Through the study of tango lyrics, gender studies and the consumption of culture and knowledge (Special Topic on Comparative Literature) Borges’ vision of the world as a Library of Babel and Aleph anticipated the information age and the development of the Internet by several decades. However, although Borges can be regarded as the least representative Latin American writer, not all his fiction addresses universal problems. This course shows how many of his short stories, essays and poems are embedded in and have contributed to the Latin American and Argentine literary traditions. The course also considers Borges’ precursors (Poe, Marcel Schwob and Kafka) and his followers (Donald Barthelme, Leonardo Sciascia, Danilo Kis and Umberto Eco, among others). Finally, it looks at Borges’ presence in visual culture: film, architecture and art.

ESPANOL Y PORTUGUES

(PALAS 420) Jorge Luis Borges: Visions of Culture and Knowledge (Special Topic on Comparative Literature)

Borges’ vision of the world as a Library of Babel and Aleph anticipated the information age and the development of the Internet by several decades. However, although Borges can be regarded as the least representative Latin American writer, not all his fiction addresses universal problems. This course shows how many of his short stories, essays and poems are embedded in and have contributed to the Latin American and Argentine literary traditions. The course also considers Borges’ precursors (Poe, Marcel Schwob and Kafka) and his followers (Donald Barthelme, Leonardo Sciascia, Danilo Kis and Umberto Eco, among others). Finally, it looks at Borges’ presence in visual culture: film, architecture and art.

(PALAS 444) Human Rights and Cultural Representations

The cultural and human responses to the violence of genocide politics in the Holocaust will serve as an excellent starting point to analyze political repression in Latin America (focus on Guatemala, Uruguay, Argentina and Chile). Centered on theoretical and critical corpus of the course, is the multidisciplinary work of scholars (e.g. Soshana Feldman, Cathy Caruth, Dominic LaCapra, Astrid Erll, Jean Amery, Giorgio Agamben). This course discusses not only the impact of trauma, the legacy of memory and the role of the national states during dictatorships in these countries, but also how to make these experiences productive to reconstruct selves and societies. The corpus includes literature, testimonies, documentary and feature film, art, oral history, journalism, poem and popular music by such authors as French-Jewish Claude Lanzmann, Chilean film director Patricio Guzman, Guatemalan writer and Nobel Peace Prize Rigoberta Menchu, Uruguayan poets Mario Benedetti and Mauricio Roseno and songs by Argentine composers and interpreters Luis Alberto Spinetta and Charly Garcia.

(PALAS 449) Directed Research

This course is designed for students wishing to conduct research at undergraduate level. Each student has an opportunity to work closely with one of our faculty tutors on a specific topic in Latin American studies of interest to the student. Tutors are one-on-one and consist of eight meetings lasting 50 minutes each. They are intended to help students refine their ideas about their chosen topic. It is assumed that this research is part of a bigger project that the student will eventually submit to the home university. Therefore, the tutor will not be responsible for the final outcome of the research. To get started you have to find a tutor, submit a research proposal and get it approved. Your proposal should include the purpose of your research, a rough plan, and a list of preliminary readings. A letter from your home tutor outlining your needs is required. Additional tuition fee applies.

SPAN 150/155

Español Intermedio A y B

Intended for students with a basic mastery of Spanish grammar, these two intermediate levels help learners acquire a broad communicative command of the language across an increasingly rich and diverse range of contexts. (SPAN 220 / 225)

Español Avanzado A y B

These two courses strengthen overall language skills and encourage reflection on language so that students become not only more fluent but also more accurate in the production of different text types.

SPAN 166 / 226

Producción Oral Intermedia y Avanzada

The aim of these courses is to improve oral expression and fluency in communication among intermediate and advanced students. These courses encourage spontaneous use of the language. Students learn to develop and support their ideas in individual presentations or group discussions on assigned topics, expand their vocabulary and improve their pronunciation.

SPAN 227

Producción escrita avanzada

The courses help international students develop different prose styles so that they can successfully complete academic papers and other assignments. This course encourages formal use of language and vocabulary.

SPAN 320

Sociolinguística

This course provides an insightful introduction to the study of the Spanish language in its social and cultural context. The course focuses on the relationship and the constant interaction between society and language, discussing both traditional and recent issues including: language variation, language and social class, gender and language, language and age, language and context, language and identity, and language and media. The course seeks to familiarize students with the wider macro-social phenomena and the micro-social analysis of both face-to-face and computer-mediated interactions, thus providing an opportunity for a better understanding of the interface between sociolinguistics and pragmatics.

SPAN 490 Prácticas para la Enseñanza del Español como Segunda Lengua

The 30-hour workshop is designed for future teachers of Spanish as a Second Language. Trainee teachers will discuss mandatory theoretical readings with their tutor, carry out class observations, write lesson plans and reports, and manage different learning activities during a SSL class. All this will be recorded in a final dossier. Trainees will have the opportunity to work closely with a faculty specializing in second language acquisition and teach on an immersion program. An advanced level of proficiency in Spanish is required. *Additional tuition fee applies.
PALAS is held twice a year:

http://www.ub.edu.ar/studies-abroad.php

Course syllabi is available online for 90 minutes each class and take their home universities. Full-time in Latin American Studies to interested in transferring credits with elementary or intermediate learning.

Academic Director: Claudia Soria (Ph.D)

On request, we can create customized summer programs from our own course catalogue or from syllabi provided by your home university.

(PALAS 310) Argentine Economy
Once one of the world’s richest and fastest growing economies, Argentina now barely ranks among the top 30, close to developing countries. Nonetheless, it has grown at an exceptional rate over the last decade, something that few people could have foreseen during the socio-economic collapse of 2001 or in the years immediately afterwards, when Argentina became a pariah and was effectively excluded from international financial markets. The fact that the economy recovered so quickly has become the subject of many recent academic and political discussions. This course provides a comprehensive account of the Argentine economy from the late 19th century until the present, focusing on the processes that led to the 2001 crisis and the measures implemented to overcome it. In the current world crisis scenario, Argentina can thus serve as a case study of sorts.

(PALAS 330) Social Economy in Latin America
Environmentally, technologically, economically and culturally, we live in an interconnected world where traditional approaches to business no longer work. Environmental problems and social issues are becoming increasingly important. Notions of sustainable development and fair trade are forcing companies to radically rethink their business strategies. New structures and beliefs and a redistribution of existing resources are required to build sustainable businesses. Here, the work of C.K. Prahalad and Stuart Hart has been ground-breaking: added values, such as transparency and mutual agreements, are just part of a new vision of business.

(PALAS 331) International Business in the Southern Cone
The course raises critical questions about the opportunities and challenges that companies and entrepreneurs encounter when doing business in the Southern Cone countries of Argentina, Brazil, Chile, Paraguay and Uruguay. We begin by introducing the general political, legal, socio-economic context in which international business occurs. We then look at the region. Once we have looked at the big picture, we focus on the uncontrollable and uncontrollable forces in the Southern Cone business environment. A structured approach encourages well-informed discussions from which students can build their own understanding of the advantages and disadvantages of doing business in this part of the world. As the course progresses, students are expected to develop basic interdisciplinary skills for business decision-making. By the end of the course, students will have gained valuable insights on the opportunities that Argentina, Brazil, Chile, Paraguay and Uruguay offer and will be ready to conduct research and access first-hand information about Southern markets.

(PALAS 340) History of Latin America
This course traces 200 years of Latin American history from independence from colonial rule to the present day. It examines the complex ethnic and cultural influences that have shaped various Latin American societies, including the emergence of main society in the twentieth century, and the role of the "masses" as political actors in the Mexican, "Peronist" and Cuban revolutions. The course also considers the responsibility of the military junta in state terrorism and the complex processes of healing and cultural memory in Uruguay, Chile and Argentina.

(PALAS 360) Political and Social Change
This course focuses on national identity in Argentina, Bolivia, Brazil, Chile, Cuba, Mexico and Venezuela resulting from political and social change. Students are encouraged to understand the political systems and parties in each country from a historical perspective. Present-day social actors and protest movements are similarly contextualized within ongoing struggles between the state and various forces in society. The course also considers collective memories of the repression inflicted by successive military dictatorships in some of these countries and the role of citizenship and institutions in contemporary democracies.

(PALAS 362) Latin American Cultures and Societies
Since its discovery until the present, Latin America has been imagined and conceived as the "New Continent", a place for utopia, but also as a space of uneven modernity and extreme forms of violence. The course explores distinctive cultural aspects of Latin America by looking at the ways it has been represented in readings spanning from the diaries written by Christopher Columbus to the texts of the Cuban Revolution, the iconography of Peronism, or the recent debates on Neoliberalism, Globalization and Populism. Drawing on essays, but also on short-stories, paintings, photographs, murals and film.

(PALAS 380) Gender History in Latin America
The course provides a brief introduction to the history of gender in Latin America from the time of Columbus to the 20th century. Focusing on the multiple manners in which womanhood has been constructed and experienced, the course explores the role that categories such as racial origins and social class play in mediating and defining experience. The course seeks to understand the complexity of the process of finding women’s voices. Latin American women, sexuality, religion, education, and the evolution of political and civil rights will be discussed in order to demonstrate that women have actively shaped their own destinies. The course will use case studies, such as Sor Juana Inés de la Cruz, Manuela Sarret, Chino Matto de Turner, Eva Perón, Rigoberta Menchu, and Frida Kahlo and the weekly readings will be completed with articles, short-stories, critical articles and novels by acclaimed authors such as Octavio Paz, Juan Rulfo, García Márquez, Vargas Llosa, José María Arguedas, Onetti and Borges. Many of them belonged to the Latin American Boom of the 1960s and 1970s, when the Latin American novel became known throughout the world. But the course also considers original Latin American genres, such as testimonial narratives. The course examines literary responses to complex cultural, social and historical problems: conquest, nation building and national identity formation; acculturation, avant-guardismo, nationalisms and cosmopolitanism; authoritarianism.

(PALAS 380) Latin America in Global Economy
This course outlines commercial relations within Latin America as well as between Latin America and the major geo-economic regions, such as the European Union, NAFTA and ASEAN. The main aspects discussed are economic cooperation, trade, business development and socio-political issues. Special emphasis is placed on the role of international organizations and multinational corporations in economic development. The prospects of BRIC countries (Brazil, Russia, India and China) for becoming economic leaders will also be addressed.
Fall July 25-November 3, 2016

Course Catalogue 2016

Taught in English

Academic Director: Claudia Soria (Ph.D.)

(PALAS 310) Argentine Economy
Once one of the world’s richest and fastest growing economies, Argentina now barely ranks among the top 30, close to developing countries. Nonetheless, it has grown at an exceptional rate over the last decade, something that few people could have foreseen during the socio-economic collapse of 2001 or in the years immediately afterwards, when Argentina became a pariah and was effectively excluded from international financial markets. The fact that the economy recovered so quickly has become the subject of many recent academic and political discussions. This course provides a comprehensive account of the Argentine economy from the late 19th century until the present, focusing on the processes that led to the 2001 crisis and the measures implemented to overcome it. In the current world crisis scenario, Argentina can thus serve as a case study of sorts.

(PALAS 330) Social Economy in Latin America
Environmentally, technologically, economically and culturally, we live in an interconnected world where traditional approaches to business no longer work. Environmental problems and social issues are becoming increasingly important. Notions of sustainable development and fair trade are forcing companies to radically rethink their business strategies. New structures and beliefs and a redistribution of existing resources are required to build sustainable businesses. Here, the work of C.K. Prahalad and Stuart Hart has been ground-breaking: added values, such as transparency and mutual agreements, are just part of a new vision of business.

(PALAS 331) Latin American Literature
This course explores distinctive cultural aspects of Latin America by looking at the ways it has been represented in readings spanning from the diaries written by Christopher Columbus to the texts of the Cuban Revolution, the iconography of Peronism, or the recent debates on Neoliberalism, Globalization and Populism. Drawing on essays, but also on short-stories, paintings, photographs, murals and film.

(PALAS 340) History of Latin America
This course traces 200 years of Latin American history from independence from colonial rule to the present day. It examines the complex ethnic and cultural influences that have shaped various Latin American societies, including the emergence of mass society in the twentieth century, and the key role of the “masses” as political actors in the Mexican, “Peronist” and Cuban revolutions. The course also considers the responsibility of the military junta in state terrorism and the complex processes of healing and cultural memory in Uruguay, Chile and Argentina.

(PALAS 340) History of Latin America
This course raises critical questions about the opportunities and challenges that companies and entrepreneurs encounter when doing business in the Southern Cone countries of Argentina, Brazil, Chile, Paraguay and Uruguay. We begin by introducing the general political, legal, socio-economic context in which international companies operate in the region. Once we have looked at the big picture, we focus on the controllable and uncontrollable forces in the Southern Cone business environment. A structured approach encourages well-informed discussions from which students can build their own understanding of the advantages and disadvantages of doing business in this part of the world. As the course progresses, students are expected to develop basic interdisciplinary skills for business decision-making. By the end of the course, students will have gained valuable insights on the opportunities that Argentina, Brazil, Chile, Paraguay and Uruguay offer and will be ready to conduct research and access first hand information about Southern markets.

(PALAS 360) U.S.-Latin America Relations
This course begins by examining U.S. and Latin American relations from the Wars of Independence and the emergence of Latin America’s nation-states to U.S. expansion southwards at the beginning of the 20th century. However, the 19th century is discussed mainly to shed light on the processes of policy formation that occurred as the U.S. emerged a world power during the 20th century. The bulk of the course thus concentrates on the impact of the two World Wars, the Cold War and the current post-Cold War transition. The course highlights specific moments and crises, as well as the major figures that shaped inter-American relations and some lesser-known actors.

(PALAS 372) Latin American Literature
This course explores Latin American literature from pre-Columbian times to the present. The prescribed texts include letters, poems, short stories, critical articles and novels by acclaimed authors such as Octavio Paz, Juan Rulfo, García Márquez, Vargas Llosa, Luis Loza, José María Arguedas, Onetti and Borges. Many of them belonged to the Latin American Boom of the 1960s and 1970s, when the Latin American novel became known throughout the world. But the course also considers original Latin American genres, such as testimonial narrative. The course examines literary responses to complex cultural, social and historical problems: conquest, nation building and national identity formation; acculturation, avant-gardism, nationalism and cosmopolitanism; and populism and authoritarianism.

(PALAS 380) Gender History in Latin America
The course provides a brief introduction to the history of gender in Latin America from the time of Columbus to the 20th century. Focusing on the multiple manners in which womanhood has been constructed and experienced, the course explores the role that categories such as racial origins and social class play in mediating and defining experiences. The course seeks to understand the complexity of the process of finding women’s own voices. Latin American women, sexuality, religion, education, and the evolution of political and civil rights will be discussed in order to demonstrate that women have actively shaped their own destinies. The course will use case studies, such as Sor Juana Inés de la Cruz, Manuela Salazar, Cristina Mattos de Turner, Eva Perón, Rigoberta Menchú, and Frida Kahlo and the weekly readings will be completed with secondary material, such as memoirs, accounts, films, photographs, and images.

(PALAS 380) Latin America in Global Economy
This course outlines commercial relations within Latin America as well as between Latin America and the major geo-economic regions, such as the European Union, NAFTA and ASEAN. The main aspects discussed are economic cooperation, trade, business development and socio-political issues. Special emphasis is placed on the role of international organizations and multinational corporations in economic development. The prospects of BRIC countries (Brazil, Russia, India and China) for becoming economic leaders will also be addressed.
Course Catalogue 2016
Taught in English
Academic Director: Claudia Soria (Ph.D)

This 15-week upper division program is for undergraduate students with elementary or intermediate Spanish and for students interested in transferring credits in Latin American Studies to their home universities. Full-time students have to take a minimum of four courses and a maximum of five courses. Each course is worth two weeks, and the total students have to take is 60 hours to complete. Course syllabi are available online at http://www.ub.edu.ar/studies-abroad.php

(PALAS 310) Argentine Economy
Once one of the world’s richest and fastest growing economies, Argentina now barely ranks among the top 30, close to developing countries. Nevertheless, it has grown at an exceptional rate over the last decade, something that few people could have foreseen during the socio-economic collapse of 2001 or in the years immediately afterwards, when Argentina became a pariah and was effectively excluded from international financial markets. The fact that the economy recovered so quickly has become the subject of many recent academic and popular discussions. This course provides a comprehensive account of the Argentine economy from the late 19th century until the present, focusing on the processes that led to the 2001 crisis and the measures implemented to overcome it. In the current world crisis scenario, Argentina can thus serve as a case study of sorts.

(PALAS 330) Social Economy in Latin America
Environmentally, technologically, economically and culturally, we live in an interconnected world where traditional approaches to business no longer work. Environmental problems and social issues are becoming increasingly important. Notions of sustainable development and fair trade are forcing companies to radically rethink their business strategies. New structures and beliefs and a redistribution of existing resources are required to build sustainable businesses. Here, the work of C.K. Prahalad and Stuart Hart has been ground-breaking: added values, such as transparency and mutual agreements, are just part of a new vision of business.

(PALAS 332) Economic Integration in LatAm
In recent decades, Latin American countries have adapted to external changes in order to compete in the globalized world. Starting from the notion of a knowledge-based economy, this course will study how dynamic economies have crossed natural borders and taken advantage of the social and cultural similarities of countries in the region as well as their geographical proximity. In 1985, Brazil, Argentina, Paraguay, and Uruguay created Mercosur (which Venezuela joined in mid-2012) in the belief that an integration process was needed to reconfigure industries and trade, coordinate policies and promote the insertion of its productive sector to the world’s economy. This course will provide a truly comprehensive perspective that will enable students to analyze and understand the integration processes in Latin America. In the current world crisis scenario, Mercosur’s industrial and commercial diversification through horizontal integration and cooperation can serve as a case study of sorts to re-think regional development.

(PALAS 333) International Business in the Southern Cone
The course raises critical questions about the opportunities and the threats that companies and entrepreneurs encounter when doing business in the Southern Cone countries of Argentina, Brazil, Chile, Paraguay and Uruguay. We begin by introducing the general political, legal, socio-economic context in which international business actors place in the region. Once we have looked at the big picture, we focus on the controllable and uncontrollable forces in the Southern Cone business environment. A structured approach encourages well-informed discussions from which students can build their own understanding of the advantages and disadvantages of doing business in this part of the world. As the course progresses, students are expected to develop basic interdisciplinary skills for business decision-making. By the end of the course, students will have gained valuable insights on the opportunities that Argentina, Brazil, Chile, Paraguay and Uruguay offer and will be ready to conduct research and access first hand information about Southern markets.

(PALAS 340) History of Latin America
This course traces 200 years of Latin American history from independence from colonial rule to the present day. It examines the complex ethnic and cultural influences that have shaped various Latin American societies, including the emergence of mass society in the twentieth century, and the key role of the “masses” as political actors in the Mexican, “Peronist” and Cuban revolutions. The course also considers the responsibility of the military junta in state terrorism and the complex processes of healing and cultural memory in Uruguay, Chile and Argentina.

(PALAS 360) Political and Social Change
This course focuses on national identity in Argentina, Bolivia, Brazil, Chile, Cuba, Mexico and Venezuela resulting from political and social change. Students are encouraged to understand the political systems and parties in each country from a historical perspective. Present-day social actors and protest movements are similarly contextualized within ongoing struggles between the state and various forces in society. The course also considers collective memories of the repression inflicted by successive military dictatorships in some of these countries and the role of citizenship and institutions in contemporary democracies.

(PALAS 362) Latin American Cultures and Societies
Since its discovery until the present, Latin America has been imagined and conceived as the “New Continent”, a place for utopia, but also as a space of uneven modernity and extreme forms of violence. The course explores distinctive cultural aspects of Latin America by looking at the ways it has been represented in readings spanning from the diaries written by Christopher Columbus to the texts of the Cuban Revolution, the iconography of Peronismo, or the recent debates on Neoliberalism, Globalization and Populism. Drawing on essays, but also on short-stories, paintings, photographs, murals and film.

(PALAS 366) U.S.-Latin America Relations
This course begins with examining the U.S. and Latin American relations from the Wars of Independence and the emergence of Latin America’s nation-states to U.S. expansion southwards at the beginning of the 20th century. However, the 19th century is discussed mainly to shed light on the processes of policy formation that occurred as the U.S. emerged a world power during the 20th century. The bulk of the course thus concentrates on the impact of the two World Wars, the Cold War and the current post-Cold War transition. The course highlights specific moments and crises, as well as the major figures that shaped inter-American relations and some lesser-known actors.

(PALAS 372) Latin American Literature
This course explores Latin American literature from pre-Columbian times to the present. The prescribed texts include letters, poems, short stories, critical articles and novels by acclaimed authors such as Octavio Paz, Juan Rulfo, García Márquez, Vargas Llosa, José María Arguedas, Vargas Llosa, José María Arguedas, Perón, Rigoberta Menchú, and Frida Kahlo and the weekly readings will be completed with primary source material, such as memoirs, accounts, films, photographs, and images.

(PALAS 380) Gender History in Latin America
The course provides a brief introduction to the history of gender in Latin America from the time of Columbus to the 20th century. Focusing on the multiple manners in which womanhood has been constructed and experienced, the course explores the role that categories such as racial origins and social class play in mediating and defining experience. The course seeks to understand the complexity of the processes of the two World Wars, the Cold War and the current post-Cold War transition. The course highlights specific moments and crises, as well as the major figures that shaped inter-American relations and some lesser-known actors.

(PALAS 383) Latin American History
This course explores Latin American history from independence to the post-Cold War transition. The course highlights specific moments and crises, as well as the major figures that shaped inter-American relations and some lesser-known actors.
The course considers Borges' precursors (Poe, Marcel Schwob and Kafka) and his followers (Donald Barthelme, Leonardo Sciascia, Danilo Kis and Umberto Eco, among others). Finally, it looks at Borges' presence in visual culture: film, architecture and art.

When tango was born in Buenos Aires, in the second half of the 19th century, Argentina was undergoing profound changes. With the arrival of millions of immigrants, the shape of the city and its society began an intense process of modernization. A product of the bordello and a "threat" to national identity, tango came to be a global success. Acclaimed in Paris and New York, it became a symbol of Argentina and its new ways of thinking about sexuality, gender and class relations. This course treats tango as a cultural artifact that condenses many of the key debates about the relationships between popular culture and society. Through the study of tango lyrics, plays, films, novels and other cultural productions, this course proposes a critical analysis of theoretical problems such as national identity, gender studies and the consumption of culture in a global era.

(PALAS 420) Jorge Luis Borges: Visions of Culture and Knowledge (Special Topic on Comparative Literature)
Borges' vision of the world as a Library of Babel and Aleph anticipated the information age and the development of the Internet by several decades. However, although Borges can be regarded as the least representative Latin American writer, not all his fictions address universal problems. This course shows how many of his short stories, essays and poems are embedded in and have contributed to the Latin American and Argentine literary traditions. The course also considers Borges' precursors (Poe, Marcel Schwob and Kafka) and his followers (Donald Barthelme, Leonardo Sciascia, Danilo Kis and Umberto Eco, among others). Finally, it looks at Borges' presence in visual culture: film, architecture and art.

(PALAS 444) Human Rights and Cultural Representations
The cultural and human responses to the violence of genocide politics in the Holocaust will serve as an excellent starting point to analyze political repression in Latin America (focus on Guatemala, Uruguay, Argentina and Chile). Central to the theoretical and critical corpus of the course, is the multidisciplinary work of scholars (e.g. Soshana Feldman, Cathy Caruth, Dominick La Capra, Astrid Erll, Jean Amery, Giorgio Agamben). This course discusses not only the impact of trauma, the legacy of memory and the role of the national states during dictatorships in these countries, but also how to make these experiences productive to reconstruct selves and societies. The corpus includes literature, testimonials, documentary and feature film, art, oral history, journalism, poem and popular music by such authors as French-Jewish Claude Lanzmann, Chilean film director Patricio Guzman, Guatemalan writer and Nobel Peace Prize Rigoberta Menchú, Uruguayan poets Mario Benedetti and Mauricio Roseno and songs by Argentine composers and interpreters Luis Alberto Spinetta and Charly García.

(PALAS 490) Directed Research
This course is designed for students wishing to conduct research at the undergraduate level. Each student has an opportunity to work closely with one of our faculty tutors on a specific topic in Latin American studies of interest to the student. Tutorials are one-on-one and consist of six meetings lasting 50 minutes each. They are intended to help students refine their ideas about their chosen topic. It is assumed that this research is part of a bigger project that the student will eventually submit to the home university. Therefore, the tutor will not be responsible for the final outcome of the research. To get started you have to find a tutor, submit a research proposal and get it approved. Your proposal should include the purpose of your research, a rough plan, and a list of preliminary readings. A letter from your home tutor outlining your needs is required. Additional tuition fee applies.

Español y Portugués Language Area

Coordinator: Maria Eugenia Destefanis (IAM)
The Spanish and Portuguese lower division courses offered by PEAL are intended to promote practical language skills in the foreign language. Eleven courses are offered: ten in Spanish and one in Portuguese. Portuguese is offered at beginner level only. Beginner level meets three times a week for 90 minutes each class and take a total of 90 hours to complete. Oral and written production courses meet once a week for a total of 30 hours. The other courses meet twice per week for 90 minutes each class and take a total of 60 hours to complete. All students must take a written placement test on arrival. A minimum of ten students is required for each course. Course syllabi is available online at http://www.ub.edu.ar/studies-abroad/studies-abroad.php

(SPAN 120) Español Básico
The course introduces students systematically to the grammatical and lexical features of the language in its social context.

(PORT 120) Português Básico
The course introduces students systematically to the grammatical and lexical features of the language in its social context.

(SPAN 150/155) Español Intermedio A y B
Intended for students with a basic mastery of Spanish grammar, these two intermediate levels help learners acquire a broad communicative command of the language across an increasingly rich and diverse range of contexts.

(SPAN 220 / 225) Español Avanzado A y B
These two courses strengthen overall language skills and encourage reflection on language so that students become not only more fluent but also more accurate in the production of different text types.
(PALAS 420) Jorge Luis Borges: Visions of Culture and Knowledge (Special Topic on Comparative Literature)
Borges’ vision of the world as a Library of Babel and Aleph anticipated the information age and the development of the Internet by several decades. However, although Borges can be regarded as the least representative Latin American writer, not all his fictions address universal problems. This course shows how many of his short stories, essays and poems are embedded in and have contributed to the Latin American and Argentine literary traditions. The course also considers Borges’ precursors (Poe, Marcel Schwob and Kafka) and his followers (Donald Barthelme, Leonardo Sciascia, Danilo Kis and Umberto Eco, among others). Finally, it looks at Borges’ presence in visual culture: film, architecture and art.

(PALAS 444) Human Rights and Cultural Representations
The cultural and human responses to the violence of genocidal politics in the Holocaust will serve as an excellent starting point to analyze political repression in Latin America (focus on Guatemala, Uruguay, Argentina and Chile). Central to the theoretical and critical corpus of the course is the multidisciplinary work of scholars (e.g. Soshana Feldman, Cathy Caruth, Dominick La Capra, Astrid Erll, Jean Amery, Giorgio Agamben). This course discusses not only the impact of trauma, the legacy of memory and the role of the national states during dictatorships in these countries, but also how to make these experiences productive to reconstruct selves and societies. The corpus includes literature, testimonies, documentary and feature film, art, oral history, journalism, poem and popular music by such authors as French-Jewish Claude Lanzmann, Chilean film director Patricio Guzmán, Guatemalan writer and Nobel Peace Prize Rigoberta Menchu, Uruguayan poets Mario Benedetti and Mauricio Rosencof and songs by Argentine composers and interpreters Luis Alberto Spinetta and Charly García.

(PALAS 445) Gender, Nation & Identity (Special Topic on Cultural Studies)
When tango was born in Buenos Aires, in the second half of the 19th century, Argentina was undergoing profound changes. With the arrival of millions of immigrants, the shape of the city and its society began an intense process of modernization. A product from the bordello and a symbol for Argentina’s intense process of modernization. A product from the bordello and a symbol for Argentina’s development of the Internet by several decades. However, although Borges can be regarded as the least representative Latin American writer, not all his fictions address universal problems. This course shows how many of his short stories, essays and poems are embedded in and have contributed to the Latin American and Argentine literary traditions. The course also considers Borges’ precursors (Poe, Marcel Schwob and Kafka) and his followers (Donald Barthelme, Leonardo Sciascia, Danilo Kis and Umberto Eco, among others). Finally, it looks at Borges’ presence in visual culture: film, architecture and art.

(PALAS 490) Directed Research
This course is designed for students wishing to conduct research at an undergraduate level. Each student has an opportunity to work closely with one of our faculty tutors on a specific topic in Latin American studies of interest to the student. Tutorials are one-on-one and consist of six meetings lasting 50 minutes each. They are intended to help students refine their ideas about their chosen topic. It is assumed that this research is part of a bigger project that the student will eventually submit to the home university. Therefore, the tutor will not be responsible for the final outcome of the research. To get started you have to find a tutor, submit a research proposal and get it approved. Your proposal should include the purpose of your research, a rough plan, and a list of preliminary readings. A letter from your home tutor outlining your needs is required. Additional tuition fee applies.

(ESPAÑOL Y PORTUGUÉS) Producción Oral Intermedia y Avanzada
The aim of these courses is to improve oral expression and fluency in communication among intermediate and advanced students. These courses encourage spontaneous use of the language. Students learn to develop and support their ideas in individual presentations or group discussions on assigned topics, expand their vocabulary and improve their pronunciation.

(ESPAÑOL BÁSICO) Producción escrita avanzada
The course helps international students develop different prose styles so that they can successfully complete academic papers and other assignments. This course encourages formal use of language and vocabulary.

(PALAS 320) Sociolingüística
This course provides an insightful introduction to the study of the Spanish language in its social and cultural context. The course focuses on the relationship and the constant interaction between society and language, discussing both traditional and recent issues including: language variation, language and social class, language and gender, language and age, language and context, language and identity, and language and new media. The course seeks to familiarize students with the wider macro-social phenomena and the micro-social analysis of both face-to-face and computer-mediated interactions, thus providing an opportunity for a better understanding of the interface between sociolinguistics and pragmatics.

(ESPAÑOL INTERMEDIO A y B) Producción escrita avanzada
The course introduces students systematically to the grammatical and lexical features of the language in its social context.

(ESPAÑOL BÁSICO) Producción escrita avanzada
The course introduces students systematically to the grammatical and lexical features of the language in its social context.

(ESPAÑOL INTERMEDIO A y B) Producción escrita avanzada
The course introduces students systematically to the grammatical and lexical features of the language in its social context.

(ESPAÑOL AVANZADO A y B) Producción escrita avanzada
These two courses strengthen overall language skills and encourage reflection on language so that students become not only more fluent but also more accurate in the production of different text types.