

| Course Listing for Spring 2022 | | | | | | |
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| Course # | Course Title | Classroom Style | Course Description | Faculty | Term | |
| AAAD 130 | Introduction to African American and Diaspora Studies | In Person | The course tracks the contours of history, life, societies, and cultures of the Atlantic African diaspora from their origins through Emancipation in the United States, the Caribbean, and South America. | Petal Samuel, Maya Berry, Alicia Monroe | SPRING | |
| AAAD 286 | The African Diaspora in the Colonial Americas, 1450-1800 | In Person | Explores the experiences of Africans in European colonies in locations such as colonial Mexico, Brazil, the Caribbean, and mainland North America. Lecture and discussion format. The major themes of inquiry include labor, law, gender, culture, and resistance, exploring differing experiences based on gender, location, and religion. | Alicia Monroe | SPRING | |
| AAAD 387 | HIV/AIDS in Africa and the Diaspora | In Person | This course explores the history and contemporary politics of HIV/AIDS in African communities and across the Diaspora. The differing trajectories of the epidemic on the continent, in the West, and in the Caribbean and Latin America will be explored. | Lydia Boyd | SPRING | |
| AAAD 460 | Race, Culture, and Politics in Brazil | In Person | Examines race, culture, and politics in Brazil from historical and contemporary perspectives. Focuses on dynamics of race, gender, class, and nation in shaping Brazilian social relations. | Alicia Monroe | SPRING | |
| AAAD 461 | Race, Gender, and Activism in Cuba | In Person | The course is designed to give students a simulated experience of ethnographic fieldwork and qualitative research. Students are led through a learning experience where they will examine black activism in Cuba from historical and contemporary perspectives. | Maya Berry | SPRING | |
| AAAD 487 | Intellectual Currents in African and African Diaspora Studies | In Person | Prerequisites, AAAD 101 and 130; permission of the instructor for students lacking the prerequisites. In this seminar students will examine primary documents of engaged scholarship written by Africans and people of African descent in the Americas, Europe, and elsewhere in the African Diaspora. | Claude Clegg | SPRING | |
| AMST 330 | del norte a norte: An American Songbook | In Person | Through the examination of a variety of song cultures and its artistic and cultural expressions, we explore the interdisciplinary methods of American studies and contemporary approaches to the study of American society and cultures, with an emphasis on musical performance. In partnership with Carolina Performing Arts, students will learn about the sociocultural, aesthetic, and critical components of song cultures associated with social change, exploring identity, diversity, privilege, cultures, and justice while participating in community service. *Must submit syllabus to Beatriz Riefkohl Muniz for Latin American Studies Major credit approval* | Meli Kimathi | SPRING | |
| ARTH 160 | Introduction to the Art and Architecture of Pre-Hispanic Mesoamerica | In Person | This course introduces the art, architecture, and cultures of Pre-Hispanic Mesoamerica, from the rise of Mesoamerica's first high civilization in the second millennium BCE to the defeat of the Aztec Empire in 1521 CE. | Eduardo Douglas | SPRING | |
| DRAM 220 | Theatre Histories | In Person | cultures from India, Asia, Africa, and Latin America, with reference to Western European/North American traditions. Students will investigate how drama, theatre, and performance develops both within individual cultural milieus and through contact with other cultures. *Must submit syllabus to Beatriz Riefkohl Muniz for Latin American Studies Major* | Gregory Kable | SPRING | |
| ENGL 129 | Literature and Cultural Diversity | In Person | Studies in African American, Asian American, Hispanic American, Native American, Anglo-Indian, Caribbean, gay-lesbian, and other literatures written in English. *Must submit syllabus to Beatriz Riefkohl Muniz for Latin American Studies Major* | Multiple Professors and Multiple Sections | SPRING | |

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| ENGL 129H | Literature and Cultural Diversity | In Person | Studies in African American, Asian American, Hispanic American, Native American, Anglo-Indian, Caribbean, gay-lesbian, and other literatures written in English. *Must submit syllabus to Beatriz Riefkohl Muniz for Latin American Studies Major* | Multiple Professors and Multiple Sections | SPRING | |
| ENGL 141 | World Literatures in English | In Person | This course will be a basic introduction to literatures in English from Africa, the Caribbean, South Asia, Canada, Australia, New Zealand, and other Anglophone literary traditions. *Must submit syllabus to Beatriz Riefkohl Muniz for Latin American Studies Major* | Marc Cohen | SPRING | |
| ENVIRON 269T | Voices in the Environment: Spanish | In-Person AT DUKE | Spanish Cultures and Languages Across the Curriculum course at Duke. Voices in the Environment explores how language and culture impact environmental beliefs, behaviors, and interventions. Through practical and theoretical discussions around case studies, visual texts, and interviews, we will examine “wicked problems”— global environmental challenges — from local perspectives. Guest speakers will help us explore the underlying reasons for different beliefs and behaviors, with the goal of creating appropriate interventions related to sustainability. | Max Bernal Temores | SPRING | |
| GEOG 555 | Cartography of the Global South | In Person | Prerequisite, GEOG 370. This course presents cartographic techniques for better map design, with a focus on mapping the geographies of the Global South. Modern techniques and software will be used for developing and demonstrating proficiency in what are considered standard map design techniques, and we will also study examples from places and map makers outside of dominant cartographic traditions, and maps meant for actors and audiences in the Global South. | Javier Arce-Nazario | SPRING | |
| HIST 143 | Latin America since Independence | In Person | A general introduction to Latin American society, culture, politics, and economics from a historical perspective. Focus will be on the events of the past two centuries. | Nathan Gill | SPRING | |
| HIST 242 | United States-Latin American Relations | In Person | This course examines the history of United States involvement in Latin America and the Caribbean. Lectures will cover two centuries of United States intervention, from the wars of the 19th century to the covert CIA operations of the Cold War and the more recent wars on drugs and terror. | Miguel Serna, Jose Vega, Anthony Rossodivito | SPRING | |
| HIST 280 | Women and Gender in Latin American History | In Person | Examines the experiences of women and gender relations in Latin American societies from pre-Columbian times to the present, providing a new perspective on the region's historical development. | Ana Silva | SPRING | |
| HIST 377 | History of African Americans, 1865 to Present | Remote - Synchronous | Survey of African American history since emancipation in North America with some attention to experiences of people of African descent in Latin America and the Caribbean. *Must submit syllabus to Beatriz Riefkohl Muniz for Latin American Studies Major* | Jerma Jackson | SPRING | |
| LING 360 | Introduction to Hispanic Linguistics | In Person | Prerequisite, SPAN 300 or SPAN 301. Introduction to the linguistic study of sound, meaning, grammatical form, dialectal and sociolinguistic variation, with a particular focus on modern Spanish and the languages of Spain and Latin America. Previously offered as SPAN/LING 377. | Lamar Graham | SPRING | |
| LING 558 | Ancient Mayan Hieroglyphs | In Person | This course is an introduction to the ancient scripts of pre-Columbian Mexico and Central America. It focuses on the following scripts: Mayan, Epi-Olmec, Zapotec, and Mixtec. | David Mora Marin | SPRING | |

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| LTAM 350 | The United States and Latin America | In Person | A thematic examination of US-Latin America relations spanning the 19th century to the present through multi-disciplinary perspectives and inter-disciplinary methodologies, including popular culture, film, original documents, and social science scholarship. To explore the evolving US-Latin America "relationship," the ways in which North Americans and Latin Americans came to know each other, through frequent encounters and close engagement, not only as a matter of government-to-government and state-to-state relations but also as people-to-people contacts and culture-to-culture exchanges. | Lou Perez | SPRING | |
| LTAM 402 | Heritage and Migration in North Carolina | In Person | This course combines field research, oral history, and service learning to understand the immigration and settlement of Mexican and Latin American heritage communities in North Carolina. The course will address the ethical and practical aspects of the ethnographic method including the preparation, transaction and transcription of oral history interviews. Students will participate in a digital archive initiative and complete independent original research. Open to juniors and seniors and graduate students. | Hannah Gill | SPRING | |
| PLCY 760 | Migration and Health | In Person | With a focus on Latin American migration to the U.S., this course introduces students to the inter-relationships between migration and health. Students will gain an understanding of the theories of migration and the ways in which immigration and settlement policies influence the health and well-being of immigrant populations. *Course counts towards the graduate certificate in Latin American Studies* | STAFF | SPRING | |
| POLI 238 | Politics of the Global South: Latin America | In Person | An introduction to politics and political economy of Latin America, emphasizing Latin America's position in the Global South and including consideration of leading theoretical explanations of development and political change. Country emphasis varies with instructor. | Celcilia Martinez-Gallardo | SPRING | *Multiple Sections, Multiple Professors* |
| POLI 736 | Political Transitions and Democratization in Comparative Perspective | In Person | Examination of contrasting theoretical approaches to understanding democracy. Comparative study of Africa, Eastern Europe, and Latin America elucidates challenges and opportunities that affect possibilities for democratization and consolidation. *Must submit syllabus to Beatriz Riefkohl Muniz for Latin American Studies Major* | Graeme Roberston | SPRING | |
| PORT 101 | Elementary Portuguese I | In Person | Introduces the essential elements of Portuguese structure and vocabulary and aspects of Brazilian and Portuguese culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Students may not receive credit for both PORT 101 and PORT 111 or 401. | Richard Vernon | SPRING | |
| PORT 102 | Elementary Portuguese II | In Person | Prerequisite, PORT 101. Continues study of essential elements of Portuguese structure, vocabulary, and aspects of Brazilian and Portuguese culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Students may not receive credit for both PORT 102 and PORT 111 or 401. | Paulo Rodrigues Ferreira | SPRING | *Multiple Sections, Multiple Professors* |
| PORT 203 | Intermediate Portuguese I | In Person | Prerequisite, PORT 102, 111, or 401. Further development of language with emphasis on speaking, writing, and a review of grammar. Includes advanced Portuguese structures, cultural and literary texts. Students may not receive credit for both PORT 203 and PORT 212 or 402. | Frederico Castellões | SPRING | *Multiple Sections, Multiple Professors* |
| PORT 204 | Intermediate Portuguese II | In Person | Prerequisite, PORT 203. Continued development of language skills for communication. Further study of grammar. Students may not receive credit for both PORT 204 and PORT 212 or 402. | Kristine Taylor | SPRING | |
| PORT 375 | Portuguese and Brazilian Fiction in Translation | In-Person | □ The study of selected literary works by major writers from Portugal, Brazil, and the former Portuguese colonies in Africa. | Paulo Rodrigues Ferreira | SPRING | |

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| PORT 323 | Advanced Communication in Portuguese: History, Nature, and Society | In-Person | Emphasizes the learning of Portuguese through cultural context. Language, society, and miscegenation will be approached through texts and films. Focus on important aspects of religion, festivities, and popular music from the Portuguese-speaking countries of three continents. | Chloe Hill | SPRING | |
| PORT 401 | Accelerated Brazilian Portuguese I | In-Person | Covers levels one and two of the basic language sequence in one semester. Designed for highly motivated undergraduate/graduate language learners, especially those who have experienced success with learning another language. Intensive approach to developing all skills but with an emphasis on speaking. Students may not receive credit for both | STAFF | SPRING | |
| PORT 402 | Accelerated Brazilian Portuguese II | In-Person | Prerequisite, PORT 102, 111, or 401. A continuation of PORT 401, covers levels three and four in one semester. Develops all skills, with increasing emphasis on reading, writing, and cultural analysis. Designed for highly motivated undergraduate/graduate language learners, especially those who have experienced success with learning another language. Prepares students for advanced courses. Students may not receive credit for both PORT 402 and PORT 203, PORT 204 or PORT 212. | Richard Vernon | SPRING | |
| PORT 408 | Language Across the Curriculum: Contemporary Social Challenges in Brazil and Portugal | In-Person | Prerequisite, PORT 204 or 402; permission of the instructor for students lacking the prerequisite. Coregistration in a LAC course required. A recitation section for selected courses that promote foreign language proficiency across the curriculum (LAC). Weekly discussion and readings in Portuguese. | Paulo Rodrigues Ferreira | Spring | 1-credit course |
| PUBPOL 272T | Immigration Policy in Spanish: Narratives of return migration, here and there: from practices to policies | In-Person AT DUKE | Spanish Cultures and Languages Across the Curriculum course at Duke | Liliana Paredes | SPRING | |
| RELI 245 | Latina/o Religions in the United States-Mexico Borderlands | In-Person | The goal of this course is to orient students in the great diversity of Latina and Latino religious formations in the United States today. Focusing on Indigenous, African, and Catholic Creole "inspirations," this course will focus students to the emergence of a distinctly U.S. Latina/o religious experience. | Israel Dominguez | SPRING | |
| RELI 245 H | Latina/o Religions in the United States-Mexico Borderlands | In-Person | The goal of this course is to orient students in the great diversity of Latina and Latino religious formations in the United States today. Focusing on Indigenous, African, and Catholic Creole "inspirations," this course will focus students to the emergence of a distinctly U.S. Latina/o religious experience. | Israel Dominguez | SPRING | |
| SPAN 100 | Elementary Spanish Review | In-Person + Remote | Designed for students with previous study who place into first-semester Spanish. Upon successful completion students will enroll in SPAN 102. Students may not receive credit for both SPAN 100 and SPAN 101, 111, or 401. | Michelle Gravatt, Beatriz Lomas-Lozano | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 102 | Elementary Spanish II | In Person + Remote | Prerequisite, SPAN 100 or 101. Continues the study of the essential elements of Spanish structure, vocabulary, and the cultural aspects of the Spanish-speaking world. Aural comprehension, speaking, reading, and writing. Students may not receive credit for both SPAN 102 and SPAN 105, 111, 401, or 404. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 105 | Spanish for High Beginners | In Person + Remote | Accelerated course that covers SPAN 101 and 102 for students with previous study of Spanish. Aural comprehension, speaking, reading, and writing. Students may not receive credit for both SPAN 105 and SPAN 102, 111, 401, or 404. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 203 | Intermediate Spanish I | In Person + Remote | Prerequisite, SPAN 102, 104, 105, 111, or 401. Develops language skills for communication. Review of elementary Spanish. Expands awareness of the Spanish-speaking world through readings and discussion of representative texts. Students may not receive credit for both SPAN 203 and SPAN 212, 402, or 405. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 204 | Intermediate Spanish II | In Person + Remote | Prerequisite, SPAN 203. Continued development of language skills for communication. Considers finer points of linguistic structure. Expands awareness of Spanish culture through reading, inquiry, and class discussion. Students may not receive credit for both SPAN 204 and SPAN 212 or 402. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |

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| SPAN 255 | Converstation I | In Person | Prerequisite, SPAN 204, 212, or 402. Introductory conversation. Builds oral proficiency and awareness of Hispanic culture. Emphasizes vocabulary and grammatical accuracy; writing activities support speaking. Not open to native speakers. Students may not receive credit for both SPAN 255 and SPAN 266. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 261 | Advanced Spanish in Context | In Person + Remote | Prerequisite, SPAN 204. Fifth semester Spanish course required for all majors and minors that uses literature, film, and culture as a basis for reviewing grammatical concepts, developing writing competency, and improving overall communication skills. Students may not receive credit for both SPAN 261 and SPAN 267, 300, or 326. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 267 | Advanced Spanish for Heritage Learners | In Person | Prerequisite, SPAN 204; permission of the instructor for students lacking the prerequisite. Fifth semester Spanish course, designed specifically for Heritage learners, required for all majors and minors. Uses literature, film, and culture as a basis for reviewing grammatical concepts, developing writing competency, and improving overall communication skills. Students may not receive credit for SPAN 267 and SPAN 261, SPAN 300, or SPAN 326. | Brenda Quinones-Ayala | SPRING | |
| SPAN 270 | Contemporary Spanish American Fiction | In Person | Narrative works of Borges, Cortázar, García Márquez, and other contemporary Spanish American writers. | STAFF | SPRING | |
| SPAN 292 | Approaches to Spanish | In Person | Permission of the program director based on oral proficiency interview. Students must have advanced proficiency in Spanish. Students learn and implement fundamentals of foreign language instruction as peer tutors for elementary Spanish courses. Students may take course twice for credit. May not count toward the major or minor in Spanish. | Catherine Shade | SPRING | |
| SPAN 300 | Spanish Composition and Grammar Review | In Person | Prerequisite, SPAN 255 or 261; permission of the instructor for students lacking the prerequisite. Advanced grammar and composition designed to improve grammatical analysis, accuracy, and develop writing skills, using process and task-oriented approaches. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 301 | Introduction to Literature and Cultural Analysis | In Person | Prerequisite, SPAN 261. Prepares students to formulate and communicate critical analyses of literary works in at least three genres chosen from theater, poetry, essay, narrative, and film while situating the readings within a cultural context. Students will improve Spanish language proficiency and appreciation of different world views through literature and culture. Previously offered as SPAN 260. Students may not receive credit for both SPAN 301 and SPAN 260 or 302. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 302 | Literatre and Cultural Analysis for Heritage Learners | In Person | Designed for heritage learners, prepares students to formulate and communicate critical analyses of literary works in at least three genres chosen from theater, poetry, essay, narrative, and film while situating the readings within a cultural context. Students will gain appreciation of different world views through literature and culture. Previously offered as SPAN 262; students may not receive credit for SPAN 302 and 260 or 301. | Jhonn Guerra Banda | SPRING | |
| SPAN 320 | Spanish for Business | In Person | Prerequisite, SPAN 261. All-skills course with review of grammar and extensive writing and speaking practice. Vocabulary, readings, and activities geared toward the language of business professions in the context of the United States Hispanic community. Students may receive credit for only one of SPAN 320, 321, or 323. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 321 | Spanish for Medical Professions | In Person | Prerequisite, SPAN 261. All-skills course with review of grammar, extensive writing and speaking practice. Vocabulary, readings, and activities geared toward the language of health care professions in the context of the United States Hispanic community. Open only to students in the minor in Spanish for the professions. Students may receive credit for only one of SPAN 320, 321, or 323. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 324 | Spanish for Law II | In Person | Prerequisite, SPAN 261. All-skills course with review of grammar and extensive writing and speaking. Vocabulary, readings, and activities geared toward the language of legal professions within the context of the Hispanic community. Open only to students in the minor in Spanish for the professions. Students may receive credit for only one of SPAN 320, 321, or 323. | Hosun Kim | SPRING | |

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| SPAN 325 | Spanish for Business II | In Person | Prerequisites, SPAN 261 and 320. Second semester, all-skills course with extensive writing and speaking practice, including grammar review. Vocabulary, readings, and activities geared toward the language of business professions in the context of the United States Hispanic community. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 328 | Spanish for Medical Professions II | In Person | Prerequisites, SPAN 261 and 321. Second semester, all-skills course with extensive writing and speaking practice, including grammar review. Vocabulary, readings, and activities geared toward the language of health care professions in the context of the United States Hispanic community. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 329 | Spanish Professions Community Engagement | In Person | Prerequisite, SPAN 324, 325, or 328. Eighth-semester capstone course applying skills in Spanish language and cultures to professional and community contexts. Assignments include professional documents, community service work and projects, and a research project. Open only to students in the minor in Spanish for the professions. | STAFF | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 343 | Latin American Cultural Topics | In Person on Campus Learner | Prerequisite, SPAN 261 or 267. This course studies trends in thought, art, film, music, social practices, in the Spanish speaking Americas, including the United States. Topics may include colonialism, race, class, ethnicity, modernization, ecology, religion, gender, and popular culture. | Oswaldo Eslada | SPRING | *Multiple Sections, Multiple Professors* |
| SPAN 338 | Trans-Atlantic Cultural Topics | In Person | Prerequisite, SPAN 261 or 267. Cultural history of Spain and Spanish America from the 16th century to the 21st century. Explores trans-Atlantic dimensions of Spanish and Spanish American cultures and the elements that have shaped those societies and their cultural traditions during the periods studied. Formerly offered as SPAN 331. | Sandra Cadena Pardo | | |
| SPAN 344 | Latin@ American Cultural Topics | In Person + Remote | Prerequisite, SPAN 261 or 267. This course studies trends in thought, art, film, music, social practices, in the Spanish speaking Americas, including the United States. Topics may include colonialism, race, class, ethnicity, modernization, ecology, religion, gender, and popular culture. | Juan González Espitia, Emil Keme, Francisco Chen-López | | |
| SPAN 351 | Spanish Interpretation I | In Person | Prerequisite, SPAN 261 or 267, and SPAN 300. Introduces the profession of interpreter: main interpretation models, history and theory, use of cognitive processes in developing skills, ethical standards, and best practices. Emphasis on expanding communicative and cultural competency while applying strategies in business, conference interpretation, education, health care, law, and law enforcement. | Tamara Maria Cabrera Castro | SPRING | |
| SPAN 352 | Spanish Interpretation II | In Person | Refines interpretation skills through continued study of theory and best practices in varied professional contexts. Focuses on enhancing linguistic competence, sight-translation, and mnemonic strategies. Increases cultural sensitivity to issues interpreters face in business, conference interpretation, education, health care, the hospitality industry, law, and social services. | Tamara Maria Cabrera Castro | SPRING | |
| SPAN 360 | Intro to Hispanic Linguistics | In Person | Prerequisite, SPAN 300. Introduction to the linguistic study of sound, meaning, grammatical form, dialectal and sociolinguistic variation, with a particular focus on modern Spanish and the languages of Spain and Latin America. Previously offered as SPAN/LING 377. | Bruno Estigarribia | SPRING | |
| SPAN 369 | Intro in Translation | In Person | Prerequisites, SPAN 261 or 267, and 300. Theory and practice of translation through a dual approach of conceptual readings and classroom discussion and workshops in interdisciplinary fields. Emphasizes cultural role of the translator as mediator. | Nancy Grace Aaron | SPRING | |
| SPAN 370 | Spanish Translation II | In Person | Translation as product and process. Examines the concept of cultural fluidity in 21st-century translation theory vis-à-vis 20th-century notions of untranslatability. Refines translation skills in cultural, financial, legal, literary, medical, and technical domains. Emphasis on expanding written proficiency and refining style. | Nancy Grace Aaron | SPRING | |
| SPAN 373 | Studies in Latin American Literature | In Person | Prerequisites, SPAN 301 or 302. The literature of Spanish America from pre-Colombian times to the present. Representative authors and texts from various literary movements will be studied in their sociohistorical contexts. | Martin Sueldo | SPRING | |

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| SPAN 376 | Phonetics and Phonology | In Person | Prerequisite, SPAN 300. Introduction to the description of sound systems with a focus on Spanish. Includes the study of the historical development of Spanish and its areal and social variation in Spain, Latin America, and the United States. | Martha Ruiz-Garcia | SPRING | |
| SPAN 385 | Contemporary Spanish American Prose Fiction | In Person | Prerequisite, SPAN 371 or 373. A study of the cultural, political, and aesthetic dimensions of the novels and short stories of selected contemporary Spanish American writers such as Borges, Cortázar, García Márquez, Puig, etc. | Alicia Rivero | SPRING | |
| SPAN 402 | Intermediate Accelerated Spanish | In Person | Prerequisite, SPAN 102, 105, 111, or 401. A continuation of SPAN 401, covers levels three and four in one semester. Develops all skills, with increasing emphasis on reading, writing, and cultural analysis. Designed for highly motivated undergraduate/graduate language learners, especially those who have experienced success with learning another language. Prepares students for advanced courses. Students may not receive credit for both SPAN 402 and SPAN 203, SPAN 204 or SPAN 212 | Kyung Huer | SPRING | |
| SPAN 625 | Indigenous Literatures and Cultures of the Américas | In Person | Panoramic view of indigenous literatures in the Américas through a study of a variety of indigenous textual production including chronicles, manifestos, novels, testimonial narratives, short stories, poetry, artistic production, and film. | Emil Keme | SPRING | |
| SPAN 683 | Guarani Linguistics | In Person | Prerequisite, SPAN 360; permission of the instructor for students lacking the prerequisite. Guaraní, an official language of Paraguay, is the only indigenous language in the Americas (and possibly in the world) that is spoken natively by a nonindigenous majority. This seminar explores the linguistics of Guaraní: its typology, history, grammar, and sociolinguistics. | Bruno Estigarribia | SPRING | |
| WGST 352 | Rahtid Rebel Women: An Introduction to Caribbean Women | In Person | This course uses films, novels, and essays to move beyond sun, sand, and sex representations of Caribbean women to examine how they negotiate imperial and national definitions of their place. | Tanya Shields | SPRING | |
| WGST 465 | Gender, (Im)migration, and Labor in Latina Literature | In Person | Prerequisite, WGST 101. Students will explore the representation of intersections between gender, identity, immigration, and migration in Latina/o literature. Emphasis will be placed on the intersections between labor, migration, and United States immigration policy. *Must submit syllabus to Beatriz Riefkohl Muniz for Latin American Studies Major* | Ariana Vigil | SPRING | |