

Spring 2014 Courses

Latin American and Caribbean Studies Program

Henry M. Jackson School of International Studies

The following course information is the most up-to-date available at the time of printing. Students should consult individual departments and the online Time Schedule for changes. Individual departments often establish requirements for enrollment in a course; student should check with advisors in the course department. Additional courses and updated descriptions will be added to this list when available.

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Course descriptions are found in the UW Course Catalog: <http://www.washington.edu/students/crscat>
 When available, descriptions printed here are the instructor's own course description. For SLN#s, classrooms, and other specific course information, see UW online time schedule:
<http://www.washington.edu/students/timeschd/SPR2014/>

LACS will periodically update our website, <http://jsis.washington.edu/latinam/>, with changes as they become available.

Courses are grouped according to the categories in the LACS major and minor.

REQUIRED CORE COURSE

JSIS 201	Making of the 21st Century	5 cr
MWF 1230-120	KNE 210	Bachman
QZ - See Time Schedule for Quiz Sections		
Provides a historical understanding of the twentieth century and major global issues today. Focuses on interdisciplinary social science theories, methods, and information relating to global processes and on developing analytical and writing skills to engage complex questions of causation and effects of global events and forces. Recommended: JSIS 200. Offered: WSp.		

HISTORY COURSES

HSTAA 282	History of Mexico: Culture, Identity, and the Politics of Rule from the Aztecs to the Present	5cr
TTh 1030-1220	CMU 120	Warren, A. QZ -
See Time Schedule for Quiz Sections		
This course provides a broad overview of the history of Mexico from the late Aztec period until modern times by examining how groups traditionally seen as powerless or marginalized within Mexican society—women, campesinos (peasants), indigenous populations, free and enslaved Afro-Mexicans, and the urban poor—experienced, understood, and shaped the world in which they lived. By looking at social history “from below” rather than elite political history “from		

above,” readings and lectures in this course will demonstrate how popular groups negotiated colonial power relations, challenged, and at times subverted Spanish rule. The course will also examine how such populations defended their interests and fought for a political voice in the newly emerging nation-state after Independence and during the nineteenth and twentieth centuries. The course will conclude with an extended analysis of the Chiapas uprising and the contemporary popular politics of Mexico under NAFTA.

CONTEMPORARY LATIN AMERICAN COURSES

JSIS A/ 355SOC	Social Change in Latin America	5cr
TTh 230-420	MUE 153	Warren J.

Explores cultures, identities, political economy, and popular mobilization in Latin America. Examines relations of power and production between social classes and ethnic groups, as well as ideologies and intellectual movements.

SPAN 395	Special Topics: Latin American Literature	5 cr
MW 130-250	LOW 111	Albarran

"Islands of Desire: Coloniality and the Invention of the Hispanic Caribbean"

INTERDISCIPLINARY SEMINARS

JSIS A 492	Latin American Studies Seminar: "Borderlands of Western Civilization"	5 cr
MW 130-320	SMI 309	Lucero

"The Borderlands of Western Civilization" will survey some of the key "border-making" events and forces in the Atlantic World. While not strictly a history course, it would be organized chronologically and thematically as an interdisciplinary exploration of some of the critical borderlands of the modern world. Briefly, the course will explore the workings of religion, race, gender, empire and nation in the construction of modernity. Some of the topics covered include the Re-Conquest in Iberia, Conquest in the Americas, state-making and revolution in the Atlantic World.

ELECTIVES

CHSTU 260	Introduction to Chicano Politics	5 cr
TTh 830-1020	DEN 216	Salas

This course will address the important issues of Chicano/a politics. These issues include Native American identity, the Treaty of Guadalupe Hidalgo, the Vietnam War, third party politics, Chicana rights, the student protest movement and post-1960s issues. Politics will be analyzed in the cities with large Mexican American populations like San Antonio, Chicago and Los Angeles.

CHSTU 342	Working Latinas and Latinos: Changing Sites of Identity in Daily Life	5 cr
TTh 1030-1220	DEN 309	Pinedo-Turnovsky

Provides a sociological examination of Latina/o working lives. Focuses on how inequalities, power relations and social change shape work and Latina/o identity in local and global contexts. Covers race and gender consciousness, informal/formal work, labor recruitment, changing contexts of home and family, youth and children's work, immigration legislation, organizing, and entrepreneurship.

CHSTU 354	Unions, Labor, and Civil Rights in California and Pacific Northwest Agriculture	5cr
MW: 830-1020 & F: 830-920	CMU 226	Gamboa

Comparative study of Southwest and Pacific Northwest farm workers against the social movement of the 1960's, its

significance in the socio-political development of the Chicano civil rights movement, and its legacy. Uses historical and social science research methods along with analytical criticism to examine the period of social history.

GWSS 451 **Latina Cultural Production** 5 cr
M: 1030-1220, WF: 1030-1120 M: OUG 141, WF: RAI 116 Habell-Pallan
Explores the expressive culture of Chicana/Mexican American/Latina women in the United States. Cultural and artistic practices in home and in literary, music, film, spoken word, performing and visual arts. Focuses on how Chicana/Latina writers and artists re-envision traditional iconography.

HIST 485 **Comparative Colonialism** 5 cr
TTh 130-320 SMI 211 Rafael
What is colonialism and how does it historically come about as an integral aspect of the formation of the West after 1500? How does a study of colonial practices and imperial regimes allow us to critically approach the ways by which Western encounters with non-Western peoples produce relations of power and inequality? What are the various ways by which colonized peoples comprehend and respond to the demands of colonial rule? What role does nationalism play in determining the limits and possibilities of colonial rule and native responses? In addressing these questions, this course will examine a variety of historical, literary, and cinematic productions set in colonial contexts ranging from the Americas to Asia and Africa, including the recent US "war on terror." In doing so, the course will treat colonialism as a world historical event whose effects are still at work and whose power continue to hold sway.

JSIS B 330 **International Political Economy** 5 cr
MW 330-520 THO 119 Sinkler
Establishment, maintenance, and decay of the post-1945 international economic order. Political economy of international trade, monetary relations, inflation, and North-South relations. Prerequisite: JSIS 201 which may be taken concurrently; either ECON 201, GEOG 123 or JSIS 123 any of which may be taken concurrently.

JSIS B 331 **Political Economy of Development** 5 cr
MW 130-320 AND 223 Kale QZ -
See Time Schedule for Quiz Sections
Growth, income distribution, and economic development in less-developed countries today. Policies concerning trade, industrialization, the agricultural sector, human resources, and financing of development.

T HISP 355 *UW Tacoma **Migration and the Transnational Family in Latino Literature and Film** 5 cr
MW 800-1005 DOU 280 De Veritch Woodside
Focuses on contemporary Latin American migration to the U.S. and transnational families in U.S. Latino texts and films. Topics include factors that perpetuate transnational migration, the personal impact of migration, and the consequent re-negotiation of gender, national, and ethnic identities. No knowledge of Spanish required.

GRADUATE COURSES

GWSS 590/ENGL 544/C LIT 596A* **Hispanic Women Writers and Directors** 5 cr
MW 1130-120 CMU 226 Steele
In addition to examining three general anthologies of short stories from Spain, Latin America, and the Hispanic US, we will read a collection of short stories by Jewish Latin American women authors, a testimonial novel by a former political prisoner in Argentina, and a novel and film by Argentine author/director Lucía Puenzo, who focuses on issues of sexual orientation and identity. Also, we will study recent films by five other women directors from these three regions, in order to map the general contours of feminist narrative discourse in the Spanish-speaking world over the past half century (and,

in the case of the films, over the past decade). We will read the texts in English translation (although students who can are welcome to read them in the Spanish original) and will watch the films in Spanish with English subtitles, so no knowledge of Spanish is required. The primary texts will be complemented by several key theoretical and critical essays that will be uploaded to our Catalyst page. Students will direct one class discussion and participate actively in the other discussions. For the final essay they will choose one or two authors for additional research and analysis and will write a final 8-10-page analytical essay, turning in their list of Works Consulted and their Introduction earlier in the quarter, and presenting their research to the seminar at the end of the quarter. ***Graduate students only**

SPAN 598*	Literary Problems: Latin America	5 cr
M 230-520	LOW 220	O'Hara

El Big Bang Boom de la novela hispanoamericana. Seminario dedicado al estudio de 8 obras del llamado Boom que comenzó con el Premio Biblioteca Breve de 1962 a "La ciudad y los perros", de Mario Vargas Llosa. Textos de Carlos Fuentes, Julio Cortázar, Alejo Carpentier, José Donoso, García Márquez... ***Graduate students only**

LANGUAGE COURSES

FRENCH 101	Elementary French	5 cr
M-F, B, C: 930-1020	B: THO 211, C: THO 235	TBA

Development of speaking, listening, reading, and writing skills to a basic level of proficiency. Teaches students to communicate in French and understand the cultural context of the language. Methods and objectives are primarily oral-aural. Oral practice in the language laboratory is required. First in a sequence of three. Prerequisite: score of 0-14 on FR TL placement test if French is language of admission.

FRENCH 102	Elementary French	5 cr
M-F, Times Varies	See Time Schedule	TBA

Development of speaking, listening, reading, and writing skills to a basic level of proficiency. Teaches students to communicate in French and understand the cultural context of the language. Methods and objectives are primarily oral-aural. Oral practice in the language laboratory is required. Second in a sequence of three. Prerequisite: either FRENCH 101 or score of 15-30 on FR TL placement test.

FRENCH 103	Elementary French	5 cr
Times Varies	See Time Schedule	TBA

Development of speaking, listening, reading, and writing skills to a basic level of proficiency. Teaches students to communicate in French and understand the cultural context of the language. Methods and objectives are primarily oral-aural. Oral practice in the language laboratory is required. Third in a sequence of three. Prerequisite: either FRENCH 102, FRENCH 110, or score of 31-56 on FR TL placement test.

FRENCH 201	Intermediate French	5 cr
M-F 930-1020	SIG 224	TBA

Designed to bring students to an intermediate level of proficiency. Emphasis on experiencing the language in context through a multi-media approach. First in a sequence of three. Prerequisite: either FRENCH 103, FRENCH 134, or score of 57-100 on FR TL placement test.

FRENCH 202	Intermediate French	5 cr
MF, A: 1030-1120, B: 1130-1220	A: MEB 103, B: THO 202	TBA

Designed to bring students to an intermediate level of proficiency. Emphasis on experiencing the language in context through a multi-media approach. Second in a sequence of three. Prerequisite: FRENCH 201.

FRENCH 203	Intermediate French	5 cr
Times Varies	See Time Schedule	TBA
Designed to bring students to an intermediate level of proficiency. Emphasis on experiencing the language in context through a multi-media approach. Third in a sequence of three. Prerequisite: FRENCH 202.		
FRENCH 302	Advanced French	5 cr
Times Varies	See Time Schedule	TBA
Designed to bring students to an advanced level of proficiency in grammar and composition. Emphasis on experiencing the language in context through a multi-media approach. FRENCH 303 prepares students for literature classes. Second in a sequence of three. Prerequisite: FRENCH 301.		
FRENCH 303	Advanced French	5 cr
Times Varies	See Time Schedule	Baraboi
Designed to bring students to an advanced level of proficiency in grammar and composition. Emphasis on experiencing the language in context through a multi-media approach. FRENCH 303 prepares students for literature classes. Third in a sequence of three. Prerequisite: FRENCH 302.		
PORT 201	Intermediate Portuguese	5 cr
M-F, A:9:30-1020, B:1030-1120	A: LOW 220, B: LOW 112	A: Zubelli, B: Kinzer
Modern texts, compositions, conversation, and a systematic review of grammar. First in a sequence of three. Prerequisite: either PORT 103 or PORT 105.		
PORT 301	Advanced Portuguese	5 cr
M-F 1130-1220	LOW 112	Zubelli
Emphasizes oral skills while continuing to refine reading comprehension and written expression. Aims to develop abilities to successfully deal with comprehension and production of oral texts of an academic and professional nature. Not a conversation course. Prerequisite: PORT 203.		
SPAN 102	Elementary Spanish	5 cr
M-F, A: 830-920, B: 930-1020	A: LOW 115, B: LOW 222	TBA
Methods and objectives are primarily oral-aural. Second in a sequence of three. Prerequisite: either SPAN 101, or score of 16-44 on SP100A placement test. Cannot be taken for credit if SPAN 122 already taken.		
SPAN 103	Elementary Spanish	5 cr
M-F, Various Times	See Time Schedule	TBA
Methods and objectives are primarily oral-aural. Third in a sequence of three. Prerequisite: either SPAN 102, SPAN 110 or score of 45-69 on SP100A placement test. Cannot be taken for credit if SPAN 123 already taken.		
SPAN 110	Basic Spanish Review	5 cr
M-F 1030-1120	LOW 114	Spannagel
Covers the equivalent of SPAN 101 and SPAN 102 to prepare for SPAN 103. May not be taken in addition to SPAN 101 or SPAN 102. Prerequisite: score of 10-44 on SP100A placement test. Offered: AWSp.		
SPAN 201	Intermediate Spanish (VLPA)	5 cr
M-F, Times Varies	See Time Schedule	TBA
Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. First in a sequence of three. Prerequisite: either SPAN 103, SPAN 123, SPAN 134, score of 70-100 on SP100A placement test, minimum score of 51 on SP TL placement test, or score of 0-75 on SP200A placement test.		

SPAN 202	Intermediate Spanish (VLPA)	5 cr
M-F, Times Varies	See Time Schedule	Various
Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Second in a sequence of three. Prerequisite: either SPAN 201 or score of 76-145 on SP200A placement test.		
SPAN 203	Intermediate Spanish (VLPA)	5 cr
M-F, Times Varies	See Time Schedule	Various
Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Third in a sequence of three. Prerequisite: either SPAN 202, SPAN 210, or score of 146-165 on SP200A placement test.		
SPAN 301	Advanced Spanish (VLPA)	5 cr
M-F, Times Varies	See Time Schedule	Jaffee, Mediavilla
Emphasizes oral skills while continuing to refine reading comprehension and written expression. It aims to develop the abilities to successfully deal with comprehension and production of oral texts of an academic and professional nature. Not a conversation course. Prerequisite: either SPAN 203 or score of 166-175 on SP200A placement test. SPANISH 301, 302, 303 MUST BE TAKEN IN SEQUENCE - NO SIMULTANEOUS ENROLLMENT IN THESE SECTIONS ***SPAN 301: ADD CODES FROM INSTRUCTOR PERIOD 3		
SPAN 302	Advanced Spanish (VLPA)	5 cr
M-F, Times Varies	See Time Schedule	Sanchez, Gonzalez
Develops writing techniques and strategies for the production of Spanish texts of an academic and professional nature. Prerequisite: SPAN 301 or SPAN 310. SPANISH 301, 302, 303 MUST BE TAKEN IN SEQUENCE - NO SIMULTANEOUS ENROLLMENT IN THESE SECTIONS ***SPAN 303: ADD CODES FROM INSTRUCTOR PERIOD 3		
SPAN 303	Advanced Spanish (VLPA)	5 cr
MW or TTh, Times Varies	See Time Schedule	Raneda-Cuartero
Develops writing techniques and strategies for the creation of essays on literary criticism and cultural analysis. Prepares students to deal successfully with academic writing in Hispanic literature and culture courses. Prerequisite: either SPAN 302 or SPAN 310. SPANISH 301, 302, 303 MUST BE TAKEN IN SEQUENCE - NO SIMULTANEOUS ENROLLMENT IN THESE SECTIONS ***SPAN 303: ADD CODES FROM INSTRUCTOR PERIOD 3		
SPAN 315	Spanish for Bilingual/Heritage Students II (VLPA)	5 cr
M-F 930-1020	MGH 058	Gillman
Emphasizes reading, with attention to problems particular to Spanish-heritage students. Emphasis on critical reading, vocabulary expansion, and grammar review. Prerequisite: SPAN 314. Offered: WSp.		
SPAN 316	Stylistics and Composition for Heritage Students	5 cr
TTh 1130-120	LOW 118	White
Emphasis on the process of writing essays to help students develop a notion of style in Spanish, with attention to problems particular to Spanish heritage students.		

Consult course catalogue and department websites for detailed information.
Spanish and Portuguese: <http://depts.washington.edu/spanport/>
French and Italian: <http://depts.washington.edu/frenital/index.html>