

**Semester at Sea
Summer 2007 Final Course Listing**

HILA 340Z: Latin America Today: Between Local and Global
Subject: Geography - [Syllabus](#)
Professor Brian Owensby, Coordinator

The purpose of this course is to provide a unifying academic experience for students who participate in Summer 2007 Semester at Sea, which will sail the western coast of Meso- and South America. Through a core of common texts, films, presentations, and discussions, this course seeks to frame a broad intellectual and experiential context for students' explorations, both in class and in field visits during our six port calls. Substantively, the course will provoke students to think about the phenomenon and problem of globalization, from a Latin American perspective. Buzzword, ideology, policy prescription, opportunity, source of suffering and discontent-globalization is all of these. The challenge of the course is to probe and question globalization as idea, reality, experience, and vision in a broad context spanning individual countries and Latin America as a wider region. In doing so we will touch on diverse topics, such as conquest and early colonization, race-mixing as reality and ideology, Latin America's position in a global economy of goods and ideas, problems of tourism and travel, and contemporary issues regarding "neoliberalism." Evaluation will be based on short papers reacting to shared texts and on students' intellectual journals of their time at sea and on land.

ANTH 263Z: Immigration in Comparative Perspective
Subject: Anthropology - [Syllabus](#)
Professor Leo Chavez

The late twentieth and early twenty-first centuries have been a time of large-scale movements of people in the world. Latin Americans, in particular, are experiencing immigration and, more often, emigration to the United States and Europe. This course will provide students with an understanding of the causes and continuation of migration of people across national borders. We will examine legal migration, clandestine migration, and refugee migration by people in most of the countries on the Semester At Sea itinerary. We will explore why people migrate and the impact it has on the migrants' lives, the lives of the people where they move, and the lives of those left behind. We will explore how migration introduces change in many directions, including in gender relations and community life. Transnational networks are important, as some migrants manage to maintain important connections with life back in their communities of origin, as we will explore for Mexico and Peru. Many migrants move to take advantage of labor opportunities, but the Otavalo Indian merchants of Ecuador offer an example of an entrepreneurial diaspora. Latin American countries have also been sites of immigration, as we will explore with the Nicaraguans in Costa Rica and the Japanese in Peru. Recent policy debates in the United States over immigration will also be examined in relation to Latin American immigration. Student projects will examine specific issues of transnational migration by comparing at least three of the countries on the Semester At Sea itinerary. Prerequisites: None.

SEMS 142 Cultural Geography of Latin America
Subject: Anthropology/Geography - [Syllabus](#)
Professor Jeffrey P. Blick

This course will introduce students to geography, cultural geography, and anthropogeography as they relate specifically to issues and concerns in Latin America and the Caribbean. Topics to be considered include systematic and regional geography, general map skills, the environment, historical geography, globalization, population issues, urbanization, the economy and poverty, etc. Regions of Latin America to be covered include Middle America and the Caribbean, Mexico, Central America, South America, the Andes, Brazil, the Amazon, and the Southern Cone. Students will present the results of original research (Student Projects) to the class in oral/AV presentations and will lead the class on one occasion per student in lecture or seminar fashion. This technique will foster interactive and collaborative learning, will help students overcome fear of public speaking, and will put students in the role of becoming "mini-experts" in areas of their personal interest as it relates to anthropogeographical subject matter within Latin America and the Caribbean. Suggested Pre-requisites: Introduction to Anthropology and Introduction to Geography.

ANTH 272Z: Plants & Peoples of Latin America

Subject: Anthropology - [Syllabus](#)

Professor Jeffrey P. Blick

This course involves a critical examination of the role neotropical plant resources have played in the prehispanic and modern cultural, economic, and historical development of Latin America and the world. Suggested Pre-requisites: Introduction to Anthropology, Introduction to Biology, and Introduction to Botany.

PLAN 303Z: Neighborhoods, Community and Regions

Subject: Architecture - [Syllabus](#)

Professor Richard C. Collins

This course explores theories of cultural, historical, social and economic forces that shape and influence spatial, territorial, and political-jurisdictional development. The course is adapted for the Semester at Sea itinerary and will include an initial phase related to defining and evaluating the concept of sustainability. Thus it will provide a survey of the global initiatives related to sustainability as well as opportunities for comparison of contexts within and between the U.S. and Latin American countries.

PLAN 306Z: Land, Law and the Environment

Subject: Architecture - [Syllabus](#)

Professor Richard C. Collins

This course is adapted from a regularly offered course taught by Professor Collins in the Urban and Environmental Planning program in the School of Architecture at the University of Virginia. This class is structured so as to fruitfully combine a professional planning and liberal arts focus. The course combines an evaluation of public planning and policy processes with an emphasis on the legal framework surrounding environmental and land use policies and local growth management. The class encourages students to explore the key components of urban and environmental policy and law as they intersect economic and private property regimes. It will also add to an understanding of the historical evolution of land use and environmental law and policy in the U.S. from common law nuisance to modern legislation affecting land, water, and air media. Students interested in any policy aspect of urban and rural development, natural resources, environmental programs,

historic or cultural conservation, urban design, or social housing may enroll without any specific prerequisite.

ARTH 265Z: 'Latin American' Art: Colonial to the Present

Subject: Art History - [Syllabus](#)

Professor Ray Hernández-Durán

This course is an introductory survey of the arts and architecture in what is collectively known today as 'Latin America.' We will begin by considering the colonial arts of the Spanish viceroyalties in the Americas, approximately from 1495 to the mid-nineteenth-century, when various colonial territories began acquiring their independence from the Iberian metropole. The class will continue to look at Latin American arts in the nineteenth-century, and finally, at modern art of the twentieth-century through the present. The course will incorporate focused discussions of modern art in each of the countries which we will be visiting. Suggested Pre-requisites: Any of the following courses would be relevant pre-requisites: Architecture Survey and/or Art History survey, i.e. Prehistoric to Gothic and/or Renaissance to Early Modern.

ARTH 365Z: Urbanism and Culture in 'Latin America'

Subject: Art History - [Syllabus](#)

Professor Ray Hernández-Durán

This course is an introduction to urban design and architecture in what is collectively known today as 'Latin America.' Basing my approach on the concepts of 'urbs' and 'civitas,' which date back to Thucydides and Cicero, we will be concentrating on both the physical structure of the city and its social environment. The class will deal with larger historical and cultural themes related to urbanism, as well as focus on sites, which are scheduled destinations on the voyage itinerary. The course will begin by considering the nature of the city. We will then look at urban planning in the indigenous pre-contact and colonial periods, and the modern to contemporary contexts. When speaking of urban design, we will be discussing architectural production and the symbolic valences of buildings and spaces. Other art forms and practices will be brought into the discussion to highlight the manners in which urban spaces function as frames in the production of meaning and in engendering social relations. Suggested Pre-requisites: Any of the following courses would be relevant pre-requisites: Architecture Survey and/or Art History survey, i.e. Prehistoric to Gothic and/or Renaissance to Early Modern.

COMM 384N: Foundations of International Business

Subject: Commerce - [Syllabus](#)

Professor Steven Dickstein

"The business of America is business." This familiar quote from the 1920s by President Calvin Coolidge reflects the overconfidence that contributed to the ensuing Great Depression. Still, there is an important measure of truth to this declaration even today. The prosperity of this nation depends largely on business. Therefore, no matter what degree tract a student pursues, a fundamental understanding of how businesses work and why they succeed or fail is essential to success in most careers. Today, we cannot limit our understanding of business to the narrow vision of our own national economy. Global trade is an important contributor to national wealth with the United States looming as its largest player with 2005 imports and exports

totaling in excess of \$3.27 trillion. Only Japan has a larger total economy (GDP) than this figure, which gives you some sense of the enormous U.S. impact in global trade. International activity represents about 30% of the U.S. economy. Therefore, in order to have a more complete and realistic view of an organization, the course includes an introduction to international business that will be incorporated with the ports of call during the term. While, normally, international business is taught as a follow-up and dedicated course after each functional topic, this approach will be reversed so that an understanding of geographical differences in business becomes evident earlier in the learning process in order to better understand and to appreciate business themes during the cruise. The approach is to introduce fundamental principles in each business discipline comprising all the core business majors and then to apply this knowledge in a more practical context using the Case Method. This brings real world examples into the classroom and will be integrated with assignments and travel opportunities at several ports of call to make this educational experience both practical and realistic. Prerequisites: None.

COMM 380B: Doing Business in the Emerging Markets of Latin America
Subject: Commerce - [Syllabus](#)
Professor Steven Dickstein

They traded actively throughout the Atlantic world. On the eve of the Revolution a larger part of per capita income in the Colonies came from foreign trade than in any other era of American history." (excerpted from Washington's Crossing by David Hackett Fisher). The original Colonies could be considered emerging markets in their time, providing raw materials and new markets for England. The nature of this relationship was a source of the friction that precipitated the Revolution. This example of colonial trade is just a snapshot in time demonstrating "globalization" and "emerging markets". Our course subject is really not new at all, but rather addresses new global relationships, specifically between the United States and the emerging markets of Latin America.

Today, global trade is an important contributor to national wealth with the United States looming as its largest player with 2005 imports and exports totaling nearly \$3.3 trillion. In the second half of the 20th century, American commercial and geopolitical interests converged in the fundamental belief that increasing global trade is like the rising tide that raises all ships. The challenge comes in the recognition that not all nations participate and benefit equally. In particular, commercial relations with Latin America reflect a mistrust that has evolved from the unequal economic circumstances and a perception of trade imperialism that makes any treaty, trade ruling or other market-opening initiative appear to favor American interests.

As companies seek competitive advantage in the global marketplace, they are forced to develop strategies to deal with Emerging Markets. This course is designed to study and to understand the differences of these markets. Our focus then addresses how these issues affect commercial opportunities in Latin America and how/ why these countries have failed to benefit in the same way that China and India have demonstrated. One premise of this course is that a balanced business strategy for emerging markets cannot focus on Asia alone (particularly China and India). So, then, what blend of flexibility, innovation and commitment is appropriate for Latin America? Also, how do free trade agreements such as NAFTA or CAFTA contribute to the increase of trade and leveling the playing field for all participants? This business course will be appropriate for students from any business major or economics. It

may also offer an interesting elective opportunity for majors or minors in Cultural Anthropology or Latin American studies who are interested in how business must adapt to different cultures and economic landscapes. This reflects the importance of history (in particular, relationships with the United States) and geo-politics in understanding business practices in Latin America.

DRAM 362Z: Contemporary Latin American Drama Seen Through a Director's Eye

Subject: Drama - [Syllabus](#)

Professor Robert Chapel

The examination of eight contemporary Latin American plays from some of the major playwrights of Mexico, Central, and South America. Students will be expected to do a thorough analysis of these plays from a director's perspective, using an abbreviated version of the Francis Hodge Play Analysis. In addition, students will be expected to perform in some scenes from these plays in class and, whenever possible, to view film clips from films made from the plays. Field trips will involve visiting various theatres in the Central and South American cities visited as well as, when possible, conversation with local theatre artists. Suggested Pre-requisites: None.

DRAM 306Z: History of Theater II - Musical Theatre

Subject: Drama - [Syllabus](#)

Professor Robert Chapel

This course involves the study of the evolution and history of the musical theatre from Mozart to Sondheim, as studied through the works of the major composers over the last 200-plus years. The main focus of the course will be the musical theatre composers within their historical context in the 20th Century. Students will be introduced to the music and shows of over 20 composers, mostly American, via film clips and compact discs. This is primarily a lecture course. Suggested Pre-requisites: None.

ECON 224Z: International Economics: Markets and Finance

Subject: Economics - [Syllabus](#)

Professor Peter Rodriguez

The course applies the ideas and methodologies of international economics to the analysis of contemporary economic issues, particularly those of great importance to the economies of Latin America. IE expands students' knowledge of global economies and markets in three dimensions. First, it delivers insights and tools for analyzing markets in the global economy by building rigorous economic theories and frameworks. Second, it provides tools and concepts for analyzing the performance of national economies by focusing on the economic and political forces that shape production, trade flows, capital flows, interest rates, exchange rates and other variables that define the global economic landscape. Third, it applies the tools of international trade and finance to broaden students' perspectives on how globalization affects the performance and strategies of nations and firms. This course is intended to be thought-provoking and practical in that it will allow you to achieve a far richer understanding of the economies we will visit and it will contextualize many of the key social decisions facing these nations. As a part of the course, we will also bring to the discussion current events and emerging trends in the global economic environment. Upon completion, you should have a working knowledge of essential

international economic concepts and models and be able to apply that knowledge to understand the complex global business environment.

ECON 223Z: Economic Growth and Reform

Subject: Economics - [Syllabus](#)

Professor Peter Rodriguez

Economic Growth and Reform (EGR) explores the challenges faced by nations seeking to initiate economic reform and spur enduring economic growth with a particular focus on the economies of Latin America. A fundamental force driving reform and growth policies is social discontent concerning the pace and distribution of economic growth. Government policies in most developing economies target rising living standards through changes in the laws and institutions that govern business and which, in turn, help to attract foreign investment. Investments in developing economies in particular present firms with opportunities to realize substantial financial returns and contribute to economic growth, but are fraught with unique challenges and risks. Moreover, these investments raise normative concerns regarding the role of business in society and the nature of globalization. EGR delivers frameworks for understanding the nature of economic growth, the challenges of reform policies and the role of private firms in promoting rising living standards. By applying these frameworks to a broad set of issues, students learn how to analyze the economic, financial and social issues that arise in the process of economic reform. While EGR covers economic issues that apply to all developing economies the course centers on reform and growth policies applied in Latin America since the 1980s. EGR is divided into three modules. The first module, 'Key Challenges of Economic Growth' introduces a framework of economic growth that will be used throughout the course and expounds the role of firms and institutions in the process of economic development. The second module 'Institutions and Firms' examines how specific challenges in the development process affect the attractiveness of markets for investment and how firms have and should respond to such challenges. The third module 'Globalization, Growth and Society' examines the social context of economic reforms and growth policies through discussions of international trade, job migration and public policy. A principal objective of the third module is to explore the relationship between firms, economic policies and the social issues that accompany economic development.

ECON 221Z: Introductory Development Economics

Subject: Economics - [Syllabus](#)

Professor Kinnon Scott

What is economic development, what facilitates and what impedes it? How do we understand economic growth? What roles do human capital, markets, information and international trade, inter alia, play in economic development? This course will provide students with an overview of the main issues in development economics starting with the concepts, definitions and indicators of development. Once the range of concepts is fully understood, the course will then cover issues related to growth, poverty and inequality, human capital, and international trade. The course will end with a look at government strategies to meet the Millennium Development Goals and reduce poverty which will shed light on both government priorities as well as the role of the international development community. Suggested Pre-requisite: An introductory course on macroeconomics.

ECON 222Z: Poverty and Inequality in Latin America
Subject: Economics - [Syllabus](#)
Professor Kinnon Scott

The countries in Latin America include countries with extremely low GDP and high poverty rates, countries with high GDP and low poverty. But the correlation between poverty and GDP is not as straightforward as one would expect. This course will look at welfare in Latin America in recent years: the level and distribution of poverty, and the role of inequality (both in opportunities and outcomes). The course will start with an overview of welfare and poverty focusing on the conceptual issues as well as the rather thorny measurement issues. In the next stage, the course will cover the determinants and correlates of poverty. Specific social and economic policies aimed at alleviating poverty will also be covered looking at impact to the extent possible. The course will cover theory, specific case studies and practical applications. Suggested Pre-requisites: It is preferred that the student will have taken an introductory level course on micro-economics.

CE 451Z: Engineering Geology: Natural Hazards in Latin America
Subject: Engineering - [Syllabus](#)
Professor Luis E. Vallejo

Latin America is well known as a seismically active area, prone to earthquakes and volcanic eruptions. These in turn cause dangerous slope instability problems in the form of mudflows and debris flows, which result in significant loss of life and property damage. In addition, Mexico City is a sinking city, plagued by problems of subsidence, and the Panama Canal has been subjected to major landslides that interfere with its operation. This course addresses the underlying causes of these hazards, and explores the ways in which engineers would approach planning and design issues given this knowledge. The format of this class involves lectures, discussions, in-class problem solving, and site visits. Students will be asked to keep a journal relating class material to each site visited. Also, the students will prepare reports based on two major field trips. Evaluation will be based on class participation, journal and reports and a final exam. Suggested Pre-requisites: This course is open to engineering students, and to all interested students with a basic knowledge of algebra, geometry, trigonometry and introductory physics. We will study in depth a range of geologic hazards found in Latin America and how they impact civil engineering planning and design.

CE 452Z: Special Topics in CE-Civil Engineering Seminar:Engineering Wonders of the Aztec, Inca, and Maya
Subject: Engineering - [Syllabus](#)
Professor Luis E. Vallejo

As we travel throughout Latin America, we will encounter stunning examples of engineering expertise, from the Aztec and Mayan pyramids, to the lost city of the Inca, Machu Picchu, to the more recently built Panama Canal, to name just a few. This course is designed to introduce students to the methods employed in the design and construction of these and other major structures, and to analyze why these structures have remained stable in the face of time and natural hazards. What made pre-Columbian engineers so effective will be analyzed using basic principles of civil engineering. The class will consist of preparatory lectures, discussion, and exercises, site visits, and debriefings subsequent to site visits. Students will keep a journal

recording relevant information collected during all site visits, and prepare reports detailing civil engineering features found at the sites selected for the two required major field trips. In addition, students, working individually or in small groups of 3 to 5 students, will investigate a special topic of particular interest, document findings using a variety of media, analyze their findings, and present a final report.

Suggested Pre-requisites: This course is open to engineering students, and to all interested students with a basic knowledge of algebra, geometry, trigonometry and introductory physics. We will analyze the design of pre-Columbian structures, as well as some contemporary structures in Central and South America from a civil engineering perspective.

ENLT 255Z-1: Special Topics: Introduction to Literature of the Americas

Subject: English - [Syllabus](#)

Professor Anna Brickhouse

This course offers a basic introduction to modern Latin American literature, surveying the main literary movements from the mid-nineteenth century through the contemporary period (including romanticism, costumbrismo, indigenismo, modernism, magical realism, and testimonio, among others). Focusing largely on the Latin American tradition of the short story, but also covering major poets, the course will be geared heavily toward authors from the particular countries where the ship stops in order to tie in field work. Traveling to Mexico, for example, we'll read Carlos Fuentes, Juan Rulfo, Rosario Castellanos, and Elena Garro; on the way to Chile, we'll be reading Gabriela Mistral, Maria Luisa Bombal, Isabel Allende and Pablo Neruda; going to Peru, we'll read Ricardo Palma, Julio Ramón Ribeyro, Cesar Vallejo, and Mario Vargas Llosa. We'll also be reading the selections from the "Boom" writers on some of the longer stretches at sea. Focused around class discussion and short papers, the course will also help students think about the nature of translation (as all our texts will be in English) while developing their skills in literary analysis.

ENAM 255Z-2: Special Topics: Transamerican Encounters

Subject: English - [Syllabus](#)

Professor Anna Brickhouse

This comparative and interdisciplinary course focuses on the encounter between the U.S. and Latin America as represented in literature as well a range of other mediums, including film, art, and music. Though the class will focus primarily on twentieth-century and contemporary Latin American writers and performers, we will address some U.S.-authored works as well, including Herman Melville's 1856 novella *Benito Cereno*, (which is set in two boats off the coast of Chile and explores the sinister encounter between two ship captains, a New Englander and a Spaniard carrying a cargo of slaves from Valparaiso, Chile to Callao, Peru-both are ports where we'll be stopping ourselves). Each unit will explore a set of texts set in or specifically relating to each of the countries where our ship stops, as well as a corresponding theoretical concept that will help shape our collective work during class discussion. Texts will include those by canonical authors, from Melville to Ruben Dario to Carlos Fuentes; as well as very recent writings by Christina Henríquez and Alicia Gaspar de Alba; films by Lourdes Portilla, Oliver Stone, and *Americas Watch*; music and songs by Ruben Blades, Bertalicia Peralta, and Victor Jara.

EVSC 150Z: Weather and Climate
Subject: Environmental Science - [Syllabus](#)
Professor José D. Fuentes

Weather events such as thunderstorms, hailstorms, hurricanes and tornadoes are introduced and discussed in this course. Physical laws governing the motions of the atmosphere and the flows of energy are presented to learn how the Earth's atmosphere behaves. Long-term global climatic controls and short-term severe events which severely impact upon human behavior are discussed. The course topics will be presented and discussed in the context of the South American regions to be visited during the Semester at Sea. For example, the topic of El Niño will be introduced while the ship navigates the water of the equatorial region near Peru. Throughout the semester, students will participate in the gathering and interpretation of local weather and climate information to enhance the learning of the material to be covered in class. Also, local experts will be invited to provide guest lectures or participate in class discussions. The course is ideally suited to science students desiring to learn both how the main weather features form and the climate of the Earth's atmosphere. Pre-requisites: None.

EVSC 181Z: Climate Change: Past and Future
Subject: Environmental Science - [Syllabus](#)
Professor José D. Fuentes

This course examines the various factors which govern changes over time in the Earth's climate. This includes natural changes in greenhouse gas concentrations, the strength of energy output from the Sun, the Earth's orbit around the Sun, and effects of volcanic eruptions. The human or "anthropogenic" effects associated, for example, with industrial greenhouse gas concentration increases will be studied. The knowledge of past climate changes is used as a frame of reference for understanding and predicting current and future climate change. The focus of the course is to evaluate concepts to learn how many parts of the climate system (atmosphere, land, and oceans) interact. Although the course is intended primarily for non-science majors, students will learn basic concepts related to causes and effects of climate change. Pre-requisites: None.

MUSI 208Z: American Music: Music in Latin America
Subject: Ethnomusicology - [Syllabus](#)
Professor Max Brandt

Latin Americans enjoy a diverse and rich tapestry of musics with roots predominantly from Native America, Africa and Europe that also have had a significant impact on music makers and aficionados in many other parts of the world. While this course will focus primarily on traditional genres, ensembles, instruments, festivals, dances, and cultural contexts in the Pacific coast countries on the voyage, the course will begin by exploring musical universals worldwide and the broad musical concepts, migrations and blends within the "trinity" of origins. As examples, for Europe there will be an introduction to the music of Spain and preparation for the myriad of stringed instruments of Spanish derivation to be found in each country visited; for Africa music making on the African continent will be surveyed and the question of how Africans ended up on the Pacific coast will be considered as well as what musical instruments they brought with them to the Americas as memory rather than physical possessions; for Native America students will examine the musical world of the

Guaymí of Panama. Then, as the voyage proceeds from port to port, students will study traditional genres and ensembles to be encountered such as the mariachi of Mexico, the tamborito of Panama, the sanjuanito of Ecuador, the cueca of Chile, the huayno of Peru, the romances of Costa Rica, the marimba de arco trio of Nicaragua, and the marimba ensembles of Guatemala. Throughout the course modern musical forms in Latin America will be examined briefly, principally popular and academic genres and styles that have been strongly influenced by traditional forms, plus an observation of how music has transcended national boundaries in the Americas over the centuries. Assigned readings will be based on one textbook and various articles as well as listening assignments from recorded examples. Evaluation for the final grade will be based on three non-cumulative tests, including identification of recorded examples (70%), field reports (20%), quizzes and class participation (10%). No prerequisites.

SEMS 306: Reading Images Culturally

Subject: Anthropology/Media Studies - [Syllabus](#)

Professor Leo Chavez

We are all bombarded by millions of images on television, in movies, magazines, newspapers, advertisements, computers, tourist postcards, that is, in virtually every part of our lives. And yet, we rarely stop and analyze these images for the messages they contain. This class will provide students with an understanding of anthropological and interdisciplinary frameworks for analyzing and reading visual images. Readings and examples will focus on the countries on the Semester At Sea itinerary as much as possible. Topics include how to read advertisements, the power relations inherent in the "tourist gaze," representations of race and gender in Latin America, the "Indian" and "Chola" of the Andes as symbols of race, gender and class relations, the use of art as protest in Chile, images of Latin American immigration, and indigenous media as alternative media. Students will gather examples of visual images in various countries we will be visiting in Latin America and use these images to develop a paper comparing visual representations on a specific topic, such as gender and advertisements; race and national identities, or many others.

MUSI 131Z: Basic Musical Skills: Introduction to Music with a Latin Twist

Subject: Music - [Syllabus](#)

Professor Judith Shatin

Music notation evolved so that musicians could remember and share their ideas. This course teaches the basics of the musical tradition of western music, but will do so with a Latin American twist. Rather than focusing exclusively on Euro-American traditions, we will also use examples from current popular Latin American music and music from the countries we visit. Learning musical notation helps one understand the elements of music, and enables one to write down one's own musical ideas. It also gives one an appreciation for the kinds of musical designs that could not be created without such techniques, just as written language enabled the development of new kinds of literature. Learning music notation is in many ways like learning a language: it requires constant practice until its elements become second nature. This course will involve hands-on learning through singing and simple percussion performance exercises in class, through written assignments with aural components, and through the experience of local music in ports of call. For students who have participated in choral groups but do not read music, or who play instruments by ear, this course will expand the ability both to perform and understand what others have

composed and to express their own musical ideas. It also provides an opportunity for those who have no previous experience to learn the basics of music. Pre-requisite: None.

MUSI 339Z: Introduction to Computers and Music: Latin American Soundscapes

Subject: Music - [Syllabus](#)

Professor Judith Shatin

Introduction to Music and Computers will introduce students to the dynamic field of computer music, and will focus in particular on soundscape composition and acoustic ecology. The former involves composition with recordings made in the field, using these to increase our awareness of place and context; the latter focuses on preserving and documenting the sonic landscape. Soundscape compositions can develop our awareness of the particular environment in which the original sounds are situated, as well as stimulate our curiosity about the culture(s) or place(s) it reflects. In the process of learning about soundscape composition, students will gain theoretical, practical and historical knowledge of electronic and digital music. Theoretical topics include basic acoustics, recording, digital audio and digital signal processing (DSP). Students will learn skills in sound file editing, sound processing, and mixing, and will apply these to composition. The readings will offer a foundation in the history of electronic and computer music, as well as an introduction to some of the current aesthetic issues in the field. These include traditions of soundscape composition from its beginnings in the work of composers such as R. Murray Schaefer, Barry Truie and Hildegard Westerkamp. We will also consider problems such as sonic appropriation, and issues of form in digital composition. Listening assignments, ranging from music by Aphex Twin and Laurie Anderson to Paul Lansky and Pamela Z, will provide a framework for understanding different compositional approaches. This knowledge will be brought to bear on the practice of soundscape composition, incorporating recordings we will make both on the ship and in ports of call. Students will also learn the distinctions between soundscape composition and acousmatic approaches, in which the abstract qualities of the sound come to the fore. Students will complete two soundscape projects prior to a more extended final project that draws upon the techniques learned during the entire course. Pre-requisite: Prior music course work and/or musical background, including playing an instrument (could be computer or traditional instrument).

PLIR 101Z: International Relations

Subject: Political Science - [Syllabus](#)

Professor Peter M. Sanchez

This course will provide an introduction to global politics. First we will examine the origins of the current international system and the levels of analysis and theoretical frameworks that scholars use to explain international politics. We will then look at the variety of actors that take part in and influence international politics. Although focusing on nation-states, we will also look at the many other actors and international organizations that are involved in world affairs. Throughout the course, we will look into the international relations of the eight countries that we will visit on our voyage. Suggested Pre-requisites: None.

PLIR 362Z: Latin America in the International System**Subject: Political Science - [Syllabus](#)****Professor Peter M. Sanchez**

This course examines how the international system has affected Latin America, as well as how the region fits into and has reacted to the system. We will examine Latin America's international interactions historically through the post-Cold War period, focusing primarily on US-Latin American relations. We will also concurrently focus on the foreign policies of the countries that we will visit on the voyage, considering their foreign policy possibilities and limitations. Suggested Pre-requisites: None.

SPAN 490Z: Special Topics: History and the Novel in Latin America**Subject: Spanish - [Syllabus](#)****Professor Ricardo Padrón**

This course examines what happens when novels tell stories that are supposed to be true. In what ways does the aesthetic shape of fiction give form and meaning to historical content? What is gained and what is lost when real events, people, and places are communicated through the filter of fictional narration? We will examine these questions by reading selectively from the literary output of the countries we will be visiting, favoring novels (primarily 20th century works) that figure historical events, or that attempt to portray and comment upon social realities. We will read realist novels from the early twentieth century, as well as the experimental fiction of the so-called "Boom" and the newer tendencies of the "post-Boom." Our discussion will be enriched by some reading in contemporary theory and criticism regarding these issues as well. All of the fiction we read will be in Spanish, and class discussion will be carried on in Spanish. Critical and theoretical reading will be in either English or Spanish. Suggested Perquisites: A survey course of Latin American literature, or an advanced course in literature of any kind. Spanish reading skills must be very strong, at the level of an advanced Spanish major.

SPTR 426Z: 1492 and the Aftermath**Subject: Spanish - [Syllabus](#)****Professor Ricardo Padrón**

This course explores historiography and geography as forms of writing laden with cultural and ideological baggage, by way of a journey through the cultural history of the discovery, conquest and colonization of America by Spain. After exploring some crucial analytical concepts, like "invention," and "emplotment," the course will examine historical and geographical/cartographical texts written by participants in the European-Amerindian Encounter that began with the 1492 journey of Christopher Columbus. The emphasis will fall less upon what these accounts have to say in factual terms, and more on how they interpret and give meaning to places and events. All texts will be read in English translation, and the course will be conducted entirely in English. Suggested Pre-requisites: Some prior knowledge of Latin American history would be helpful, but is not required.

Note: All students will also be enrolled in a one-credit Spanish language class, according to their level of proficiency.

- **Elementary Conversation in Spanish SPAN 100Z**
- **Intermediate Conversation in Spanish SPAN 200Z**

- **Advanced Conversation in Spanish SPAN 300Z**