



CENTER FOR  
**LATIN AMERICAN**  
STUDIES

**LATIN AMERICAN COURSE LIST**

**SPRING 2018 (2184)**

Students are encouraged to enroll in courses on Latin America/the Caribbean or to participate in the programs of Latin American Studies—Related Concentration, Undergraduate or Graduate Certificate. Many of the undergraduate courses on this list may be used to satisfy the School of Arts and Sciences foreign culture, non-Western culture requirement or other general education requirements. Need advice concerning registration or want information about the certificates or related concentration? Please contact Luis Van Fossen Bravo (email [bravo@pitt.edu](mailto:bravo@pitt.edu) or phone 412-648-7396).

Students also are welcome to attend CLAS events—lectures, films, workshops, concerts, conferences and the annual Latin American and Caribbean Festival. See the monthly schedule of activities on the CLAS website: <http://www.ucis.pitt.edu/clas>

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### Important Information for Students and Advisors

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**Program Registration:** To be officially enrolled in the CLAS certificate program, students must complete an application for admission to CLAS. Admissions are done on a rolling basis. The only pre-requisite is interest in Latin American related topics. There are no deadlines, nor is there an application fee. However, the sooner a student enrolls, the sooner they may be eligible for awards, grants, and fellowships from CLAS.

**Acceptable Certificate Courses:** Courses in this list with titles typed in **ALL CAPS** are accepted to fulfill Latin American Studies area course requirements. Courses with titles typed in **upper and lower case** are international courses in which at least 25% of the content is Latin American. To have international courses count towards the certificate, focus your work on Latin America. (If the professor requires a paper or papers, bibliography, readings, etc., you must do all the work on a Latin American topic. You will be asked to present your work for the course to the CLAS academic advisor.)

**Other Courses:** Students may, with the permission of the CLAS advisor, register for a course with international content, a directed study, independent study or readings course taught by a CLAS faculty member. These courses will count towards the certificate/related concentration only if the student focuses specifically on a Latin American topic for the course.

### University of Pittsburgh Course Numbers

Courses numbered from:

- 0001 to 0999 are lower level undergraduate courses; they are *not* acceptable for graduate credit.
- 1000 to 1999 are upper level undergraduate courses; they are acceptable for both undergraduate and graduate certificates.
- 2000 to 2999 are master's level courses and those in the 3000s are doctoral level courses.

All Latin American courses for the certificate or related concentration will be counted as “inside” or “outside” the student’s major.

**Faculty:** Please contact Luis Van Fossen Bravo (email [bravo@pitt.edu](mailto:bravo@pitt.edu) or phone 412-648-7396 if your course contains 25% Latin American content and is missing from this list or if the information given about your course is incorrect. Revisions to this list are made as soon as corrections are received.

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### Center for Latin American Studies (CLAS)

University Center for International Studies | University of Pittsburgh  
4200 Posvar Hall | Pittsburgh, PA 15260 | [www.ucis.pitt.edu/clas](http://www.ucis.pitt.edu/clas) | 412-648-7392 | [clas@pitt.edu](mailto:clas@pitt.edu)

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**SCHEDULE OF LATIN AMERICAN AREA STUDIES COURSES**  
**SPRING TERM (JANUARY 8 - DECEMBER 8, 2017)**

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All courses are three credits unless otherwise indicated. Area courses are listed first and then their descriptions. A list of the Spanish/Portuguese language courses is found at the end of the document.

*Note: the information on this course list is subject to change. Updates are available on the CLAS website: [www.ucis.pitt.edu/clas/students.html](http://www.ucis.pitt.edu/clas/students.html)*

**SCHOOL AND FACULTY OF ARTS AND SCIENCE--ARTSC**

Study Abroad Programs are offered in many countries of the Caribbean, Mesoamerica, Central and South America. Students should contact the Study Abroad Office, 802 William Pitt Union, to arrange study programs of 3 to 18 credits. See the CLAS Academic Advisor to verify how credits will count towards completion of the certificate or related concentration in Latin American Studies.

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**SCHOOL AND FACULTY OF ARTS AND SCIENCES**

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**AFRCNA -- AFRICANA STUDIES**

**Undergraduate**

<b>0454 AFRCNA</b>	<b>Man/Woman Literature</b>		<b>3 Credits</b>
31137	TTh	AT LEC	Enroll Limit
	5:00 PM - 6:15 PM	<b>Gen Ed Req.:</b>	20
	WWPH 3700	LIT	Brooks, Robin

Man/Woman Literature is a course that explores the various ways African American, Caribbean, and African male and female writers frame gender in their fiction. Aside from examining the intersectionality of race, gender, class, sexuality, and national identity, we will interrogate the social construction of gender and cultural assumptions about gender around topics such as family dynamics, romantic relationships, girlhood/boyhood, masculinity/femininity, body politics, and sexual violence. Pre Requisite(s): none

<b>1039 AFRCNA</b>	<b>HISTORY OF CARIBBEAN SLAVERY</b>		<b>3 Credits</b>
29678	MW	AT LEC	Enroll Limit
	1:00 PM - 2:15 PM	<b>Gen Ed Req.:</b>	25
	WWPH 4165	IFN REG	Reid, Michele

The purpose of this course is to help students understand and appreciate the historical experience and implication of Caribbean slavery. The origins, nature and ramifications of the institution of slavery in the Caribbean will be examined against a comparative background of slavery in classical, African and American societies. Special issues to be discussed will include the economics and demography of slavery, the plantation system, resistance and the disintegration of slave systems, resistance and the disintegration of slave systems, development of Creole societies, and the role of slave women.

Attention will also be given to constructions of slave identity and an examination of race relations and the legacy of slavery. Case studies of selected slave communities will be undertaken to illustrate and highlight principal themes and ideas.

Pre Requisite(s): none

<b>1309 AFRONA</b>	<b>Women of Africa &amp; African Diaspora</b>	<b>3 Credits</b>
22233	TTh 9:30 AM - 10:45 AM WWPH 4165	AT LEC <i>Gen Ed Req.:</i> SS IFN
	Enroll Limit	Covington- Ward, Yolanda
	35	

This course explores histories, cultures, and socio-political issues of relevance to women of African descent across the geographical spectrum of the Pan-African world: Africa, the Caribbean and Latin America, Europe, and North America. The course begins by exploring ideas of feminism, black feminism, and womanism as relevant ideologies for women of African descent. Finally, the course uses articles and three major texts---a novel (Zimbabwe) and two ethnographies (United States and Brazil), to examine issues of colonialism, identity politics and respectability, motherhood, colorism, skin bleaching, hair, images and representation, sex work, Black girl's games and play, and women in hip hop.

Pre Requisite(s): none

<b>1349 AFRONA</b>	<b>CONTEMPORARY CARIBBEAN LITERATURE</b>	<b>3 Credits</b>
31138	TTh 2:30 PM - 3:45 PM WWPH 4165	AT LEC <i>Gen Ed Req.:</i> 25
	Enroll Limit	Brooks, Robin

This course introduces students to several of the major writers in the Anglophone Caribbean literary canon with inclusion of some writers from the Hispanophone and Francophone Caribbean. Consisting of literary works from the late twentieth century to today, the course addresses a range of themes associated with those making up the Caribbean region such as race, ethnicity, religion/spirituality, exile, migration, identity, language, gender, class, community, colonialism, and postcolonialism. The readings are from different genres.

Pre Requisite(s): none

<b>1510 AFRONA</b>	<b>Health in the African Diaspora</b>	<b>3 Credits</b>
30842	MW 4:30 PM - 5:45 PM FKART 203	AT LEC <i>Gen Ed Req.:</i> 30
	Enroll Limit	Fapohunda, Abimbola Omolola
	30	

The African Diaspora refers to communities throughout the world that descend from the historic movement of peoples from Africa to the Americas, Europe, Asia, and the Middle East. This course will evaluate health disparities, unique health challenges, and related issues from ancient to modern times. Through an examination of the relationship between health status and historical context, students will develop a deeper understanding about the current health statuses of over 160 million descendants of the Transatlantic Slave Trade.

Pre Requisite(s): none

<b>1704 AFRONA</b>	<b>Africana World Literature</b>	<b>3 Credits</b>
30097	TTh 11:00 AM - 12:15 PM WWPH 4165	AT LEC <i>Gen Ed Req.:</i> EX
	Enroll Limit	Temple, Christel Nanette
	25	

This course is a comparative study of literature from multiple regions of the African Diaspora (England, Canada, the U.S., Sudan, and Trinidad) that features migration, mobility, and negotiations of identity and worldview through writers' visions of the interplay between travel, migration, relocation, and homelands.

Pre Requisite(s): none

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## ANTHRO—ANTHROPOLOGY

### Undergraduate

<b>0780 ANTH</b> 10276	<b>Intro to Cultural Anthropology</b> TTh 12:00 PM - 12:50 PM FKART 125	AT LEC <b>Gen Ed Req.:</b> SS	Enroll Limit 200	<b>3 Credits</b> Smith, Ryan Matza, Tomas A
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This course is designed to introduce students to cultural anthropological methods and concepts that are useful for gaining a better understanding of human diversity. We will examine such topics as family systems, economic and political change, religion and ritual in order to encourage students to question commonly held assumptions about what is "normal" and "natural" in human experience. Films, videos and slide presentations will supplement texts and lectures. Evaluation of the recitation sections will be determined by the recitation instructor. Attendance, class participation, projects and short quizzes will form the basis of the recitation grade.

Pre Requisite(s): none

<b>1528 ANTH</b> 30111	<b>SOUTH AMERICAN ARCHAEOLOGY</b> TTh 9:30 AM - 10:45 AM LAWRN 203	AT LEC <b>Gen Ed Req.:</b> HS IFN REG	Enroll Limit 50	<b>3 Credits</b> Arkush, Elizabeth N
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This course will review the prehistory of South America from its earliest peopling to the Spanish Conquest. Emphasis will be placed on tracing the rise of civilization in the Andes. Although the best known of the prehispanic polities, the Inka empire was merely the last and largest of a long sequence of complex societies. Comparison of the Inka state with these earlier populations will reveal the unique and enduring traditions of Andean political and social organization.

Pre Requisite(s): none

<b>1540 ANTH</b> 30113	<b>Special Topics in Archeology</b> TTh 11:00 AM - 12:15 PM CL 227	AT LEC <b>Gen Ed Req.:</b>	Enroll Limit 15	<b>3 Credits</b> De Montmollin, Olivier
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This small lecture class covers Amerindian (or native) political, cultural, and economic resistance (and accommodation) with reference to outsiders. Resistance and accommodation vs. outsiders is also related to conflicts within and among native communities. The temporal focus is long-term, tracking cases from prehispanic times (2500 BC) through current times. Much of the case material concerns the Maya peoples of Central America, with further cases for comparison drawn from other native groups in North and South America. A variety of anthropological theories and research methods are used to make sense of the resistance/accommodation. For modern timespans the emphasis is on ethnography, for the early independence and colonial timespans, ethnohistory predominates, and for the prehispanic timespans the focus is on archaeology and art history/epigraphy. To make sense of the diverse cases of conflict and accommodation, we draw on anthropological thinking about such phenomena as violent peasant rebellions, everyday resistance, ethnic nationalism, cultural essentialism, invented traditions, testimonial history, cultural renaissance (or revitalization) movements, gender and authenticity, religious conversion (& syncretism), ethnic tradition as imposed trap or chosen defense mechanism, uses of material culture for communication, and literacy.

Pre Requisite(s): none

<b>1543 ANTH</b>	<b>ANCIENT STATES IN THE NEW WORLD</b>			<b>3 Credits</b>
27014	Th	SE3 SEM	Enroll Limit	De Montmollin,
	6:00 PM - 8:30 PM	<b>Gen Ed Req.:</b>	15	Olivier
	WWPH 3300	HS IFN REG		
			<b>Combined w/</b>	
			<b>ANTH 2533</b>	

Drawing on the fact that the ancient New World was a dazzling treasure house of non-western political thought and organization, this course uses archaeology and ethnohistory to document and make comparative sense of the rich variety of political arrangements which existed among prehispanic states in Mesoamerica and Andean South America. The following examples of ancient states are covered in the course: Aztec, Teotihuacan, Toltec, Zapotec, Mixtec, Classic Maya, Post Classic Maya, Moche, Wari, Tiwanaku, Chimú, and Inka. A special aim is to understand how Amerindian concepts about statecraft and rulership mesh with or diverge from anthropological and other theories about ancient and modern states.

Pre Requisite(s): none

<b>1544 ANTH</b>	<b>Ancient Civilizations</b>			<b>3 Credits</b>
31331	M	AT LEC	Enroll Limit	De Montmollin,
	6:00 PM - 8:30 PM	<b>Gen Ed Req.:</b>	20	Olivier
	WWPH 3301			

This lecture course examines the rise and fall of several ancient civilizations. It covers the archaeology and earliest history of regions recognized as significant centers for the development of early civilization: Eastern Mediterranean, Mesopotamia, Egypt, Indus Valley, China, Southeast Asia, Mesoamerica, and Andean South America. Central themes concern: why and how civilizations first emerge and then collapse; relationships among economic, political, social, and ideological factors in early civilizations; generic versus unique qualities of different early civilizations.

Pre Requisite(s): none

<b>1729 ANTH</b>	<b>BRAZIL</b>			<b>3 Credits</b>
30294	MW	AT LEC	Enroll Limit	Andrews,
	3:00 PM - 4:15 PM	<b>Gen Ed Req.:</b>	10	George Reid
	CL 242			
			<b>Combined w/</b>	
			<b>HIST 1522</b>	

The world's third-largest democracy (after India and the United States), and a charter member of the BRIC countries (Brazil, Russia, India, China), Brazil is poised to play a crucial role in the 21st-century world. Yet what, if anything, do Americans know about Brazil? This course will introduce students to the country's 500-year history, focusing on 'ç Brazil's colonial-period and 19th-century experience of plantation agriculture and African slavery;'ç the creation over time of its multiracial society and rich popular culture, embracing religion, music, dance, and sport;'ç the country's long-term efforts to achieve economic growth, political democracy, and social equality.

Pre Requisite(s): none

<b>1737 ANTH</b> 16528	<b>Special Topics in Cultural Anthropology: Anthropology &amp; Public Health</b>			<b>3 Credits</b>
	W	SE3 SEM	Enroll Limit	Musante,
	6:00 PM - 8:30 PM	<b>Gen Ed Req.:</b>	40	Kathleen
	LAWRN 120			

Both medical anthropology and public health approaches focus on the health of communities, the social epidemiology of illness and policy options for improved health. This course will take an anthropologically informed perspective on global public health, exploring the intersections between anthropology and public health both in the US and globally. We will review the history of anthropology of public health; examine models for the exploration of anthropology in public health and the anthropology of public health; and review the most important domestic and international institutions in public health. We will critically review some of the classic and the more contemporary ethnographic studies of public health issues and policies in both US and global settings. Key topics to be covered include: social, cultural and political determinants of health, health equity, human rights and health, health interventions, the politics and politics and economics of health systems and governance, and humanitarian approaches to crisis. We will address methodological issues in measuring health and wellbeing, assessing needs, managing implementation and evaluating health policies, technologies and interventions from an anthropological perspective. Prerequisites: Anth 0780

Pre Requisite(s): none

<b>1750 ANTH</b> 23211	<b>Undergraduate Seminar: Ethnoarchaeology</b>			<b>3 Credits</b>
	T	SE3 LEC	Enroll Limit	De
	6:00 PM - 8:30 PM	<b>Gen Ed Req.:</b>	15	Montmollin,
	WWPH3300	W		Olivier
			<b>Combined w/ ANTH 2550</b>	

This undergraduate Seminar examines theories and case studies from the field of ethnoarchaeology which lies at an intersection of social anthropology and archaeology. Ethnoarchaeologists study people and their record of material culture in the ethnographic present, with an archaeological interest in how past people might have produced their own material culture records (ranging widely from fetid rubbish to exquisite artworks). Ethnoarchaeology thereby provides useful information for building analogical models needed to infer past thoughts and behaviors from material remains in the archaeological record. Equally interesting and useful are the fresh and timely understandings which ethnoarchaeology offers about how recent people interact with their material world. With the focus on materiality in past and present, the seminar can engage the interest of archaeologists, social anthropologists, historians, art historians, sociologists, and other social scientists. Prerequisites: one anthropology course or permission of instructor.

Pre Requisite(s): none

<b>1752 ANTH</b> 23951	<b>Anthropology of Food</b>			<b>3 Credits</b>
	T	SE3 LEC	Enroll Limit	Chamberlin,
	6:00 PM - 8:30 PM	<b>Gen Ed Req.:</b>	35	Rachel
	CL 352	IFN GLO		

Undergraduate Seminar. This course will examine the social ecology of human nutrition. It will apply the concepts and principles of anthropology to the study of human diet and nutrition. Discussions will focus on the origins of the human diet; human dietary adaptation to diverse ecological and technological situations; behavioral and ecological factors that influence diet in technologically simple, modernizing and contemporary societies; and social/cultural meanings and implications of food behaviors.

Pre Requisite(s): none

Graduate

**2513 ANTH**      **Selected Archeological Problem**      **3 Credits**  
 30129      TTh      AT LEC      Enroll Limit      De Montmollin,  
             11:00 AM - 12:15 PM      *Gen Ed Req.:* 5      Olivier  
             CL 227

This small lecture class covers Amerindian (or native) political, cultural, and economic resistance (and accommodation) with reference to outsiders. Resistance and accommodation vs. outsiders is also related to conflicts within and among native communities. The temporal focus is long-term, tracking cases from prehispanic times (2500 BC) through current times. Much of the case material concerns the Maya peoples of Central America, with further cases for comparison drawn from other native groups in North and South America. A variety of anthropological theories and research methods are used to make sense of the resistance/accommodation. For modern timespans the emphasis is on ethnography, for the early independence and colonial timespans, ethnohistory predominates, and for the prehispanic timespans the focus is on archaeology and art history/epigraphy. To make sense of the diverse cases of conflict and accommodation, we draw on anthropological thinking about such phenomena as violent peasant rebellions, everyday resistance, ethnic nationalism, cultural essentialism, invented traditions, testimonial history, cultural renaissance (or revitalization) movements, gender and authenticity, religious conversion (& syncretism), ethnic tradition as imposed trap or chosen defense mechanism, uses of material culture for communication, and literacy.

Pre Requisite(s): none

**2531 ANTH**      **Household Archaeology**      **3 Credits**  
 30131      W      AT LEC      Enroll Limit      Bermann,  
             1:00 PM - 4:00 PM      *Gen Ed Req.:* 12      Marc P  
             WWPB 3301

This seminar will explore the role of the household as an important analytical unit in anthropological archeology. Cross-cultural comparisons will reveal the similarities and diversity in the composition, function, and nature of domestic units. Previous archeological studies of households and domestic organization in the New and Old Worlds will be reviewed. Topics to be addressed include: the archeological definition of domestic units: modeling diachronic change in domestic life, analysis of spatial patterns at the household level, and proxemic and symbolic approaches to the prehistoric dwelling. In addition, the seminar will consider the relationship between households and larger social structure and the "alternative" perspective afforded by the "household view" of the past. This course is offered every two years.

Pre Requisite(s): none

**2533 ANTH**      **ANCIENT STATES IN THE NEW WORLD**      **3 Credits**  
 27015      Th      SE3 SEM      Enroll Limit      De Montmollin,  
             6:00 PM - 8:30 PM      *Gen Ed Req.:* 5      Olivier  
             WWPB 3300

*Combined w/  
 ANTH 1543*

Drawing on the fact that the ancient New World (in what was now Latin America) was a dazzling treasure house of non-western political thought and organization, this lecture course uses archaeology and ethnohistory to document and make comparative sense of the rich variety of political arrangements



which existed among prehispanic states in Mesoamerica and Andean South America. The following examples of ancient states are covered in the course: Aztec, Teotihuacan, Toltec, Zapotec, Mixtec, Classic Maya, Post Classic Maya, Moche, Wari, Tiwanaku, Chimu, and Inka. A special aim is to understand how Amerindian concepts about statecraft and rulership mesh with or diverge from general (cross-cultural) anthropological and other theories about ancient and modern states

Pre Requisite(s): none

<b>2541 ANTH</b>	<b>Regional Settlement Patterns</b>		<b>3 Credits</b>
30132	M	AT LEC	Drennan, Robert
	1:00 PM - 4:00 PM	<b>Gen Ed Req.:</b>	12
	WWPH 3301		D

In the absence of modern communication and transportation technologies, human social communities were constituted in patterns of interaction primarily at local and regional scales. Prehistoric interaction patterns are usually strongly reflected in the way in which a human population distributed itself across a landscape. Thus a central reason for studying ancient settlement patterns is to delineate communities in the past and reconstruct the ways in which they structured interaction of various kinds at different scales. Such an approach leads not only to purely social interaction but also to political organization and the organization of the production and distribution of goods. This seminar will focus on the social, political, and economic interpretation of regional-scale archaeological settlement patterns, once the patterns have been discerned through appropriate means of spatial analysis. All such interpretation rests finally on demographic reconstructions, so approaches to both relative and absolute demographic approximations at the regional scale will be considered in depth. Finally, having discussed these features of ancient human organization that settlement analysis can tell us about, we will consider how appropriate kinds of information to sustain such conclusions can be collected in the field. Prerequisites: Archaeological Data Analysis I and II Will next be offered in 2020 academic year.

Pre Requisite(s): none

<b>2550 ANTH</b>	<b>Ethnoarchaeology</b>		<b>3 Credits</b>
27016	T	SE3 LEC	De Montmollin,
	6:00 PM - 8:30 PM	<b>Gen Ed Req.:</b>	5
	WWPH 3300		Olivier
		<b>Combined w/</b>	
		<b>ANTH 1750</b>	

This seminar examines theories and case studies from the field of ethnoarchaeology which lies at an intersection of social anthropology and archaeology. Ethnoarchaeologists study people and their record of material culture in the ethnographic present, with an archaeological interest in how past people might have produced their own material culture records (ranging widely from fetid rubbish to exquisite artworks). Ethnoarchaeology thereby provides useful information for building analogical models needed to infer past thoughts and behaviors from material remains in the archaeological record. Equally interesting and useful are the fresh and timely understandings which ethnoarchaeology offers about how recent people interact with their material world. With the focus on materiality in past and present, the seminar can engage the interest of archaeologists, social anthropologists, historians, art historians, sociologists, and other social scientists.

Pre Requisite(s): none

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## ARTSC—ARTS AND SCIENCE

### Undergraduate

<b>1501 ARTSC</b>	<b>SEMINAR: LATIN AMERICA</b>			<b>3 Credits</b>
11431	TTh	AT SEM	Enroll Limit	Solano Moraga,
	11:00 AM - 12:15 PM	<b>Gen Ed Req.:</b>	15	Leonardo
	OEH 300			

In this seminar, students receive background knowledge on Brazil to prepare them for a field trip to that country in the summer. Specifically, the seminar is designed to: a) provide students with a broad knowledge of the history, politics, society, and geography of Brazil; b) aid students in defining and preparing for original research to be undertaken during the summer field trip; and c) prepare students for a six-week living experience with a family in Fortaleza, Brazil.

Pre Requisite(s): none

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## ECON-ECONOMICS

### Undergraduate

<b>500 ECON</b>	<b>Intro International Economics</b>			<b>3 Credits</b>
22108	TTh	AT LEC	Enroll Limit	Treado, Carey
	9:30 AM - 10:45 AM	<b>Gen Ed Req.:</b>	80	Durkin
	CL G24	COM		
15611	TTh	AT LEC	Enroll Limit	Treado, Carey
	11:00 AM - 12:15 PM	<b>Gen Ed Req.:</b>	80	Durkin
	CL G24	COM		

This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. Pre Requisite(s): PREQ: (ECON 0100 and 0110) or 0800 (MIN GRADE: C)

<b>1500 ECON</b>	<b>Intrmediate Intrnational Trade</b>			<b>3 Credits</b>
31116	TTh	AT LEC	Enroll Limit	Treado, Carey
	2:30 PM - 3:45 PM	<b>Gen Ed Req.:</b>	40	Durkin
	IS 404			

This course is an intermediate level survey of the theory of international trade and related evidence. Topics include causes and consequences of international trade, trade and income distribution, commercial policy, political economy aspects of trade policy, preferential trading arrangements (NAFTA, European Union, etc.), trade and development, and others. While no one geographic area is singled out, examples will come from most areas of the world economy.

Pre Requisite(s): none

<b>1610 ECON</b> 29975	<b>LATIN AMERICA ECON DEVELOPMENT</b> TTh 1:00 PM - 2:15 PM WWPH 4900	AT LEC <i>Gen Ed Req.:</i>	Enroll Limit 40	<b>3 Credits</b> Ripoll, Marla Patricia
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Latin America's history of economic development is unique, puzzling and interesting. This course uses data together with concepts and theories from the field of economic growth and development in order to understand the distinct features of economic performance in Latin American countries.

Commonalities and differences among Latin American countries are analyzed. Topics covered include Latin American economic history, growth accounting, import substitution industrialization, trade policy, exchange rate policy and the current account, monetary and fiscal policy, macroeconomic stability, rural development, poverty and inequality, demographic change, health policy, economic growth and the environment, and Latin America in the global economy.

Pre Requisite(s): PREQ: (ECON 0100 and 0110) or ECON 0800; MIN GRADE: C

## ENGLIT—ENGLISH LITERATURE

### Undergraduate

<b>325 ENGLIT</b> 25025	<b>The Short Story</b> TTh 4:00 PM - 5:15 PM CL 313	AT SEM <i>Gen Ed Req.:</i> LIT W	Enroll Limit 22	<b>3 Credits</b> Bove, Carol Mastrangelo
10516	TTh 1:00:00 PM - 2:15:00 PM ALLEN 106	AT SEM <i>Gen Ed Req.:</i> LIT W	Enroll Limit 22	Bove, Carol Mastrangelo

The class focuses on short stories in two contexts. First, that of the lives of major writers from different cultures including Argentina, Canada, France, and the US. We use the events of their lives and especially their thinking on sexuality to shape our reading of a) the stories they write, b) a film on translation and c) a movie based on three of Alice Munro's tales. Second, we read the stories by Maupassant, Borges, and especially Colette, as world literature, that is, the creation of not only the original author writing for French or Argentinian culture, but also of the translator, rendering that culture into the English-speaking world. Carries credit for the Gender, Sexuality, Women's Studies Certificate, Latin American Studies, GEC Writing & Lit., English Writing Major, and English Minor  
Pre Requisite(s): PREQ: ENGCMP 0200 or (ENGCMP 0203 or 0205 or 0207 or 0208 or 0250 or FP 0003 or 0006 or ENGCMP 0004 or 0006 or 0020 or ENG 0102) or (ENGR 0012 or 0712 or 0715 or 0716 or 0718)

<b>573 ENGLIT</b> 10886	<b>LITERATURE OF THE AMERICAS</b> TTh 9:30 AM - 10:45 AM CL 237	AT SEM <i>Gen Ed Req.:</i> LIT COM W	Enroll Limit 22	<b>3 Credits</b> Puri, Shalini
17417	TTh 1:00 PM - 2:15 PM CL 227	AT SEM <i>Gen Ed Req.:</i> LIT COM W	Enroll Limit 21	Andrade, Susan Z

This course explores the transnational connections amongst different literatures, regions, and languages of the Americas, which came to be understood collectively with the 15th century European voyages as the "New World". We will raise such questions as: How does literature play a role in constructing people's visions of the world? What constitutes a literary tradition? In what traditions do the texts we read participate? How do those traditions overlap and differ? We will address these questions by

reading several texts from the "New World," situating the texts with respect to one another, as well as to texts from the "Old World."

Pre Requisite(s): PREQ: (ENGCMP 0200 or 0203 or 0205 or 0207 or 0208 or 0250 or 0004 or 0006 or 0020) or (FP 0003 or 0006) or ENG 0102 or (ENGR 0012 or 0712 or 0715 or 0716 or 0718)

<b>1406 ENGLIT</b>	<b>U.S. LATINO LITERATURE</b>		<b>3 Credits</b>
29756	TTh 2:30 PM - 3:45 PM CL 252	AT LEC <b>Gen Ed Req.:</b>	Enroll Limit 35 Fielder, Elizabeth

With all the diversity of art produced under the category of 'Latinx,' how could we find a theme or structure for a singular course? Rather than try to force texts into a theme, I've selected books, stories, poems, comics, and art that are fresh, edgy, and beautiful. In this course we will address the political context and creation of the term 'Latinx' and approach U.S. history from its borders. I'm interested in ways in which writers and artists question, resist, and play with the category of Latinx and how stories from the United States' largest minority group subvert and question what it means to be American. Some titles for novels I'm considering are: *The Regional Offices Are Under Attack* by Manuel Gonzalez, *Adios, Happy Homeland* by Ana Menendez, and *Let It Rain Coffee* by Angie Cruz. We will also read comics from Los Bros Hernandez and Marvel's new comic *America* by Gabby Rivera as well as additional stories, poems, and performance art by Ana Mendieta, Junot Diaz, Coco Fusco and Guillermo GÃmez-Peña, Xandra Ibarra and Ana Castillo. Assessment will consist of short response papers and a flexible final exam structure that welcomes different genres and media beyond the traditional term paper.

Pre Requisite(s): None

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## HIST—HISTORY

### Undergraduate

<b>190 HIST</b>	<b>The Dictators</b>		<b>3 Credits</b>
30011	TTh 9:30 AM - 10:45 AM WWPH 3501	AT SEM <b>Gen Ed Req.:</b>	Enroll Limit 20 Holstein, Diego

This course examines and compares the 20th century dictatorships throughout the world tackling the not only the most prominent totalitarian dictatorships of Hitler and Stalin but also the dictatorial regimes in Asia, Africa, and Latin America. We shall investigate the reasons for the emergence of these regimes and their goals, their political structure, ideologies, and policies, leading to an exploration of their impacts upon the societies and economies they ruled as well as on the international arena and world order.

Pre Requisite(s): None

<b>500 HIST</b>	<b>COLONIAL LATIN AMERICA</b>		<b>3 Credits</b>
30015	MW	AT LEC	Enroll Limit
	11:00 AM - 11:50 AM	<i>Gen Ed Req.:</i>	80
	CL 332	HS IFN COM	Urban, Kelly Lauren

This course will examine the social, cultural, economic, and political history of Latin America during the period of Spanish and Portuguese rule (c. 1500--c. 1825). We will explore how multiracial societies were created; how indigenous people and enslaved Africans were subjected to and resisted colonial hierarchies of power; the role of religion in the colonies; and the economic structures of the Atlantic world. Course materials will draw on a variety of primary sources and cultural texts (such as literature, manifestos, art, and film clips) to illuminate the everyday lives of people in the region.

Pre Requisite(s): None

<b>700 HIST</b>	<b>World History</b>		<b>3 Credits</b>
28047	TTh	AT LEC	Enroll Limit
	12:00 PM - 12:50 PM	<i>Gen Ed Req.:</i>	80
	BENDM 157	HS IFN GLO	Holstein, Diego

This course is an introductory survey of world history starting from the human global migration out of Africa and up to the current global age. The course presents developments that impacted on humanity as a whole, such as climate changes, environmental issues, and plagues; patterns of development recurrent in different places of the world, including the emergence of agriculture, cities, and states; processes that brought different societies in contact, for example trade, migration, conquest, and cultural diffusion; and emphasizes the processes through which the entire world became interconnected resulting in a globalized world as we know it today.

Pre Requisite(s): None

<b>791 HIST</b>	<b>Health Controversies in History</b>		<b>3 Credits</b>
30029	TTh	AT LEC	Enroll Limit
	12:00 PM - 12:50 PM	<i>Gen Ed Req.:</i>	80
	PUBHL A115		Webel, Mari Kathryn

Controversies related to human health have dominated the news in recent years, whether the Ebola epidemic in West Africa, Zika virus in Latin America, or measles outbreaks in California, but a sense of context and causation is often lacking in the public discourse. This introductory course explores the historical roots of selected, current controversies in public health and medicine through the examination of specific case studies from a diverse geographical and chronological range. We will identify and explore the broad historical antecedents of current issues and offers points of comparison from times and places distant from our own. In the 2017-18 academic year, Health Controversies in History will be oriented around three four-week sections focused on: quarantine; population health, race, and heredity; and vaccination. Understanding both the antiquity of ethical and moral quandaries embedded in clinical and public health interventions, while also considering what has led to particular forms and policies at different moments, allows students to engage critically about local issues, domestic policy, global health, and their place in the world.

Pre Requisite(s): None

<b>1000 HIST</b>	<b>Capstone Seminar: The Lives and Deaths of Rivers</b>	<b>3 Credits</b>
22037	Th 12:30 PM - 2:55 PM WWPH 3501	AT SEM <i>Gen Ed Req.:</i> 15 W
		Enroll Limit 15 Mostern, Ruth Ann

Most of the world's rivers took shape at the end of the last ice age, and many are critically endangered today. Historians can tell stories about how free-flowing forces became cradles of agriculture and arteries of transportation and then turned into the dammed, polluted, and diverted entities that many are today. We can mark turning points in river history. We can understand why people transformed rivers for their own purposes, and how rivers, in turn, shaped human lives and entire societies along their banks. We can explain how rivers entrained fish, birds, mammals and microbes as well as people, water, and soil. This capstone history class will include many activities. We will read some excellent biographies of particular rivers and the species that lived on, in, and around them. We will blog about creeks, streams and rivers here in western Pennsylvania. We will practice the historian's craft in its traditional form (by using primary and secondary sources to write a narrative) and in new ways (by learning to build an interactive digital map). Your final project will be a digital atlas of river history that incorporates long-form and short-form writing, images and maps to tell the story of a river's life.

Pre Requisite(s):       PREQ: HIST 1001; PLAN: History (BA)

**NOTE: In order to count you must choose a river in Latin America and/or Caribbean**

<b>1000 HIST</b>	<b>Capstone Seminar</b>	<b>3 Credits</b>
11204	W 3:30 PM - 5:55 PM WWPH 3701	AT SEM <i>Gen Ed Req.:</i> 15 W
		Enroll Limit 15 Gobat, Michel Charles

In this seminar students will develop the critical skills of reading and writing history through a close examination of one fundamental theme in the history of U.S.-Latin American relations: the impact of U.S. intervention in the Caribbean and Central America during the early twentieth century. In the first half of the course, we will explore how historians have analyzed diverse forms of U.S. intervention and nationalist challenges to U.S. imperial rule. This focus will allow us to gain a deeper understanding of the different ways of writing history. In the second half of the course, you will work on a research paper that examines a specific aspect of a U.S. occupation. Rather than simply analyzing the works of other scholars, you will work primarily with historical documents such as U.S. State Department records. Class assignments are designed to guide you through the process of researching and writing the paper. You will learn how to define topics and questions; find, select and analyze primary sources; decide between contradictory pieces of evidence; create clear and well-substantiated arguments; and shape a coherent narrative out of the many possibilities. No Spanish-language skills are required for this course.

Pre Requisite(s):       PREQ: HIST 1001; PLAN: History (BA)

<b>1000 HIST</b>	<b>Capstone Seminar: The Age of Revolution</b>	<b>3 Credits</b>
17979	T 1:00 PM - 3:25 PM CL G19B	AT SEM <i>Gen Ed Req.:</i> 15 W
		Enroll Limit 15 Frykman, Niklas E

In this course, History majors will practice the historian's craft. Students will work with primary sources, think critically about secondary sources, craft analytical questions to guide their own research, identify the appropriate scholarly literature, and then write an argument-driven, evidence-based research paper in clear, compelling prose. Assignments include weekly readings, a research project proposal, a primary source analysis, an introduction and outline of the final paper, an in-class research presentation, and a final paper of approximately 15 pages. In-class discussion and revision of students' written work form an integral part of the course. Thematically, the course focuses on the age of revolution in global context. On the basis of both primary and secondary sources, we will investigate origins, causes, and consequences of the great political upheavals that shook the Atlantic world at the

turn of the nineteenth century; we will discuss comparisons and connections between the American, French, Haitian, and Latin American Revolutions; we will contrast them to revolutions that both preceded and followed them; we will think critically about appropriate units of analysis, chronological and geographic; and we will critically assess the methodology and arguments of key interpretive works, identify questions that remain open, and craft and carry out research projects that seek to answer them.  
 Pre Requisite(s):       PREQ: HIST 1001; PLAN: History (BA)

<b>1001 HIST</b>	<b>Introductory Seminar: Diving into the Archive: Immigrants and Refugees in Pittsburgh and Beyond</b>	<b>3 Credits</b>
27545	Th 1:00 PM - 3:25 PM WWPH 3701	AT SEM   Enroll <i>Gen Ed Req.:</i> Limit W                   15
		Gotkowitz, Laura Estelle

Dig deeply into archival sources and think creatively about documents, oral histories, photographs, and other materials at the core of the historian's craft. Explore the experience of women, men, and children who migrated from Europe and Latin America to Pittsburgh, Buenos Aires, and other cities of North and South America. Learn about the debates that historians, politicians, and people from diverse walks of life waged as waves of migration flowed, ebbed, and were subjected to restrictions and controls. Learn how to locate and analyze diverse primary and secondary sources. Sharpen your skills as writers of compelling narratives, persuasive essays, and other types of writing. Gain a historical perspective on pressing issues of today. Drawing on sources from the Heinz History Center, University of Pittsburgh Archives, and other collections, each student will pursue and present a small piece of research on an aspect of migration history. Short papers and oral presentations will involve both independent and collaborative work. Class sessions will pursue a workshop format, emphasizing diverse writing styles, peer review, and the craft of editing and revising our own work.

Pre Requisite(s):       PLAN: History (BA)

<b>1062 HIST</b>	<b>Human Rights in World History</b>	<b>3 Credits</b>
30036	TTh 2:30 PM - 3:45 PM CL 206	AT LEC   Enroll <i>Gen Ed Req.:</i> Limit HS GLO       35
		Glasco, Laurence

Human Rights in World History, will provide a historical overview of the human rights movement, focusing on the 18th-20th centuries. The course will lay out the parameters of the struggle to define and implement human rights in the Western and non-Western world, and engage with the different resulting viewpoints. The course will explore controversial aspects of the implementation of human rights internationally, including calls for the respect of cultural differences. Finally, the course will examine case studies of the racial/ethnic/caste dimension of the human rights struggle, looking at the US, Brazil, Israel, and India as countries with quite different cultural traditions, political makeups, and demographic compositions. The course will enroll 35 students, and will meet twice per week.

Pre Requisite(s):       None

<b>1080 HIST</b>	<b>Empires &amp; Environment in World History</b>	<b>3 Credits</b>
30038	MW 11:00 AM - 11:50 AM CL G24	AT LEC   Enroll Limit <i>Gen Ed Req.:</i> 80 HS IFN GLO
		Warsh, Molly Annis

This upper level seminar examines how global commodity trades innatural resources have shaped the world. We will consider how thepursuit of natural wealth has led people to alter the worldaround them, and what the consequences of those alterations havebeen for natural and human communities. We will consider placesand practices as wide-ranging as silver production in colonialSouth America, sugar in the eighteenth-century Caribbean, opiumin nineteenth-century china, and petroleum in the modern-

dayMiddle East. We will examine global themes such as imperialism,colonialism, capitalism, and the spread of epidemic diseases.

Pre Requisite(s): None

<b>1522 HIST</b>	<b>BRAZIL</b>			<b>3 Credits</b>
30062	MW	AT LEC	Enroll	Andrews,
	3:00 PM - 4:15 PM	<i>Gen Ed Req.:</i>	Limit	George Reid
	CL 242	HS IFN REG	25	

The world's third-largest democracy (after India and the United States), and a charter member of the BRIC countries (Brazil, Russia, India, China), Brazil is poised to play a crucial role in the 21st-century world. Yet what, if anything, do Americans know about Brazil? This course will introduce students to the country's 500-year history, focusing on'ç Brazil's colonial-period and 19th-century experience of plantation agriculture and African slavery;'ç the creation over time of its multiracial society and rich popular culture, embracing religion, music, dance, and sport;'ç the country's long-term efforts to achieve economic growth, political democracy, and social equality.

Pre Requisite(s): None

<b>1586 HIST</b>	<b>LATIN AMERICAN REVOLUTIONS</b>			<b>3 Credits</b>
30063	TTh	AT LEC	Enroll Limit	Gobat, Michel
	9:30 AM - 10:45 AM	<i>Gen Ed Req.:</i>	35	Charles
	BENDM G29			

This course examines the origins, course, and consequences of Latin America's three major social revolutions of the twentieth century. It begins with the Mexican Revolution (1910-40), focusing on the key role peasants played in promoting revolutionary change. The course then considers the socialist project of the Cuban Revolution (1959-). It concludes with Nicaragua's Sandinista Revolution (1979-90), the first revolution to freely give up power at the polls, in order to consider the complicated relationship between revolution and democracy.

Pre Requisite(s): None

<b>1772 HIST</b>	<b>Race, Caste Ethnicity in a Global Perspective</b>			<b>3 Credits</b>
30066	W	SE3 LEC	Enroll	Glasco,
	6:00 PM - 8:25 PM	<i>Gen Ed Req.:</i>	Limit	Laurence
	CL 213	HS IFN COM	35	

This course will examine historical patterns of race relations in the U.S., Latin America (Brazil, Cuba), Africa (South Africa), and Asia (India). For India, the focus will be more on caste relations, particularly untouchability, as a counterpoint to caste-like race relations in the U. S. and South Africa. The course will include pictures, videos and other materials acquired on trips to those locations in 1993, 1997 and 2002. The overall goal of the course will be comparative: to examine the operation of these processes in a variety of economic, political and cultural settings.

Pre Requisite(s): None

### Graduate

<b>2505 HIST</b>	<b>RACE, GENDER &amp; VIOLENCE IN LATIN AMER HIST</b>			<b>3 Credits</b>
31114	T	AT SEM	Enroll	Gotkowitz,
	1:00 PM - 3:25 PM	<i>Gen Ed Req.:</i>	Limit	Laura Estelle
	WWPH 3701		15	

This course explores the trajectory and meanings of struggles for equality, citizenship, and sovereignty in local contexts of Central America, Mexico, Cuba, the Andes, and the Southern Cone. Paying close attention to the legacies of colonialism and slavery, we will explore such themes as the changing meanings of race; myths of racial democracy; race, gender, and national identity; the politics of honor,



sexuality, and race; race and everyday life; racism and state violence. Readings consider the experience and representation of indigenous and African-descendent peoples as well as Europeans and their descendants. We will commence with the colonial period, but our primary focus will be the nineteenth and twentieth centuries. Students will have the opportunity to link their own research interests with themes, questions, and debates addressed in class readings. The course welcomes students from diverse disciplines as well as those whose work focuses on other parts of the world.

Pre Requisite(s): None

<b>2729 HIST</b> 30069	<b>Seas, Peoples, And Empires</b> M 1:00 PM - 3:25 PM WWPH 3501	AT SEM <b>Gen Ed Req.:</b>	Enroll Limit 15	<b>3 Credits</b> Roegel, Pernille
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This course focuses on interactions between seas, peoples, and empires in historical and comparative contexts. Using maritime history as its point of departure, the course explores the multiple ways in which contact with the sea shaped the lives of peoples and empires across the world. Beginning with Braudel's pioneering regional study of the Mediterranean and the Mediterranean World, the course moves into the Atlantic, Indian, and Pacific Oceans. In each of these contexts, students will consider how the lives of people across social hierarchies were mediated through the interpenetration of empires and maritime regions. The course also considers the extent to which enclosed maritime worlds make sense historically (as the voluminous literature on specific basins suggest that they do) and if so, what distinguished one such world from that of another? Students will explore these lines of inquiry through readings that concentrate predominantly, though not exclusively, on the early modern and modern periods.

Pre Requisite(s): None

## HAA—HISTORY OF ART AND ARCHITECTURE

### Undergraduate

<b>0520 HAA</b> 25873	<b>ART &amp; POLITICS IN MODERN LATIN AMERICA</b> TTh 2:30 PM - 3:45 PM FKART 125	AT LEC <b>Gen Ed Req.:</b> MA HS IFN REG	Enroll Limit 100	<b>3 Credits</b> Josten, Jennifer
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This course examines the development of modern and contemporary art in Latin America in relation to broader political, social, and economic forces. Latin America offers rich examples of artists and architects who worked in the service of governmental regimes during the twentieth century, such as Diego Rivera in Mexico and Oscar Niemeyer in Brazil. However, we will also consider cases in which artists employed artworks to challenge or subvert political repression, as occurred in Ecuador in the 1930s and in Chile during the dictatorship of Augusto Pinochet. Beyond politics, this course focuses on the tensions--indigenous vs. cosmopolitan, urban vs. rural, and rich vs. poor--that have informed the production and reception of art and architecture in Latin America since the nineteenth century. Visits to local museums will provide opportunities to consider the contributions of artists from Latin America to the production of global modern and contemporary art.

Pre Requisite(s): None

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## LING—LINGUISTICS

### Graduate

<b>2579 LING</b> 10063	<b>Phonology</b> MW 1:00 PM - 2:15 PM CL 218	AT LEC <b>Gen Ed Req.:</b>	Enroll Limit 10	<b>3 Credits</b> Gooden, Shelome Antonette
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Combined with LING 1579 This course is an advanced introduction to phonological description and analysis. Students become familiar with the prevailing theoretical proposals on various aspects of phonological structure including sound systems, assimilation, syllable structure, prosodic structure, stress and tone. Students also learn how to evaluate the relative merits of these proposals by testing them on sets of phonological data. This course should provide a solid basis for conducting further phonological research.

Pre Requisite(s):   PREQ: LING 2578

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## PS-POLITICAL SCIENCE

### Undergraduate

<b>300 PS</b> 11263	<b>Comparative Politics</b> TTh 10:00 AM - 10:50 AM WWPH 1500	AT LEC <b>Gen Ed Req.:</b> SS COM	Enroll Limit 100	<b>3 Credits</b> Peters, B. Guy
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This course provides students with basic information about a range of political systems outside the United States and teaches them to use that information to examine major theories about politics. The course is also designed to help students understand the government and the politics of the United States in comparative perspective and to develop some understanding of comparative methodology and the logic of comparison as a social science method. Depending on the interests, area of expertise, and inclinations of the particular instructor, some regions and topics might be emphasized more heavily than others.

Pre Requisite(s):   None

<b>1324 PS</b> 30080	<b>US-LATIN AMERICAN RELATIONS</b> TTh 2:30 PM - 3:45 PM FKART 203	AT LEC <b>Gen Ed Req.:</b> HS COMGLO	Enroll Limit 35	<b>3 Credits</b> Morgenstern, Scott
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This course focuses on the history, politics, and legitimacy of US policy towards Latin America. How have these relations changed over time? What have been the consequences for the US or for the Latin American countries? What interests and structures have driven US decisions? The first half of the course is dedicated to a historical review of the relations, and the second half focuses on contemporary issues including trade, immigration, and narco-trafficking. The course has an optional 1-credit discussion section in Spanish. PS 1901/31117.

Pre Requisite(s):   None

<b>1536 PS</b>	<b>Human Security</b>		<b>3 Credits</b>
30843	TTh	AT LEC	Enroll Limit
	4:00 PM - 5:15 PM	<i>Gen Ed Req.:</i>	35
	OEH 300		

'In the contemporary environment of asymmetric warfare and increasing intrastate violence, greater attention has been brought to bear on additional causes for conflict. Human security as a concept focuses on the security of the individual rather than the state, to concern ourselves with a human being's freedom from fear, violence, and want. Human security also calls our attention to the policies that provide security for the state but harm human beings either directly or by neglecting factors causing greater harm. At the intersection of human rights and security studies, this course explores the security ramifications of issues such as entrenched poverty, famine, violence against women, climate change, communicable and non-communicable disease, forced migration, and humanitarian/peace operations. Students will be familiarized with the traditional understandings of security, the discourse on human security, its application to an array of issue areas, as well as critiques regarding the securitization of these issues.'

Pre Requisite(s): None

<b>1901 PS</b>	<b>Independent Study</b>		<b>1 Credits</b>
31117	T	AT IND	Enroll Limit
	4:00 PM - 4:50 PM	<i>Gen Ed Req.:</i>	35
	FKART 204		Morgenstern,Scott

This optional 1-credit discussion section will provide students the opportunity to develop their Spanish language skills in the context of discussing course materials.

Pre Requisite(s): None

#### Graduate

<b>2327 PS</b>	<b>Issues In Development Management &amp; Policy</b>		<b>3 Credits</b>
26274	W	AT LEC	Enroll Limit
	3:00 PM - 5:55 PM	<i>Gen Ed Req.:</i>	5
	WWPH 3431		Themudo,Nuno Da Silva

This is a GSPIA course and is offered by the School of Public and International Affairs. Please contact them for further details.

Pre Requisite(s): PLAN: Political Science (MA or PHD)

<b>2543 PS</b>	<b>International &amp; Comparative Political Econ</b>		<b>3 Credits</b>
30392	W	AT LEC	Enroll Limit
	2:00:00 PM - 4:30:00 PM	<i>Gen Ed Req.:</i>	10
	WWPH 4430		Aklin,Michael

This is a graduate course on international political economy with a focus on developing and emerging countries. We will examine both traditional issues of IPE (trade, money) and topics related to socioeconomic development (environment, human rights, and so forth). The course will be based on a close reading of the most recent literature. Its aim is to help students learn and develop skills to conduct innovative research.

Pre Requisite(s): PLAN: Political Science (MA or PHD)

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## SPAN-SPANISH

### Undergraduate

<b>0055 SPAN</b>	<b>INTRO HISPANIC LITERATURE 1</b>	<b>3 Credits</b>
24802	MWF 1:00 PM - 1:50 PM CL 129	AT LEC <i>Gen Ed Req.:</i> W Enroll Limit 22 Garofalo, Emilia

The course is designed to introduce students to the study of Hispanic literature, while at the same time dealing with concepts which can be applied to all literature. In discussing the nature of literature as a category of writing, the course will focus on exploring various approaches to the study of literature. While some of the readings will be in English, all course production (lectures, discussion, assignments) will be in Spanish. 0055 counts as a departmental W course for the writing requirement.

Pre Requisite(s): CREQ: SPAN 0020 or 0025 (MIN GRADE)

<b>0082 SPAN</b>	<b>LATIN AMERICA TODAY</b>	<b>3 Credits</b>
24801	MWF 12:00 PM - 12:50 PM CL 239	AT LEC <i>Gen Ed Req.:</i> IFN REG Enroll Limit 45

This courses is an overview of contemporary Latin America and its people and is designed to be an introduction for students who have no previous knowledge of the area. Students will be exposed to several aspects of Latin America. A special attempt will be made to show contemporary social reality as interpreted by some of the region's most gifted filmmakers, artists, writers and intellectuals. Readings,lectures, and class discussions will be conducted in English.

Pre Requisite(s): None

<b>1250 SPAN</b>	<b>HISPANIC CIVILIZATIONS</b>	<b>3 Credits</b>
23491	TTh 1:00 PM - 2:15 PM CL 121	AT LEC <i>Gen Ed Req.:</i> HS REG Enroll Limit 22 Monasterios, Elizabeth
23506	TTh 4:00 PM - 5:15 PM CL 2321	AT LEC <i>Gen Ed Req.:</i> HS REG Enroll Limit 18 Sotomayor, Aurea Maria

This course introduces students to the cultural history of the Hispanic World. Starting with the study of Pre-Colombian civilizations and the controversial politics of the Spanish Conquest we will discuss the conflicts involved in the transformation of Latin America. Through a broad variety of texts; chronicles, documentaries, films, fiction and novels, students will learn about the Spanish-speaking world and also explore the complex interactions implied in the process of colonization, in the foundation of national identities and in the creation of cultural traditions. We will stress the importance that these social and political tensions have in order to understand the past but also we will analyze its impact in the present. Prerequisite(s): PREQ: SPAN 0020 or 0025 (Min Grade C); PLAN: SPAN BA or BPH Check with the department on how often this course is offered.

Pre Requisite(s): PREQ: SPAN 0020 or 0025 (Min Grade C)

<b>1280 SPAN</b>	<b>OVERVIEW OF LATIN AMERICAN LIT</b>	<b>3 Credits</b>
23492	TTh 1:00 PM - 2:15 PM CL 135	AT LEC <i>Gen Ed Req.:</i> LIT
		Enroll Limit    Lima, Dolores 22

This course serves as an introduction to Latin American literatures through texts of varied length from different time periods and genres. Designed to prepare Spanish majors and minors for advanced literature seminars, the course aims to introduce students to some of the major themes and debates about Latin American literatures. Latin America is a complex region full of contrasts. Its population is both racially and culturally heterogeneous. Its many countries share some common cultural roots and political origins, but also have distinct national histories that produce different literary traditions. We will study both the common as well as the specific features of Latin American literatures, paying particular attention to the nature of the contrasts and the challenges that are posed to its study. The structure of this course is primarily chronological but also thematic. We will start looking at the Pre-hispanic and Colonial period and its legacies, and we will end with the challenges that Latin American literatures offer today, as we enter into global production of culture.

Pre Requisite(s):    PREQ: SPAN 0055 (Min Grade C)

<b>1404 SPAN</b>	<b>LATIN AMERICAN TOPICS</b>	<b>3 Credits</b>
23147	TTh 6:00 PM - 7:15 PM CL 2321	SE3 LEC <i>Gen Ed Req.:</i>
		Enroll Limit    Sotomayor, 18                    Aurea Maria

This course attempts to examine writing and art produced by women. A writer from the Colony, as poet Juana Ines de la Cruz, or a Puerto Rican singer as Lucy Benitez or a character as Teresa in the film Retrato de Teresa, or painters as Frida Kahlo (Mexico) or Luisa Geigel (Puerto Rico) are all important characters within a timeline, a context, and the struggle for voice and visibility. Ours is an intersectional approach to patriarchy, violence, sexuality, race, and art, which are the five topics of this course. Each will be preceded by a theoretical or sociological essay with its corresponding examples (writing, performance, music or film). Under Jean Franco's concept concerning the 'struggle for interpretive power', and the vision of women as 'double agents' (Massiello), art becomes a creative way of envisioning a different world where women are no longer underestimated nor subjected to the patriarchal order. As art is inquiry, these texts open a rich dialogue concerning language (Juana Ines de la Cruz), violence (Enriquez, Allende, Bolaño, Segato, Galindo), love (Lispector, Storni, Davila, Agustini, Lair), race (Burgos, Anzaldúa, Davila, Ferre, black feminists), fear (Bassi, Berman, Llosa), geography and urbanism (Santa Cruz) and performative art (Eltit and Galindo). Each topic will be examined from a multiplicity of perspectives in order to render an intersectional approach to a sociological, economic, racial and political situation such as Juarez 'maquiladoras', the 'guerra sucia' and the disappeared, las Madres de Mayo movement, geography, women artists as cultural icons, murder and rape as exercise of masculine power, among others. Law will also be part of this course through the examination of "crimen pasional" and the special visit of Law Professor Chloe Georas, who will lecture on 'Coloniality, Performance and Gender in the Courtroom and Beyond', which deals with Loreta Bobbitt's "malicious wounding", her trial, and the cultural, sexual and racial politics involving its repercussions. Georas sets the stage by addressing the location of Latinos in the trans-American social imaginary, profoundly marked by the "coloniality of power". Students will enrich their knowledge of Latin American literature and culture through a look at the artistic production of some of its great writers and artists from the Colony to contemporaneity.

Pre Requisite(s):    PREQ: (SPAN 0050 or 1250); PLAN: Spanish (BA, BPH, MN); (MIN GRADE C)

<b>1404 SPAN</b>	<b>LATIN AMERICAN TOPICS</b>		<b>3 Credits</b>
31444	TTh	AT LEC	Enroll Limit
	2:30 PM - 3:45 PM	<i>Gen Ed Req.:</i>	22
	CL 129		Branche, Jerome Clairmont Alan

This course offers a survey of writing in Spanish by Africans and Afro-descendants in the twentieth century (poetry, short stories, novel) in their national and historical context(s). The writers will be taken from Equatorial Guinea, a former Spanish colony in West Africa, the Caribbean and South America.

Pre Requisite(s): PREQ: (SPAN 0050 or 1250); PLAN: Spanish (BA, BPH, MN); (MIN GRADE C)

<b>1404 SPAN</b>	<b>LATIN AMERICAN TOPICS:</b>		<b>3 Credits</b>
	<b>NATIONAL BORDERS &amp; SOCIAL BOUNDARIES: RACE, GENDER &amp; CLASS IN CONTEMPORARY LATIN AMERICAN LITERATURE AND FILM</b>		
26372	MWF	AT LEC	Enroll Limit
	2:00:00 PM - 2:50:00 PM	<i>Gen Ed Req.:</i>	22
	CL 135		Kim, Junyoung

This course explores the relationship between international borders and social boundaries within national societies by examining contemporary Latin American literature and culture. It has as its premise a double paradox of contemporary life: the increased policing of immigration and human movement along national borders, at a time when goods and information flow across national borders quite freely; and the hardening of ethnic, racial, class and gender boundaries, at a time when discourses of multiculturalism and diversity are highly disseminated and celebrated. Why are certain human bodies prohibited to move freely across national borders, precisely when the production, selling, consumption and exchange of consumer goods and information are given free rein across borders? How can we interpret the racialization of social relations at a time when racial theories lack scientific prestige, and racial categories have become conspicuously unstable? Moreover how are international and/or transnational issues such as immigration related to national systems of racialization? In this course, we will address these questions by engaging in close reading/viewing/listening of contemporary Latin American literary and cultural media that focus on the experiences of the working classes, ethnic populations (indigenous peoples, Afro-Latin Americans and Asian-Latin Americas), and women. Literary texts include but are not limited to the works of Rigoberta Menchú, Washington Cucurto, Doris Moromisato and Helena Maria Viramontes. Visual and audio media studied will include Rodrigo Pla's film *La zona*, Pablo Trapero's film *Leonera*, Gerardo Naranjo's film *Miss Bala*, songs by Ana Tijoux, *Immortal Technique* and *Facção Central*. These primary works will be examined in conjunction with secondary readings that discuss topics relevant to our analysis of the relationship between borders and boundaries, such as immigration, globalization, and racial and gender construction.

Pre Requisite(s): PREQ: (SPAN 0050 or 1250); PLAN: Spanish (BA, BPH, MN); (MIN GRADE C)

<b>1407 SPAN</b>	<b>U.S. LATINO FILM</b>		<b>3 Credits</b>
31295	M	SE3 SEM	Enroll Limit
	1:00 PM - 3:55 PM	<i>Gen Ed Req.:</i>	22
	CL 116		Beverly, John R

This course will review a group of films from or about Latin America and US Latino communities. The aim is to use the films as "windows" on what is happening in the Latin American world today, so the focus is more on how film engages social and cultural issues than on film theory or history. Most of the films are in Spanish (one or two in Portuguese), but all have English subtitles. Lectures and discussion will be in English, to make it possible for students from programs like Film Studies or Global Studies

to take the course to cover requirements. Students taking the course for major or minor credit in Spanish can do that by doing their course work in Spanish. An essay type mid-term and final will be required.

Pre Requisite(s): None

<b>1470 SPAN</b> 31272	<b>THE INCAS: ANDEAN INDIGENOUS PEOPLES AND SPANISH COLONIAL RULE</b>	<b>3 Credits</b>
TTh	SE3 SEM	Enroll Limit
9:30 AM - 10:45 AM	<b>Gen Ed Req.:</b>	22
BENDM 226		Lamana, Gonzalo

The primary goal of this course is to examine the complex relationships between the indigenous peoples of the Andean region (mainly Peru and Bolivia, but also Ecuador, the south of Colombia and the north of Chile and Argentina) and the different practices and institutions of Spanish colonialism. The course begins with an overview of Andean politics and societies under Inca rule, to then focus on the colonial period. The two main historical processes/periods studied are the long and protracted negotiations that went from the moment of contact between Incas and conquistadors to the establishment of the colonial regime in the 16th century, and the massive rebellions that took place all over the Andes toward the end of Spanish colonial rule, in the latter half of the 18th century. In both cases, we will study the interaction of political, artistic, religious, and racial dynamics, and the resulting historical transformations, using a multidisciplinary approach that will include anything from current scholarly debates to colonial paintings and primary sources, at times even original manuscript ones.

Pre Requisite(s): None

#### Graduate

<b>2226 SPAN</b> 29703	<b>READINGS IN CRITICAL THEORY</b>	<b>3 Credits</b>
W	SE3 SEM	Enroll Limit
6:00 PM - 8:30 PM	<b>Gen Ed Req.:</b>	10
CL 1325		Beverley, John R

We will look broadly on Marx and Engel's initial formulation of the relation between culture and economic formations, the famous "base/superstructure" problem. Then we will consider in more detail some of the arguments that have followed from this, including (mainly essays) from Georg Lukacs, Walter Benjamin, Theodor Adorno, Antonio Gramsci, Frantz Fanon, Louis Althusser, and a reading or readings that would represent Marxist Feminism, perhaps something from Gayatri Spivak. Two main issue will structure the course: 1) the continuing relevance of Marxist critique of capitalism even in a situation where socialist and communist political projects supposedly based on Marxism have collapsed; 2) the concept of cultural revolution. A final paper is required, and depending on the size of the class perhaps also a presentation in class.

Pre Requisite(s): None

<b>2462 SPAN</b> 31296	<b>LATIN AMERICAN POETRY</b>	<b>3 Credits</b>
Th	AT LEC	Enroll Limit
3:00 PM - 5:30 PM	<b>Gen Ed Req.:</b>	10
CL 153		Monasterios, Elizabeth

In the late nineteenth-century and early twentieth-century, poetry written in Spanish led a remarkable explosion of human creativity in the history of poetic language. This was the age that gave the world the poetry of Dario, Huidobro, Lorca, Vallejo, and many of the pioneering works of the Latin American avant-garde. In this course, we will read, discuss, and enjoy a selection of canonical and non-canonical poets whose works provoke extraordinary encounters between poetry, philosophy, history, and the 'rule of metaphor'. We will also engage intellectual and aesthetic debates surrounding the production of

poetic language, particularly those expressed in the work of Martin Heidegger, Paul Ricoeur, and Maurice Blanchot.

Pre Requisite(s): None

<b>2464 SPAN</b>	<b>LATIN AMERICAN 20THC TOPICS</b>	<b>3 Credits</b>
24803	M 6:00 PM - 8:55 PM CL 1325	AT LEC <i>Gen Ed Req.:</i> 10 Enroll Limit Kim, Junyoung

Since the Manila-Acapulco Galleon trade in the 16th century that marked the beginning of Asian and Latin American cultural and economic exchanges, Latin America's view of Asia has been fundamental in shaping a Latin American understanding not only of "the Orient" as a geopolitical, cultural and racial entity, but also of Latin America itself. Throughout history, the representation of "the Orient" and of "the Oriental" in Latin American literary and cultural texts has helped accommodate a formulation of a unique and putative Latin American identity. In the wake of the Cold War and the rise of Asian dominance in our current era of globalization, Latin America's interest in Asia has heightened as evidenced by the numerous productions of literary, visual and sound media centered on 'the Orient.' How do these current representations of Asia alter, refashion and engage with earlier Latin American notions of 'the Orient'? Moreover, how do existing categorical ideas on race, gender, class, and ethnicity work in unison with Latin America's imaginary of 'the Orient'? In this course, we will engage with these questions in three inter-related ways. First, we will engage in close reading/viewing/listening of contemporary Latin American literary and cultural media. Literary texts include but are not limited to the works of Jorge Luis Borges, Octavio Paz, Mario Bellatin, Oswaldo Reynoso, Cesar Aira, Emilio Diaz Valcarcel, Doris Moromisato and Jose Watanabe. Visual and audio media studied will include Sebastian Borensztein's Un cuento chino, Gaspar Scheur's film Samurai, Andres Di Tella's documentary Fotografias, songs by Calle 13 and Latin American renditions of K-pop. Second, these primary works will be examined in conjunction with theoretical readings that discuss issues of Orientalism, Techno-Orientalism, cultural hybridity, racial and gender construction and transpacific migration. Theoretical and critical texts will be culled from Jose Vasconcelos, Fernando Ortiz, Edward Said, Nestor Garcia Canclini, Walter Mignolo, Arif Dirlik, Lisa Lowe and Sara Ahmed. Lastly, we will look at specific historical events and cases in which to situate the primary and secondary readings, such as the Hemispheric American Chinese coolie trade in the 19th century, the Torreón (Mexico) Massacre of Chinese residents in 1911, the confinement of Latin Americans of Japanese descent in US internment camps during World War II, the involvement of Latin American soldiers in the Korean War, the return migration and labor exploitation of Brazilians of Japanese descent (the dekasegi), and the bilateral relations between Latin American nations and Asian countries in the era of the 'Beijing Consensus.'

Pre Requisite(s): None

<b>2465 SPAN</b>	<b>SEMINAR: 20TH CENTURY TOPICS</b>	<b>3 Credits</b>
29702	W 3:00 PM - 5:50 PM VICTO 114	AT SEM <i>Gen Ed Req.:</i> 10 Enroll Limit Balderston, Daniel E

This graduate course will focus on Borges's relations to Argentine literature: Sarmiento, poesia gauchesca, Eduardo Gutierrez, Evaristo Carriego, Lugones and others, as well as the impact of Borges on such writers as Bioy Casares, Silvina Ocampo, Saer and Piglia. Students will be involved in the symposium on the future of Borges studies on March 21-23, 2018. Two short papers, presentations and a final research paper.

Pre Requisite(s): None



<b>2495 SPAN</b>	<b>SEMINAR: 20TH CENTURY TOPICS</b>			<b>3 Credits</b>
21443	M	AT SEM	Enroll Limit	Chamberlain,
	3:00 PM - 5:50 PM	<i>Gen Ed Req.:</i>	10	Bobby
	CL 206			

The course will focus on the prose fiction of Brazilian Modernism (i.e., the vanguard), which spanned some 40 years, from the early 1920s to the early 1960s. Students will read and discuss novels written by such authors and Oswald de Andrade, Mário de Andrade, Graciliano Ramos, Jorge Amado, and Clarice Lispector.

Pre Requisite(s): None

## **BUS-BUSINESS**

### **Undergraduate**

<b>1508 BUSECN</b>	<b>INT'L ECON FOR MANAGR</b>			<b>3 Credits</b>
12303	MW	AT LEC	Enroll Limit	Olson,Josephine
	9:30 AM - 10:45 AM	<i>Gen Ed Req.:</i>	40	E
	MERVS 114			

A description is not available at this time.

Pre Requisite(s): PLAN: International Business (CPIB-CR1) or Global Management (GLMGT-BSBA)

## **CGS- GENERAL STUDIES, COLLEGE OF**

### **Undergraduate**

<b>1235 ADMJ</b>	<b>ORGANIZED CRIME</b>			<b>3 Credits</b>
12340	T	SE3 LEC	Enroll Limit	Serge,Mark A
	6:00:00 PM - 8:30:00 PM	<i>Gen Ed Req.:</i>	50	
	LAWRN 203			

This course is designed to examine the history of organized crime not only within the United States, but from an International perspective as well. The emergence of "non-traditional" groups which are competing for power and profits will be examined, as well as the alliances between various criminal groups that have evolved, resulting in the phenomenon of "transnational" organized crime. Those "non-traditional" groups include, but are not necessarily limited to, domestic and international terrorist organizations, the reasons for their development as well as the perceived risk to American citizens both in a domestic environment and abroad. Neither organized crime nor a terrorist organization can be effectively discussed without integrating the evolution of U.S. Drug Policy, which will be included. Finally, the various government tactics implemented to counter the threats mentioned herein as well as the impact on the private sector will be integrated into lectures throughout the program.

Pre Requisite(s): None

<b>1236 ADMJ</b>	<b>INTERNATIONAL ORGANIZED CRIME</b>	<b>3 Credits</b>
29573	12:00:00 AM - 12:00:00 AM SE3 LEC <i>Gen Ed Req.:</i> WEBTBA	Enroll Limit 20

Organized crime is no longer confined to a few countries such as Italy, the United States, and Japan. During the 1980s and 1990s it has become much more pervasive, and has had a major impact in countries such as Russia and other countries in transition, Turkey, Mexico, and South Africa. This course looks at the dynamics of organized crime, explains why it develops in particular countries, the various forms it takes, and the responses of law enforcement agencies and international institutions. This is a CGS Web course with web based (BlackBoard) instruction and weekly online interaction is required. Students must have reliable internet access to take this course.

Pre Requisite(s): None

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## LAW, SCHOOL OF

The following Law courses will be accepted for the certificates in Latin American Studies only when the student applies his/her work in the course to Latin America. Note that these courses are generally restricted to students enrolled in the School of Law. For further information, please contact the instructor.

<b>5880 LAW</b>	<b>IMMIGRATION LAW CLINIC</b>	<b>4 Credits</b>
19431	T 2:00:00 PM - 4:00:00 PM LAW 120	FPL CLN <i>Gen Ed Req.:</i> 9

Check description with the Law School.

Pre Requisite(s): None

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## PUBLIC AND INTERNATIONAL AFFAIRS, GRADUATE SCHOOL OF

Students are encouraged to go to GSPIA, 3601 WWPH to check updates for GSPIA courses. Days/times and meeting rooms of the courses listed below may change.

### PIA—PUBLIC & INTERNATIONAL AFFAIRS

<b>2101 PIA</b>	<b>MGNG EMERGENCIES &amp; DISASTERS</b>	<b>3 Credits</b>
15544	M 6:00:00 PM - 9:00:00 PM WWPH 3610	AT LEC <i>Gen Ed Req.:</i> 30

Emergency managers perform their work often in chaotic, complex, political and rapidly changing environments and events. How well they have prepared for those events can often, literally, make the difference between life and death to those impacted by these situations. The risk of disasters and emergencies threaten all individuals, communities and governments. The administrator at all levels of government or within Non-Governmental Organizations (NGOS) will face the need to prepare for, respond to and recover from such events, but how do you do that? Emergencies are events that strike at communities and create needs that are usually met by local responders and resources typically available. This can include private, governmental and NGO resources from within the community and the ready assistance from neighboring jurisdictions. The responders are familiar with one another through training and daily interactions. They typically share similar risks and understand local geography, demographics and politics. Emergencies commonly involve what are described as

emergency responders-fire, police, emergency medical services, 911, public works and Emergency Management Agencies (EMAS).

Disasters are larger in scale, impact and need. Disasters require assistance from the state and federal governments, which bring financial, material, and human resources but also new challenges to organizing, communicating and succeeding. The responders may be a blend of local and far-away individuals, who often lack local knowledge and sensitivities that can present difficulties beyond those presented by the disaster itself. These responders may be from a wide array of agencies and various fields of expertise, not commonly thought of as emergency responders but critical to the success of the response and recovery effort. The ability to prepare for, respond to and recover from and mitigate against the effects of disaster on the social, natural and built environments is needed by all public organizations. Residents, organizations and businesses play a vital role in making the community more disaster resilient. The preparedness activities of planning, training and exercising involve more than the emergency responders, they require a 'whole community' approach to preparedness.

Pre Requisite(s): None

<b>2125 PIA</b>	<b>CITY &amp; REGION THEORY &amp; PRACTC</b>	<b>3 Credits</b>
25437	T 9:00:00 AM - 11:55:00 AM WWPH 3600	Enroll Limit 15 Gonzalez Rivas,Marcela
	AT LEC <i>Gen Ed Req.:</i>	

This course is about the current challenges faced in cities and regions, nearby and around the world - and how those challenges might be met. The majority of the world's citizens live in cities, and therefore one cannot talk about human progress without thinking about progress in cities. As "mega-regions" consolidate, small cities grow rapidly, and older industrial cities shrink, the managerial, policy, and planning capacities of governments come under increasing stress. How can cities meet these challenges? To facilitate understanding of these dynamics and issues, this course is divided into two parts. The first part provides a general background necessary for the second part. We define the general concepts of "city" and "region," and we talk about measurement issues involved in understanding what is happening to them. We also learn about the policy and planning process involved in addressing any issue in a city or region. The second part focuses on the challenges cities and regions face, and how to solve them. Solving them implies having a theory about what causes them, so this part will begin with a discussion of what urban scholars define as an ideal city and region. It will then move on to cover specific urban policies such as transit oriented development, the use of eminent domain for urban projects, community development, etc. Emphasis will be placed on understanding the practical issues of implementing urban and regional policies, and learning about actual experiences with such policies in particular places.

Pre Requisite(s): None

<b>2307 PIA</b>	<b>HUMAN SECURITY</b>	<b>3 Credits</b>
15860	M 12:00:00 PM - 2:55:00 PM WWPH 3610	Enroll Limit 30 Alfredson,Lisa Stephanie
	AT LEC <i>Gen Ed Req.:</i>	

This course introduces the core concepts of human security, examines the institutions that promote them, and probes the advantages and limitations of human security as a means of addressing difficult policy issues. Human security treats individuals and communities, rather than states and institutions, as the fundamental units of analysis. It calls for an integration of individuals' security and integrity with state security and sovereignty. Analyzing security at the level of individuals instead of states raises important challenges and opportunities for observers and practitioners of development, conflict and peace, human security, and investigate substantive policy agendas affecting human security on a range

of global issues. We grapple with both direct and structural violence especially among vulnerable populations, and with debates about prioritizing or narrowing human security threats and referents. And we explore how a diverse set of actors develop global public policy responses by articulating new policy agendas and defining policy recommendations. Throughout the term we assess the advantages and drawbacks of the human security.

Pre Requisite(s): None

<b>2366 PIA</b>	<b>INTERNATIONAL ORGANIZATIONS</b>	<b>3 Credits</b>
13412	Th 6:00:00 PM - 9:00:00 PM WWPH 3431	Enroll Limit 18 Rizzi,Michael T

This course examines multilateral diplomacy and international cooperation, paying special attention to the role that institutions play in shaping the modern world. Students learn practical skills relevant to a career in a multilateral setting, as well as information about the history of major institutions and some important political science theories on the nature of cooperation. The class is divided into three parts: part 1 examines the role institutions play in international politics and covers the various theoretical debates surrounding their efficacy. Part 2 covers the history, structure, and function of major international organizations like the United Nations, NATO, the European Union, African Union, Organization of American States, and others. Part 3 examines some managerial techniques important to working in a multilateral setting, and is designed to give students concrete skills that will be important in a career in multilateral diplomacy.

Pre Requisite(s): None

<b>2501 PIA</b>	<b>DEVELOP POLICY &amp; ADMINISTRATION</b>	<b>3 Credits</b>
25425	W 3:00:00 PM - 5:55:00 PM WWPH 3431	Enroll Limit 25 Themudo,Nuno Da Silva

This is a survey of development policies, issues, institutions, and resources for professionals working in development. Lectures, discussions, and presentations in class focus on analysis of development policies, and on new and significant policy issues, skills, methodologies, and resources. The course helps students develop the ability to analyze development issues from several perspectives, understand the breadth of international development as a field of professional service and academic study, and clarify their priorities for acquiring skills in preparation for that service. Students completing the course will be able to grasp the history of approaches and experiences with development, identify and critically analyze major institutions involved, assess political and institutional environments of development, employ some key social science and administrative tools, and recognize and understand principles of other significant skills and emerging methodologies in development practice. The course is organized in three parts: 1) dynamics of development and social change; 2) development management: who's in charge; And 3) contemporary issues and skills. Throughout the course we will introduce, discuss, and return to case studies that illuminate key issues and themes: the global HIV/AIDS pandemic, microfinance programs in development, the Chad-Cameroon oil pipeline project, water system privatization, and the global and local food prices and production.

Pre Requisite(s): None

<b>2510 PIA</b>	<b>ECONOMICS OF DEVELOPMENT</b>	<b>3 Credits</b>
13409	T 12:00:00 PM - 2:55:00 PM WWPH 3431	Enroll Limit 30 Themudo,Nuno Da Silva

We use basic conceptual frameworks from economics and quantitative methods to examine economic development issues. We begin by discussing Amartya Sen's concept of 'development as freedom' and measures of development such as the Human Development Index. We examine when the market and government can serve as appropriate mechanisms to allocate resources within the economy. We discuss the institutions that are needed to ensure that markets function well. We study innovations, such as disclosure programs, that reduce corruption. We examine gender-sensitive pro-poor strategies, such as micro-credit programs, the granting of property rights to women, investment into girls' schooling and women's reproductive health. We study World Trade Organization provisions that assist or impede poor countries' access to drugs in combating AIDS and other public health crises. We review the rules of the WTO that attempt to balance free trade and countries' ability to protect public health and the environment. We discuss the role of international trade (e.g., OECD subsidies for agriculture), foreign aid and debt in encouraging or impeding economic development. Students will be graded on policy memos that are well written, based on quantitative and qualitative evidence, and oral briefings that recommend solutions to development challenges faced by governments, international organizations, non-governmental organizations or corporations.

Pre Requisite(s): None

<b>2526 PIA</b>	<b>NGOS CIVIL SOCIETY &amp; DVLP</b>	<b>3 Credits</b>
29539	Th AT LEC	Enroll Limit Nelson,Paul
	9:00:00 AM - 11:50:00 AM	<b>Gen Ed Req.:</b> 30 Jeffrey
	WWPH 3800	

This course explores the range of non-state actors in developing/transition countries that are important to promoting socioeconomic and political change. We will examine the origins, evolution and multiple roles played by this diverse group of non-state actors, including business and professional associations, trade unions and political movements, policy advocacy groups and civic education/democracy-building organizations. Among the issues preoccupying practitioners and researchers, and this course, are: what factors influence the presence and vibrancy of civil society in different countries? How has the state 'in various times and places -- determined the context in which civil society organizations pursue their goals? With what strategies and with what success have civil society organizations been able to influence or change state policies? What autonomy and accountability issues arise in state-civil society relations, and how does the international donor community facilitate or complicate these relationships? In the process we will introduce specific tools from the social disciplines and development practice for working with civil society organizations, including assessing the strength of civil societies, measuring social capital, and assessing 'partner' organizations.

Pre Requisite(s): None

## NURSING, SCHOOL OF

<b>1829 NUR</b>	<b>CONTEM ISSUES CROS CULTL HLTH</b>	<b>3 Credits</b>
23989	M SE3 LEC	Enroll Limit Cantrell,Mark
	6:00:00 PM - 8:30:00 PM	<b>Gen Ed Req.:</b> 25 Allen
	VICTO 115	

The purpose of this course is to increase awareness of how the delivery and acceptance of health care may be influenced by social, cultural, and environmental factors. It will provide an overview of how these factors influence a person's response to stressors, daily health, and living needs. The goal is to help students increase their understanding of culturally-congruent care by utilizing cultural concepts, theories, and research. Students will analyze factors that facilitate/hinder communication about health needs, acceptance of the health care regimen, and access to health care systems.

Pre Requisite(s):

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## **PUBLIC HEALTH, THE GRADUATE SCHOOL OF BCHS—BEHAVIORAL & COMMUNITY HEALTH SCIENCES**

<b>2509 BCHS</b>	<b>SOCL BEHVRL SCI &amp; PUBLI HLTH</b>	<b>3 Credits</b>		
14004	M 6:00:00 PM - 8:50:00 PM PUBHL A115	AT LEC <i>Gen Ed Req.:</i> 75	Enroll Limit 75	Terry,Martha Ann

The core course provides an overview of the social and behavioral sciences and their importance in the inter-disciplinary field of public health. A primary emphasis is on the social-ecological model, its application to public health issues, and its use in the development of policies, strategies, interventions and programs. The course content will introduce students to several relevant social and behavioral theories as well as a range of community health assessment and planning models used by public health professionals in both domestic and international venues. Through a series of assigned readings, discussion exercises, group projects, quizzes and written assignments, students will enhance their knowledge and awareness of the role of social and behavioral sciences in public health and its relevance to their specific discipline. At the conclusion of the course students will be able to: identify the important social and behavioral determinants of health; describe the inter-relationships between the social, behavioral, bio-medical, physiological, and environmental factors related to individual and community health; identify the major health disparities related to social, behavioral and economic factors; describe the role of culture and socio-economic status in health behavior, access to services, and decision-making; and understand the importance of community partnerships and participatory approaches in the development, implementation, management and evaluation of community policies and programs.

<b>2562 BCHS</b>	<b>SEMINAR IN FAMILY PLANNING</b>	<b>3 Credits</b>		
30323	T 9:30:00 AM - 12:20:00 PM PUBHL A719	AT SEM <i>Gen Ed Req.:</i> 25	Enroll Limit 25	Terry,Martha Ann

Participants explore the history of contraception and the birth control movement. Issues related to contraceptive care and the broader concerns of women's health are discussed.

## LANGUAGE AND LINGUISTICS COURSES

Note: The courses listed below are *not* "Latin American Area Courses." They are language instruction courses. Please see the previous pages for Latin American AREA courses. You may use the courses listed below to meet the language proficiency requirement of the Latin American Certificate/Related Concentration. Please refer to the University Schedule of classes for registration numbers, days, times, etc.

### PORT - Portuguese Language Courses

PORT 0001	Elementary Portuguese 1	5 credits
PORT 0002	Elementary Portuguese 2	5 credits
PORT 0003	Intermediate Portuguese 3	3 credits
PORT 0020	Conversation	3 credits
PORT 1001	Elementary Portuguese 1	5 credits
PORT 1002	Elementary Portuguese 2	5 credits
PORT 1003	Intermediate Portuguese 3	3 credits
PORT 1010	Portuguese for Spanish Speakers 1	3 credits
PORT 1902	Directed Study	1-6 credits

### QUECH – Quechua Language Courses

<b>102 QUECH</b>	<b>QUECHUA 2</b>			<b>4 Credits</b>
10658	TTh	AT LEC	Enroll Limit	M DeLoge, Alana Nicole
	4:00 PM - 5:40 PM	<b>Gen Ed Req.:</b>	10	
	WWPH 4209	L		

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

Pre Requisite(s): PREQ: LING 0441 or QUECH 0101; MIN GRADE: 'C' FOR LISTED COURSES

<b>104 QUECH</b>	<b>QUECHUA 4</b>			<b>3 Credits</b>
29882	TTh	AT LEC	Enroll Limit	M DeLoge, Alana Nicole
	5:45 PM - 7:00 PM	<b>Gen Ed Req.:</b>	10	
	CL 312	L		

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

Pre Requisite(s): PREQ: LING 0443 or QUECH 0103; MIN GRADE: 'C' FOR LISTED COURSES

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## SPAN - Spanish Language Courses

SPAN 0001	Elementary Spanish 1	5 credits
SPAN 0002	Elementary Spanish 2	5 credits
SPAN 0003	Intermediate Spanish 3	3 credits
SPAN 0004	Intermediate Spanish 4	3 credits
SPAN 0015	Intensive Elementary Spanish	5 credits
SPAN 0020	Conversation	3 credits
SPAN 0025	Grammar and Composition	3 credits
SPAN 1305	Spanish Applied Linguistics	3 credits

**1032 SPAN**                      **ELEMENTARY SPANISH 2 FOR MBAS**                      **1.5 Credits**  
26589                              T    AT LEC                      Enroll Limit  
6:20:00 PM - 9:15:00 PM      **Gen Ed Req.:**      17  
TBATBA

Prerequisite(s): none Check with the department on how often this course is offered. Prerequisite(s): none Check with the department on how often this course is offered. Prerequisite(s): none Check with the department on how often this course is offered.

Pre Requisite(s):

**1315 SPAN**                      **BUSINESS SPANISH**                      **3 Credits**  
23421                              MW    AT LEC                      Enroll Limit  
4:30:00 PM - 5:45:00 PM      **Gen Ed Req.:**      22  
CL 129

Spanish for Business was created especially for business students, MBA candidates, and young professionals studying at University of Pittsburgh and looking to build their resumes and enhance their Spanish with specific, fundamental, and relevant Spanish for the Business world. This is a customized Spanish Course focusing on Peninsular and Latin American Business practices. In addition, it will introduce advanced business terminology and usage. This class will be conducted in a seminar form throughout the semester, with a strong focus on speaking, listening, writing, and reading practice at the advanced level. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE Check with the department on how often this course is offered. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE C for Listed Courses)

Pre Requisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE

**1323 SPAN**                      **MEDICAL SPANISH**                      **3 Credits**  
22429                              TTh    SE3 LEC                      Enroll Limit  
6:00:00 PM - 7:15:00 PM      **Gen Ed Req.:**      22  
CL 129

This course provides a thorough analysis of the linguistic problems in teaching Spanish to speakers of English with particular emphasis on problems of interference by transfer from the native to the target language. Contrastive analysis will be used as a method of problem solving. Study of grammar (morphology and syntax), with attention to certain techniques in foreign language teaching, will be covered. Several workshops will focus on specific areas of Spanish Applied Linguistics useful for teachers as well as for learners of Spanish. Prerequisite(s): PREQ: [SPAN 0020 and 0025 (MIN GRADE 'C' for Listed Courses) PLAN: Spanish (BA, BPH)] or [SPAN 0020 or 0025 (MIN GRADE 'C' for Listed Courses) PLAN: Spanish Check with the department on how often this course is offered.



Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE C for Listed Courses) Check with the department on how often this course is offered. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE C for Listed Courses)

Pre Requisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE

<b>5476 LAW</b>	<b>SPANISH FOR LAWYERS 2</b>		<b>2 Credits</b>
13491	W	FPL LEC	Enroll Limit
	6:30:00 PM - 8:20:00 PM	<b>Gen Ed Req.:</b>	14
	LAW G12		