

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



SUMMER AND FALL 2011
Course Booklet

The Center for Latin American Studies and Program in Ecosystem Science & Policy launch the **U Galapagos Summer Field Experience and Fall 2011 Semester-In-Residence Program**. See pages 14 and 15 for program details and how to apply.



The Program in Latin American Studies

*Undergraduate Major and Minor
Fellows in Latin American Studies Honors Program
Master of Arts in Latin American Studies*

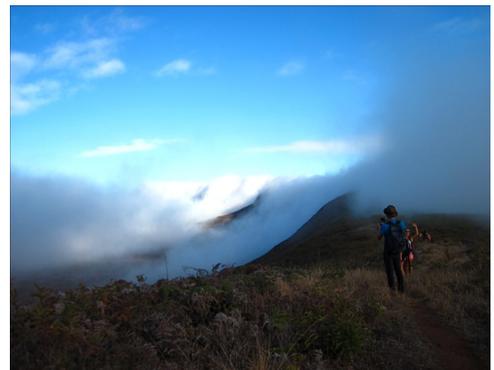
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Latin American Studies Degree Programs
Summer and Fall 2011 Course Booklet
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Note: Co-listed courses contain at least 50 percent content from Latin America and the Caribbean. Cross-listed courses include at least 25 percent content from the region.

Latin American Studies Degree Programs

Undergraduate Curriculum

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

- ✚ First year seminar in Latin American Studies (3 credits)
- ✚ Language competency (6 credits)
 - 212 level or higher in French, Spanish, or Portuguese
 - **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)
- ✚ 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
- ✚ Independent Study in Latin American studies (LAS 494), culminating in a thesis, original piece of research, or creative project on a Latin American subject. Normally it will be carried out under the supervision of a faculty member and should demonstrate an ability to use materials in Spanish, Portuguese, or French. The student's proposal for a thesis or project subject must be approved by the LAS director within the first week of the semester of the independent study.
- ✚ 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

Fellows in Latin American Studies (FILAS)

This innovative, dual B.A./M.A. honors degree in Latin American Studies allows outstanding incoming freshmen the opportunity to complete a master's degree in five years, following a rigorous, efficient, accelerated curriculum. This highly selective group of students enjoy close faculty mentoring and the opportunity to engage in specialized research projects with faculty.

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
- ✚ 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: lasprogramga@miami.edu

Master of Arts in Latin American Studies (Students entering Fall 2011)

A. 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 inter-disciplinary 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.

B. 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.

C. 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.

D. 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 competence in a language of the region. See point D above.

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 programs 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. Contact the CLAS office for more information.

Latin American Studies Degree Programs CLAS Study Abroad Opportunities

U GALAPAGOS - SUMMER

Latin American Studies Field Research Experience

www.miami.edu/galapagossummer



Students spend the summer session in the Galapagos, mostly on Isla Isabela, earning UM credits and living with local host families. Your UM professors cycle in for intensive 2-week courses. Normal UM tuition applies and the program cost (including room & board) is \$1,881 for session I, \$2,161 for session II, and \$1,921 for session III. Students participating in two sessions will receive a discount of \$550. Students participating in all three sessions will receive a discount of \$1,100.

For more details and to apply online go to www.miami.edu/galapagossummer. See the following link from *Miami Magazine* <http://www6.miami.edu/miami-magazine/featurestory3.html> for information on the student experience.

**** DEADLINE IS APRIL 8. REGISTER ONLINE OR WITH JASMINE PHILLIPS, STUDY ABROAD OFFICE, J.PHILLIPS4@MIAMI.EDU**

LAS 201/501 Introduction to Latin American Studies

Instructor: Marten Brien

Dates: May 27-June 12, 2011

This course is an introduction to Latin American Studies. Students will learn the basics of Latin American social, political, and economic development and will be able to translate what they learn in class to the realities they see around them on the islands and will gain insight into some of the more complex political and social issues that play into efforts toward conservation and development.

LAS 302/503 Field Methods for Socio-Environmental Research

Instructor: Miguel Kanai

Dates: June 13-June 24, 2011

<http://www.as.miami.edu/lasp/>

This is a field methods course engaging with local socio-environmental issues of Puerto Villamil and other local communities on the Galapagos Islands. Course participants will acquire the rudiments of fieldwork research through exposure to widely used methods and actual generation of primary data attuned to local issues. Students will be introduced to the socio-economic, cultural, and political and institutional realities of Latin America and particularly environmentally sensitive sites in the region.

LAS 302/503 The Environment and Culture of the Galapagos, Writing, Research, and Critical Thinking

Instructor: Joseph Treaster

Dates: June 25-July 8, 2011

This is a course of total immersion in the environment and culture of the Galapagos Islands. It is a course in writing, research and analytical thinking that capitalizes on the distinctive characteristics of the Galapagos. It is designed to benefit students across a wide range of disciplines. The environment is an increasingly intense part of all our lives. It is crucial to understand the key elements of the changing environment and to command strong, clear writing skills. This course delivers both the key concepts in understanding and engaging the environment and the instruction and practice to make every participant a better writer.

Tweeting and blogging are integral parts of this course. Students will have opportunities to write for several internet operations including the University of Miami's environmental magazine on the internet, OneWater.org, which Professor Treaster edits. Other opportunities for writing for publication may develop. Relatively few people travel to the Galapagos Islands each year and that makes the region of interest to news organizations.

U GALAPAGOS – Fall 2011

Semester-In-Residence Program

<http://sites.google.com/site/lpetersongalapagos/>

U Galapagos is an exciting new semester study abroad program that takes students and University of Miami faculty to the famed Galapagos Islands for a field-oriented semester of study. Through an academic partnership with the Isabela Oceanographic Institute, located in the picturesque community of Puerto Villamil on Isabela Island, the Center for Latin American Studies and the Program in Ecosystem Science and Policy are offering a full five-course (15 credit) semester in Fall 2011 designed for students of all majors who would like to earn



a minor in either Latin American Studies (LAS) or Ecosystem Science & Policy (ECS) through one semester's coursework in the Galapagos. Alternatively, the courses can be counted toward the specialization track for majors in Latin American Studies. Students live with host families and study at the Isabela Oceanographic Institute, earning UM credit. UM professors cycle in for intensive 2-week courses. Normal UM tuition applies and the program cost (including room & board) is \$6,650 for the Fall 2011 semester.

See the following link from the Miami Magazine <http://www6.miami.edu/miami-magazine/featurestory3.html> for information on the student experience.

[LAS 201 Introduction to Latin American Studies](#)

Instructor: Manzor

Section 01

This course reviews the historical development and contemporary issues of Latin America from the interdisciplinary perspective of area studies and through the cultural, political and social lens of the Galapagos. It places the Galapagos within the wider Ecuadoran and Latin American context, exploring phenomena such as dependent development and the environment, multiculturalism, social inequality, and center-periphery political dissonance.

[Students who have already taken LAS 201 in Miami may take this course as LAS 302: Special Topics. History and Society of the Galapagos in Interdisciplinary Perspective.]

LAS 301/ ECS 272 Galapagos Political Economy

Instructor: Meltzoff

Section 01

This field course in the Galapagos National Park offers a rare chance to examine the human interactions in this highly politicized landscape of conservation. Students practice the political ecology approach for doing ethnographic fieldwork and explore how this approach can lead to wiser resource management.

LAS 320/ECS380 Origin and Evolution of Volcanic Islands

Instructor: Peterson

Section 01

This course will explore the origin and geology of volcanic oceanic islands, using the Galapagos Islands as a natural laboratory. Though all share a common origin in plate tectonic theory, each island presents a host of environments that originate in the processes of volcanic action, erosion and hydrology. Individual islands therefore develop distinctive ecosystems within which organisms interact and evolve. The emphasis of this course will be to lay out the underlying geological processes that have led to the formation of the islands and to their present state, and then to explore the ways the physical environment has influenced adaptation, biodiversity, and human habitation.

LAS 320 (02) / ECS 380 (02) Ecology and Land Use (3 credits)

Instructor: Janos

Section 02

This course will examine how fundamental principles of ecology are manifested on Isla Isabela, the largest of the Galapagos Islands. These principles will then be employed to evaluate land usages including subsistence and production agriculture, animal husbandry, fuel wood and timber, and conservation with ecotourism. Course participants will be acquainted with habitats, flora, and fauna from the vicinity of Puerto Villamil to the rim of Volcán Sierra Negra, and will analyze agricultural practices and problems of the mist zone on the volcano's southeastern flank.

LAS 503/ECS372 Tourism and Development in Latin America

Instructor: Brien

Section 01

In this course, students learn about the intersection between economic development, tourism, and the environment in one of the world's most pristine and fragile ecosystems. Using the islands as perhaps the best example available, students explore how tourism offers an alternative to the more-destructive fishing industry that once drove the local

economy, yet has created a new set of pressures on the environment. Some of the questions addressed in the class include: Is tourism sustainable? Is economic development compatible with conservation? Does the money generated by tourists place new pressures on the social and political environment? Students taking LAS 503 must complete an original, inter-disciplinary research project or creative project in order to receive an LAS minor. Once complete, this project must be filed with the LAS Program Director in Miami.

*** Students completing the 5 LAS listings, including the LAS 503 project, earn a Latin American Studies minor at University of Miami; students completing the 4 ECS listings, plus ECS 111 (back on the UM campus), earn an Ecosystem Science & Policy minor at University of Miami. These courses also count toward ECS and LAS majors.

Latin American Studies Degree Programs

Cross-Listed Courses

Summer 2011

HIS 353 History of Cuba

Instructor: J. Suchlicki, A. Gomez
Summer I

Section 01: M-W 9 a.m. -12:30 p.m.

The development of the Cuban nation, emphasizing the nineteenth and twentieth centuries and the Castro revolution. This course will concentrate on studying "Cuba After Castro". We will analyze various scenarios for "change" and what implications these will have for the next administration in Washington DC as well as in other parts of the world. Writing credit.

MLL321 Towards a New Wave: 21st Century Latin American Narratives

Instructor: S. Raggio
Summer I

Section GY: T-R 6-9:30 p.m.

This course studies the new discourses and aesthetics of contemporary Latin American narratives (including visual representations). Our primary focus will be on very recent cultural products (short stories and films) created during the first ten years of the 21st century. We will analyze their main characteristics in contrast with concepts such as "Third Cinema" and with previous dominating literary paradigms, particularly Latin American "Boom Literature" from the 1960s and 1970s, when the work of a group of relatively young novelists (including Nobel Prize Winners Gabriel García Márquez and Mario Vargas Llosa) became widely circulated in Europe and throughout the world, producing, later on, bestselling epigones like Isabel Allende (The House of the Spirits) or Laura Esquivel (Like Water for Chocolate). Theoretical essays will help us to understand the new context (cultural and historical) in which these 21st century narratives are being produced.

INS 510 Crime and Violence Reduction in the Americas.

Instructor: E. Restrepo
Summer I

Section CY: T-R 12-2:30 p.m.

Violence and violent crime have been decreasing globally in an exponential way since Biblical times. Even adding in the massive numbers of violent deaths from the two World Wars, including the 6 million Holocaust assassinations, the number for the

20th Century is still less than any preceding century. Even so, violence and violent crime continue to disintegrate continents, countries, societies, families and individuals every day. Today Latin America is one of the most violent regions of the world (second only to Sub-Saharan Africa). Although there are myriad theories, empirical cases and creative solutions which have been proposed around the world to tackle crime and violence, there is no manual on crime and violence reduction -- nor is there to date a "one solution fits all". Consequently this class is constantly adapting. It requires your creativity as researchers and your active participation in order to "invent" as we go. While much of the academic research focuses on understanding violence and violent behavior, the class would also focus on strategies and ideas that maintain peace, or that successfully manage low rates of violent crime anywhere in the world.

INS 550 Societal Fragility, Resilience, and Development in Haiti

Instructor: P. Fontaine

Summer I

Section DY: T-R 1:15-3:45 p.m.

A little more than two centuries ago, Haiti, then called Saint-Domingue, was the most prosperous jewel in the French colonial empire. On 1 January 1804, after a victorious slave rebellion and a long period of internecine and international warfare, it became the first country to achieve independence in the Caribbean and Latin America, second only to the US in the Western Hemisphere. Some of the leaders of its own War of Independence had earlier fought under the French in support of the American War of Independence, and the new country effectively contributed to the independence of Venezuela, Colombia, Ecuador, and even Cuba. Yet, it is still struggling with its own development. 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, or rather 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.

INS 532 Internally Displaced persons in Africa, Latin America, and Asia (Globalization and Human Rights)

Instructor: P. Fontaine

Summer I

Section AY: T-R 9:30 a.m.-Noon

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 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 tsunami in Indonesia 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.

[INS 551 International Migration Theory and Policy](#)

Instructor: M. Rodriguez

Summer II

Section DX: M-W 1:15-3:45 p.m.

[INS 599 International Migration and the Health Care System](#)

Instructor: M. Rodriguez

Summer II

Section UX: M-W 5:00-7:30 p.m.

Latin American Studies Degree Programs

CORE & CO-LISTED COURSES

Fall 2011

LAS 201 Introduction to Latin American and Caribbean Studies

Instructor: TBA

Section J: M-W 5:00 - 6:15 p.m.

This course will focus inter-disciplinarily on the culture, economy, geography, history, politics, and societies 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 you with 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. The course format is a discussion-based seminar, so attendance and preparation in advance of class are essential. Grades are structured to encourage and reflect the participatory nature of your learning experience.

LAS 301 Topics in Latin American and Caribbean Studies

Latin American Culture and Civilization

Instructor: B. Arce

Section P: T-R 11:00 a.m. -12:15 p.m.

This course will explore Latin American civilization and culture through the trope of the "Encounter." This idea will guide, but not limit, our study of the various historical, political and cultural encounters that helped to establish some of the main questions that have contributed to the construction of what we call "Latin American" culture. The "others" within Latin America that form an integral part of the notion of "Latinidad," such as indigenous groups, Afro-descendants, and US Chicano/Latino will occupy the central focus of this course. Latin America as a vast geographical space cannot possibly be comprehended in one class; therefore, excerpts from many diverse cultural forms will be studied thematically in an effort to encompass a broad, but not diluted, understanding of the issues that have historically faced the many countries that comprise Latin America, and that continue to confront them today. As such, many of the readings will center on specific geographical areas; mainly Mexico, the Caribbean and Argentina. Course will be conducted in Spanish.

LAS 301 Topics in Latin American and Caribbean Studies

Gender and Development

Instructor: S. Dutt

Section E: M-W-F 12:25-1:10 p.m.

This course explores the complexities of development goals and challenges and the ways in which these have been shaped by discourses on gender and feminist activism. We critically examine the shifts in theory and practice in the past four decades as they relate to development paradigms in the regions of Latin America, Caribbean, and South Asia through the lens of interdisciplinary development and feminist scholarship and praxis. We will study the possibilities and limitations of the varied approaches that were, and often still are adopted by our particular regions such as “Women In Development” (WID), “Women And Development” (WAD), “Gender And Development” (GAD) as well as the more recent post-development feminist critiques of these approaches. Governmental, non-governmental, community-based policy initiatives and grass root actions that address pressing concerns such as the gender gap in key development aspirations such as poverty reduction, health, education, reproductive rights, rights in property and land, access to resources and credit will be studied through in-depth analyses of local case studies from Latin America, Caribbean and S. Asia. A sampling of the questions and topics that will be raised and discussed extensively in this class are 1) development and modernization in the context of colonialism, decolonization, and neocolonialism, 2) Gender relations, masculinities, patriarchy in developmentalist discourses 3) Feminization of the global economy as well as feminization of poverty 4) Engendering globalization: issues of migration and trafficking, 5) Gender and the environment: sustainability and its impact on the lives of poor women and men.

LAS 301 / HIS 360 Topics in Latin American and Caribbean Studies **Modern Latin America through Film**

Instructor: S. Stein

Section T: T-R 5:00 - 6:15 p.m.

Feature films, and to a lesser extent documentaries, since the early twentieth century have constituted a primary source for the general public's understanding of historical personalities, events and processes. This course analyzes films made in the U.S. and Latin America with regard to their historical value and their impact on forming historical perceptions about modern Latin America. The class focuses on four major topic areas: Latin American and Latino Stereotypes in Hollywood Films,” “Continuities and Changes in the Cuban Revolution;” “Military, Regimes, Repression and Human Rights Violations;” and “Poverty, Social Change and Social Violence.” Each section involves lectures, the viewing of films and focused class discussions in which we compare and evaluate the films and other sources as effective history. In addition to participation in class discussions, students will write three original essays. Films to be viewed include *Lucía*, *Telón de Azucar*, *The Official Story*, *The Judge and the General*, *City of God* and *Bus 174*. The films will be on reserve in the Library, but it is highly recommended that students take out a Netflix membership for the semester.

LAS 320/520 – ECS 372 Interdisciplinary Topics in Latin American and Caribbean Environments

Latin America and the Environment

Instructor: D. Suman

Section J: M-W 5:00 - 6:15 p.m.

The course will begin with a theoretical background that forms the context in which to place Latin American's current environmental challenges. During this introductory section, we will discuss themes such as structuralism and dependency theories, neo-liberal policies, and globalization. Another initial focus of the course will examine the current state of the environment in Latin America based on recent global studies, such as GEO-2000 and the Millennium Assessment. Following the development of the context, the course will consider a number of different thematic issues and examine their environmental, social, economic, and political dimensions. These areas include tropical rainforest alteration; indigenous peoples and biodiversity conservation; coastal and marine issues; agriculture; NAFTA, free trade, and the environment; and urban environmental issues. Students will develop their individual research project that examines the interdisciplinary nature of a current environmental issue in Latin America.

LAS301 Race and Class

Race in a Global Perspective

Instructor: P. Fontaine

Section 03: R 9-11:30 a.m.

This course examines the various ways in which globalization impacts on race, with a particular attention to the Afro-Atlantic world. This includes an analysis of the transnational impact of cultural, social, and political movements and of the ways in which the United Nations and international human rights and humanitarian NGOs, global think tanks (International Crisis Group), and global foundations (e.g. Ford Foundation), as well as bilateral aid programs perceive and influence the perception and evolution of race and racial movements, legislation, and policies in the world. A comparative analysis of Affirmative Action in the US and Brazil is also included.

LAS 494 Independent Studies in Latin America and Caribbean Studies

Instructor: TBA

Section 01: ARR

LAS 501 Interdisciplinarity in Latin American and Caribbean Studies

Instructor: G. Yúdice

Section 1T: T 5 - 7:30 p.m.

This course begins with a history of the emergence of Latin American and Caribbean Studies and continues as a wide-ranging survey of the various disciplinary and

interdisciplinary approaches to the area. Some of the readings are included as a means to explore the boundaries of the established disciplines. The purpose is not only to present studies of Latin American and Caribbean realities but to review the scholarly, intellectual, and political frameworks according to which these realities are discerned. Latinamericanist and Caribbeanist faculty from throughout the university will be invited to speak about the history of the disciplinary and interdisciplinary frameworks for the study of the region, as well as the prevailing methods in the present moment.

In addition to faculty presentations, each session will also have two student report-presentations on designated readings.

LAS 503/ INS 580/ POL 585 Latin American Comparative Politics

Instructor: W. Smith

Section 1S: T 3:30-6:00 p.m.

This seminar's objective is to provide a broad overview for graduate students and advanced undergraduate students of the major topics central to understanding contemporary Latin American politics and society. These topics include: (1) development models, market restructuring, and globalization; (2) military regimes, authoritarian legacies, and transitions to democracy; (3) patterns of poverty, inequality and class cleavages; (4) democratization and its discontents; (5) the emergence of new social movements and more autonomous civil societies; (6) debates about the quality of democratic governance; (7) the role of political culture; and (8) the prospects for "repoliticizing" democratic politics in the region. Seminar discussion will seek to encourage debate on the major theories and authors in terms of their ability to provide sound, well-grounded answers to contemporary debates on the region's recent past, its present, and its possible future scenarios.

LAS 501 Multilateral Institutions and Development Assistance in Latin America, Asia, and Africa

Instructor: P. Fontaine

Section 01: T 9:00-11:30 a.m.

Development assistance is one of the principal features of post-World War II international relations. The promotion of economic development is one of the proclaimed objectives enshrined in the UN Charter. The UN has evolved a considerable array of organs, institutions, funds, and programs related to development. At the periphery of the UN system were established the Bretton Woods institutions (the World Bank and the International Monetary Fund), of relevance to the development agenda. Outside the UN system, several regional and sub-regional institutions have been created, inside and outside general purpose regional organizations (e.g., the Inter-American Development Bank, the Caribbean Development Bank, the African Development Bank, and the Asian Development Bank). The resulting international regime of multilateral financial assistance to development constitutes the subject of this course. The focus is on the nature, structure, functions, ideologies, policies, and programs of these institutions, their interaction among themselves, with individual

states, and with the world system, and their resulting impact on development in Latin America, Africa, and Asia.

LAS501 Human Rights of Afro-descendants in Latin America and the Caribbean

Instructor: P. Fontaine

Section 04: T 12:30-3 p.m.

This course focuses on the increasing involvement of global and regional human rights bodies (e.g. the UN Human Rights Council, the UN Committee on the Elimination of Racial Discrimination, various Special Rapporteurs, Independent Experts, and Working Groups respectively on indigenous people, minority issues, racism and racial discrimination, and people of African descent, the Office of the UN High Commissioner for Human Rights, the UN Development Program, and the Inter-American Commission on Human Rights), global and regional financial institutions (e.g. the World Bank and the Inter-American Development Bank) in calling attention to the condition of indigenous and/or African-descended people. It examines the mandates of these respective organizations, the extent to which this issue of the human rights of Afro-descendants falls under their mandate, the nature of their involvement, and its impact.

LAS 503 Global and Regional International Organization and the Challenges of Development

Instructor: P. Fontaine

Section 02: T 12:30-3 p.m.

This course explores the role and performance of international institutions of global and regional scope in the promotion of development. It can be seen as the logical complement or companion to INS 599-OY/LAS 503/BY/AAS 409-BY Multilateral Institutions and Development Assistance in Latin America, Asia, and Africa. While the latter focuses on multilateral financial institutions, this course examines other international institutions of both a general nature (such as the UN system and its Millennium Development Goals, plus the Organization of American States, the African Union, the Association of South-East Asian Nations, etc.) and those of a special, though not properly financial, orientation (e.g., the UN Economic and Social Council, the UN Development Program, the UN Conference on Trade and Development, the UN Industrial Development Organization, the International Labor Organization, the World Health Organization, and also the regional economic commissions of the UN). It analyzes their nature, functions, ideologies, policies, and programs, as well as their interaction among themselves, with individual states, and with the world system in identifying and responding to the challenges of development.

LAS 505 Internship in Latin American and Caribbean Studies

Instructor: M. Brien

Section 01

On-site experience in business, governmental organization, or non-profit organization dealing with Latin America. Prerequisite: Declared major or minor in Latin American Studies; six credits in LAS or LAS-approved courses at or above the 300-level, and permission of LAS director.

LAS 594 Directed Readings in Latin America and Caribbean

Instructor: TBA

Section 01: ARR

LAS 710 Pre-candidacy thesis credits

1- 6 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.

LAS 720 Research in Residence

0 credits

Used to establish residence for the thesis for the master's degree after the student has enrolled for the permissible cumulative total in LAS 710 and 715 (usually six credits). Credit not granted. May be regarded as full-time residence.

Latin American Studies Degree Programs

CROSS-LISTED COURSES

Fall 2011

Anthropology

APY 399 Anthropology of Kinship and Family in America

Instructor: Herns Marcelin

Section 4F: W 1:25-4:25

Theories of kinship and the family. It will examine emergence of new patterns of kinship networks and construction of individuals. Ethnographic materials will be drawn from the Americas and the Caribbean, particularly Brazil, Cuba, Haiti, Jamaica and the United States.

Architecture

ARC 475 Colonial Architecture

Instructor: Jose Gelabert-Navia

Section U: T-R 6:25 - 7:40

History of architecture and human settlements. Colonial Architecture from the 16th through the 19th centuries in North and South America, the Caribbean, India, and Africa.

ARC 546 Studies of Havana

Instructor: Rafael C. Fornes

Section 1U: T 6:25 - 9:05

Analysis of the physical structure of a major city and its environments including an exploration of its history and iconographic themes, mapping and building studies.

Directed Independent Language Study Program – Modern Nahuatl

The Directed Independent Language Study program (DILS) is currently organizing a program in Modern Nahuatl, to begin in the fall 2011 semester. The program will focus on developing the students' communicative competence, with emphasis on speaking and oral comprehension. The program will aim at promoting the students' ability to be effective communicators in Nahuatl; as well as fostering their adeptness to acquire cultural awareness of the region and sensitivity to aspects of the Nahuatl civilization. Students studying Nahuatl will be working, by using Skype, directly with native speakers at the Zacatecas Institute of Ethnology in Zacatecas, Mexico, under the guidance of John Sullivan, Ph.D., Director of the Institute. The DILS program is open to qualified UM students with particular interest in Latin American and Caribbean Studies. Please contact Maria Kosinski for more information (mkowsinski@mail.as.miami.edu).

Geography

GEG 199 – Introduction to GIS

Instructor: TBA

Section 1G: M 2:16-3:05

Section 4G: W 2:16-3:05

This course uses lecture and lab sessions to teach fundamental concepts in Geographic Information Systems (GIS) and introduce related geographic technologies (Global Positioning Systems, Remote Sensing, etc.). Topics include the nature and sources of digital and spatial data, map projections and datums, raster and vector data structures, raster and vector spatial analysis, and GIS project design. Students will learn to use ArcView and Idrisi, two leading GIS software programs. Students in Latin American Studies should tailor their final project to addressing a social or physical aspect of the region.

GEG520 Immigration to the United States

Instructor: Thomas D. Boswell

Section R: T-R 2:00-3:15

The importance of migration is clear. For example, about 90% of Florida's population growth between 1995 and 2000 was fueled by in-migration from other parts of the United States and from other regions of the world. Virtually all of Miami-Dade County's population growth was provided by immigration from other countries. Migration also influences the demographic structures of the migrant's origin and destination

because migrants are a selected group, not usually a representative sample of the population being left behind in the origin. For example, most migrants are young adults and are highly aspiring. Their origin may experience a “brain drain” when some of its most capable young people emigrate to other places, as has happened with Haiti, where almost half of all its trained medical doctors have emigrated elsewhere. Migration almost always has economic consequences for both the origin and destination. Before the large-scale immigration of Cubans and other Hispanics to South Florida, Miami was a city whose economy was overwhelmingly dependent upon tourism. Today, things are very different. Miami is considered “the” gateway city to South America and the Caribbean largely because of the entrepreneurial skills brought by Spanish-speaking immigrants from Latin America to South Florida. This course will explore these themes and others as they relate to international migration.

History

HIS 254 The Cold War in the Americas Revolution, Nation, and Empire

Instructor: Eduardo Elena

Section P: T-R 11:00-12:15

Although the Cold War is commonly thought of as a bloodless standoff between the United States and the Soviet Union, this era in Latin American was one of enormous upheaval and violently “hot” conflict. This course will examine the causes and lasting consequences of political turmoil during the Cold War era (late 1940s to the late 1980s). The readings and lectures will explore key issues such as the emergence of new political currents on the Left and Right, the impact of U.S. intervention on the domestic affairs of Latin American nations, armed struggle between advocates of revolution and counter-revolution, and the provocative cultural movements of the era

HIS 356 The History of Argentina: Civilization, Barbarism, and Power

Instructor: Eduardo Elena

Section R: T-R 2:00-3:15

How did a country that was supposedly so prosperous and advanced become a land of economic crisis, political instability, and social strife? Countless observers have posed variations on this question in seeking to make sense of the “Argentine riddle.” This class will provide students with an introduction to the fascinating history of Argentina. We will reject pat explanations of the “riddle” to examine instead the array of forces that have shaped Argentine society. In particular, we will investigate the contest over rival visions of progress and competing understandings of nationhood. Students will engage with primary sources written by Argentines (translated into English), including travel writings, memoirs, and novels.

HIS 591 Slavery in the Atlantic World

Instructor: Ashli White
Section 01: M 12:30-3:00

In this seminar we will examine slavery in the Atlantic World – from the origins of the African slave trade in the sixteenth century to emancipation in the Americas in the nineteenth century. The sweep of this subject is enormous, including dozens of countries/colonies over hundreds of years. In light of this vastness and complexity, our treatment of this topic is necessarily selective, but provocative. The readings will help us think critically about the ways scholars have considered New World slavery – the questions they have asked, the evidence they have marshaled, and the answers they have formulated. The written assignments for the course are designed to assist your engagement in these important debates

HIS 554 Studies in Modern Latin American History ***Seminar on Populist Movements in Latin America***

Instructor: Steve Stein
Section 4K: W 6:25 - 9:05

In terms of duration and frequency, populist movements have been the dominant political form in Latin America since the 1930s. This seminar will begin with a definition of Latin American populist movements stressing their most important commonalities. We will then divide into groups to study three archetypal populist experiences: traditional populism with a focus on Peronism in Argentina; neo-populism examining the regime of Alberto Fujimori in Peru; and contemporary populism looking at the case of Venezuela's Hugo Chávez. Each group will contribute information on their particular populist movement in weekly discussions on preconditions, populist leadership, ideology, etc. All students will undertake substantive research on an important aspect of their populist movement and write a twenty page (approx.) paper on their findings. Some of the potential topics include the political, social or economic conditions that led to the emergence of a particular populist movement, the development of a specific group as a leadership or follower sector, populist rhetoric and symbolism, the role of ideology in the dynamics of populism or political and economic aspects of the populist state.

International Studies

INS510 Transitional Justice in Latin America, Africa, and Europe

Instructor: Elvira María Restrepo
Section 1O: T 9:30-12:00

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. Century is still less than any preceding century. Even so, violence and violent crime continue to disintegrate continents, countries, societies, families and individuals every day. Today Latin America is one of the most violent regions of the world (second only to Sub-Saharan Africa). Although there are myriad theories, empirical cases and creative solutions which have been proposed around the world to tackle crime and violence, there is no manual on crime and violence reduction -- nor is there to date a "one solution fits all". Consequently this class is constantly adapting. It requires your creativity as researchers and your active participation in order to "invent" as we go. While much of the academic research focuses on understanding violence and violent behavior, the class would also focus on strategies and ideas that maintain peace, or that successfully manage low rates of violent crime anywhere in the world.

INS521 Economic Development

Instructor: Richard Weiskoff

Section 2T: T 5:00-7:30

Musicology

MCY 124 Evolution of Jazz

Instructor: Charles Bergeron

Section R: T-R 2:00 - 3:15

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

MCY 333 Introduction to Cuban Music

Instructor: Raul Murciano

Section T: T-R 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.

MCY 313 Music of Latin America

Instructor: Deborah Schwartz-Kates

Section S: T-R 3:30-4:45

An introduction to the music of Latin America, with special emphasis on Mexico, Brazil, Argentina, the Andes, and the Caribbean. Covers folk, popular, and classical music traditions.

MCY 593 Special Topics in Musicology

Seminar in Musical Nationalism

Instructor: Deborah Schwartz-Kates

Section Q: T-R 12:30-1:45

This course aims to develop a theoretical framework for understanding nationalism and the way that it relates to music. It explores the multiple ways that music symbolizes, represents, and constructs national identity. It strives to study (as well as create) case studies of nationalism, based on specific countries and music traditions, with a special emphasis on Latin America and the Caribbean. Ultimately, it aims to generalize across case studies and expand the existing theoretical framework of nationalism.

Modern Languages & Literature

MLL 100 Elementary Haitian Creole

Instructor: TBA

Section T: T-R 5:00-6:15

This course is designed for students who have little or no knowledge of Haitian Creole and wish to acquire the basic language skills. It offers the opportunity to learn to speak, read and write Haitian Creole. Within an informal atmosphere, attention is focused on grammar, reading and writing. The oral aspects of the language and its relation with the Haitian culture will be stressed. In short, students will be immersed in Haitian culture and life via the study of the language.

Political Science

POL 385 Politics and Society in Latin America

Instructor: P. Micolta

Section C: M-W-F 10:10-11:00

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

POR 321/591 Introduction to Luso-Afro-Brazilian Literatures

Instructor: Steve Butterman

Section S: T-R 3:30-4:45

This course surveys selected materials from various genres of Luso-Afro-Brazilian literatures. One of the central aims of the course is to further develop critical writing and reading skills for non-native and heritage speakers. POR 301 may be used to fulfill the humanities literature requirement and also satisfies the Arts and Sciences writing credit.

Prerequisite: POR 212, or equivalent, or heritage speakers not formally educated in Portuguese, or permission of instructor.

POR 635 Portuguese for Graduate Students

Instructor: Steve Butterman

Section Q: T-R 12:30-1:45

Portuguese 635 is designed to enhance graduate student's communication skills in the Portuguese language, at the low advanced level of proficiency. It is intended principally for those students who will be carrying out research in areas related to the Lusophone world.

Spanish

SPA 321 Introduction to Literary Themes

Music and Literature in Latin America

Instructor: Chrissy Arce

Section R: T-R 2:00-3:15

The study of literature through thematic readings. Writing credit. May be repeated for credit if topics vary.

SPA 353 Studies in Colonial Literatures and Cultures

Instructor: Viviana Diaz-Balsera

Section G: M-W-F 2:30-3:20

Latin American Literatures and cultures from the colonial centuries. May be used to fulfill the humanities literature requirement. Writing Credit.

SPA 433 Spanish for Health Care Professionals

Instructor: M. Basterrechea

Section F: M-W-F 1:25-2:15

Medical vocabulary, technical and practical terminology in Spanish. Composition based on models of the documents, letters, medical history cases required in health care professions.

SPA 621 Ideologías del lenguaje

Instructor: Andrew Lynch

Section 1T: T 5:00-7:30

In this seminar we will examine the ways in which the Spanish language is imagined, constructed, and represented in contemporary times through the conceptual lens of 'language ideologies', i.e. "cultural systems of ideas about social and linguistic relationships, together with their loading of moral and political interests" (Judith Irvine, 1989). After making some basic philosophical considerations of the nature of language (e.g. Ferdinand de Saussure, Mikhail Bakhtin, Noam Chomsky, John Searle, Julia Kristeva) and the construct of language and power (e.g. Michel Foucault, Pierre Bourdieu, Benedict Anderson, Deborah Cameron, Teun van Dijk), we will analyze the central place that language occupies in some of today's most contentious issues in Spanish-speaking societies: Spain's role in Latin American economies and cultural identities as facilitated by the Real Academia Española and the Instituto Cervantes; political and cultural autonomy in Catalonia, Galicia and the Basque Country; indigeneity in the Andean nations; same-sex marriage in Argentina, Colombia, Mexico, and Spain; (im)migration; 'Hispanic' or 'Latino/a' identity in the United States. Sources will include theoretical essays, sociolinguistic studies, newspaper articles, political commentaries, literary texts, and film. Readings will be in Spanish and English; class discussions will be in Spanish.

[SPA 636 Topics in 20th Century Latin American Literature](#)

Instructor: Tracy Devine-Guzman

Section 5R: R 2:00-4:30

¿Existe un "mundo andino"? ¿Cómo ha sido representado, y por quiénes? ¿En qué tradiciones discursivas, políticas, filosóficas y culturales se inscriben las representaciones dominantes y marginadas? ¿A quiénes han servido? ¿A quiénes no? En este seminario, examinaremos la construcción del llamado mundo andino a través de la historiografía, la política y varias formas de producción cultural (ficción, testimonio, periodismo, cine, video, fotografía, música y artes plásticas). Enfocándonos en los casos de Bolivia, Ecuador, y Perú, estudiaremos varias representaciones de "lo andino" y de "la gente andina" para comparar perspectivas "internas" y "externas," nacionales y extranjeras, indígenas y no indígenas, masculinas y femeninas, románticas y racistas, utópicas y apocalípticas. Cuestionaremos, al mismo tiempo, la hegemonía de esas dicotomías – tanto en la producción cultural como en el análisis académico – y veremos cómo han cambiado durante los últimos treinta años gracias, por un lado, al relativo "empoderamiento" de actores sociopolíticos "subalternos," y por otro lado, a la paulatina democratización de los medios de comunicación. Empezaremos nuestro estudio en el siglo XVI con la producción de nuevos sujetos coloniales (indios, mestizos y criollos), a los cuales acompañaremos hasta los días de hoy. En el camino, incorporaremos a nuestro estudio a una variedad de otros protagonistas: indígenas, runas, pongos, campesinos, esclavos, mineros, soldados, terroristas, niños, feministas, homosexuales, estudiantes, cholos, revolucionarios, ciudadanos, profesores y presidentes. Pasaremos por una serie de conflictos anticoloniales; por la época de la independencia y el establecimiento de nuevas repúblicas; y finalmente, por el largo y aún incompleto proceso de construir y consolidar

estados nacionales (o, para Anderson, los estados “imaginado como nacionales”). Acabaremos en el siglo XXI, reflexionando sobre la heterogeneidad de las sociedades andinas y el valor de la llamada “interculturalidad” como marco sociopolítico y herramienta analítica para entenderlas mejor.