and the Caribbean but may not have the flexibility to pursue a Major. The minor may be obtained by completing five courses (detailed below), or through participation in the U-Buenos Aires or the new U-Latin America program.

#### *Curriculum:*

- Gateway Course in LAS (LAS 101)
- Four (4) LAS Courses, three (3) of which must be at the 300 Level or higher

## FILAS (Fellows in Latin American Studies)

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, Law and Public Policy, Public Health, or History.

| <b><i>FILAS Curriculum</i></b>  |    |
|---|----|
| <b>English Composition <sup>1</sup></b>   | 6  |
| ENG 105 English Composition I   |    |
| ENG 106 English Composition II  |    |
| <b>Mathematics, Computing &amp; Statistics <sup>2</sup></b>                           | 3  |
| <b>Second Language <sup>3</sup></b>   |    |
| <b>Writing Across the Curriculum <sup>4</sup></b>                                     |    |
| Cognates <sup>5</sup>   | 9  |
| Advanced Language Proficiency in Spanish, French, Portuguese, or Haitian Creole       | 3  |
| <b>Select one of the following:</b>   |    |
| FRE 203 Advanced French   |    |
| HAI 201 Intermediate Haitian Creole I   |    |
| POR 202 Intermediate Portuguese II  |    |
| SPA 203 Advanced Spanish  |    |
| <b>Secondary Language Competence in another Latin American or Caribbean Language</b>  | 3  |
| <b>Select one of the following:</b>   |    |
| FRE 105 Accelerated Elementary French   |    |
| HAI 102 Elementary Haitian Creole II ((or equivalent))                                |    |
| POR 105 Beginning Portuguese for Spanish Speakers                                     |    |
| SPA 105 Accelerated Elementary Spanish  |    |
| <b>FILAS Specific Requirements</b>  |    |
| <b>Select one gateway seminar in Latin American Studies</b>                           | 3  |
| <b>Select two History courses</b>   | 6  |
| <b>Select two International Studies courses</b>                                       | 6  |
| <b>Select two Economics courses</b>   | 6  |
| <b>Select two advanced Languages and Literatures courses (SPA, POR, FRE, or HAI)</b>  | 6  |
| <b>Select seven courses in Study Abroad</b>   | 21 |
| <b>Select one course as Internship in Latin America</b>                               | 3  |
| <b>Select five courses above the 300-level (third-year) in a range of disciplines</b> | 15 |
| <b>Select ten courses in one focus track</b>  | 30 |
| <b>MA Phase Requirements</b>  |    |
| <b>GRE Exam in Semester 7 or 8</b>  |    |
| LAS 601 Interdisciplinary In Latin American And Caribbean                             | 3  |

|  |  |            |
|--|--|------------|
| <b>LAS 602</b>   | Research Design in Latin American Studies  | 3          |
| <b>Select two Regional Fundamentals courses</b>                    |  | 6          |
| <br>   |  |            |
| <b>Select four electives from approved LAS or combined courses</b> |  | 12         |
| <br>   |  |            |
| <b>LAS 810</b>   | Pre-candidacy thesis credits (students must enroll in two semesters of this 3- credit course to fulfill this requirement.) | 6          |
| <b>Total Credit Hours</b>  |  | <b>150</b> |

- <sup>1</sup> Certain AP/IB scores may be used to fulfill the Composition requirement as credit. If Transfer students transfer one of the two above, but not both, they may take ENG 208 to complete the requirement. ENG 105 must be taken unless exempted by SAT/V or ACT/V scores (does not include credits).
- <sup>2</sup> MTH 108 or higher. Unless exempted by AP/IB, or UM placement test. UM placement test does not include credits. Prerequisites must be met before enrolling in MTH courses.
- <sup>3</sup> Students must take at least three credits in a language other than English at the 200-level or higher. Prerequisites may be required. Courses taken in order to meet this requirement, including necessary prerequisite courses to the 200 level courses, cannot be used in cognates seen below. **FILAS students already fulfill this requirement when completing the language requirements cited below.**
- <sup>4</sup> Degree candidates must complete at least four writing courses, and at least one such course must be in the student's major discipline.
- <sup>5</sup> Typically, students must complete a minimum of three cognates, one from each of the three areas of the University curriculum: Arts & Humanities; People & Society; and Science, Technology, Engineering & Mathematics. A cognate is a minimum of 9 credit hours, however it can be more. Each major/minor fulfills the cognate requirement in one Area of Knowledge. However, **FILAS students must complete only the STEM Cognate as the FILAS program fulfills the Arts & Humanities and People & Society cognates. To avoid additional course credits, please select a STEM Cognate that includes a Natural Science course to concurrently fulfill this CAS general education requirement. According to the Collage of Arts & Sciences, "three credits must be earned from one of the following departments: Biology, Chemistry, Ecosystem Science & Policy (only ECS 111, 112, or 202), Geological Sciences, Marine Science (except MSC 313 and 314), Physical Science, or Physics. APY 203 and GEG 120 may also count. These credits may double count with any other requirement, e.g., courses in the STEM cognate."**

FILAS students also write a Master's Thesis based on an original research project. In addition, they must defend the thesis and present their findings at the LAS Annual Student Symposium.

## Master of Arts in Latin American Studies

The Master of Arts in Latin American Studies is a 30-credit interdisciplinary degree characterized by a distinct level of flexibility in allowing students to create a course of study focused on Latin American and the Caribbean that serves the unique interests of each student. Combining core courses offered by the program with a large variety of co-listed and cross-listed courses offered by departments, programs, and units throughout the University of Miami, the program offers a tremendous diversity in course selection. We encourage students to combine course offerings from around the university into a cohesive course of study that allows them to specialize in an area, topic, country, theme, or issue of their choosing and thus to tap into the many resources available at the University of Miami for students with a passion for Latin America and the Caribbean.

### *Curriculum:*

- The required introductory seminar, LAS601 (3 credits)
- The required research design seminar, LAS602 (3 credits)
- A disciplinary research methods course (3 credits)
- Two regional fundamentals courses (6 credits)
- Three electives (9 credits)
- A thesis (6 credits). Students are required to write a master's thesis, create an equivalent capstone project, or pass a comprehensive exam. The latter two options require the approval of the degree director. For each of these options, a committee consisting of at least three faculty members is required.
- Students must demonstrate advanced language competency in Spanish, Portuguese, Haitian Creole, or French by passing a course taught in the target language at the 600-level or above, or by passing a language competency exam.
- We strongly encourage our students to travel in the region, either through faculty-led travel courses offered by our program, or courses offered by other programs and departments at the University of Miami.

## MA/Masters of Public Health (MPH)

Miami is the gateway to Latin America. As such we recognize an urgent need for public health professionals with the training and expertise needed to meet the growing public health challenges both in Latin America and the Caribbean. This program is designed to train students for a career in public health with a focus on social policy, health management and health care in Latin America and the Caribbean, as well as expatriate communities in the United States.

### *Curriculum:*

- LAS601 “Graduate Seminar in Latin American Studies”
- LAS602 “Research Design in Latin American Studies”
- Two regional fundamentals classes
- Two LAS electives (selected in consultation with the Program Director)
- Two classes attaining language competency in Spanish, Portuguese, French, or Haitian Creole. Students may establish proficiency by passing two courses taught in the target language at the 500-level or above, or by passing a language competency exam. A major indigenous language of Latin America may be substituted for either Spanish or Portuguese. Students may petition for a waiver of examination if they have gained language competency in another manner (i.e. native speaker, upper division coursework in target language, Peace Corps service, IB credits or Defense Language Proficiency Test).
- EPH 600 “Introduction to Public Health”
- EPH 601 “Medical Biostatistics I”
- EPH 620 “Health Education and Behavior”
- EPH 621 “Fundamentals of Epidemiology”
- EPH 631 “Public Health Administration”
- EPH 641 “Integrated Aspects of Environmental Health”
- 12 credits of MPH electives (see Bulletin for full list)
- Culminating experience, 6 credits, includes EPH 680 (Practical Field Experience) plus either LAS 810 (thesis) or LAS 697 (Readings for comprehensive exam)

## MA/GIS Certificate

The Master of Arts in Latin American Studies with GIS certificate is a 30-credit interdisciplinary degree that allows students to obtain a graduate certificate in GIS (Geographic Information Systems) through the department of Geographic and Regional Studies while working towards their Master of Arts in Latin American Studies.

### *Curriculum:*

- LAS601 “Graduate Seminar in Latin American Studies”
- LAS602 “Research Design in Latin American Studies”
- GEG692 “Geographic Information Systems I”
- GEG693 “Geographic Information Systems II”
- GEG692 “Environmental Remote Sensing” or an appropriate GIS research methods elective
- Three LAS electives
- Students will also have to enroll in six credits in **LAS810** consisting of a thesis or GIS capstone project with a focus on Latin America, the Caribbean, or South Florida.

## JD/MA in Latin American Studies

The University of Miami School of Law, in partnership with the Latin American Studies program at the College of Arts and Sciences, offers a joint J.D./M.A. in Latin American Studies and the Law. This curriculum prepares Law School students for government, political and nonprofit legal positions in and concerning Latin America. The program provides a solid theoretical framework and grounding in policy analysis, administration, and management in the Latin American region.

This joint program allows students to obtain both J.D. and M.A. degrees in 3 or 3 ½ years -- less time than obtaining the degrees separately. The first year is spent in the Law School and years two, three and four (if needed) are spent taking both Law and M.A. courses.

### *Curriculum:*

On the J.D. side, students must complete 82 credits in the Law School and 6 credits will be double-counted from the M.A. courses to complete the total of 88 JD credits. On the M.A. side, students must complete 21 credits in Latin American Studies courses, and 9 credits will be double-counted from the J.D. coursework to complete the total of 30 credits. Students will be required to complete a total of 103 credits for both degrees.

### Juris Doctor (J.D.) Course Requirements

- During their first year of the joint program, students will be required to attend the J.D. program full-time.
- Students who begin in the JD program will be able to take courses in the Latin American Studies Master's program beginning the fall of their 2L year.
- Students must complete all J.D. requirements and all M.A. requirements as defined by their programs.
- Students may take summer law courses which may reduce the length of the joint degree program by up to a semester.
- Students may not take more than 16 credits/semester (17 credits/semester may be taken with permission from the Associate Dean, Academic Affairs, School of Law).

### Master of Latin American Studies Requirements

- Required courses in LAS are: LAS601: Introductory Seminar; LAS602: Research Design; and a disciplinary research methods course (to be approved by the degree director.) Two regional fundamentals courses are also required.
- Students will be required to write a master's thesis, create an equivalent capstone project, or pass a comprehensive exam. (6 credits)
- Language Requirement: Students must demonstrate advanced language competency in Spanish, French, Portuguese, or Haitian Creole.