

**UNIVERSITY OF NEW MEXICO
LATIN AMERICAN STUDIES PROGRAM
LATIN AMERICAN STUDIES CONTENT COURSES
Fall 2017**

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Students should note that the following compilation of courses is based upon information available from other departments and online sources. Instructors and departments may change the scheduling and content of courses before the Fall semester commences. Students should consult with LOBOWEB to ensure that information is correct. This document may be updated as more information becomes available. Be sure to consult the footer of the document to verify when the last update was made. The course descriptions included in this document were obtained through faculty and departmental contacts as well as general catalog descriptions. If a description is absent, students should contact either the home department of the course offering or the instructor of record to see if a description is available.

Some undergraduate courses are listed here for the benefit of LAS undergraduate majors/minors. Graduate students should always consult the UNM catalog to verify if an undergraduate course number will indeed offer graduate credit. If it is available, graduate students may need to submit a “green card” to the Registrar to ensure proper coding for the course for credit. (More information on the green card process can be viewed at FastInfo and the card is available at Green Card.) Both undergraduate and graduate students should consult the catalog to see if any particular course includes pre-requisites. Inclusion of a course in this list does not necessarily mean that the course will earn you credit towards a degree in Latin American Studies. For example, some of the courses listed in this document do not have significant Latin American Studies content in the lectures and readings alone. Those courses will require the inclusion of Latin America in projects and research papers, or through other Latin American content developed in consultation with the instructor. In such cases, students in the LAS Program will be asked to complete a departmental form that validates the percentage of Latin American Studies content received in that course. Some graduate courses listed are primarily theoretical or methodological in content. These courses may be used toward the MALAS only if they are recommended by either the concentration guidelines found in the Graduate Student Handbook or the student’s committee on studies. If you have any questions about which courses might require such documentation, consult your graduate student handbook and contact the Latin American Studies advisor. Also, some classes have italicized notations that are specific to our graduate program. They indicate if a course can be applied towards one of our interdisciplinary concentrations.

Finally, some Southwest Studies courses are listed but are only for MA students. Be sure to read concentration guidelines and/or contact the Latin American Studies advisor for clarification on how these courses may and may not count towards the degree.

This document is also posted as a PDF at <http://lasi.unm.edu/academics/courses.php>. Students should consult the website to see if any updates to the list of courses have been made.

If you have questions regarding your course work, please contact your advisor:

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Humanities 415-A
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AFRICANA STUDIES (AFST)

| | | | | |
|-------|--------------|------------------------------|-----|--------------------------|
| 53796 | AFST 255 001 | Black Women and the Diaspora | MWF | 10:00-10:50 N. Howard |
|-------|--------------|------------------------------|-----|--------------------------|

This course critically surveys Black women's histories and experiences in the Americas. Some of the topics we will study include: Black women and the building of nation-states; Black women in the U.S. slave system; Black women in race and gender movements in the U.S. and Latin America; systemic and institutionalized violence against Black women; Black motherhood; Black Latinas and the politics of identity; representations of Black women in popular culture; radical activism and Black lesbian identity, as well as the emergence and growth of Black feminist theory and selected other topics. In addition students will engage in an autobiographical project on a Black woman they select. Autobiography projects will focus on either an African American or Afro- Latina woman. In addition to selected readings, students will review and analyze key films and other media texts.

Cross-listed with AMST 330 009; WMST 255 001

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|-------|--------------|---------------------------|--|---------------------|
| 56796 | AFST 396 001 | Emancipation and Equality | | ONLINE N. Howard |
|-------|--------------|---------------------------|--|---------------------|

This course pursues the study of African-descent people and their struggles to become emancipated and achieve racial justice in the Americas. Because this is a very broad area, we will narrow our study and focus on specific themes within the larger topic of emancipation and equality. These themes will include: Black women and sexual violence from slavery to the U.S. Civil Rights era; the global manifestation of state sanctioned anti-black violence focusing on Brazil, Colombia and the U.S.; history of racism and antiracism politics in Cuba, as well as the emergence of a global Black Lives Matter Movement. As this is an interdisciplinary course, we will draw from a number of academic disciplines to explore these themes. Significant questions at the center of this course include: How have people of African-descent struggled for liberation and equality throughout the world? How have people of African-descent organized resistance movements? This course is designed to explore these broad questions in a global context—as such, we will engage in a comparative study and we will do readings on the United States, Latin America and the Caribbean.

AMERICAN STUDIES (AMST)

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|-------|--------------|------------------------------|-----|--------------------------|
| 54840 | AMST 330 009 | Black Women and the Diaspora | MWF | 10:00-10:50 N. Howard |
|-------|--------------|------------------------------|-----|--------------------------|

This course critically surveys Black women's histories and experiences in the Americas. Some of the topics we will study include: Black women and the building of nation-states; Black women in the U.S. slave system; Black women in race and gender movements in the U.S. and Latin America; systemic and institutionalized violence against Black women; Black motherhood; Black Latinas and the politics of identity; representations of Black women in popular culture; radical activism and Black lesbian identity, as well as the emergence and growth of Black feminist theory and selected other topics. In addition students will engage in an autobiographical project on a Black woman they select. Autobiography projects will focus on either an African American or Afro- Latina woman. In addition to selected readings, students will review and analyze key films and other media texts.

Cross-listed with AFST 255 001; WMST 255 001

ANTHROPOLOGY (ANTH)

| | | | | |
|-------|-------------|-----------------------------|----|-----------------------------|
| 59436 | ANTH 304 01 | Food, Foraging, and Farming | TR | 12:30-13:45 F. Hayashida |
|-------|-------------|-----------------------------|----|-----------------------------|

Students will have the opportunity to weave together the sub-disciplines of anthropology (biological anthropology, archaeology and ethnology) using the theme of food. We will do this by taking a broad historical and comparative look at how food was gathered, produced, and distributed across time and societies, and use this knowledge as a lens to examine food systems in the US today. Topics will include diet and early human evolution, the role of hunting and food sharing in evolutionary history, the transition to agriculture, the politics of feasting, indigenous knowledge and agrobiodiversity conservation, and the economics, politics, and health effects of our modern food system.

While there are no formal pre-requisites, a background in anthropology or a related field will be helpful. The course will be discussion based, and assessments will include short assignments, papers, and a presentation.

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

| | | | | |
|-------|--------------|--|----|------------|
| 59425 | ANTH 340 002 | T: Politics of Language in Latin America | TR | 9:30-10:45 |
| 59428 | ANTH 530 002 | | | C. Rhodes |

| | | | | |
|-------|--------------|----------------------------|----|-------------|
| 59426 | ANTH 340 002 | T: Colombia in War & Peace | TR | 11:00-12:15 |
| 59430 | ANTH 530 03 | | | L. Field |

In this class we will contextualize issues of complex social violence, the narcotics industry and indigenous peoples in Colombia by both a broad attention to Colombian history, society and culture, on the one hand, and by literatures that address indigenous identity formation and dynamism in Colombia and elsewhere in the Americas. Your professor's past and present research and publication is directly germane to the study of indigenous identities, minority and human rights, and violent conflict/conflict resolution via restorative justice in indigenous zones in Colombia, work which can be brought to bear upon the students' own processes of study and analysis.

This course qualifies for the Indigenous Studies and Human Rights concentrations in the MALAS program.

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|-------|--------------|----------------------|----|-------------|
| 56815 | ANTH 340 004 | T: Peoples of Brazil | TR | 12:30-13:45 |
| 59429 | ANTH 530 004 | | | S. Oakdale |

This class focuses on how race, ethnicity and culture are currently being constructed in contemporary, “multicultural” Brazil. The history and present of Brazil is ideal for opening up broader human questions such as how is a just society created? What is the nature of social hierarchy and inequality? How does an ethnic group reconstitute itself by drawing on the past, and what is the nature of the immigrant experience? We explore these issues through a range of readings from anthropology, sociology, history and literature.

Much like other Latin American countries, in Brazil there has been a shift to officially recognize and declare protection for cultural and ethnic diversity. The Constitution of 1988 (after the military government) made this multicultural stance official. In this class we will focus on the nature of this multiculturalism and how it is navigated by different groups, such as Afro-Brazilians, indigenous peoples, and immigrant groups. In order to understand the present, we will also read about the past, including social science and literary works that focus on indigenous history, Brazilian slavery, dominant nineteenth and twentieth century Brazilian ideologies concerning race and cultural homogenization, as well as immigration. Throughout, the present is understood by contrasting and drawing continuities with the past and the Brazilian situation is compared to our own experiences in the US.

This course qualifies for the Brazilians Studies concentration in the MALAS program

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|-------|-----------------------------|----|--------------|
| 59441 | ANTH 371 001 Ancient Mexico | TR | 11:00- 12:15 |
| 56681 | ANTH 570 04 | | L. Traxler |

Archaeological survey of the cultures of ancient Mexico from earliest inhabitants to the period of the Spanish Conquest. This course explores environmental, social, and political aspects of the rise and fall of societies across Mexico.

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|-------|---|----|--------------|
| 57029 | ANTH 420 007 T: Pre-Columb Art: Mesoamerica | TR | 14:00- 15:15 |
| 57030 | ANTH 540 002 | | M. Jackson |

The art of Mexico and Central America prior to the 16th century.

Cross-listed with ARTH 511 001 and 411 001

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|-------|---|----|--------------|
| 57039 | ANTH 420 008 T: Pre-Col Cen & N So Amer Carib | TR | 11:00- 12:15 |
| 57040 | ANTH 540 003 | | M. Jackson |

Contextualizes artistic traditions of Pre-Columbian Central America, northern South America and the Caribbean. Geographically occupying a critical juncture between major continents and famous empires, these cultures developed visual traditions uniquely divergent from their more well-known neighbors.

Cross-listed with ARTH 413 001 and 513 001

| | | | |
|-------|------------------------------------|-----|--------------|
| 59446 | ANTH 521 001 Southwest Archaeology | MWF | 10:00- 10:50 |
| | | | W. Wills |

An intensive survey of Southwest prehistory including discussion of major interpretative problems. Covers the period from 11,000 years ago to historic times.

This course counts ONLY for the Southwest Studies Concentration in the MALAS program.

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|-------|------------------------------------|---|--------------|
| 57471 | ANTH 546 001 Theory in Ethnology I | T | 14:00-16:45 |
| | | | D. Dinwoodie |

Early history of anthropology from 19th-century cultural evolutionists to anthropology of the mid-20th century. Contributions of Historical School, Structural Functionalists and Neo-Evolutionists

ARCHITECTURE (ARCH)

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|-------|--------------------------------|----|-------------------------|
| 57035 | ARCH 450 001 Design Leadership | MW | 15:30-16:45 M. Pride |
|-------|--------------------------------|----|-------------------------|

Previously titled “Politics, Culture, and Architecture” this course is based off of two main assignments: 1) an Ethnographic Study of a “minority” cultural group, and 2) a Profile in Design Leadership in which students conduct a case study of a contemporary architecture/design practice that is guided by a social or environmental agenda.

ART HISTORY (ARTH)

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|-------|---|----|--------------|
| 39280 | ARTH 411 011 T: Pre-Columb Art: Mesoamerica | TR | 14:00- 15:15 |
| 34225 | ARTH 511 001 | | M. Jackson |

The art of Mexico and Central America prior to the 16th century.

Cross-listed with ANTH 420 007 001 and ANTH 540 002

| | | | |
|-------|---|----|--------------|
| 54413 | ARTH 413 001 T: Pre-Col Cen&N So Amer Carib | TR | 11:00- 12:15 |
| 57040 | ANTH 513 001 | | M. Jackson |

Contextualizes artistic traditions of Pre-Columbian Central America, northern South America and the Caribbean. Geographically occupying a critical juncture between major continents and famous empires, these cultures developed visual traditions uniquely divergent from their more well-known neighbors.

Cross-listed with ANTH 420 008 and 540 003

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|-------|---|---|-------------|
| 52710 | ARTH 529 005 Experimental Art & Politics in Lat Am, Post-1968 | R | 12:30-15:15 |
| 52709 | ARTH 429 005 | | K. Cornejo |

The year 1968 marked a wave of protests and demands for social justice around the world. In Latin America, 1968 witnessed student manifestations and massacres, a rise in guerilla resistance, feminist movements, and changes in religion that shaped the social climate in Latin America. Simultaneously, several artists increasingly departed from traditional art mediums and challenged definitions of art and art spaces. Such strategies included a focus on the idea, the body, the public, space, and technology— all for the purpose of socio-political critique. Consequently, such practices altered how politics, art, and activism function in Latin America. This class will focus on post-1968 experimental art, and will center around topics such as mail art in Chile; anti-dictatorship art in Brazil; visualizing torture in Uruguay; prison art in Panama; indigenous film in the Andes; Zapatista actions in Mexico; large scale installations in Argentina; and postwar performance in Central America, among others. We will both examine these artistic strategies in their contexts and investigate the impact of the resulting images in Latin American visual culture. Through the analysis of artworks, we will further differentiate between political, resistance, 6 Revised 11/14/2014 activist, and disobedient art, while understanding the sociopolitical concerns prominent in Latin America today.

MA students should consult with the instructor to see if the course is applicable to a multi-disciplinary concentration.

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|-------|-------------|---|--|-----------------------------|
| 59403 | ARTH 580 01 | Spanish Colonial Art: W Inventing the Aztec, ca. 1519–2017 | | 11:00-13:45 R. Hernandez |
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|-------|-------------|-----------------------|---|---------------------------|
| 56486 | ARTH 582 02 | Decoloniality and Art | T | 15:30-18:15 K. Cornejo |
|-------|-------------|-----------------------|---|---------------------------|

This seminar asks, how art can engage and contribute to projects of decolonization in the Americas, and how can decolonization lead to alternative spaces of imagination, creativity, and liberation? This seminar explores the intersection of art and decoloniality in Latin America to analyze current art practices that go beyond the label of ‘political art’, and instead actively engage in the decolonization of knowledge, of being, and of ways of seeing in the world.

Students will analyze key texts on the modern/colonial world system, coloniality, and decoloniality as theorized and practiced by scholars, activists, and artists from Latin America. We will examine a variety of visual and performing arts to understand how artists delink from colonialist structures and expose current injustices brought on by over 500 years of invasion maintained through racism, classism, sexism, homophobia, etc. We will conclude by collectively theorizing notions of ‘decolonial aesthetics’, ‘decolonial visualities’ and ‘decolonial gestures’ and how these offer ways of resistance, healing, and knowledge making in today’s political climate.

ART STUDIO (ARTS)

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|-------|----------------|-------------------------|----|---------------------------|
| 46822 | ARTS 429 / 529 | Politics of Performance | MW | 13:00-15:45 Szu-Han Ho |
|-------|----------------|-------------------------|----|---------------------------|

In this course, we will explore the politics of performance: how the presence of bodies in space and time implicates a ‘viewer’ of aesthetic experience; how performance points to communities to come; how performance destabilizes both singularity and collectivity. We will explore how artists explore, embody, and perform notions of race, gender, sexuality, and class through their work. We will discuss a broad range of works and texts—ranging from twentieth century avant-garde theatre, dance, music, and visual art to contemporary performance. Together we will work to build a collective body of knowledge and experience of performance works, and we will discuss how they may resonate politically. Students will develop their own performance pieces and critical scholarship on performance through group workshops, critiques, and presentations.

Cross-listed with IFDM 491 02; MA 429 02; MUS 435 03/535 01; THEA 495 01

CHICANA AND CHICANO STUDIES (CCS)

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|-------|-------------|---|--|------------------------------|
| 58293 | CCS 493 010 | Latin American Testimonios of Struggle and Survival | | ARRANGED M Sosa-Provencio |
|-------|-------------|---|--|------------------------------|

This course presupposes the interconnectedness between literacy and social justice. This real-time curriculum lab works with high school youth and undergraduate and graduate students to prepare all students to cultivate youth’s diverse literacies (Multiliteracies) through the genre of Testimonio, a Latin American narrative form of resistance and resilience amid structural

oppression. The history and form of Testimonio unfolds within Latin American and Southwest Chicana Chicano literature, music, poetry, speeches, and visual and performative art created by those who have stood against governmental silencing and domination throughout history. The course focuses on Testimonios especially within Latin American and U.S. conflicts for educational and social equity and dignity across race, ethnicity, class, gender, sexuality, nationality, language/dialect, and residency status. Course readings (which are all online) serve as the foundational content from which our class will co-create lesson plans that engage young people in critical literacy practices which work toward more equitable social and educational outcomes. This content, much of which is available bilingually, is supplemented with tangible teaching strategies of critical multiliteracies which provide the basis for lesson planning.

Note: This course will be offered as an 8-week course beginning August 22 and concluding October 10. The course will take place at Rio Grande High School on Tuesdays from 3:30-7:30 pm in accommodation of our 8-week schedule.

Cross-listed with EDUC 593 009; LLSS 593 006; and LTAM 500 002

COMMUNICATION AND JOURNALISM (CJ)

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|-------|------------|-----------------------------|----|-------------------------------|
| 49781 | CJ 314 002 | Intercultural Communication | TR | 12:30-13:45 P. Covarrubias |
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This course examines cultural influences in communication across ethnic and national boundaries.

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|-------|------------|-------------------------------|---|---------------------------|
| 56519 | CJ 506 001 | Critical and Cultural Studies | W | 16:00-18:30 M. Guillem |
|-------|------------|-------------------------------|---|---------------------------|

This course provides students with tools to locate, interpret, and critique the main theoretical assumptions embedded in Critical/Cultural scholarship, as well how they guide researchers toward particular objects of study, and ways of studying these objects.

Throughout the semester, we will give special attention to materiality, power and ideology, the discursive articulations of knowledge and power, subjectivity and identity, and the relationship between text and reader. We will wrestle with a selection of influential primary texts highlighting different ways to understand and “do” Critical/Cultural Studies, including the work of Paul Willis, Roland Barthes, Edward Said, and Janice Radway. Throughout the semester, we will put these in conversation with a series of article-length exemplars of critical/cultural work in Communication and its neighbor disciplines.

Students will emerge from the course with a deep understanding of the theory and practice of Critical/Cultural Studies in relation to broader traditions such as Marxism, (post)structuralism, or feminism, their relationship to ethnographic, textual and reception-oriented analytical tools for cultural criticism, their influence on areas of research such as critical discourse studies, critical rhetoric, or performance studies, and how these perspectives can be utilized by scholars in their distinct areas of study.

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will

meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

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|-------|------------|--------------------------------------|----|----------------|
| 40863 | CJ 514 001 | Seminar: Intercultural Communication | TR | 16:00-18:30 |
| | | | | P. Covarrubias |

This introductory graduate seminar explores key ways that humans use culturally-informed communication to shape their relationships across social groups & contexts. Intercultural communication is treated as socially constructed, strategically produced, deeply felt, and acutely consequential.

COMMUNITY AND REGIONAL PLANNING (CRP)

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|-------|-------------|--------------------------|---|------------|
| 53761 | CRP 403 001 | Community-Based Practice | M | 9:30-12:00 |
| 53762 | CRP 503 001 | | | C. Isaac |

Exploration of practical skills for creating and implementing community based programs and plans with community partners. Skill development in mobilization, facilitation, and organizational development to implement community based plans and strategies.

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

| | | | | |
|-------|-------------|-----------------------------------|-----|--------------|
| 54101 | CRP 470 001 | Seminar: Indigenous Latin America | MWF | 12:00-12:50 |
| 59698 | CRP 570 001 | | | K. Gauderman |

Before 1492, there were no "Indians" in America. Columbus' notorious expedition brought not only Europeans to America it also brought the "Indian." Disparate native peoples, with different cultures and languages, living in roaming bands and empires, located on islands, in mountains, deserts, and tropical forests would all, after 1492, be called "Indians". The origin of the "Indian" lies in this infamous crossing of the Atlantic by Europeans. For indigenous groups and individuals, however, crossing between ethnic identities would not cease; for some it would even be a daily occurrence. In this course, we will examine how indigenous and European peoples understood, maintained, and dismantled ethnic identities from pre-Hispanic to modern times in Latin America. We will begin by looking at indigenous societies before Spanish conquest and then explore the political, economic, and social strategies of indigenous peoples during the colonial and modern eras. We will consider how indigenous and nonindigenous peoples used ethnic categories to construct power and authority. The central idea of the course is that ethnic identities are interconnected with gender and class and that we therefore have to move away from essentialist approaches and ask how and why, at a certain time and place, a particular group chooses to define itself, or is defined by others, in terms of ethnicity, gender or class.

This course qualifies for the Indigenous Studies concentrations in the MALAS program.

Cross-listed with HIST 473 01 and 653 01

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|-------|-------------|---|---|-------------|
| 56891 | CRP 470 004 | Policing & Planning: Race and Security in Global Cities | R | 13:00-15:30 |
| | | | | J. Tucker |

In the US, the Black Lives Matter movement has re-ignited a long-standing public conversation about the racialized dimensions of community dis/investment, policing, public safety, and urban development. Similar questions resonate in global cities around the world. The violent retaking of favelas from drug traffickers in Brazil, the militarization of towns on the US-Mexico border, and uprisings in Muslim-majority neighborhoods on Paris' peripheries demonstrate the centrality of security, policing and inequality in diverse processes of urban development. This class frames both policing and planning as practices, processes and philosophies of who belongs in the city and what sorts of people can shape it. Both policing and planning are means of intervening into the urban environment. Furthermore, both claim to hold the wellbeing of the citizenry as their primary goal. Yet planning's concern with inclusion, equity and justice points toward a different horizon of the possible.

The course will enable students to understand race, racism and dominant understandings of security as forces shaping contemporary cities in diverse contexts. We also consider how urban space impacts the construction and experience of race; processes that are both material and symbolic. This critical understanding of the built environment is an important lens through which to study the uneven distribution of safety and vulnerability. Further, this course explores how the urban practices of ordinary residents reconfigure city spaces, institutions, and understandings of race itself. Key areas of inquiry include citizenship practices, policing & incarceration, borders & border walls, housing, socio-spatial segregation, urban poverty, homelessness, social movements, city planning, and urban policy. The comparative, global frame of the class will put cases from cities around the world into conversation as a means to excavate key lessons, theories, and political possibilities.

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|-------|------------|---------------------------------|---|-------------|
| 57175 | CRP 531 01 | Seminar: Water and Energy in NM | T | 12:00-16:30 |
| | | | | C. Scruggs |

This course, which includes a discussion section and lecture series, presents a wide range of research, issues, insights, and perspectives related to water and energy in New Mexico. Speakers typically include key experts and thought leaders from New Mexico's academic, government, research, nonprofit, and business communities. The speaker series seeks to encourage a robust exchange of ideas and to expand the discussion and debate on local, state, and regional water and energy challenges. Students may take the course for credit by signing up for and participating in the mandatory discussion section; the speaker series portion of the course is open to the UNM community and the public. In addition to students, faculty, and staff at UNM, participation in the speaker series may benefit city planners; economic developers; environmentalists; local, state, and federal agency staff; national laboratory staff; water attorneys; and others.

Masters students who are not pursuing the Southwest Studies concentration can work with the professor to develop a final paper that is focused on Latin America to meet the 40% threshold. Students must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

This course qualifies for the Southwest Studies concentrations in the MALAS program.

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|-------|-------------|--|---|-------------|
| 53767 | CRP 474 001 | Cultural Aspects of Planning: Race, Place, and Power | W | 12:00-14:30 |
| 53768 | CRP 574 001 | | | J. Tucker |

This course investigates the interrelationships between culture, race and place. The practice of planning is centrally concerned with transforming particular places. Effective, justice-oriented community action requires in-depth knowledge of history, place and culture in order to adequately make sense of local conditions, identify possible pathways for change and the build the capacities necessary to enact transformation. To this end, we consider how power works through race, gender, culture and other axes of difference. This course also introduces students to a critical understanding of space and the built environment, as well as the political economy of place. We will examine cases around the world, with an emphasis on the Americas, as contexts for applied exercises.

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course readings. Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional

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|-------------------|-----------------------------|----|-------------------------|
| 56891 CRP 500 001 | Planning Theory and Process | TR | 14:00-15:40 C. Isaac |
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This course provides a broad overview of planning theory and history, with a focus on current planning paradigms as they apply in practice. It introduces students to the roles professional planners play in practice and the strategies they employ and dilemmas they encounter. Restriction: enrolled in CRP program. This course ONLY qualifies towards the Urbanism and Community Development concentration in the MALAS program; it fulfills the concentration's theory requirement.

ECONOMICS (ECON)

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|-------|------------------------------------|----|----------------------------|
| 54544 | ECON 321 002 Development Economics | MW | 13:00-14:15 M. Fontenla |
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Theories of development and growth. Problems facing developing countries and possible solutions. Historical case studies of some developing countries.

EDUCATION (EDUC)

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|-------|--|-------------------------------|
| 58291 | EDUC 593 009 Latin American Testimonios of Struggle and Survival | ARRANGED M. Sosa-Provencio |
|-------|--|-------------------------------|

This course presupposes the interconnectedness between literacy and social justice. This real-time curriculum lab works with high school youth and undergraduate and graduate students to prepare all students to cultivate youth's diverse literacies (Multiliteracies) through the genre of Testimonio, a Latin American narrative form of resistance and resilience amid structural oppression. The history and form of Testimonio unfolds within Latin American and Southwest Chicana Chicano literature, music, poetry, speeches, and visual and performative art created by those who have stood against governmental silencing and domination throughout history. The course focuses on Testimonios especially within Latin American and U.S. conflicts for educational and social equity and dignity across race, ethnicity, class, gender, sexuality, nationality, language/dialect, and residency status. Course readings (which are all online) serve as the foundational content from which our class will co-create lesson plans that engage young people in critical literacy practices which work toward more equitable social and educational outcomes. This

content, much of which is available bilingually, is supplemented with tangible teaching strategies of critical multiliteracies which provide the basis for lesson planning.

Note: This course will be offered as an 8-week course beginning August 22 and concluding October 10. The course will take place at Rio Grande High School on Tuesdays from 3:30-7:30 pm in accommodation of our 8-week schedule

Cross-listed with LLSS 593 006; CCS 493 010; LTAM 500 002

ENGLISH (ENGL)

| | | | | |
|-------|----------|--|---|--------------------------|
| 59660 | ENGL 001 | The Nuclear Southwest: Contemporary Southwestern Literature | T | 16:00-18:30 J. Alemán |
|-------|----------|--|---|--------------------------|

On July 16, 1945, Los Alamos scientists convened at White Sands, near Alamogordo, to detonate "the Gadget." No little thing, the bomb's 20-kiloton explosion launched a cloud seven miles into the air and turned the sand at the blast site into Alamogordo glass. From the Jornada de Muerto desert in southeastern New Mexico, the Gadget brought the world into the Atomic Age. This graduate class will examine the literary and cultural fallout of the atomic southwest--a constellation of texts, images, and films that confront the nuclear era with protest, critique, fear, survival, and humor. From poetry to sci-fi, memoir to the novel, and history to murder-mystery, we'll survey the way the blast transformed aesthetics and how writers and artists in turn imagined surviving downwind, so to speak. We'll cover the history of the bomb, screen documentaries of its impact, and read texts that express the personal, political, and environmental impact of the bomb years after the blast. We'll run the course as a graduate seminar accessible to MA, MFA, and PhD students interested in discussing, analyzing, creating, or researching the expressive culture of the nuclear southwest. Possible texts include: *The Day the Sun Rose Twice*; *The Woman at Otowi Crossing*; *Fight Back*; *Ceremony*; *The Last Cheater's Waltz*; *Refuge*; *Zia Summer*; and *The Nymphs of Rocky Flats*, plus selected film clips from *Them!*; *Tarantula*; *The Colossal Man*; *Dark Circle*; and *Uranium Drive-In*

This course counts ONLY for the Southwest Studies concentration in the MALAS program

GEOGRAPHY (GEOG)

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|-------|--------------|----------------------------|----|-------------|
| 56574 | GEOG 464 001 | Food and Natural Resources | TR | 14:00-15:15 |
| 56575 | GEOG 564 001 | | | C. Duvall |

This course provides an advanced introduction to the environmental meanings of food. Human activities have altered all of the Earth's ecosystems. Yet humans are also components of ecosystems, because we are entirely reliant upon plants, animals, fungi, and bacteria for food. Food is a direct and ubiquitous connection all humans share with the Earth's biophysical environment. Every day, everyone makes choices about which foods to eat, how to prepare and eat these foods, and how to dispose associated wastes. Cumulatively, our daily food choices have profound ecological effects for Earth's natural environments, and also link us to farmers and other people around the world. This course examines both why we eat what we eat, and how our food choices affect other people and places around the world.

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|-------|-------------|--------------------------|---|--------------------------|
| 60596 | GEOG 516 01 | Seminar in Globalization | T | 16:00-18:30 B. Warner |
|-------|-------------|--------------------------|---|--------------------------|

Current processes of "globalization" may be best understood through analysis of their relationships with historical "development" initiatives. Too often, in the media and in the classroom, the two ideas are discussed and debated in isolation. This isolation limits our ability to study modern components of

globalization which are heavily rooted in the past. In this course, we develop a more holistic view. We study development and globalization as inter-related processes that have transformed many societies and created a global economy. This course is divided into three sections. In Section 1, we grapple with ideas of development from a variety of perspectives, including geography, anthropology, and economics. In Section 2, we study how various elements of our global economy are rooted in historical development paradigms. In Section 3, we analyze the complex consequences of globalization across a range of issues, including culture, equity and poverty, political change, and the environment. Examples and case studies will be used throughout each section to demonstrate how different theoretical lenses result in different outcomes in research and practice. Most examples are from Latin America; a few from Africa and Southeast Asia are included to allow for comparison. This course is reading and writing intensive. Classes are interactive and rely on facilitated discussions and student presentations.

HISTORY (HIST)

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|-------|--------------|---------------------|-----|--------------|
| 40765 | HIST 181 001 | Early Latin America | MWF | 10:00- 10:50 |
| 59285 | HIST 181 002 | | | K. Gauderman |
| 59286 | HIST 181 003 | | | |

As many of us have heard it, Christopher Columbus discovered or destroyed, conquered or civilized America in 1492. This course will critique and challenge the conventional knowledge of this first encounter. The story of Columbus becomes a complex story about relationships between European nations, individual prejudices, Spanish social and ethnic hierarchies, African slavery, and finally about relationships between Europeans and those they called “Indians.” The history of Early Latin America, however, does not begin in October 1492. Indigenous bands and great civilizations inhabited North and South America for more than ten thousand years prior to the arrival of Europeans on the shores of Caribbean islands. Thus, in this class we will concentrate on the pre-Columbian period, the conquest period, and the ensuing three hundred years of Spanish (and to a limited extent) Portuguese rule. The lectures will move both chronologically and topically. We will concentrate on two key geographic areas of examination—central Mexico, home to the highly structured pre-Columbian societies of the Maya and the Mexica, among many others, and later the center of Spanish control in its northern kingdoms as the Viceroyalty of New Spain; and the central Andes, land of the Inca Empire and its subject polities (among others), and home of the Viceroyalty of Peru, the center of Spanish power in its southern kingdoms.

Our class will cover a tremendous breadth of time and territory, and as such, the lectures, readings, and films are designed to draw your critical attention to issues, including ethnicity, gender, slavery, culture, and power, as well as the institutions and structures that patterned native, African, and European experiences of Spanish and Portuguese authority. Lectures, readings and films are designed to complement one another. As such, each student is expected to attend all class meetings and to prepare readings as assigned.

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|-------|--------------|----------------------|----|-------------------------|
| 43837 | HIST 182 001 | Modern Latin America | MW | 17:30-18:45 J. Erbig |
|-------|--------------|----------------------|----|-------------------------|

This course traces the history of Latin America over the last two centuries. It examines broad themes that unite the region, rather than focusing on individual national histories. Political and economic processes will provide a structure to the story, but we will also explore societal and cultural transformations. Key questions include: Why is Latin America the most socioeconomically unequal region in the world? What strategies have countries used to improve their economies and what have been the results? What are the roots of popular national traditions, such as Carnival in Brazil or tango in Argentina? What has been the relationship between nation-building, race, and ethnicity? What has been the role of the United States in the region? These questions and others will be addressed collaboratively, through lectures and

discussions. This course is more about issues, concepts, and interpretive skills than about names and dates. While familiarity with Latin America is helpful, this is an introductory course and no prior knowledge is required.

See schedule for required discussion sections.

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|-------|--------------|-------------------------|----|---------------|
| 53884 | HIST 300 008 | Human Rights in Lat Am. | TR | 09:30-10:45 |
| 50445 | HIST 500 008 | | | E. Hutchinson |

This course will offer an historical perspective on the violation, defense, and institutionalization of human rights norms in Latin America in the twentieth century. This history begins not with the 1948 Universal Declaration of Human Rights and the systematic state violence that infamously characterized Cold War Latin America, but rather with the longer history of political activism, legislative debate, and political conflict over labor, indigenous, and gender rights since the early twentieth century. Although a considerable part of the course will be devoted to the Cold War military regimes, civil wars, and drug-related violence that contributed to the massive violation of civil rights throughout the region, this longer periodization will provide students with the historical context necessary for understanding both the scale of state violence and the nature of civilian response. We will also examine human rights in Latin America from a global perspective, considering how international organizations and agreements, as well as foreign governments, shape the violation and defense of human rights in Latin America. The course will therefore be organized around two key themes – the transformation of rights-based discourse across time and interest groups, and the influence of international actors – which will unify our examination of a variety of distinct human rights movements and national cases.

Undergraduates enrolled in the course must attend lectures, participate in class discussions and read approximately 100 pages a week, as well as complete a midterm, final exam, and three response papers and a semester-long research portfolio. Graduate students will also prepare additional readings, attend several special seminar meetings, and complete a 15-page research paper or equivalent work approved by the instructor.

This course qualifies for the Human Rights concentration in the MALAS program.

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|-------|--------------|------------------------------|----|-------------|
| 56340 | HIST 300 012 | Central America in the World | TR | 17:30-18:45 |
| | | | | L. Sweeney |

This course is a transnational history of Central America. It complicates the understanding of this region as the source of the United States' current "immigration problem," connecting Central America to the world in a much more multi-disciplinary and multi-directional way. Readings and visual sources will include literature, graffiti, performance art, treaties, maps, films and first-person testimonies. We will analyze how and why different people identify nationally or regionally with one place or another, how that changes through experiences of war, exile, revolution, and migration, and what that tells us about nations versus other types of territorial and cultural understandings of belonging. Students will write one essay exam, one paper, lead one class discussion and do one presentation.

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|-------|--------------|----------------------------|----|-------------|
| 59683 | HIST 300 015 | Early American Borderlands | TR | 14:00-15:15 |
| 53684 | HIST 500 015 | | | S. Truett |

In this class, we will approach the broader history of the North American continent from the perspective of its frontiers and borderlands, from the early colonial era to 1848. We will begin on the “borderlands” of European expansion, asking how the Spanish, British, French, and other colonial powers established new outposts and cultural traditions on a continent claimed by others. We will focus on the often-contested relationships between empires and Indians, while also asking how Europeans fought one another for territorial domination, and how these various encounters and battles shaped life at the borderlands of both Native communities and European empires.

After tracking Old World cultures onto their expansionist borderlands in North America, we will examine the complex transition from imperial to national borderlands, from the late eighteenth century to the mid-nineteenth century, as the United States, Canada, and Mexico began to assume their current territorial shape as nations. We will focus not only on the emerging border regions between these nations, but also the broader Atlantic and Pacific “borderlands” that linked the continent broader global horizons. We will end the class in the late 1840s—when the current borders between the U.S., Canada, and Mexico took shape, opening a new chapter in North American borderlands history.

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|-------|--------------|-------------------------|----|-------------------------|
| 59334 | HIST 363 001 | Early Mexican Americans | TR | 15:30-16:45 B. Reyes |
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|-------|--------------|------------------------|-----|-------------|
| 59317 | HIST 374 012 | Southern South America | MWF | 13:00-13:50 |
| 59320 | HIST 574 004 | | | J. Erbig |

This course examines the southernmost region of South America, an area commonly referred to as the “Southern Cone.” Together we will explore the historical trajectories of Argentina, Chile, Paraguay, Uruguay, and southern Brazil, from independence through the end of the twentieth century. This region was the scene of some of Latin America’s earliest cries for independence, the home of some of its most well-known caudillos and populists, the epicenter of some of its most repressive dictatorships, and is now the site of its most consolidated democracies. It is often characterized by waves of European immigration, yet has been profoundly impacted by the trans-Atlantic slave trade and the persistence of diverse indigenous communities. By reading a wide range of primary sources and scholarly works, we will identify the principal tensions that have defined the region and seek to explain how they shaped processes of nation-building, economic development, and political change over time.

This course qualifies for the Brazilian Studies concentration in the MALAS program.

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|-------|--------------|-----------------|----|-------------|
| 59325 | HIST 376 001 | Colonial Brazil | TR | 11:00-12:15 |
| 59326 | HIST 576 001 | | | J. Bieber |

Colonial Brazil from 1500 to 1822. Focus on structures of colonialism and their impact on indigenous, African and European peoples. Plantation society, slavery, mercantile policy, the role of the church, women and family will be discussed.

This course qualifies for the Brazilian Studies concentration in the MALAS program

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|-------|--------------|--------------------------|-----|--------------|
| 59332 | HIST 473 001 | Indigenous Latin America | MWF | 12:00-12:50 |
| 59333 | HIST 653 001 | | | K. Gauderman |

Before 1492, there were no "Indians" in America. Columbus' notorious expedition brought not only Europeans to America it also brought the "Indian." Disparate native peoples, with different cultures and languages, living in roaming bands and empires, located on islands, in mountains, deserts, and tropical forests would all, after 1492, be called "Indians". The origin of the "Indian" lies in this infamous crossing of the Atlantic by Europeans. For indigenous groups and individuals, however, crossing between ethnic identities would not cease; for some it would even be a daily occurrence. In this course, we will examine how indigenous and European peoples understood, maintained, and dismantled ethnic identities from pre-Hispanic to modern times in Latin America. We will begin by looking at indigenous societies before Spanish conquest and then explore the political, economic, and social strategies of indigenous peoples during the colonial and modern eras. We will consider how indigenous and nonindigenous peoples used ethnic categories to construct power and authority. The central idea of the course is that ethnic identities are interconnected with gender and class and that we therefore have to move away from essentialist approaches and ask how and why, at a certain time and place, a particular group chooses to define itself, or is defined by others, in terms of ethnicity, gender or class.

This course qualifies for the Indigenous Studies concentrations in the MALAS program.

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|-------|--------------|---------------------|----|------------|
| 60446 | HIST 478 001 | Latin American Film | MW | 5:30 -8:00 |
| 53885 | HIST 500 001 | | | L. Hall |

This course will examine eight to nine films from Latin America or U.S.-produced with substantial Latin American input. The major themes to be explored will be 1) state and society, especially the issues of human rights and state oppression; 2) gender; and 3) religion. The films will be used in conjunction with materials on the historical incident or setting explored in the film; the historical context (political and otherwise) in which the film was produced, the biographies of a selection of the actors, writers, directors, and other major figures involved; and the history of the film industry in Latin America generally. Undergraduate students will be required to write four response papers and two in-class essays, and take a final examination. Graduate students will be expected to produce four short essays and one 20 to 25-page essay, the topic to be decided in consultation with the instructor, in addition to the examination and in-class essays noted above.

NOTE: This is a first-half (8-week) course and will take place from August 21 – October 14.

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|-------|--------------|---|---|------------------------------|
| 56409 | HIST 687 001 | Domestic/Care/Sex Work: Latin American and Global Perspectives | R | 16:00-18:30 E. Hutchinson |
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In Latin America as elsewhere, research on women and gender in the twentieth century began with studies of women's civil and labor rights, with an overwhelming emphasis on politics and employment, respectively. However, even as historians combed the archives for suffragettes and riveters, they uncovered the complexity of women's working lives in relation to family, migration, and sexuality, fueling a boom in social and cultural histories of women's labor. Consequently, the study of women's industrial labor came to encompass the "work" of prostitution; our understanding of women (and girls) in domestic service was shaped by their continuing reproductive responsibilities; and we see the importance of the state in repressing, regulating, and promoting female labor. As the postwar surge of domestic and international migration of female labor – regionally and globally – also demonstrates, the sexual trafficking and abuse of women and children has continued into the twenty-first century, notwithstanding the expansion of international associations and non-governmental agencies to protect them. In history, as

in the present, women remain key subjects, victims, and agents in the performance of domestic, care, and sex work.

This course begins with scholarly readings that address the historical construction of women's labor in twentieth-century Latin America, which has expanded the empirical and conceptual frameworks available for understanding women's work: in productive and reproductive settings, domestic and service sectors, and a diverse array of working- and middle-class occupations. Always attentive to international and comparative questions, these readings on Latin American will establish a common framework for the study of women's labor in a variety of temporal and geographic areas, both within and beyond Latin America. How did women's increasing visibility in industrial employment affect gender and family relations? How did Latin American states respond to the expansion of predominantly female industries and professions? In the second half of the semester, students will examine the interdisciplinary study of global care work, in which significant post-war Latin American migrant flows are examined in both a comparative and global framework that includes case studies of domestic/care/sex work in the United States, Philippines, South Africa, Yemen, and Canada. How has women's international migration for work affected family formation, labor markets, and state protection across the globe in the late twentieth century? How have racial hierarchies both shaped and been transformed by the global care industry?

Students enrolled in the course will complete and contribute questions on weekly readings, work in teams to lead class discussions, complete several short papers, and produce a 15-20 page final paper on a research or historiographical topic approved by the instructor. Research projects focusing on Domestic/Care/Sex Work outside of Latin America are particularly welcome.

This course qualifies for the Human Rights and Gender Studies concentrations in the MALAS program

LATIN AMERICAN STUDIES (LTAM)

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|-------|--|----|-------------------------|
| 59711 | LTAM 355 001 Introduction to Latin American Society II | TR | 14:00-15:15 J. Lehen |
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Introduction to LAS through the interrogation of artifacts from history, music, art, literature, philosophy. Emphasis on unique insights from interdisciplinary connections. Examines major historical moments, including colonialism, independence, nationalism, dictatorship, revolution, regionalism, and globalism.

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| t58294 | LTAM 500 02 T: Latin American Testimonios of Struggle and Survival | ARRANGED M. Sosa-Provencio |
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This course presupposes the interconnectedness between literacy and social justice. This real-time curriculum lab works with high school youth and undergraduate and graduate students to prepare all students to cultivate youth's diverse literacies (Multiliteracies) through the genre of Testimonio, a Latin American narrative form of resistance and resilience amid structural oppression. The history and form of Testimonio unfolds within Latin American and Southwest Chicana Chicano literature, music, poetry, speeches, and visual and performative art created by those who have stood against governmental silencing and domination throughout history. The course focuses on Testimonios especially within Latin American and U.S. conflicts for educational and social equity and dignity across race, ethnicity, class, gender, sexuality, nationality, language/dialect, and residency status. Course readings (which are all online) serve as the foundational content from which our class will co-create lesson plans that engage young

people in critical literacy practices which work toward more equitable social and educational outcomes. This content, much of which is available bilingually, is supplemented with tangible teaching strategies of critical multiliteracies which provide the basis for lesson planning.

Note: This course will be offered as an 8-week course beginning August 22 and concluding October 10. The course will take place at Rio Grande High School on Tuesdays from 3:30-7:30 pm in accommodation of our 8-week schedule.

Cross-listed with EDUC 593 009; CCS 493 10; LLSS 593 006

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|-------|---|---|------------------------|
| 52885 | LTAM 510 001 Pro-Sem Latin American Studies | W | 14:00-16:45 R. Wood |
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The Pro-Seminar in Latin American Studies introduces students to the graduate-level study of Latin America. It is an intensive seminar-style experience drawing on faculty from across UNM, in which students will be expected to do substantial reading and pre-class preparation. Students are encouraged to draw from any prior experience in Latin America, but also to transcend their prior knowledge and experience by learning from discipline-based academic research. The course emphasizes study of Latin America's contemporary culture, society, and politics, but embeds this focus in learning about the history of the region. Students acquire a shared body of knowledge of Latin American Studies, drawing on both humanities-based and social science-based approaches. They study how various disciplines approach social and creative processes from diverse theoretical and methodological perspectives. Students therefore begin to appreciate how interdisciplinary research can enhance knowledge produced from a single disciplinary perspective. Students will also develop habits of ethical work with bibliographical sources.

This course counts toward the Human Rights, Indigenous Studies, and Brazilian Studies concentrations in the MALAS program.

Cross-listed with SOC 595 002

LAW (LAW)

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| 53368 | LAW 628 001 | Law of Indigenous People | ARRANGED C. Zuni Cruz |
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This course qualifies for the Human Rights Concentration and Indigenous Studies concentrations in the MALAS program. Students will work with the professor to ensure that they reach the 40% minimum Latin American content level

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|-------|-------------|-----------------|---------------------------------|
| 54990 | LAW 667 002 | Immigration Law | ARRANGED R. Kitson-Shreve, R |
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LINGUISTICS (LING)

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| 50807 | LLSS 359 001 Language and Culture | TR | 11:00-12:15 C. Rhodes |
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Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the

form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

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|-------|-------------|----------------|---|----------------------------|
| 59359 | LING 401 02 | K'iche' Maya I | M | 19:00-21:30 J. Mondloch |
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K'iche' is the most widely spoken Mayan language in Guatemala. The students will study the sounds and the basic grammar of the language. The spoken language will be emphasized through classroom exercises and audio tapes available to the students.

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|-------|-------------|-----------|---|----------------------|
| 49420 | LING 401 03 | Quechua I | M | 19:00-21:30 STAFF |
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The Quechua language is spoken by approximately seven million people throughout the Andean region of South America, from southern Colombia to Northern Argentina. This beginning course emphasizes the spoken language. Interested students are encouraged to have a good foundation in Spanish.

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|-------|-------------|-------------|---|----------------------|
| 59360 | LING 402 04 | Quechua III | W | 19:00-21:30 STAFF |
|-------|-------------|-------------|---|----------------------|

The Quechua language is spoken by approximately seven million persons throughout the Andean region of South America, from southern Colombia to Northern Argentina. This intermediate course emphasizes the spoken language.

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|-------|-------------|------------|----|---------------------------|
| 59361 | LING 402 01 | Quechua IV | TR | 19:00-21:30 W. Stanley |
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The Quechua language is spoken by approximately seven million persons throughout the Andean region of South America, from southern Colombia to Northern Argentina. This advanced course emphasizes the spoken and written language.

LANGUAGE LITERACY AND SOCIOCULTURAL STUDIES (LLSS)

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|-------|--------------|--------------------------|---|----------------------|
| 55268 | LLSS 458 002 | Literacy Across Cultures | M | 16:15-18:45 Staff |
|-------|--------------|--------------------------|---|----------------------|

Theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Compare/contrast with current methods of teaching reading and writing to native speakers of English.

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

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|-------|--------------|--|---|-------------|
| 19518 | LLSS 453 001 | Theory and Cultural Foundations of Bilingual | W | 16:15-18:45 |
|-------|--------------|--|---|-------------|

48311 LLSS 580 002 Education

Celedon-Pattichis

Required for ESL and Bilingual endorsements. History and theory of bilingual education in the U.S. and survey of multilingual education internationally, focusing on the sociocultural foundations of effective programs and instructional practices. 16 Revised 5/11/2016

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://laili.unm.edu/academics/common/graduate/LAS_Course-ContentApproval.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings

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|-------|--------------|--|----|----------------------|
| 19521 | LLSS 456 001 | 1 st and 2nd Language Development within Cultural Contexts | TR | 16:15-18:45 STAFF |
|-------|--------------|--|----|----------------------|

First and second language development addressed as life-long processes within cultural contexts, with greater emphasis on second language development in children than adults. Language development in the classroom is given special attention.

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

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| 51784 | LLSS 493 010 | T: Curanderismo Part 1 | ONLINE E. Torres |
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This course will provide information on the history, traditions, rituals, herbs, and remedies of Curanderismo, a folk healing tradition of the Southwestern United States, Latin America and Mexico and other countries. It explores an integrative approach to medicine and featuring demonstrations that incorporate Curanderismo with various traditional and holistic health techniques.

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|-------|--------------|-------------------------------------|---|--------------------------|
| 59567 | LLSS 593 001 | T: Decolonial Thinking and Pedagogy | R | 16:15-18:45 R. Galván |
|-------|--------------|-------------------------------------|---|--------------------------|

The colonial history of Latin America and other parts of the world has generated new thinking on the legacy and remnants of colonialism. New ideologies and concepts surfacing from Latin America and other regions explore ways of decolonizing minds and bodies from the chains of internalized oppression and self-inflicted hate in society in general, but education specifically. This course would attend to the myriad of ways in which scholars are decolonizing education, teacher education and pedagogical practices. Unlike US approaches to diversity and difference through multicultural education, Latin America has focused on questioning Western thought and epistemology and instead presented educational frameworks that are more encompassing of the diversity within Latin America through *interculturalidad*. That is, an approach to education that not only acknowledges the racial differences—Indigenous, AfroLatino, etc.—within Latin America but rather of aiming to break down hierarchical notions of “superior” and “inferior” knowledge in schools.

Revised 05/25/2017

The course would begin by exploring contemporary notions of colonialism as those expressed by Albert Memmi in *The colonizer and the colonized* and Walter Mignolo's *The idea of Latin America* to explorations of education that introduce new forms of knowledge production (epistemologies) and pedagogies. The works of Roland Coloma—*Postcolonial challenges in education*—and the work of Catherine Walsh in South America and Nelson Maldonado-Torres in Mexico and other parts of Latin America are essential readings. These authors, among others, provide new approaches to classroom practice and thinking that are relevant and vital for not only educators in Latin America but the United States that work with Latin American immigrant youth.

Some course objectives include:

- Examine “education” from a decolonial global perspective
- Engage in the various understandings and definitions of decolonization as a new framework for comprehending education and schooling differently
- Explore diverse pedagogical forms that challenge ‘traditional’ methods of multicultural education

58292 LLSS 593 006 Latin American Testimonios of Struggle and Survival ARRANGED
M Sosa-Provencio

This course presupposes the interconnectedness between literacy and social justice. This real-time curriculum lab works with high school youth and undergraduate and graduate students to prepare all students to cultivate youth's diverse literacies (Multiliteracies) through the genre of Testimonio, a Latin American narrative form of resistance and resilience amid structural oppression. The history and form of Testimonio unfolds within Latin American and Southwest Chicana Chicano literature, music, poetry, speeches, and visual and performative art created by those who have stood against governmental silencing and domination throughout history. The course focuses on Testimonios especially within Latin American and U.S. conflicts for educational and social equity and dignity across race, ethnicity, class, gender, sexuality, nationality, language/dialect, and residency status. Course readings (which are all online) serve as the foundational content from which our class will co-create lesson plans that engage young people in critical literacy practices which work toward more equitable social and educational outcomes. This content, much of which is available bilingually, is supplemented with tangible teaching strategies of critical multiliteracies which provide the basis for lesson planning.

Note: This course will be offered as an 8-week course beginning August 22 and concluding October 10. The course will take place at Rio Grande High School on Tuesdays from 3:30-7:30 pm in accommodation of our 8-week schedule

Cross-listed with LLSS 593 006; CCS 493 010; LTAM 500 002

MANAGEMENT (MGMT)

| | | | |
|-------|---------------------------------------|----|-------------|
| 56412 | MGMT 328 001 International Management | MW | 14:00-15:15 |
| 13350 | MGMT 328 002 International Management | MW | 12:30-13:45 |
| | | | M. Montoya |

Provides an understanding of international operations and of international institutions in the private, not-for-profit and public sectors and of their managerial and environmental problems. Analyzes the structure, functions and decision-making of international organizations.

Revised 05/25/2017

Prerequisite: ECON 106

*Note: interested undergraduate students **must** contact Professor Montoya to receive an override in order to register for the course.*

MUSIC (MUS)

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|-------|-------------|---------------------|--|--------|
| 45106 | MUS 141 001 | Popular World Music | | ONLINE |
| | | | | L. Ney |

The course provides an introduction to popular music found in the Caribbean, Africa, Middle East, Brazil, Spain, India, Mexico, and the United States. The primary focus will be the development of listening skills through the examination of popular world music, its history and significance in the realm of world music.

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|-------|------------|----------------------|----|-------------|
| 48805 | MUS 437 03 | ST: Musics of Mexico | TR | 12:30-13:45 |
| 54382 | MUS 438 01 | | | A. Minutti |
| 48806 | MUS 537 03 | | | |
| 54383 | MUS 538 01 | | | |

A contextual exploration of experimental music practices from the Americas. ca.1950s to the present. Open to music majors. Non-music majors with instructor's approval only.

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|-----|-------------|------------------------------|----|-------------|
| TBD | MUS 447/547 | Mexican Music Beyond Borders | TR | 12:30-13:45 |
| | | | | A. Minutti |

A contextual exploration of music traditions from Mexico and Mexican communities across the United States. Concentration is placed on indigenous, folk, popular, and art music traditions from historical, socio-cultural, and aesthetic perspectives. Open for music and non-music majors. No prerequisites.

POLITICAL SCIENCE (POLS)

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|-------|--------------|---------------------------|----|-------------|
| 56307 | POLS 320 001 | T: Poverty and Inequality | MW | 14:00-15:15 |
| | | | | J. Nunez |

This course aims to dig into the issues of inequality and poverty at macro and micro levels in both international and U.S. contexts. We will delve into the facts of what we know and do not know about poverty and affluence and consider the causes and consequences of wealth disparities. We will further explore related policies that aim to address income gaps and ensure that people have the ability to meet their basic needs. Lastly, the course will engage the politics behind the creation and execution of policies, examining institutional arrangements that reinforce or ameliorate poverty and inequality. The class will culminate with a policy analysis students will conduct on an issue of their choice.

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|-------|--------------|-------------------------|----|-------------|
| 56795 | POLS 342 001 | American Foreign Policy | TR | 19030-20:15 |
| | | | | M. Peceny |

The purpose of this course is to help you build a theoretical understanding of American foreign policy. After examining how several theoretical perspectives view the United States' role in the world, we will look at the institutional structures of the foreign policy process. Then, these theoretical and institutional approaches will be used to analyze a variety of important historical and contemporary issues in security and economic policy. Prerequisite: POLS 240

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|-------|--------------|---------------------------------|----|-------------------------|
| 59029 | POLS 400 003 | Adv T: Water and Health in LTAM | TR | 16:30-17:45 J. Nunez |
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This course will examine the role of politics in attaining sustainable, equitable, and (eventually) universal access to health services, drinking water and sanitation in Latin America. It will explore the core political problems posed by reaching the “Last Mile” including 1) providing capacity and incentives for political leaders to provide equitable services, 2) empowering and investing in health for indigenous communities and 3) addressing governance gaps in decentralized states between local and national actors. It will engage students in some of the most difficult debates in sustainable development, such as the future role for non-governmental organizations (NGOs) and aid, the trade-offs of investing in rural versus urban areas, and the politics of engaging in “illegal” slum developments.

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|-------|--------------|--------------------------|---|-------------------------|
| 59026 | POLS 520 001 | Pro-sem in Comp Politics | M | 10:30-13:00 K. Koivu |
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Why do some countries turn into stable democracies while others suffer from civil war, military coups, and violent insurgencies? What explains why East Asia, but not Africa or Latin America, became wealthy? Why do popular protests achieve their objectives in some cases but not others? How can we account for the varied development and performance of the state, political parties, and other institutions across different countries and regions? This course, an advanced survey of the subfield of comparative politics, tackles these questions and many others. Each week analyzes one of the subfield's thematic areas of inquiry including democratization, political parties, the state, ethnicity and race, political economy, social movements, and so forth. The course is designed to train graduate students preparing for qualifying exams in comparative politics and involves extensive reading.

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|-------|--------------|--|--|---------------------------|
| 59023 | POLS 541 001 | Reserch Sem in International Relations: M Civil Wars and Peacekeeping | | 13:30-15:00 W. Stanley |
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During this course students will produce an original 25 to 30-page research or state-of-knowledge review paper on a question related to civil wars and civil war resolution, as approved by the instructor. The seminar is designed to help students achieve this goal. Substantively, we will focus on why civil wars occur, how domestic and international actors attempt to resolve them, and what happens after wars end. Rather than engaging in a comprehensive survey of the literature, we will focus intently on one or two books or a set of articles for each class, examining in depth how some of the major scholars in the field have conducted their research. Each week students will post comments and questions on the class blog. Each student will also be expected to select and present to the class another article or book that is especially relevant to their research. Students will write and present a proposal that outlines their central question, the importance of that question, alternative arguments, research strategy, and the resources needed. Seminar participants will read and comment on the proposals and first drafts of another student, submitting comments to that student and the instructor. Students are required to revise their papers based on the feedback received from the instructor and peers. Latin American Studies students are required to conduct their research project on one or more Latin American cases.

PORTUGUESE (PORT)

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| 27933 | PORT 101 001 Elementary Portuguese I | MWF | 10:00-10:50 |
| 59922 | PORT 101 040 | | ARRANGED STAFF |

The first in a two semester sequence for students who have little previous experience with Portuguese, Spanish, or any other Romance language. This course introduces Portuguese as a world language within a communicative approach that focuses on developing listening, speaking, reading, and writing. Grades are based on exams, homework, and class participation. The class meets 3 days a week. Students may only receive credit for PORT 101 and 102 or PORT 275. Credit will not be counted for all three courses.

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|-------|---------------------------------------|-----|----------------------|
| 59614 | PORT 102 001 Elementary Portuguese II | MWF | 12:00-12:50 STAFF |
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Portuguese 102 is a course tailored for natives and/or students with three years of college level Spanish. This course fulfills the Core Curriculum requirement and also prepares the students to take more advanced courses in Portuguese. The materials covered in the course are the same as those of Portuguese 101 and more. Students will learn more by building up from their own language background in Spanish. Portuguese language skills will be developed based on comparison and contrast with the Spanish language. This 3 credit hour course meets three days a week and will progress at a slower pace covering half the material of Portuguese 275 – 001 Intensive Beginning Portuguese for Spanish Speakers (a 6 credit hour course that meets 5 days a week). Students may only receive credit for PORT 101 and 102 or PORT 275. Credit will not be counted for all three courses.

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| 58652 | PORT 276 001 Intensive Intermediate Portuguese | | ONLINE STAFF |
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The second in a two semester sequence of accelerated coursework for students with little knowledge of Spanish or any other Romance language. This class also is appropriate for students who have completed Portuguese 101 & 102. The class is taught using a communicative approach and involves more sophisticated use of Portuguese in speaking and writing. Grades are based on exams, homework, journal writing, and class participation. The class meets five days a week. Prerequisite: PORT 275 or 102

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| 50454 | PORT 277 001 Intensive Portuguese for Spanish Speakers | TR MWF | 12:30-13:45 13:00-13:50 Cardoso da Silva |
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An accelerated language class for Spanish speakers who have native language skills or three years of college level Spanish classes. The course utilizes knowledge of Spanish for comparisons and as a base for building Portuguese language skills in reading, writing, speaking, and listening. Grades are based on exams, homework, journal writing, and class participation. The class meets five days a week.

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| 57578 | PORT 311 002 Culture and Composition | TR | 14:00-15:15 L. Lehnen |
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The goal of this course is twofold: (a) to help students deepen their understanding of Brazilian society and culture; (b) to help students develop their writing skills in various genres. These objectives will be accomplished through the use of materials that focuses on cultural topics of relevance to the Brazilian context.

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| 59231 | PORT 457 01 | Encounters with the New World I | TR | 14:00-15:15 |
| 59232 | PORT 557 01 | | | L. Lehen |

This course will study how Brazilian society and culture through the relationships between various ethnic, cultural and social groups during different time periods of Brazilian history. Students will read different texts, watch documentaries and films, as well as look at artwork and musical production from several historical epochs, including the contemporary period. The purpose of the course is to trace the ways in which writers, artists, filmmakers and musicians understood/understand and communicate(d) their views about Brazil and its peoples

PUBLIC ADMINISTRATION (PADM)

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| 60025 | PADM 590 01 | Development & Sustainability in the Americas | T | 16:00-18:30 A. Leon-Moreta |
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Urban development and sustainability are major policy challenges across Latin American and North America. In this course, we study urban development and sustainability, and public policies to deal with both. Urban development, coupled with inadequate urban planning, is creating a variety of challenges, including the destruction of natural environment and agricultural land, limited water infrastructure, and pollution of rivers and coastal aquifers in many cities of the Americas. Urban sustainability has therefore become a central issue for research and policy. Americas' populations, today, live mostly in cities rather than in rural areas. So the most intractable policy problems relate to urban issues of pollution, destruction of the natural environment around cities, and other consequences derived from increasing urbanization. Also, minority groups are particularly vulnerable to dislocation consequences of migration to urban areas. This course will be of broad interest to graduate students (and advanced undergraduate students) from Latin American Studies, Brazilian Studies, Public Health, Community and Regional Planning, Political Science, Economics, Sociology, and other programs. Students will have an opportunity to study a Latin American (or North American) city of their choice, and the course will incorporate a variety of instructional features such as guest speakers from Latin America.

This course qualifies for the Economics, Geography, Political Science, and Urbanism & Community Development concentrations in the MALAS program.

PUBLIC HEALTH (PH)

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|-------|------------|-------------------------|----|------------------------------|
| 14416 | PH 502 001 | Epidemiologic Methods I | TR | 13:00-15:00 K. Tollestrup |
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Provides an overview of the methods of epidemiologic research. Designed to provide students with the capability of understanding epidemiologic measures of disease occurrence, interpreting the findings of epidemiologic studies and integrating the results of epidemiologic research into public health practice. Prerequisite: B or better in MATH 121 or STAT 145

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| 48208 | PH 554 002 | Health Policy and Social Equity W | | 15:30-18:00 L. Cacari Stone |
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Provides students with understanding of factors within and outside of health care system. Reviews social policy in addressing coverage of uninsured, improving population health and reducing social inequities. Examination of frameworks and politics of policy programs.

SOCIOLOGY (SOC)

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| 37564 | SOC 420 001 | Race and Inequality | TR | 14:00- 15:15 Staff |
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Comparative and structural analysis of intergroup relations in the United States and/or other countries and regions.

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

UNIVERSITY HONORS PROGRAM (UHON)

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|-------|--------------|---------------------|----|--------------------------------|
| 37395 | UHON 121 013 | Legacy of Rebellion | TR | 15:30- 16:45 M. Walsh-Dilly |
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In 1781, Tupac Katari was brutally executed by quartering, and his severed arms and legs sent by the Spanish to the four corners of the former Inca Empire as a warning to others. Katari had led a rebellion against the Spanish Viceroyalty in what is now Bolivia, laying a siege to the city of La Paz that lasted 184 days before it was broken. Born Julián Apasa Nina, Tupac Katari took his name in honor of two previous rebels against Spanish rule, Tupac Amaru and Tomás Katari, building on a long legacy of indigenous resistance against empire. Upon his death, Tupac Katari is reported to have said: “I die but will return tomorrow as thousand thousands.” This class examines the legacy of Tupac Amaru, Tupac Katari, and the “thousand thousands” indigenous rebels and fighters that resisted Spanish colonization in the Andean region — looking at their impacts both in the region and around the globe. This class meets the 40% requirement. Also note that 100-level courses in Honors are writing intensive.

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|-------|--------------|------------------|----|--------------------------------|
| 48147 | UHON 301 007 | Food and Society | TR | 12:30- 13:45 M. Walsh-Dilly |
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What did you eat for breakfast this morning? Better yet, why did you eat it? Of course, we eat to satisfy biological needs, but, as the late Sidney Mintz (1996) tells us, “eating is never a ‘purely biological’ activity”. Food is undeniably substantive, but it is also symbolic and social, and producing, preparing, and consuming food reflects who we are and how we fit into the world. In this course, we will investigate some of the social, political, and historical factors that shape what we eat, and why. This course emphasizes that food is never simply natural or personal, but is rather influenced by social institutions (from colonialism to class) as well as people’s resistance to these forces. We will first look at how food both shapes and is shaped by culture and identity. We will then turn to the politics behind the distribution of food, examining both hunger and obesity. Finally, we’ll turn to agriculture and food production to link

production and consumption. We will consider our current agricultural system, examine its benefits and costs and how they are distributed, and what we can do to improve it. This class can be tailored by student interest to meet the 40% Latin America content requirement.

SPANISH (SPAN)

Because the number of 100 and 200-level courses is too great to list in this booklet, students who wish to take Spanish courses at the 100 or 200-level should consult with their advisor and LoboWeb to identify the most appropriate course. If applicable, the course(s) will count towards the LAS major/minor.

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|-------|--------------|--------------------|-----|-------------|
| 56534 | SPAN 301 001 | Charla y Escritura | MWF | 10:00-10:50 |
| 59240 | SPAN 301 002 | | | 12:00-12:50 |
| | | | | J. Clark |

Español 301 es un curso enfocado en reforzar las competencias comunicativas básicas, pero con énfasis en el habla y la escritura. Por lo anterior este curso utilizará todos los recursos que el libro Revista proporciona para practicar estas destrezas. Revista es un libro versátil que tiene cortometrajes, artículos, entrevistas y mucho más material interesante que permitirá tener un curso no sólo informativo y educativo sino además divertido. La nota de esta clase se basará en presentaciones orales, ensayos, comentarios y un proyecto final.

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| 30007 | SPAN 301 004 | Medical Spanish and Public Health | TR | 08:00-09:15 |
| 32014 | SPAN 301 005 | | | 09:30-10:45 |
| | | | | V. Plaza |

The course will help students to continue developing their four language skills (listening, speaking, reading and writing) through a comprehensive introduction to the field of Spanish medical terminology, health communication and public health. The course overarching goal is to develop Spanish language proficiency and decrease linguistic and cultural barriers as way to decreases health disparities.

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| 54118 | SPAN 301 041 | Cultura Hispanoamericana | | ONLINE |
| | | | | Hernandez Gonzalez |

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|-------|--------------|-----------------------------------|-----|-------------------|
| 14086 | SPAN 302 001 | Developing Spanish Writing Skills | MWF | 10:00- 10:50 |
| | | | | C. Ibarra Cantu |
| 40397 | SPAN 302 002 | Developing Spanish Writing Skills | MWF | 12:00-12:50 |
| | | | | C. Ibarra Cantu |
| 45016 | SPAN 302 003 | Developing Spanish Writing Skills | TR | 09:30-10:45 |
| | | | | R. Martinez Gomez |
| 55426 | SPAN 302 004 | Developing Spanish Writing Skills | MW | 17:30-18:55 |

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|-------|--|-----------------------------|
| | | C. Marshall |
| 56901 | SPAN 302 005 Developing Spanish Writing Skills | TR 11:00-12:15 D. Bustos |
| 45018 | SPAN 302 040 Developing Spanish Writing Skills | ONLINE D. Bustos |

The main goal of this course is to help the student improve writing skills in the Spanish language. Students will accomplish this by writing a series of exercises and essays throughout the semester with a focus on composition and organization as well as grammar and vocabulary. Reading selections from various texts in Spanish will provide models for expressive language, themes, organization and critical thinking. This approach will include exposure to Spanish and Spanish American cultures and practice of communication within a cultural context. Grade will be based on class attendance and active participation along with essays, written exercises, quizzes, exams, homework, and other varied activities. The textbook for this class is Taller de escritores: Grammar and Composition for Advanced Spanish by Guillermo Bleichmar and Paula Cañón (Boston: Vista, 2012.) The course will be conducted in Spanish.

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| 14093 | SPAN 307 001 Intro Hispanic Literature | MWF 13:00-13:50 T. Walker |
| 26229 | SPAN 307 002 Intro Hispanic Literature | MWF 09:00-09:50 TBD |
| 48333 | SPAN 307 003 Intro Hispanic Literature | TR 14:00-15:15 C. Marshall |
| 44447 | SPAN 307 040 Intro Hispanic Literature | ONLINE Holguin-Chaparro |

The main goal of this course is to provide a first approach to the Hispanic literature in four key genres: narrative, poetry, drama, and essay. The course will present a varied sample of works by Spanish and Spanish American authors. The selected texts will be discussed in class following the fundamental concepts of literary analysis presented at the beginning of each genre. Reading and discussions will be complemented with compositions, oral presentations, exams, quizzes, homework, and other varied exercises. Class attendance and active participation will be crucial components of the evaluation. Most of the readings as well as genre introduction are included in the textbook for this class: Aproximaciones al estudio de la literatura hispánica by Carmelo Virgilio, L. Teresa Valdivieso, and Edward H. Friedman (New York: McGraw-Hill, 2012. 7th edition.) The course will be conducted in Spanish.

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| 57201 | SPAN 307 004 Intro Hispanic Literature | MWF | 13:00-13:50 TBD |
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This section of SPAN 307 is designed especially for students considering a future in healthcare or who have an interest in issues related to health, although is appropriate for all students. The main goal of this course is for students to learn skills of close reading and critical thinking through an introduction to texts

selected for their relevance to health issues: The Body in Poetry, Medicine, Doctor-Patient Relationship, Barriers to Healthcare Access, Disability, End-of-Life We read narratives, poetry, theater, essays, film, and oratory of the Hispanic world. Students develop skills and approaches to cultural expressions that are valued in healthcare. They critically examine texts from cultures and languages both alike and different from their own. They recognize and engage with multiple perspectives and ask big-picture questions about health, health care, and health systems through their emotional and intellectual responses to texts. Students develop a moral imagination and empathy through deep attention to the language of texts and the meanings they create. Requirements include reading, discussion, composition, exams, and other written exercises. Class attendance and active participation are crucial components of the evaluation. The course is conducted in Spanish. Prerequisite: SPAN 301 & Pre- or Corequisite 302.

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| 44673 | SPAN 351 001 Intro Spanish Linguistics | TR 09:30-10:45 D. Paez Acevedo |
| 53463 | SPAN 351 002 Intro Spanish Linguistics | MWF 10:00-10:50 K. Ibarra Zette |
| 59947 | SPAN 351 003 Intro Spanish Linguistics | ARRANGED R. Vallejos Yopan |

El objetivo de este curso es proporcionar a los estudiantes el conocimiento básico de la lingüística que les servirá tanto para el estudio de la lengua española como para la enseñanza de la misma. El curso abarca algunas de las subáreas principales de la lingüística hispánica: la fonología (el sistema de sonidos), la morfología (la formación de las palabras), la sintaxis (la estructura de las oraciones), la semántica (el significado de las palabras y oraciones), así como una breve introducción a la dialectología (variedades geográficas) y a la situación del español en los Estados Unidos.

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| 14107 | SPAN 352 001 Advanced Grammar | MWF 10:00- 10:50 J. Bittar Prieto |
| 53466 | SPAN 352 002 Advanced Grammar | MWF 12:00-12:50 J. Bittar Prietto |
| 50200 | SPAN 352 040 Advanced Grammar | ONLINE P. Acevedo |
| 58478 | SPAN 352 041 Advanced Grammar | ONLINE P. Acevedo |
| 58752 | SPAN 352 042 Advanced Grammar | ONLINE P. Acevedo |

We will look at the meanings of grammatical categories and constructions in Spanish, in some cases explicitly drawing contrasts with English. We have three interrelated goals. First, we will deepen our awareness of variation in Spanish, beyond standard or so-called correct varieties. Second, the course will

help us understand which grammatical structures are obligatory/invariant, for example, gender marking on nouns, and which ones are variable, for example, use of the Subjunctive. A third goal is to help (prospective) teachers be able to describe Spanish grammar. Textbook: Rosario Alonso Raya et al. Gramática básica del estudiante de español.

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| 56367 | SPAN 430 040 Spanish American Short Story | ONLINE K. Lopez |
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Spanish American short story from 19th century to contemporary period. Intensive development and discussion of theoretical bibliography.

Prerequisite: 302 and 307.

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| 20978 | SPAN 431 001 Spanish American Lit Survey I | MW 17:30-18:45 K. Lopez |
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This course focuses on applying critical reading and writing skills to texts generated in and about Spanish America from the colonial period through the nineteenth century. We will examine European, indigenous and mestizo historical and fictional texts that debate issues surrounding the conquest and colony, and later independence and national formation. Our study will focus on representations of ethnic, racial, class, cultural, and gender identity. Requirements include reading and discussion, written and oral assignments, exams, research essays and a final project. Prerequisites: Spanish 302 and 307.

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| 51013 | SPAN 439 001 T: Med Sp II:Narrativas en Med | TR 12:30- 13:45 V. Plaza |
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The course provides a learning environment where students can learn to conduct medical encounters in Spanish through a portfolio of clinical cases with social, emotional, and physical dimensions using role plays, case analysis and public health data. The reading list explores the role of narrative in improving understanding of patients and the patient experience in the health-illness process. The course uses a combination of problem based and team based learning methodology. Prerequisite: Medical Spanish 301.

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| 51770 | SPAN 439 002 Medical Interpretation | TR 14:00- 15:15 V. Plaza |
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This is a course for students who are interesting in preparing and practice for Spanish Medical interpretation Certification exams. The course discussion will cover interpreter code of ethics, and the role of the interpreter in different healthcare settings. To develop sight, consecutive, and simultaneous interpreting skills, students will practice with medical scenarios that an interpreter encounters while on the job.

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| 58182 | SPAN 439 003 T: Centenario Elena Garro-Poe | R 16:00-18:30 P. Rosas Lopategui |
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Elena Garro (1916-2016) es una de las escritoras más importantes de la literatura mexicana y universal del siglo XX. Destaca como dramaturga, novelista, cuentista, memorialista, guionista y activista política y social. En este curso estudiaremos su poesía, la cual estuvo marginada durante siete décadas. En el marco del centenario de su nacimiento, celebraremos sus innovaciones como versificadora. Para mejor comprender los diferentes temas abordados en sus poemas, primero haremos un recorrido por los aspectos más relevantes de su vida. Su poesía abarca asuntos de género, injusticia social, lucha contra las dictaduras, libertad de expresión y las consecuencias de ser una voz crítica en un país autocrático. Al final del curso, las/los estudiantes presentarán ante el público un recital poético en conmemoración de su centenario y su poesía por fin liberada.

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| 59605 | SPAN 439 004 | T: Al borde de la escritura | TR | 15:30-16:45 |
| | | | | Holguin-Chaparro |

The goal of this workshop is the development of creative writing. While academic writing and the essay as a genre have different forums to develop and improve themselves, creative writing in Spanish not always finds the proper contexts or spaces where to express itself. Because of this situation, this course will be a forum where creativity, imagination, emotions, feelings, and ideas will translate into words and communicate a message. The course will work with two literary genres: poetry and short stories. To support the creative writing activities, students will read a variety of Hispanic American texts, which will function as examples and models. Also, the course will use a variety of tools to support the writing process: movies, songs, visual arts, and more. The course will be conducted in Spanish. The final grade will consider discussions in class, homework, and written assignments. Las students must focus their writings on Latin American content.

Students who want LAS credit for this course must consult with the instructor and complete an LAS Course Content form (http://www.unm.edu/~lasunm/resources/LAS_Content_Form.pdf) and submit the form to the Associate Director for Academic Programs for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings.

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|-------|--------------|-------------------------------|----|------------------|
| 59606 | SPAN 439 005 | T: Lit & Art of the Caribbean | TR | 9:30-10:45 |
| | | | | E. Santiago-Diaz |

This course focuses on Spanish Caribbean literature to explore its dialogues with other artistic expressions such as painting, music, film, and photography. Through the study of a selection of writers who have attempted to define Caribbean culture, we will discuss salient themes that intersect in Caribbean artistic production: colonialism, contraband, migration, representation of urban space, race and national identity, syncretism, and utopias, among others.

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|-------|--------------|---------------------------------|----|-------------|
| 59607 | SPAN 439 006 | T: Neoliberal Lit & Film Mexico | TR | 11:00-12:15 |
| | | | | M. Lopez |

Desde finales de los años ochenta, el neoliberalismo como doctrina económica ha sido fundamental al desarrollo nacional en México. Este paradigma económico-político ha causado un desajuste el cual se ha visto representado por un estado fallido en donde la inversión privada ordena las políticas públicas. Los grandes temas emergentes de este proceso son: la violencia, la corrupción y el lento apocalipsis del nacionalismo posrevolucionario. El Nuevo Orden Mundial en el que las élites comerciales han puesto a México privilegian la relación con los Estados Unidos de América del Norte reflejado en una pujante

cultura en donde la división de lo popular y lo culto se difumina en el marco neoliberal. No es de extrañar entonces hablar del "NAFTA," el narco o la migración de mexicanos al norte como temas predilectos de autores nacidos post-1975. Este curso aborda esos momentos con obras ejemplificativas de estos procesos histórico-sociales incluyendo novelas, blogs, y películas con este tema. La evaluación del curso se basará en la participación, ensayos de investigación, y presentaciones orales.

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| 59958 | SPAN 502 001 | Pro-Sem Research Critical Methods | F | 14:00-16:30 K. Lopez |
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Introduction to the fundamentals of conducting research in the field of literary and cultural studies. Course includes a review of literary terminology and a survey of theoretical approaches to the study of literature. Students will learn to define a research question, design a research project, access primary and secondary resources, organize their ideas; edit their work; and cite bibliographic data according to MLA style. Students will prepare an abstract, outline, annotated bibliography and final research paper in combination with a literature course.

Hybrid Course 1.5 hrs taken online.

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|-------|-------------|-------------------------------------|---|------------------------|
| 56541 | SPAN 578 01 | T: SW Literary Critical Regionalism | W | 1400-16:30 A. Nogar |
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This course examines literary narrative written by and about Mexican Americans in the American Southwest at a graduate level. By reading literary works from California, New Mexico and Texas that were written over the course of 120 years, we will develop a comprehensive, historically-and geographically- contextualized framework for it by reading critical works alongside the primary texts. 27 Revised 5/11/2016 We will think about the motives for these works' creation, the national and individual identities expressed through them, as well as the resistive perspectives many of these texts enact. Thematically, we will examine the dynamic changes in politics and crisis of identity (echoing those appearing in Latin American literature of the period) of the territorial period; the expressivity of regional autochthonous folklore and humor; and the conceptualization of place in contemporary literary production. Though many of the readings are in English, the course is conducted in Spanish and all work for the class is to be completed in Spanish; it is expected that students will be able to participate fully in Spanish.

The course ONLY counts for the Southwest Studies concentration in the MALAS program.

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| 59610 | SPAN 597 001 | T: Borderlands | W | 17:00-19:30 S. Vaquera |
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| 59612 | SPAN 639 02 | Sem: Mex Rev and Neoliberalism | TR | 1400-15:15 M. Lopez |
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This seminar addresses the impact of the Mexican Revolution on the construction of modern Mexico focusing on the role of cultural heterogeneity and hybridity. The first part of the course focuses on the revolutionary canon while the second part addresses modifications enacted as a response to neoliberalism. Texts include: Mariano Azuela, *Los de abajo*; Juan Rulfo, *Pedro Páramo*; Elena Garro, *Los recuerdos del*

Revised 05/25/2017

porvenir; Rosario Castellanos, *Balún Canán*; and Ángeles Mastretta, *Arráncame la vida*. Along with reading these canonical novels, we will round up our excursion in neoliberal Mexico discussing plays and films produced after 1990 that echo revolutionary discourse within the reality of global markets. Requirements will include a research paper, class discussions, and oral and written assignments.