

**UNIVERSITY OF NEW MEXICO
LATIN AMERICAN STUDIES PROGRAM
LATIN AMERICAN STUDIES CONTENT COURSES
Spring 2018**

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

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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 Spring 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 submit documentation from the instructor 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. Finally, 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://laji.unm.edu/info/current-students/graduate/courses.html>. Students should consult the website to see if any updates to the list of courses have been made.

AFRICANA STUDIES (AFST)

38508 AFST 315 001 Race and the Law TR 12:30-13:45
S. Gipson Rankin

Are we a "post-racial" society? Do "English-only" laws make the workplace more cohesive? Is there a "model minority" in America? Should Latinos and Blacks avoid hoodies? Are Native American children better off with Native American parents? Why do we drug test welfare recipients? When was affirmative action white? What happens when Russian children are considered "not white enough"? What does equality really mean?

This seminar will explore the complex topic of race through a legal lens, considering the historical and contemporary relationship between law and society. We will analyze law as an expression of cultural values, a reflection of social, economic, and political structure, and an ideological instrument of social control and social change. We will examine the legal construction of race as it relates to individual, institutional, and structural racism.

Complimenting this general perspective will be an examination of selected legal institutions, such as the court system, the police, regulatory agencies, and the legal profession.

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

Cross-listed with AMST 350, SOC 398, POLS 300, CCS 393

45223 AFST 388 001 Blacks in Latin America ONLINE
N. Howard

This course focuses on the African Diaspora in Latin America. The readings will highlight the Black experience in Latin America, as well as examine the Afro-Latino population in the United States. Readings will specifically highlight the themes of race and ethnicity, racial hierarchy and stratification in Latin America, mestizo identity and blackness, the politics of immigration/Afro-Latinos in the U.S., antiblack state policies, as well as activism and Black social movements in Latin America. We will draw from a number of fields including: history, sociology, Africana studies, women's studies and Latin American/Latino studies. In addition, we will analyze media and review relevant films.

Cross-listed with AMST 357

AMERICAN STUDIES (AMST)

35790 AMST 350 001 Race and the Law TR 12:30-13:45
S. Gipson Rankin

Are we a "post-racial" society? Do "English-only" laws make the workplace more cohesive? Is there a "model minority" in America? Should Latinos and Blacks avoid hoodies? Are Native American children better off with Native American parents? Why do we drug test welfare recipients? When was affirmative action white? What happens when Russian children are considered "not white enough"? What does equality really mean?

This seminar will explore the complex topic of race through a legal lens, considering the historical and contemporary relationship between law and society. We will analyze law as an expression of cultural values, a reflection of social, economic, and political structure, and an ideological instrument of social control and social change. We will examine the legal construction of race as it relates to individual, institutional, and structural racism.

Complimenting this general perspective will be an examination of selected legal institutions, such as the court system, the police, regulatory agencies, and the legal profession.

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

Cross-listed with AMST 350, SOC 398, POLS 300, CCS 393

45239 AMST 357 002 Blacks in Latin America ONLINE
N. Howard

This course focuses on the African Diaspora in Latin America. The readings will highlight the Black experience in Latin America, as well as examine the Afro-Latino population in the United States. Readings will specifically highlight the themes of race and ethnicity, racial hierarchy and stratification in Latin America, mestizo identity and blackness, the politics of immigration/Afro-Latinos in the U.S., antiblack state policies, as well as activism and Black social movements in Latin America. We will draw from a number of fields including: history, sociology, Africana studies, women's studies and Latin American/Latino studies. In addition we will analyze media and review relevant films.

Cross-listed with AFTS 388

43464 AMST 360 002 Sem: NM Villages & Cultural Landscapes W 16:00-18:30
L. Romero

Before the age of strip malls, big-box supercenters, store-bought produce, and cyberspace social networks, New Mexicans gathered in *plazas*, grew their own vegetable gardens, and engaged in

platicas to share stories and exchange knowledge and information. Our class will examine various cultural settings and traditions such as plazas, salas, resolanas, matanzas, acequia culture, and read from a collection of narratives that celebrate community and explore New Mexico's cultural heritage from its not-so-easily-forgotten past through the present day. Literature, film, video, guest speakers and other sources of documentation will inform our analysis.

This course qualifies for the Southwest Studies concentration for MA students.

Cross-listed with AMST 360, ARCH 462, ARCH 662, CRP 470, CRP 570, and GEOG 499

46150 AMST 360 005 Transpacific SW: From Chimayó to Manila TR 11:00-12:15
G. Meléndez & J. Sánchez

From a determined set of readings amplified by faculty lectures this course will allow students to build a comparative critical regional assemblage of information to map the hemispheric and transpacific formation—historic and developmental, persuasive enough to link New Mexico in the American Southwest to parallel formations in Mexico, Guam, the Philippines and greater Asia. It will survey colonial and neo-colonial history, literary works and ethnographic material and will bring in other areas of scholarship, including critical regionalism, as the basis to compare and understand distant and more recent historical, cultural, religious and economic linkages between seemingly distant and seemingly disconnected regions.

ANTHROPOLOGY (ANTH)

45743 ANTH 403 004 Native American Art II TR 12:30-13:45
44744 ANTH 503 004 M. Jackson

In the Andes, complex architecture, textiles, ceramics and metallurgy were created as early as 3000BC, culminating in the striking conceptual designs of the Inca Empire in the 16th C. This course provides an introduction to several important societies of Andean South America prior to the Spanish conquest, including Inca, Moche, Tiwanaku, Paracas, Chavin, and others. Students will learn to recognize the style, function and meaning of visual arts in terms of the cultural contexts that produced them. No previous experience with Pre-Columbian studies is required.

Cross-listed with ARTH 412 and 512, listed as “Pre-Columbian Art: South America (Andes)”.
This course qualifies for the Indigenous Studies concentration for MA students.

45344 ANTH 403 002 Native American Art II TR 9:30-10:45
45738 ANTH 503 002 M. Jackson

Ancient middle American cultures are renowned for a dazzling array of gold work, ceramics and stone sculpture, yet the meanings of the objects are often unclear. Geographically occupying a critical juncture between major continents, middle American cultures developed visual traditions

uniquely divergent from their more well-known neighbors to the north and south. As a general survey, the course introduces selected artistic traditions, including Nicoya, Diquis, Tairona, Quimbaya, Musisca, Jama-Coaque and others. Students learn to recognize various traditions, and critically assess issues related to iconography, evidence of multicultural interactions, long distance trade and the legend of El Dorado. No prerequisites.

Cross-listed with ARTH 413 and ARTH 513, listed as “Pre-Columbian Art: South America, Northern South America and the Caribbean”

This course qualifies for the Indigenous Studies concentration for MA students.

TBD	ANTH 533 001	Ritual Symbols and Behavior	TR	11:00-12:15 S. Oakdale
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Ethnographic studies and a variety of anthropological approaches to ritual are read to examine the defining characteristics of ritual activity and its contemporary significance in peoples' lives.

33863	ANTH 547 001	Theory in Ethnology II	T	14:00-16:45 S. Oakdale
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This is the second half of the first year introduction to theory in the subfield of Ethnology. This semester we focus on some of the major trends in twentieth and twenty first century socio-cultural anthropology. We begin with the concept of structure developed by French authors and then turn to ideas of culture as developed largely by American authors from Boas's students to dominant figures in the 1960s, especially Clifford Geertz. We also read a range of critiques of the mid-century concept of culture, from practice theorists, political economic and feminist perspectives, among others. Next we look at what is called the “ontological turn” in anthropology as well as varieties of “posthumanist” anthropology. Contemporary ethnographies, and understanding how to situate them in larger theoretical trends, are the focus throughout.

ARCHITECTURE (ARCH)

43463	ARCH 462 003	Sem: NM Villages & Cultural Landscapes	W	16:00-18:30 L. Romero
44050	ARCH 662 003			

Before the age of strip malls, big-box supercenters, store-bought produce, and cyberspace social networks, New Mexicans gathered in *plazas*, grew their own vegetable gardens, and engaged in *platicas* to share stories and exchange knowledge and information. Our class will examine various cultural settings and traditions such as plazas, salas, resolanas, matanzas, acequia culture, and read from a collection of narratives that celebrate community and explore New Mexico's cultural heritage from its not-so-easily-forgotten past through the present day. Literature, film, video, guest speakers and other sources of documentation will inform our analysis.

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom

assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

Cross-listed with AMST 360, CCS 372, CRP 470, CRP 570, GEOG 499

45949 ARCH 462 001	Sem: Acequia Water Land Culture	T	16:00-18:30
44051 ARCH 662 001			L. Romero

With irrigation methodologies derived from Middle Eastern, Spanish, Mediterranean, and Indigenous peoples, these ancient community waterways known as acequias continue to function in the manner established in New Mexico by *los nuevos pobladores* (new settlers) more than 400 years ago. This class will examine the acequia cultural ecosystem and its unique traditions and practices. Students will learn about acequia terminology, concepts, laws, governance, and religious rituals vital to acequia communities. Through participation in the maintenance of an acequia system, an intimate relationship to the landscape is nurtured and a regard for one's neighbor is recognized. *El agua es vida*, water is life, is a mantra common to the people of New Mexico who understand that water is essential to survival in this arid landscape. *Acequia: Water, Land, Culture* will explore the relevance of these ancient waterways as one of New Mexico's most important and enduring traditions.

This course qualifies for the Southwest Studies concentration for MA students.

Cross-listed with CRP 470, CRP 570, GEOG 499

ART HISTORY (ARTH)

40418 ARTH 412 001	Pre-Columbian Art: South America	TR	12:30-13:45
40420 ARTH 512 001			M. Jackson

In the Andes, complex architecture, textiles, ceramics and metallurgy were created as early as 3000BC, culminating in the striking conceptual designs of the Inca Empire in the 16th C. This course provides an introduction to several important societies of Andean South America prior to the Spanish conquest, including Inca, Moche, Tiwanaku, Paracas, Chavin, and others. Students will learn to recognize the style, function and meaning of visual arts in terms of the cultural contexts that produced them. No previous experience with Pre-Columbian studies is required.

Cross-listed with ANTH 403 and ANTH 503

This course qualifies for the Indigenous Studies concentration for MA students.

45736 ARTH 413 001	Pre-Columbian Art of Central America,	TR	9:30-10:45
45737 ARTH 513 001	Northern South America and the Caribbean		M. Jackson

Ancient middle American cultures are renowned for a dazzling array of gold work, ceramics and stone sculpture, yet the meanings of the objects are often unclear. Geographically occupying a critical juncture between major continents, middle American cultures developed visual traditions uniquely divergent from their more well-known neighbors to the north and south. As a general survey, the course introduces selected artistic traditions, including Nicoya, Diquis, Tairona, Quimbaya, Musisca, Jama-Coaque and others. Students learn to recognize various traditions, and critically assess issues related to iconography, evidence of multicultural interactions, long distance trade and the legend of El Dorado. No prerequisites.

Cross-listed with ANTH 403 and ANTH 503

This course qualifies for the Indigenous Studies concentration for MA students.

34981 ARTH 429 003 Topics: Women Artists in Latin America TR 9:30-10:45
45126 ARTH 529 003 K. Cornejo

From ideological positions on race and politics in Brazil, to communist and revolutionary spirits in Mexico, from disappearances in post-socialist nations, to body earth connections in immigrant imaginaries, the presence and contributions of women artists in Latin America have been political, intellectual, and creative. How would seeing the world through the lens of women artists disrupt and invert the hegemonic narratives in modern and contemporary Latin American art and history? This course centers on the political world through the lens of women artists in Latin America from the early 20th century to the contemporary, and will explore their political and artistic contributions through painting, photography, sculpture, installation, video, and performance and interventions. Students will depart from artistic visual analysis to then discuss theoretical issues around gender, cultural identity politics, dichotomies in art, and subversion strategies of euro-male-centric art. The course will offer an alternative, feminist, decolonial Latin American art history.

This course qualifies for the Gender Studies concentration for MA students.

45131 ARTH 583 001 Seminar: Contemporary Art of Central America T 15:00-17:45
K. Cornejo

This seminar will engage in visual analysis and investigation of contemporary art and visual culture from Central America and its US-based diaspora. We will examine the diverse range of visual practices and strategies artists use as socio-critique, protest, and resistance. Topics include coloniality, labor and modernity; liberation theology and public art; art during wars; performance art amidst state violence; new urban spaces; architecture and the aesthetics of remittances; art on migration and transnationalism; and the rise of transnational gang visual culture; among others. We will also consider the role of institutional art spaces and events such as museums and the Central American Biennial, non-institutional spaces and artist-run publications, art collectives, as well as the emerging role of the artist as curator, and how these frame the politics of art in Central America and its diaspora. Considering that Central Americans officially constitute the third largest Latino group in the nation, we will conclude with the current wave of mass migration from Central America to the U.S. and the current refugee crisis of women and unaccompanied children in US detention centers, all through the lens of art. To facilitate a

transnational dialogue, we will have Central American artists as guest lecturers in class via new media technologies.

CHICANA & CHICANO STUDIES (CCS)

45030 CCS 393 010 Cine de Mujeres R 16:00-18:30
P. Rosas Lopategui

40944 CCS 493 008 Literatura y Periodismo ONLINE
P. Rosas Lopategui

En este curso estudiaremos la obra periodística y literaria de Elena Garro, una de las escritoras más importantes del siglo XX. Su legado abarca de los años 40 a la década de los 90. Garro es una de las pioneras del periodismo encubierto en México y fue protagonista de algunas de las manifestaciones sociales de mayor relevancia durante la Guerra Fría. Por una parte del movimiento madracista que buscaba democratizar el sistema político posrevolucionario, y por otra, del movimiento estudiantil de 1968 que desembocó en la masacre de Tlatelolco. Su producción dramática, novelística y cuentística se nutre de su activismo feminista, político y social, por lo que leeremos y analizaremos sus reportajes y artículos periodísticos en combinación con sus piezas teatrales y sus relatos. El enfrentamiento de Elena Garro con el poder y con la sociedad patriarcal durante los gobiernos priistas de los años 50 y 60 la condenaron al ostracismo. La corrupción, el autoritarismo y la impunidad perpetrados por el Estado mexicano hace más de 50 años siguen vigentes hoy en día.

45032 CCS 393 012 Cultural Word Symbols TR 9:30-10:45
P. Covarrubias

If you recognize the particular convivial verbal symbol-sharing depicted in Simón Silva's painting *Las Comadres*, you will find this course interesting. We will explore a rich array of cultural word symbols and their uses in social interaction. Some of the intriguing questions we will engage? What role does *respeto* play in advocacy and social justice? How do *pláticas* vs. *charlas* vs. *discursos* matter in immigrant resettlement? Can giving compliments get you into trouble? How are *tú* and *usted* linked to workplace cooperation? Why do some people engage in Spanish-English-English-Spanish code switching? Are Mexican immigrants a *golden wave*, a *devastating flood*, or a *brown tide*? How do *metáforas* shape our lives—and even influence whether we live or die?

Cross-listed with CJ 393

39861 CCS 393 004 Presencia Afrodescendientes en Mexico TR 9:30-10:45
D. Careaga-Coleman

A lo largo de este curso los estudiantes tendrán la oportunidad de experimentar la inmersión de la presencia afrodescendiente en México al mismo tiempo que van a incrementar su aprendizaje y comunicación en español. Empezando con una breve introducción de la cultura Olmeca, la precursora de todas las civilizaciones mesoamericanas, vamos a discutir la amplia historia de la presencia africana en México. Algunos estudiosos han argumentado que las cabezas colosales (originarias de los sitios que en la actualidad son parte de los estados de Veracruz y Tabasco) reflejan una presencia africana temprana. Más allá de la veracidad de estas afirmaciones vamos a enfocar nuestra discusión en las respuestas contemporáneas que manifiestan una resistencia a la perspectiva de que las primeras comunidades en las Américas pueden tener orígenes africanos directos. Vamos a continuar la discusión con el papel que juega la trata de esclavos transatlántica en la fabricación del México moderno. Posteriormente nos centraremos en las retenciones culturales de los afromexicanos (que fueran traídas por los africanos a México casi un siglo antes de la fundación de Jamestown en 1603). Otro aspecto que vamos a discutir es el impacto de figuras históricas como Gaspar Yanga cuya revuelta de esclavos condujo a la fundación de una de las primeras comunidades negras “libres” en el hemisferio occidental. Así como también vamos a estudiar las iconografías y la trayectoria política de Vicente Guerrero, uno de los primeros presidentes de México, quien es de ascendencia africana. Seguiremos nuestro recorrido histórico de la presencia afrodescendiente en México con una mirada a la cultura popular mexicana desde la época de oro del cine mexicano hasta la actualidad. Esta última parte de nuestro estudio oscilará entre las representaciones cinematográficas de los afromexicanos hasta la popularidad del enigmático (in) famoso Memín Pinguín para finalmente concluir nuestro estudio con una exploración de las comunidades afromexicanas contemporáneas en los estados de Veracruz, Oaxaca y Guerrero.

45033 CCS 393 013	Comunicación Intercultural	TR	12:30-13:45
			P. Covarrubias

How is communication related to our identities? Where can we look to explain verbal misunderstandings? Where can we look to explain nonverbal misunderstandings? What does it mean to be *como agua para chocolate* [like water for chocolate]?

Cross-Listed with CJ 393

37627 CCS 460 012	Latino in Global Society	ONLINE	
		R. Vasquez	

COMMUNICATION & JOURNALISM (CJ)

46073 CJ 393 004	Cultural World Symbols	TR	9:30-10:45
			P. Covarrubias

If you recognize the particular convivial verbal symbol-sharing depicted in Simón Silva’s painting *Las Comadres*, you will find this course interesting. We will explore a rich array of cultural word symbols and their uses in social interaction. Some of the intriguing questions we will engage? What role does *respeto* play in advocacy and social justice? How do *pláticas* vs. *charlas* vs. *discursos* matter in immigrant resettlement? Can giving compliments get you into trouble? How are *tú* and *usted* linked to workplace cooperation? Why do some people engage in

Spanish-English-English-Spanish code switching? Are Mexican immigrants a *golden wave*, a *devastating flood*, or a *brown tide*? How do *metáforas* shape our lives—and even influence whether we live or die?

Cross-listed with CCS 393

46072 CJ 393 003 Comunicación Intercultural/ Intercultural Communication TR 12:30-13:45
P. Covarrubias

How is communication related to our identities? Where can we look to explain verbal misunderstandings? Where can we look to explain nonverbal misunderstandings? What does it mean to be *como agua para chocolate* [like water for chocolate]?

Cross-listed with CCS 393

37988 CJ 602 001 Theorizing Culture & Communication R 16:00-18:30
S. Eguchi

Theorizing Culture and Communication is a theory and research oriented seminar. We'll review historical and contemporary theorizing and research programs addressing culture and communication. We'll summarize historical foundations of theorizing about culture and communication, cover a survey of current theoretical perspectives, and review notable theoretically based research programs in the selected areas of the field. We'll clarify current issues and challenges facing researchers, instructors, and practitioners. Students will have the opportunity to apply what we learn to a research topic of their choice by articulating the value of one or a combination of theoretical perspectives, developing a new or extending an existing, theory/framework, and completing an exploratory study on a particular research topic of their choice.

The course will be taught as a seminar and our discussions and assignments will focus on issues of constructing, critiquing and applying theories in diverse settings. I assume students have prior background in the study of culture and communication and/or communication theory (and/or a willingness to do background reading on these topics). Also note that we'll approach good theory as a framework for knowledge that can be applied and is relevant to lived experience and material conditions; offers new perspectives to understand and change conduct as well as unjust structures, policies and norms; and offers options to negotiate cultural identities and relationships in alternative ways.

41496 CJ 604 001 Qualitative Methods I M 16:00-18:30
I. Rodriguez Nazario

COMMUNITY AND REGIONAL PLANNING (CRP)

33993 CRP 427 001 Watershed Management R 12:30-15:00
33997 CRP 527 001 W. Fleming

Four to six hours of class preparation are expected for each session in the form of readings, short exercises and the option of 1) preparation of a management plan for a watershed, or 2) developing a watershed education curriculum and interning in a local elementary or secondary school. The last two weeks of the course will consist of class presentations of your watershed plan or watershed education internship.

For the first option, students choose a small watershed, perform a resource inventory including past and present land use, identify management problems using overlay techniques, prepare a plan for protection and rehabilitation and formulate a methodology for implementation. Examples of acceptable plans are included in the readings (Adams, 2013; Roybal, 2010), along with a more detailed example from Nepal (Fleming, 2006 and 1983). Oral reports will be presented during the last two weeks. More readings are assigned during the first half of the course than the latter, when class preparation time will be largely devoted to the formulation of management plans. A watershed should be chosen by the class after spring break, and a preliminary outline is due then. For the second option, students become "watershed education interns" and choose a school and teacher where there is an interest in environmental issues. A program called "Watershed Partnerships", which originated at Middlebury College through the Orion Society, recently asked UNM to become a partner, and this class is the prototype for the program in the arid West (see Elder, 1996, in first reading set). The teacher and intern will mutually decide on a watershed, preferably where the school is located, which will be the focus of field and class exercises in watershed studies. Working together, they will develop a curriculum of at least 4 activities, half in the field, documented in the form of detailed lesson plans. Riparian assessments, water quality monitoring, outlining watershed boundaries, water balance assessments, making land use maps, measuring vegetation cover and diversity, and journaling are examples of field exercises. Elements of a final report include 1) a curriculum, 2) journal evaluation of each activity, 3) an essay describing a "sense of place" and what was learned about the watershed, 4) a schedule of what was done, where it took place and how long it took, 5) an evaluation of the resource management problems in the watershed and what could be done by students to move toward "sustainability." Interns choosing this option can see a folder of material in the resource room for these types of activities. These include "The River" (an interdisciplinary environmental curriculum developed for NM middle schools by Project Crossroads), The NM Bosque Education Guide and the NM Watershed Watch Handbook, as well as Aquatic Wild guides. A school will be chosen by March 1 and an outline curriculum due then. Four classes will be co-taught with the classroom teacher during March and April. Oral reports will be presented during the last two weeks of class

35633 CRP 435 001 Community Economics for Planners M 10:00-12:30
35635 CPR 535 001 C. Isaac

This course introduces student to the analysis of economic systems. The course will also build on your learning about economic systems in order to help you understand the multiple purposes to which community economic development policies, programs and plans can be put, and to provide solid theoretical grounding for your decision making as community economic development professionals.

Over the course of the semester, we will look at contemporary CED practice through the lens of the above three theoretical approaches. You will learn the fundamentals of each theory (how each approach describes how economies work at the global and local scale), how to analyze community economies using each of these theories (how each approach determines and measures community economic health, and the policy and planning tools that make up each school's CED tool box (focusing on each approach's prescriptions for protection/transformation/improvement of community economies).

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-Content-Approval.pdf) and submit the form to the LAS graduate advisor for review. The form outlines how the student will meet the 40% minimum Latin American content requirement, through class projects and/or additional readings

45951 CRP 470 001	Sem: Acequia Water Land Culture	T	16:00-18:30
45950 CRP 570 001			L. Romero

With irrigation methodologies derived from Middle Eastern, Spanish, Mediterranean, and Indigenous peoples, these ancient community waterways known as acequias continue to function in the manner established in New Mexico by *los nuevos pobladores* (new settlers) more than 400 years ago. This class will examine the acequia cultural ecosystem and its unique traditions and practices. Students will learn about acequia terminology, concepts, laws, governance, and religious rituals vital to acequia communities. Through participation in the maintenance of an acequia system, an intimate relationship to the landscape is nurtured and a regard for one's neighbor is recognized. *El agua es vida*, water is life, is a mantra common to the people of New Mexico who understand that water is essential to survival in this arid landscape. *Acequia: Water, Land, Culture* will explore the relevance of these ancient waterways as one of New Mexico's most important and enduring traditions.

This course qualifies for the Southwest Studies concentration for MA students.

Cross-listed with AMST 360, ARCH 462, ARCH 662, GEOG 499

44279 CRP 531 002	Foundations of Community Development	T	14:00-16:30
			J. Tucker

This graduate seminar explores the theories and methods of community development. Our course has three aims. First, the discipline and practice of planning is centrally concerned with transforming particular places. As such, this course introduces students to a critical

understanding of space and the built environment. Understanding how space functions, and the distinctiveness of different spatial formations – the sunbelt suburb, rustbelt ghetto, or mesa *colonia* to name a few – is a prerequisite for effective, justice-oriented planning interventions.

Secondly, we carefully consider how power works. We operate through an asset-based model of community development which foregrounds the agency and capacities of historically-marginalized social groups, resisting trends that define these communities through frames of lack or dysfunction. We consider how power works through race, gender and other axes of difference, while also questioning how power sets the boundaries of community itself, defining who is in and who is cast out, and valorizing some forms of knowing over others. Questions of power are inseparable from the ethics of community development, especially in contexts where planners are working with communities which are not their own.

Finally, this course trains students to contextualize contemporary planning problems and community struggle in historical context, that is, to use history as a method of community action. We consider the history of community development as a contested response to situated social problems, like deplorable slum conditions for immigrants in the Progressive era, the ghetto uprisings of the 1960s, and today's landscapes of persistent poverty alongside extreme wealth. Community development also draws from a much longer legacy of ideas about social development, many with roots outside the US. Thus we are alert to transnational connections as theories of community change travel.

This course counts ONLY for the Urbanism and Community Development concentration; it fulfills the theory requirement.

44277 CRP 532 002 Foundations of Natural Resources T 14:00-16:30
W. Fleming

Designed to acquaint planning students with a broad range of interdisciplinary environmental planning topics, course components include geology, soils, water, geomorphology, vegetation, wildlife, and human influences on the environment. Human influences are recognized as integral parts of the natural environment and an adaptive ecosystem approach to natural resources planning is a guiding concept. The texts are designed to complement each other in the areas of ecological planning, environmental economics, ethical resource use and human impact evaluation. Because of their relevance in New Mexico, planning topics are organized under the broad categories of water resources, forestry, range management, wildlife and ecosystem protection, recreation and watershed management. Sustainability issues on the UNM campus will also be explored. Field trips and field exercises will illustrate land and water management issues.

Topics within these broad issues will be researched by class members, inventories of natural resources made, and assessments of plan impacts carried out. A specific site for analysis will be chosen by each student by spring break and a detailed outline and description of the project is due after spring break. This paper should include the following elements: 1) at least 3 maps inventorying existing resources; 2) a composite overlay map of land/water use suitability using several resource maps; 3) a definition of sustainability for the chosen resource and an evaluation

of “sustainability strength”; 4) recommendations for mitigating impacts and improving land use suitability; and 5) a discussion of ethical and economic issues. The analysis should follow Randolph’s format for integrated environmental planning (Chapter 14) and Leopold’s land ethic.

43139 CRP 534 001 Foundations of Indigenous Planning R 9:30-12:00
T. Jojola

Examines the relationship of indigenous planning to other planning approaches such as advocacy, equity, and radical planning; considers aspects of “indigeneity” such as sovereignty, land tenure, and culture, and their application to community planning.

This course qualifies for the Indigenous Studies concentration for MA students.

42062 CRP 538 001 Community Participatory Methods T 9:30-12:00
L. Harjo

This course will introduce students to community participatory methods, which is about democratizing information, building community capacity, and redistributing power in communities. While the course is entitled, community participatory methods, it is not solely about techniques, but is about asking critical questions, enacting critical epistemologies, co-learning in the classroom/field and gaining an understanding of core qualitative methods. In your repertoire of methods, you will gain an understanding of observation and interviews. Participatory methods require us to understand the standpoint from which we operationalize various ideologies and epistemologies. In some cases it might be a standpoint of privilege, insider, or outsider status, but we must be cognizant of how these standpoints manifest in our work. Conversely, we must also understand those ways in which communities are oppressed, and the social specificities of a community. This course is an anti-oppression, decolonization, and liberation centric course.

41551 CRP 470 008 Sem: NM Villages & Cultural Landscapes W 16:00-18:30
41552 CRP 570 008 L. Romero

Before the age of strip malls, big-box supercenters, store-bought produce, and cyberspace social networks, New Mexicans gathered in *plazas*, grew their own vegetable gardens, and engaged in *platicas* to share stories and exchange knowledge and information. Our class will examine various cultural settings and traditions such as plazas, salas, resolanas, matanzas, acequia culture, and read from a collection of narratives that celebrate community and explore New Mexico's cultural heritage from its not-so-easily-forgotten past through the present day. Literature, film, video, guest speakers and other sources of documentation will inform our analysis.

This course qualifies for the Southwest Studies concentration for MA students.

Cross-listed with AMST 360 002 (43464), ARCH 462 003 (43463), ARCH 662 003 (44050), and GEOG 499 003 (45944)

J. Tucker

Social movements across the Americas are re-envisioning citizenship, belonging and political voice beyond the nation-state. In an era marked by the mass movement of economic migrants and war refugees, citizenship rooted in national membership hits limits. Furthermore, under conditions of socio-economic inequality, representative democracy often fails to translate formal equality before the law into substantive citizen rights to well-being or social flourishing for all. Some social movements seek more inclusive citizenships or expanded parameters of democratic participation. Latin American experiments in social welfare—from pro-poor cash transfer programs to participatory budgeting—reimagine the state’s obligation to the poor. Other movements contest liberalism’s foundational assumptions, which prioritizes individual instead of collective rights, privileges the nation-state over other scales, and values profit-making and private property rights over care of nature.

Right to the city movements are making claims based in urban residence rather than national membership. Insurgent citizens in *Brazilian* favelas ground their claims for recognition and respect in their work of building the city, as they incrementally construct their own housing, roads and urban services. In the US, Sanctuary Cities offer policy protections and ID cards to immigrants in a national context of growing xenophobia. Thus, the city is a new terrain of struggle for the realization of substantive rights. Indigenous-led movements offer another set of challenges. Pluri-nationalist Bolivia and Ecuador formally recognize the social, cultural and collective rights of indigenous groups. Latin American decolonial activists and scholars are demanding “a world where many worlds fit,” valorizing specific indigenous ways of being, knowing and doing while challenging the logics of colonialism and capitalism. Facing down the Dakota Access Pipeline, the Standing Rock Sioux claimed territorial sovereignty while promoting a different politics of belonging, rooted in relationship with land, place and the sacred.

The graduate seminar will explore the politics of citizenship, voice and belonging from the perspective of these social movements. Students will learn to analyze the relationship between placed histories and political possibilities, through cases from across the Americas.

Cross listed as LTAM 500.

ECONOMICS (ECON)

C. Díaz Fuentes

This course focuses on the concepts and methods of analysis used in health economics, with an emphasis on health care evaluation and health policy decision-making. Its interdisciplinary approach provides opportunities for interaction and learning among students in different fields, particularly with regard to the impact of health economics on patient care and health care

delivery. The course is open to graduate students in nursing, pharmacy, public health, and medicine. The course is also open to students in other areas with instructor permission.

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

ENGLISH (ENGL)

TBD ENGL 432 Borderlands Culture

TBD

B. Hernandez

In this course we will utilize a historical framework to investigate the production of the US-Mexico border and the culture that surrounds this arbitrary construct. We will start our investigation in the nineteenth-century and move to our global age to examine how the process of racialization and technologies such as gender and sexuality inform the constantly shifting ideologies of the border. Starting in the nineteenth century, we will look at political and legal documents of US Expansion and Manifest Destiny in the wake of empire to not only examine the production of the border, but also examine how the logics of settler colonialism and the construction of blackness are a haunting presence in the invention of “Mexican America”. We will be focusing on “invention” and “construction” as a historical process and will look at letters, travel narratives, and visuals to think through the logics of shifting borders within US Empire and how the many wars going on within this historical time period further shaped its existence. In conjunction with the historical specificity, we will be looking at borderland theories that consider how border histories reflect different subjectivities and positionalities, beginning with the canonical Gloria Anzaldúa’s *Borderlands: La Frontera* (1987). Some questions we will be asking are: How do the legacies of racial, gender, sexual, and class differentiation inform or (re) produce the geopolitical space of the border within U.S. Empire and Imperialism? How do the fiction, short stories, letters, films, art, and theories undermine and challenge conventional histories of citizenship, US history, and shifting borders? In constructing a historical and structural framework of the border, we will move to contemporary discussions of how the border becomes an abject and fungible space in our current global age. Focusing on gender, sexuality, and the border, we will look at films by Lourdes Portillo *Senorita Extraviada*, Funari and De La Torres *Maquiapolis*, Alex Rivera *Sleep Dealer*, Dan DeVivo *Crossing Arizona*, Tin Dirdamal *De Nadie*.

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom

Cross-listed with LTAM 400 and LTAM 500

Note: This is an 8-week class that begins during the second half of spring semester.

Course dates in Oaxaca: May 14-25, 2018

45952 GEOG 499 007	Sem: Acequia Water Land Culture	T	16:00-18:30
			L. Romero

With irrigation methodologies derived from Middle Eastern, Spanish, Mediterranean, and Indigenous peoples, these ancient community waterways known as acequias continue to function in the manner established in New Mexico by *los nuevos pobladores* (new settlers) more than 400 years ago. This class will examine the acequia cultural ecosystem and its unique traditions and practices. Students will learn about acequia terminology, concepts, laws, governance, and religious rituals vital to acequia communities. Through participation in the maintenance of an acequia system, an intimate relationship to the landscape is nurtured and a regard for one's neighbor is recognized. *El agua es vida*, water is life, is a mantra common to the people of New Mexico who understand that water is essential to survival in this arid landscape. *Acequia: Water, Land, Culture* will explore the relevance of these ancient waterways as one of New Mexico's most important and enduring traditions.

This course qualifies for the Southwest Studies concentration for MA students.

Cross-listed with ARCH 462, ARCH 662, CRP 470 and CRP 570.

39731 GEOG 515 001	Cultural and Political Ecology	M	17:30-20:00
			C. Duvall

This course examines the approaches of cultural and political ecology in human-environment geography. The course emphasis is political ecology, which analyzes human-environment interactions as outcomes of political-economic processes. Typically, the course focuses on legal and illegal drugs, because these substances are social, cultural, and ecological lightning rods. Environmental transformations associated with drugs have been produced through processes such as human migration, colonialism, economic development, labor control, and racism. Geographically, the course focuses on Africa and Latin America. Students in Latin American Studies can take this course for degree credit. This is a graduate-level course, and course assignments are designed to improve skills in academic writing and presentation.

42205 GEOG 514 001	Natural Resource Management	M	14:00-16:30
			T. Milstein

This course explores the interdisciplinary nature of natural resource challenges. Topics will vary each semester. Field trips will be included to investigate issues relevant to the class. This spring 2018 class will have a focus on culture and environmental relations.

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom

immigrant and arguments over who would be included or excluded from community membership are also historically embedded in Latin America as well. This seminar attempts to provide a historical context to current debates over immigration reform, integration, and citizenship in the context of Latin America and the U.S. Drawing on the experience of the professor as an expert witness on country conditions in Latin America, this seminar will explore the impact of U.S. asylum law on Latin American refugees who are fleeing persecution because of gender, sexual, and gang violence. We will focus on the situation of and protection issues relating to women, children, and members of LGBTI communities, forced migrants, and internally displaced persons.

This course qualifies for the Human Rights concentration, Indigenous Studies concentration, and the Gender Studies concentration for MA students.

LATIN AMERICAN STUDIES (LTAM)

46054 LTAM 400 001	Nasa Yuwe	R	16:00-18:30 R. File-Muriel
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A través de este curso intensivo de 3 semanas, los estudiantes toman clases de Nasa Yuwe en la Universidad del Cauca con un instructor nativo hablante para obtener competencia tanto comunicativa como cultural. Al final del curso, los estudiantes se sentirán capaces de: a) presentarse a otro miembro de la comunidad, b) comprender la estructura familiar y las relaciones de parentesco en la comunidad, así como describir su propia familia, c) comprender el vocabulario básico de plantas, animales y agricultura relevantes cultural y personalmente, d) aprender patrones estructurales básicos del idioma en estudio y comparan estos patrones con los idiomas que hablan, y e) practicar y apreciar conocimientos y habilidades comunicativas relacionadas con la cultura, creencias y vida de individuos que se autoidentifican como Nasa.

Cross-listed with LING 401

43166 LTAM 400 002	Curanderismo Part 2	ONLINE E. Torres
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This course will implement modules illustrating the powerful cultural influences that Curanderismo has ingrained into its techniques and modalities. Such modules include the “Sacred Tobacco of Peru”, “Afro-Latino Healing through Music and Dance”, “Mayan Acupuncture”, “Afro-Cuban Healing”, and “Afro-Puerto Rican Healing Modalities”, among others. It is a unique and innovative course that will explore the cultural connections in traditions within traditional medicine across the globe and will provide information on the simple yet effective ways our ancestors utilized various methods to address different ailments. In all, this course will challenge you to compare and contrast different healing modalities and critically think about its impact on community.

Cross-listed with LLSS 493

46059 LTAM 400 003	Oaxaca Field School	T	9:30-10:45
46060 LTAM 500 003			R. Brulotte

The Department of Geography & Environmental Studies in partnership with Latin American studies is pleased to offer a two-week field experience in Oaxaca, Mexico exploring the social and economic dimensions of food and craft production. The course will be offered 2H Spring 2018, with the field component in Oaxaca taking place from May 14-25. The trip will provide students with the opportunity to learn firsthand about the development of Oaxacan culinary and artisan traditions in response to the global demands of tourism and other markets. This 3-credit course may be taken as a Geography (GEOG 499) or Latin American Studies (400/500). There will be several spots reserved for graduate students who wish to participate. All students are required to register for the course that will be offered as a second-half class during the Spring 2018 semester. The course readings and lectures will focus on giving students the geographical, cultural and historical context for the field sites we will be visiting. Some knowledge of Spanish is helpful, but not required to take the course.

Cross-listed with GEOG 499

Note: This is an 8-week class that begins during the second half of spring semester.

Course dates in Oaxaca: May 14-25, 2018

46385 LTAM 400 004	La biodiversidad de lenguas en Colombia	R	16:00-18:30
46386 LTAM 500 002			R. File-Muriel

Este curso se reúne en UNM por 8 semanas durante la segunda mitad del semestre de primavera 2018 e incluye un componente opcional de 3 semanas de estudio en Popayán, Colombia. Estudios recientes han establecido vínculos claros entre el declive de la diversidad lingüística y cultural y la pérdida de biodiversidad, señalando que a medida que las áreas biodiversas se degradan con el tiempo, las culturas y los idiomas del área también se ven afectados. En este curso, las lenguas son vistas como sistemas complejos que se adaptan a su entorno al igual que los sistemas de plantas y animales, y están sujetos a muchos de los mismos factores que enfrenta el entorno en el que están integrados. Desde este punto de vista, visitamos temas como la organización de los sistemas de lenguaje de acuerdo a su entorno y necesidades de la comunidad, mantenimiento del idioma y esfuerzos de revitalización, el papel de las instituciones estatales y otros actores, globalización, actitudes e identidad del lenguaje, materiales de aprendizaje y tradiciones orales de conocimiento. El componente de estudio en Popayán ofrece la oportunidad de aprender de las experiencias y la cultura de los Nasa en el departamento del Cauca, Colombia y hacer un acercamiento a la problemática social y cultural relacionada con su idioma, el Nasa Yuwe.

Cross-listed with SPAN 449 and SPAN 546. This course qualifies for the Indigenous Studies concentration for MA students.

46502 LTAM 400 005 Perspectivas de paz en Colombia M 16:00-18:30
R. File-Muriel

Este curso se reúne en UNM por 16 semanas durante el semestre de primavera 2018 e incluye un componente opcional de 3 semanas de estudio en Popayán, Colombia. Después de seis décadas de conflicto armado y tres años de negociaciones en La Habana, Cuba, el gobierno de Colombia y las FARC (uno de los grupos armados y la guerrilla más grande del país) firmaron acuerdos de paz en septiembre de 2016. Aunque las conversaciones de paz han sido apoyadas internacionalmente, no han estado libres de controversia. Examinaremos el contexto nacional e internacional que influye en los procesos de guerra y paz en Colombia, la influencia de los medios de comunicación y las organizaciones no gubernamentales (ONG) y las diferentes experiencias de poblaciones que han sido desproporcionadamente afectadas por el conflicto, como campesinos, comunidades indígenas y afrocolombianas, que han estado practicando y defendiendo la paz desde sus territorios mucho antes del inicio de los acuerdos de paz de la Habana. El componente de estudio en Popayán ofrece a los estudiantes la oportunidad de obtener hasta 6 horas más de crédito por su participación en los eventos del programa y una pasantía con una de varias organizaciones dedicadas a la paz.

Cross listed with SPAN 439. This course qualifies for the Human Rights concentration for MA students.

45696 LTAM 500 001 Spaces of Citizenship and Claims-Making W 17:30-20:00
J. Tucker

Social movements across the Americas are re-envisioning citizenship, belonging and political voice beyond the nation-state. In an era marked by the mass movement of economic migrants and war refugees, citizenship rooted in national membership hits limits. Furthermore, under conditions of socio-economic inequality, representative democracy often fails to translate formal equality before the law into substantive citizen rights to well-being or social flourishing for all. Some social movements seek more inclusive citizenships or expanded parameters of democratic participation. Latin American experiments in social welfare—from pro-poor cash transfer programs to participatory budgeting—reimagine the state’s obligation to the poor. Other movements contest liberalism’s foundational assumptions, which prioritizes individual instead of collective rights, privileges the nation-state over other scales, and values profit-making and private property rights over care of nature.

Right to the city movements are making claims based in urban residence rather than national membership. Insurgent citizens in *Brazilian* favelas ground their claims for recognition and respect in their work of building the city, as they incrementally construct their own housing, roads and urban services. In the US, Sanctuary Cities offer policy protections and ID cards to immigrants in a national context of growing xenophobia. Thus, the city is a new terrain of struggle for the realization of substantive rights. Indigenous-led movements offer another set of

LANGUAGE LITERACY AND SOCIOCULTURAL STUDIES (LLSS)

439269 Llss 493 007

Curanderismo Part 2

ONLINE
E. Torres

This course will implement modules illustrating the powerful cultural influences that Curanderismo has ingrained into its techniques and modalities. Such modules include the “Sacred Tobacco of Peru”, “Afro-Latino Healing through Music and Dance”, “Mayan Acupuncture”, “Afro-Cuban Healing”, and “Afro-Puerto Rican Healing Modalities”, among others. It is a unique and innovative course that will explore the cultural connections in traditions within traditional medicine across the globe and will provide information on the simple yet effective ways our ancestors utilized various methods to address different ailments. In all, this course will challenge you to compare and contrast different healing modalities and critically think about its impact on community.

Does not require Curanderismo Part 1: The Art of Traditional Healing

Cross-listed with LTAM 400

MANAGEMENT (MGMT)

42714 MGMT 328 001

International Management

MW

11:00-12:15

36926 MGMT 328 003

MW

12:30-13:45

M. Montoya

This course is designed to introduce students to the concepts of globalization and the global political economy and the role that businesses play therein. We will survey the major issues that international management professionals think about. Furthermore, we will examine contemporary debates over the political, social and economic consequences of the globalization of markets and industries. We will also examine the responses of multinational enterprises to the challenges of globalization. Assignments and topics related to Latin America include (market entry strategy, Latin American markets and trade, sustainability and corporate social responsibility, and regional integration).

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

POLITICAL SCIENCE (POLS)

45590 POLS 441 001

Civil Wars

TR

14:00-15:15

The historical record is replete with cases in which individuals bound together collectively to challenge the status quo. These challenges are often about territorial jurisdiction, succession, natural resources, or socio-political identities. In this realm of contentious politics, actors often resort to violence and force in order to achieve their goals. These conflicts have been incredibly destructive, accounting for the deaths and displacement of millions. This course is an advanced introduction to the study of civil war and civil conflicts. As such, we will cover a wide range of regional cases throughout the globe including, but not limited to criminal-political conflicts in Latin America, African civil wars, and failed uprisings in the Middle East. The course will enable students to analytically conceptualize civil conflicts as well as debate the ethics of studying such regions. Finally, students will learn to develop original research questions and broaden their understanding of the causes, duration, and consequences of civil conflicts.

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

44874 POLS 323 001 Politics of Global Development	MW	16:30-17:15
		J. Nuñez

While the Western world has achieved levels of wealth, well-being and technological innovation unimaginable a century ago, many countries throughout the world continue to struggle with astonishingly high rates of poverty. Since the end of World War II, many non-Western countries have experienced incredible economic growth while others have stagnate economies with very little change over decades. This class aims to explore this variation by examining different theories of change. We will investigate a wide array of current explanations for the variation in development across the world such as institutions, geography, culture, and the role of the West. It begins by examining the concept of development and questioning the ethical debates development raises. It then explores the evolution in thinking about how and why development occurs, both critiquing past theories and tracing how these theories have themselves shaped today's economic outcomes.

44889 POLS 400 002 Global Trends National Security Pol	TR	14:00-15:15
44876 POLS 512 002		D. McFarlane

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

44895 POLS 521 001	Class, Race, Gender	R	9:30-12:00
			H. Mala

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

44880 POLS 541 001 Sem: Political Sexual Violence T 14:00-16:30
C. Butler

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

PORTUGUESE (PORT)

34541 PORT 101 001 Elementary Portuguese I MWF 10:00-10:50
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.

45816 PORT 102 001 Elementary Portuguese II TR 11:00-12:15
STAFF

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.

40943 PORT 276 001 Intensive Intermediate Portuguese TR 9:30-10:45
A. Maia

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

35647 PORT 277 001 Intensive Portuguese for Spanish Speakers TR 12:30-13:45
MWF 13:00-13:50
Cardoso de Silva

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.

38536 PORT 312 001 Culture and Conversation TR 14:00-15:15
J. Lehnen

This course focuses on the geographical space of Brazil, traveling the country's many cities (Rio de Janeiro, São Paulo, Brasília, etc.) and its multiple regions. We will read literary texts, watch films, view news items and photographic images that either directly or indirectly evoke Brazil's varied landscapes and urban spaces to gain a better understanding of the country

Prerequisite: PORT 276 or 277

42555 PORT 414 Resistance and Contemporary Brazilian Culture TR 15:30-16:45
42556 PORT 514 L. Lehnen

This course will examine the theme of resistance in contemporary Brazilian culture. The course will broach how cultural expression questions and resists different types of oppression (political, social, racial, gender-based, etc.). We will look into how and why cultural can become a form of resistance in different contexts.

This course qualifies for the Brazilian Studies concentration and the Human Rights concentration for MA students.

PUBLIC HEALTH (PH)

44996 PH 533 001 PH Research Methods W 10:30-13:00
F. Soto-Mas

The course will prepare students for understanding and applying the scientific inquiry approach used in health and social sciences research. The course includes description and discussion of different quantitative, qualitative and mixed methods. Following the steps of the research

process, students will learn how to identify a health-related problem and formulate questions that can be translated into sound research designs. Students dedicate a great deal of time (>40%) to develop a research proposal on a public health problem of their choice. They conduct a lit search, justify the need for the study, develop research questions, and propose appropriate methods and approaches. Many students select problems or issues affecting Latinos.

SOCIOLOGY (SOC)

45255 SOC 520 001 Racial and Ethnic Relations T 12:00-14:30
N. Lopez

Envisioned as preparation for graduate-level comprehensive examinations in the sociology of race and ethnicity, this graduate seminar is an introduction to the major theories, core concepts and debates in sociology used to interrogate racial and ethnic inequality in the U.S. and beyond. The reading for this course is heavy. Throughout our seminar we will examine the social construction of race and ethnicity and inequality through multiple “eyeglasses” or paradigms-theoretical frameworks, unpacking their epistemologies, central assumptions, discourses, central research questions, anchoring concepts, methodological approaches, key findings, contributions, strengths, limitations, as well as public policy implications. At the end of this semester it is my hope is that you will be able to map the contours, tools and “nuggets” -- enduring insights of a variety of theoretical frameworks/paradigms as well as seminal studies in the sociology of race and ethnicity.

This course does not inherently contain 40% content relevant to Latin America. Students will need to consult with the instructor and develop a plan to do additional work or design classroom assignments to meet the requirement. Documentation of that plan must be submitted to the LAS advisor within the first week of class.

SPANISH (SPAN)

33998 SPAN 301 001 Facetas de America Latina TR 9:30-10:45
38276 SPAN 301 002 TR 11:00-12:15
J. Clark

It is the first 300 level course for students that finished 202 or 212, or students who speak Spanish as first language, but are not familiar with writing. The different texts used in this class will discuss current themes in Latin America. It is expected that the student will be able to write about the readings and short movies in the syllabus, and to discuss them in class in Spanish to

learn from different point of views. Grammar and vocabulary is geared towards making writing more effective, but this course is not grammar focused.

En este curso de nivel 300, se desarrollará el español a través del uso de herramientas culturales que discuten diferentes temas sociales sobre la América Latina en general (ejem. cuestiones sociales, deportes, política y economía). En este curso serán usados diferentes formas de comunicación visual y textual como el noticiero, cortometrajes, cuentos, viñetas, literatura y ensayos para desarrollar el pensamiento crítico y el conocimiento de otras culturas. Se cree que entre la interpretación personal y de discusiones en grupos diarias, el estudiante podrá desarrollar con más eficiencia los diferentes registros de vocabulario y las construcciones gramaticales y además, desarrollar el español como una experiencia cultural.

33999 SPAN 301 003	Medical Spanish I	TR	9:30-10:45 V. Plaza
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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.

34000 SPAN 301 004	Medicina and Cine: Bioetica	TR	12:30-13:45 V. Plaza
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46135 SPAN 301 040	Cultura Latinoamericana		ONLINE D. Bustos
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34003 SPAN 301 007	Contar Cuentos	W	16:00-18:30 S. Vaquera
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30621 SPAN 302 001	Developing Spanish Writing Skills	MWF	10:00- 10:50 C. Ibarra Cantu
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30622 SPAN 302 002	Developing Spanish Writing Skills	MWF	11:00-11:50 C. Ibarra Cantu
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38099 SPAN 302 003	Developing Spanish Writing Skills	TR	12:30-13:45 R. Martinez Gomez
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37495 SPAN 302 004	Developing Spanish Writing Skills	TR	9:30-10:45 R. Martinez Gomez
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40219 SPAN 302 005	Developing Spanish Writing Skills	TR	14:00-15:15 C. Marshall
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30626 SPAN 302 040	Developing Spanish Writing Skills	ONLINE D. Paez Acevado
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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.

30624 SPAN 307 001	Intro Hispanic Literature	TR 15:30-16:45 S. Rivera
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30625 SPAN 307 002	Intro Hispanic Literature	MWF 10:00-10:50 M. Lopez
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30626 SPAN 307 003	Intro Hispanic Literature	MW 17:30-18:45 Holguin-Chaparro
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40269 SPAN 307 040	Intro Hispanic Literature	ONLINE Holguin-Chaparro
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45195 SPAN 307 041	Intro Hispanic Literature	ONLINE M. Quinn
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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.

30628 SPAN 351 001	Intro Spanish Linguistics	TR 9:30-10:45 J. Bittar Prieto
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35530 SPAN 351 002	Intro Spanish Linguistics	TR	12:30-13:45 J. Bittar Prieto
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45007 SPAN 351 003	Intro Spanish Linguistics	MWF	10:00-10:50 K. Ibarra Zetter
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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.

45224 SPAN 352 002	Spanish Grammar in Society	MW	10:00-10:50
45814 SPAN 352 003		MF	10:00-10:50 N. Shin

In this course we study how Spanish grammar can vary depending on place, social group, and social situation, thus moving beyond so-called ‘correct’ or textbook grammar. Through the investigations of variability of grammar, students learn grammatical terminology and how to identify categories and constructions in Spanish (e.g. subject versus object pronoun). We also examine why some varieties of both Spanish and English are considered prestigious while others are not, drawing on current and historical sociopolitical contexts. Finally we will discuss and question our own language attitudes throughout the course.

30629 SPAN 352 001	Advanced Grammar	TR	17:30-18:45 D. Paez Acevedo
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45814 SPAN 352 003	Advanced Grammar	MF	10:00-10:50 N. Shin
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38784 SPAN 352 040	Advanced Grammar		ONLINE K. Ibarra Zetter
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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.

45006 SPAN 371 001	Spanish of the Southwest	TR	14:00-15:15 D. Wilson
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The course ONLY counts for the Southwest Studies concentration for MA students.

34007 SPAN 432 001 Spanish American Literature Survey II TR 16:00-17:15
K. Lopez

Este curso consiste en un estudio panorámico de la literatura hispanoamericana de finales del siglo XIX y del siglo XX. Los periodos que se cubrirán incluyen el Modernismo, la Vanguardia, el Boom y el Post-Boom, entre otros. Estudiaremos los textos en su contexto social, histórico y cultural. La evaluación del curso se basará en la lectura disciplinada de los textos de clase y la discusión en el salón, presentaciones orales, comentarios crítico analíticos, ensayos y exámenes.

45008 SPAN 433 001 Modern Spanish American Poetry TR 12:30-13:45
E. Santiago Diaz

Starting with some of the most influential voices of Modernismo at end of the 19th century, this survey course focuses on the evolution of Spanish American poetry in the 20th and 21st century through the work of the poets who best represent artistic innovations and social aspirations in the literature of the continent.

37016 SPAN 439 001 Advanced Culture of NM TR 11:00-12:15
A. Nogar

In this course, we will explore in depth the contemporary and past cultures of New Mexico. For each general topic, we will read and analyze literature, history, folklore, criticism and oral texts that will help us gain an in-depth perspective on these notions of culture. These readings will be supplemented by a variety of media including interview, film, art, literature and virtualia. We will seek to understand how these various cultural expressions contribute to an overall notion of what enacting New Mexican culture means in the present day. Central to our discussions is the notion that culture is a verb and that cultural artifacts are not objects but rather expressions of how people interact with their particular contexts. Students should anticipate and be available to participate in field research and outside-the-class activities. Although readings and other media for the course are presented in both Spanish and English, lecture, discussion and all assigned work are in Spanish.

The course ONLY counts for the Southwest Studies concentration for MA students.

39454 SPAN 439 002 Medical Interpretation TR 8:00-9:15
V. Plaza

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.

44495 SPAN 439 003 Perspectivas de paz en Colombia M 16:00-18:30
R. File-Muriel

Este curso se reúne en UNM por 16 semanas durante el semestre de primavera 2018 e incluye un componente opcional de 3 semanas de estudio en Popayán, Colombia. Después de seis décadas

de conflicto armado y tres años de negociaciones en La Habana, Cuba, el gobierno de Colombia y las FARC (uno de los grupos armados y la guerrilla más grande del país) firmaron acuerdos de paz en septiembre de 2016. Aunque las conversaciones de paz han sido apoyadas internacionalmente, no han estado libres de controversia. Examinaremos el contexto nacional e internacional que influye en los procesos de guerra y paz en Colombia, la influencia de los medios de comunicación y las organizaciones no gubernamentales (ONG) y las diferentes experiencias de poblaciones que han sido desproporcionadamente afectadas por el conflicto, como campesinos, comunidades indígenas y afrocolombianas, que han estado practicando y defendiendo la paz desde sus territorios mucho antes del inicio de los acuerdos de paz de la Habana. El componente de estudio en Popayán ofrece a los estudiantes la oportunidad de obtener hasta 6 horas más de crédito por su participación en los eventos del programa y una pasantía con una de varias organizaciones dedicadas a la paz.

Cross listed with LTAM 400. This course qualifies for the Human Rights concentration for MA students.

46146 SPAN 449 001 La biodiversidad de lenguas en Colombia R 16:00-18:30
 46147 SPAN 546 002 R. File-Muriel

Este curso se reúne en UNM por 8 semanas durante la segunda mitad del semestre de primavera 2018 e incluye un componente opcional de 3 semanas de estudio en Popayán, Colombia. Estudios recientes han establecido vínculos claros entre el declive de la diversidad lingüística y cultural y la pérdida de biodiversidad, señalando que a medida que las áreas biodiversas se degradan con el tiempo, las culturas y los idiomas del área también se ven afectados. En este curso, las lenguas son vistas como sistemas complejos que se adaptan a su entorno al igual que los sistemas de plantas y animales, y están sujetos a muchos de los mismos factores que enfrenta el entorno en el que están integrados. Desde este punto de vista, visitamos temas como la organización de los sistemas de lenguaje de acuerdo a su entorno y necesidades de la comunidad, mantenimiento del idioma y esfuerzos de revitalización, el papel de las instituciones estatales y otros actores, globalización, actitudes e identidad del lenguaje, materiales de aprendizaje y tradiciones orales de conocimiento. El componente de estudio en Popayán ofrece la oportunidad de aprender de las experiencias y la cultura de los Nasa en el departamento del Cauca, Colombia y hacer un acercamiento a la problemática social y cultural relacionada con su idioma, el Nasa Yuwe.

Cross-listed with LTAM 400 and LTAM 500. This course qualifies for the Indigenous Studies concentration for MA students.

45815 SPAN 549 003 Sem: Second Language Acquisition F 14:00-16:30
 E. Rodriguez Gonzalez

This seminar examines how additional languages are learned by adults after they have learned their first and how first language acquisition is similar and/or different from second or third language learning. Based on relevant Second Language Acquisition theories and research findings, students will identify development processes and factors that are involved in second language learning from psychological, linguistic and sociocultural lenses. As such, the course

discussion leadership, we seek to understand and critically interpret the subjects and methodological approaches implemented in these studies.

University Honors Program (UHON)

40116 UHON 122 004 Legacy of Aztlán TR 11:00-12:15
M. Gomez

Aztlán is interpreted as either the ancestral homeland of the Aztec people of México or the contemporary homeland of Chicanas/os in the United States. Some people believe that Aztlán is simply a mythical place that is referenced in origin stories of Pre-Columbian peoples. Aztlán represents an imaginary place around which a unique spatial poetics has formed. It is a homeland to people who recognize Indigenous and Spanish ancestry and the complex colonial histories of Mexico and the United States. Migration stories, political histories, and cultural production have all shaped and been shaped by this eternal place, which has served as the influential homeland of a diverse group of people who maintain ties to their history and culture in the U.S. today.

38148 UHON 402 004 Chicana Civil Rights & Social Activism MW 9:00-10:15
M. Gomez

The Chicano Civil Rights Movement, or El Movimiento, of the 1960s-‘70s is the period most recognized during which Chicanas/os across the United States mobilized for the advancement of Mexican American people; however, Chicana/o social activism is not limited to that historical moment. The course examines Chicana/o civil rights movements by exploring forms of collective social action on behalf of immigration rights/reform, education rights/reform, labor rights, treaty rights, environmental justice, gender rights, veterans’ rights, and political (mis)representation prior to, during, and after El Movimiento. We will investigate how social injustices related to race, class, gender, and sexuality led to El Movimiento and how these related issues also affected internal relations within the movement in the 1960s and thereafter using both primary source and secondary sources. We will also investigate how and why the terms “Chicana” and “Chicano” evolved as gendered, political terms used for self-identification among Mexican Americans and how and why the terms became popularized.