Latin American and Caribbean Studies

Department Website: http://clas.uchicago.edu

Major Program in Latin American and Caribbean Studies

Latin American and Caribbean Studies (LACS) is an interdisciplinary program for students who want to engage critical issues in the social sciences and humanities through deep immersion in the histories, cultures, economies, politics, and natural environments of Latin America and the Caribbean. In addition to gaining deep knowledge of a region closely tied to Chicago and the United States, LACS students will develop strong linguistic, research, and analytical skills; most also spend significant time studying or conducting fieldwork in a Latin American country.

The major requirements include: coursework; language proficiency in Spanish or Portuguese; experiential learning that aims to broaden students’ appreciation of Latin American and Caribbean perspectives and deepen their cultural fluency; and a fourth-year BA colloquium and capstone project that allow students to develop their capacity for independent, creative, rigorous inquiry. Students can choose every year from dozens of course listings across the disciplines and can expect individualized mentorship and advising from our dedicated faculty and staff.

The Center for Latin American Studies supplements our academic offerings with dozens of public events each year, which help to build a strong Latin American Studies community. We also aim to expose students to Chicago’s role as a significantly Latin American city and to prepare them for careers in government, journalism, law, business, teaching, the nonprofit sector, or academia.

Program Requirements

LACS majors are required to take 11 courses in addition to the Latin American Civilization prerequisite, distributed as follows:

Prerequisite: Introduction to Latin American Civilization

LACS majors should all complete the Introduction to Latin American Civilization sequence as a prerequisite to the major, either on campus (LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III) or in Oaxaca, Mexico (SOSC 19019-19020-19021 Latin American Civilization in Oaxaca I-II-III). This sequence can be taken in order to fulfill the general education requirement in civilization studies, in which case none of the three courses will count toward the LACS major. Students who take Latin American Civilization separately from the general education requirement can count one of the three courses in the sequence as a content course toward the LACS major.

LACS Courses

Five courses in at least two divisions (e.g., Social Sciences, Humanities, Biological Sciences) that focus on Latin America and/or the Caribbean. This means that at least one course must be taken outside of the primary division of study.

Electives

Two elective courses that integrate research methodology, chosen in consultation with the program adviser. These courses are not required to focus on Latin America and the Caribbean, but should provide students with new ways of learning and thinking that could be applied to their study of the region. Language acquisition courses in a second regional language (beyond the one language a student chooses to fulfill the language requirement) may be counted toward this category.

Language

The LACS language requirement can be completed in one of two ways:

• Completion of three courses at the second-year level or above in one of the two major regional languages (Spanish or Portuguese). Students with strong language preparation may petition out of one of these courses, substituting it with a content course or a course in a second Latin American or Caribbean language.

OR

• Earning the Practical Language Proficiency Certification (https://languageassessment.uchicago.edu/practical-language-proficiency-assessment/), which assesses listening, reading, speaking, and writing abilities. This certification documents students’ ability to functionally use a foreign language in personal, academic, and professional settings. Students who fulfill the language requirement through the proficiency certification must
substitute with three LACS content courses and/or language courses in a second regional language. Students who complete the language requirement by enrolling in coursework may also take the Practical Language Proficiency Assessment in order to document their language abilities.

Students who complete the Practical Language Proficiency Certification without enrolling in language courses at the University (e.g., native speakers, students who participated in language immersion programs, etc.) are strongly encouraged to study a second regional language, such as Portuguese, Haitian Kreyol, or an indigenous language that relates to their area of interest.

BA Capstone Project and BA Colloquium

All students who are majoring in Latin American and Caribbean Studies are required to complete a capstone project under the supervision of a faculty member. The capstone project may take the form of a BA thesis, an online exhibition, a documentary film, a podcast, or another intellectual or artistic endeavor; non-traditional projects must be accompanied by a critical piece of writing explaining the student's intellectual or artistic rationale and the process that led to the student’s creation. The project is due Friday of fifth week of the quarter of graduation.

During the Winter and Spring Quarters of their third year, all LACS majors (double majors included) are required to participate in a workshop series (three to four sessions) focused on preparation for the capstone project. Students will be provided with information on the workshop series early in the Winter Quarter of their third year. The program adviser will work individually with students who are studying abroad during either or both quarters.

Fourth-year students are required to enroll in LACS 29801 BA Colloquium. Although students register for LACS 29801 only once, in Autumn Quarter, they participate for all three quarters and grades are issued at the end of the year. The colloquium assists students in formulating approaches to the BA capstone project and developing their research, communication, and project management skills, while providing a forum for group discussion and critiques.

Students have the option of taking LACS 29900 Preparation of the BA Essay in Winter or Spring Quarter to afford additional time for research or writing; this course is taught by arrangement between a student and the student’s project adviser. Students who register for LACS 29900 may count it toward their five LACS content courses. The grade a student receives for this course depends on the successful completion of the BA capstone project.

This program may accept a BA project used to satisfy the same requirement in another major if certain conditions are met and with the consent of both program chairs/directors. Students should consult with the program chairs/directors by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs/directors, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student’s year of graduation.

Experiential Learning

As part of or in addition to their coursework, students are required to participate in a study abroad program, internship, or other experiential learning project with significant links to their program of study. The LACS program adviser must approve each student’s plan to complete this requirement to ensure that it is relevant to the study of Latin America and the Caribbean. The LACS program adviser and CLAS staff will work individually with majors to ensure that each student has access to opportunities that are appropriate to the student’s background, skills, and plan of study.

Options for meeting the requirement include, but are not limited to:

- Taking Latin American Civilization in Oaxaca (https://study-abroad.uchicago.edu/programs/oaxaca-mexico-latin-american-civilizations/)
- Enrolling in the Catholic University of Chile Exchange Program (https://study-abroad.uchicago.edu/programs/santiago-catholic-university-chile-exchange-program/)
- Utilizing a Third Year International Travel Grant (https://study-abroad.uchicago.edu/programs/third-year-international-travel-grant/) or Foreign Language Acquisition Grant (FLAG) (https://study-abroad.uchicago.edu/programs/foreign-language-acquisition-grant-flag/) in the region
- Completing a summer or academic year internship with an appropriate organization (e.g., one that works in the region or with immigrant or Latinx communities in the United States) in Chicago, elsewhere in the United States, or in Latin America
- Participating in a research assistantship with a University of Chicago faculty member whose project focuses on Latin America and/or the Caribbean (e.g., enrolling in the Summer
Institute in Social Research Methods (https://voices.uchicago.edu/socscisummermethods/about-sisrm-2/) and completing the research assistant fellowship program (https://voices.uchicago.edu/socscisummermethods/research-assistantships/) with a CLAS-affiliated faculty member)

- Completing an LACS-relevant experiential learning project as part of a course. In these cases, the course may satisfy the elective requirement, pending approval from the LACS program adviser.
- Developing and realizing an experience or project that has been approved by the LACS program adviser

Students must complete this requirement by the quarter prior to the intended quarter of graduation.

ADVISING

Students who plan to declare a major in Latin American and Caribbean Studies should be in contact with the program adviser as early as possible to discuss their interest in the program and how to meet program requirements. Students should select their courses for the LACS major in close consultation with the program adviser. The Center for Latin American Studies publishes an online list of LACS courses (https://clas.uchicago.edu/academic-programs/courses/) every quarter.

Students should meet with the program adviser no later than the Winter Quarter of their third year to discuss their major progress and to discuss the BA Colloquium and the BA capstone project. Students who plan to study abroad during the Winter and/or Spring Quarter of their third year should meet with the program adviser before leaving campus.

SUMMARY OF REQUIREMENTS: LATIN AMERICAN AND CARIBBEAN STUDIES MAJOR (11 COURSES)

PREREQUISITES

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACS 16100-16200-16300</td>
<td>Introduction to Latin American Civilization I-II-III</td>
</tr>
<tr>
<td>SOSC 19019-19020-19021</td>
<td>Latin American Civilization in Oaxaca I-II-III</td>
</tr>
</tbody>
</table>

Total Units 300

MAJOR

LACS Courses: Five courses, in at least two divisions (e.g., Social Sciences, Humanities, Biological Sciences), that focus on Latin America and/or the Caribbean 500

Electives: Two elective courses that integrate research methodology ** 200

Language: Three courses in 20000-level or higher Spanish or Portuguese *** 300

LACS 29801 BA Colloquium 100

Additional Requirements: BA Capstone Project and Experiential Learning

Total Units 1100

* This sequence can be taken in order to fulfill the general education requirement in civilization studies, in which case none of the three courses will count toward the LACS major. Students who take Latin American Civilization separately from the general education requirement can count one of the three courses in the sequence as a content course toward the LACS major.

** These courses are not required to focus on Latin America and the Caribbean, but should provide students with new ways of learning and thinking that could be applied to their study of the region.

*** Students with strong language preparation may petition out of one of these courses, substituting for it a content course or a course in a second Latin American or Caribbean language. Students may also fulfill the language requirement by earning the Practical Language Proficiency Certification (https://languageassessment.uchicago.edu/practical-language-proficiency-assessment/). Students who fulfill the language requirement through the proficiency certification must substitute with three LACS courses and/or language courses in a second regional language.

GRADING

Each of the required courses for the LACS major must be taken for a quality grade.

HONORS

Students who have done exceptionally well in their coursework and on their BA capstone project are considered for honors. Candidates must have a GPA of 3.0 or higher overall and 3.25 or higher in the major.
Latin American and Caribbean Studies (LACS) is an interdisciplinary program for students who want to engage critical issues in the social sciences and humanities through study of the histories, cultures, economies, politics, and natural environments of Latin America and the Caribbean.

The minor requirements include coursework, language proficiency in Spanish or Portuguese, and the submission of a research paper from a LACS course. Students can choose every year from dozens of course listings across the disciplines.

The Center for Latin American Studies supplements the program’s academic offerings with dozens of public events each year, which help to build a strong Latin American Studies community. We also aim to expose students to Chicago's role as a significantly Latin American city and to prepare them for careers in government, journalism, law, business, teaching, the nonprofit sector, or academia.

No courses in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. They must be taken for quality grades and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Program Requirements

LACS minors are required to take five courses in addition to the Latin American Civilization prerequisite, distributed as follows:

**Prerequisite: Introduction to Latin American Civilization**

LACS minors should all complete the Introduction to Latin American Civilization sequence as a prerequisite to the minor, either on campus (LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III) or in Oaxaca, Mexico (SOSC 19019-19020-19021 Latin American Civilization in Oaxaca I-II-III). This sequence can be taken in order to fulfill the general education requirement in civilization studies, in which case none of the three courses will count toward the LACS minor. Students who take Latin American Civilization separately from the general education requirement can count one of the three courses in the sequence as a content course toward the LACS minor.

**LACS Courses**

Three courses that focus on Latin America and/or the Caribbean. Students may find listings of quarterly approved courses on the Center for Latin American Studies website (https://clas.uchicago.edu/academic-programs/courses/).

**Language**

The LACS language requirement can be completed in one of two ways:

- Completion of two courses at the second-year level or above in one of the two major regional languages (Spanish or Portuguese). Students with strong language preparation may petition out of one of these courses, substituting it with a content course or a course in a second Latin American or Caribbean language.

  OR

- Earning the Practical Language Proficiency Certification (https://languageassessment.uchicago.edu/practical-language-proficiency-assessment/), which assesses listening, reading, speaking, and writing abilities. This certification documents students' ability to functionally use a foreign language in personal, academic, and professional settings. Students who fulfill the language requirement through the proficiency certification must substitute with two LACS courses and/or language courses in a second regional language. Students who complete the language requirement by enrolling in coursework may also register to take the Practical Language Proficiency Assessment in order to document their language abilities.

**Research Paper**

Students must submit a research paper treating a Latin American and/or Caribbean topic written for one of their LACS content courses. The research paper should be of intermediate length (10–15 pages). The student is responsible for making appropriate arrangements with the course instructor. Completion of the research paper must be demonstrated to the LACS program adviser.

**ADVISING**

Students who elect the minor program should meet with the LACS program adviser before the end of Spring Quarter of their third year to declare their intention to complete the program. The student must submit the LACS program adviser’s approval for the minor to their College adviser, on the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/
Summary of Requirements: Latin American and Caribbean Studies Minor (5 Courses)

**PREREQUISITES**

One of the following:

<table>
<thead>
<tr>
<th>LACS 16100-16200-16300</th>
<th>Introduction to Latin American Civilization I-II-III</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 19019-19020-19021</td>
<td>Latin American Civilization in Oaxaca I-II-III</td>
</tr>
</tbody>
</table>

Total Units: 300

**MINOR**

LACS Courses: Three courses that focus on Latin America and/or the Caribbean

Language: Two courses in 20000-level or higher Spanish or Portuguese

Additional Requirement: Submission of a research paper treating a Latin American and/or Caribbean topic for one of the LACS content courses

Total Units: 500

* The Introduction to Latin American Civilization sequence can be taken in order to fulfill the general education requirement in civilization studies, in which case none of the three courses will count toward the LACS minor. Students who take Latin American Civilization separately from the general education requirement can count one of the three courses in the sequence as a content course toward the LACS minor.

** Students with strong language preparation may petition out of one of these courses, substituting for it a content course or a course in a second Latin American or Caribbean language. Students may also fulfill the language requirement by earning the Practical Language Proficiency Certification (https://languageassessment.uchicago.edu/practical-language-proficiency-assessment/). Students who fulfill the language requirement through the proficiency certification must substitute with two LACS courses and/or language courses in a second regional language.

Latin American and Caribbean Studies Courses

The following courses are for reference only. See Class Search at registrar.uchicago.edu/classes (http://registrar.uchicago.edu/classes/) for specific offerings. See the Center for Latin American Studies Courses webpage at clas.uchicago.edu (https://clas.uchicago.edu/) for further information on quarterly offerings.

LACS 11008. Introduction to Latinx Literature. 100 Units.

From the activist literature of the Chicano Civil Rights Movement to contemporary fiction and poetry, this course explores the forms, aesthetics, and political engagements of U.S. Latinx literature in the 20th and 21st centuries. Theoretical readings are drawn from Chicana/x Studies, Latinx Studies, American Studies, Latin American Studies, Hemispheric Studies, Indigenous Studies, and Postcolonial Studies, as we explore Latinx literature in the context of current debates about globalization, neoliberalism, and U.S. foreign policy; Latinx literature’s response to technological and socio-political changes and its engagement with race, gender, sexuality, class, and labor; and its dialogues with indigenous, Latin American, North American, and European literatures. (Poetry, 1830-1940, Theory)

Instructor(s): Rachel Galvin Terms Offered: Winter

Equivalent Course(s): SPAN 21008, ENGL 11008, CMLT 11008

LACS 12200. Portuguese For Spanish Speakers. 100 Units.

This course is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): SPAN 10300 or consent of instructor

Equivalent Course(s): PORT 12200

LACS 12300. Kreyol For Speakers of French II. 100 Units.

This course is intended for speakers of French, to quickly develop competence in spoken and written Kreyol (Kreyòl Ayisyen). In this intermediate-level course, students learn ways to apply their skills in French (or another Romance language with instructor consent) to mastering Kreyol by concentrating on the similarities and differences between the two languages. This course offers a rapid review of the basic patterns of the language and expands on the material presented in KREY 12200.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): KREY 12200 or consent of instructor.
LACS 12220. Kreyol for Speakers of French I. 100 Units.
This course is intended for speakers of French, to quickly develop competence in spoken and written Kreyol (Kreyòl Ayisyen). In this introductory course, students learn ways to apply their skills in French (or another Romance language with instructor consent) to mastering Kreyol by concentrating on the similarities and differences between the two languages. Open to students with knowledge of another Romance language and instructor consent as well as heritage learners of Kreyol.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): KREY 12200

LACS 16100-16200-16300. Introduction to Latin American Civilization I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

LACS 16100. Introduction to Latin American Civilization I. 100 Units.
Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.
Instructor(s): Emilio Kourí Terms Offered: Autumn
Equivalent Course(s): CRES 16101, ANTH 23101, HIST 16101, HIST 36101, SOSC 26100, LACS 34600

LACS 16200. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Terms Offered: Winter
Equivalent Course(s): CRES 16102, HIST 36102, ANTH 23102, SOSC 26200, HIST 16102, LACS 34700, PPHA 39770

LACS 16300. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): D. Borges Terms Offered: Spring
Equivalent Course(s): PPHA 39780, HIST 16103, HIST 36103, LACS 34800, ANTH 23103, CRES 16103, SOSC 26300

LACS 19880. Inhabiting the Borderlands: Latinx Embodiment in Literature, Art, and Popular Culture. 100 Units.
How does a Latinx cultural identity become legible? What are the conditions of its recognition? What kinds of embodied practices and performances serve to point to the particular intersections of race, ethnicity, class, sexuality, and gender that can be termed "Latinx"? To approach these questions, this course will explore critical texts by Diana Taylor, Gloria Anzaldúa, Julia Alvarez, Coco Fusco, José Esteban Muñoz, and Tomás Ybarra-Frausto, among others, as well as performances, artwork, and literature by La Lupe, Walter Mercado, Yalitza Aparicio, Cherrie Moraga, Judith Baca, Carmen Maria Machado, and more. (Theory)
Instructor(s): Carmen Merport Terms Offered: Winter
Equivalent Course(s): GNSE 19880, ENGL 19880, CRES 19880

LACS 20046. Introduction to Caribbean Studies. 100 Units.
Why have critics, writers, and artists described the Caribbean as “ground zero” of Western modernity? Beginning with the period before European settlement, we will study slavery and emancipation, Asian indentureship, labor and social movements, decolonization, debt and tourism, and today’s digital Caribbean. We will survey literary and visual cultures, primary source documents, and thought across the English, French, Spanish, and Dutch-speaking Caribbean. All readings will be available in translation. (Fiction, Theory)
Instructor(s): Kaneesha Parsard Terms Offered: Spring
Equivalent Course(s): GNSE 22046, ENGL 20046, CRES 20046

LACS 20500. Cultura do Mundo Lusófono. 100 Units.
In this course students will explore the culture of the Lusophone world through the study of a wide variety of contemporary literary and journalistic texts from Brazil, Portugal, Angola and Mozambique, and unscripted recordings. This advanced language course targets the development of writing skills and oral proficiency in Portuguese. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using authentic readings and listening segments as linguistic models on which to base their own production.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PORT 20100 or consent of the instructor.
Equivalent Course(s): PORT 20500
LACS 20600. Composição e Conversação Avançada. 100 Units.
The objective of this course is to help students acquire advanced grammatical knowledge of the Portuguese language through exposure to cultural and literary content with a focus on Brazil. Students develop skills to continue perfecting their oral and written proficiency and comprehension of authentic literary texts and recordings, while also being exposed to relevant sociocultural and political contemporary topics. Students read, analyze, and discuss authentic texts by established writers from the lusophone world; they watch and discuss videos of interviews with writers and other prominent figures to help them acquire the linguistic skills required in academic discourse. Through exposure to written and spoken authentic materials, students learn the grammatical and lexical tools necessary to understand such materials as well as produce their own written analysis, response, and commentary. In addition, they acquire knowledge on major Brazilian authors and works. Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PORT 20100 or consent of instructor.
Equivalent Course(s): PORT 20600

LACS 21100. Las regiones del español. 100 Units.
This sociolinguistic course expands understanding of the historical development of Spanish and awareness of the great sociocultural diversity within the Spanish-speaking world and its impact on the Spanish language. We emphasize the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the Hispanic world. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of indigenous cultures on dialectical aspects. The course includes literary and nonliterary texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions. Instructor(s): Staff Terms Offered: Spring Winter
Prerequisite(s): SPAN 20300 or placement
Equivalent Course(s): SPAN 21100

LACS 21600. Francophone Caribbean Culture and Society: Art, Music, and Cinema. 100 Units.
This course provides an interdisciplinary survey of the contemporary Francophone Caribbean. Students will study a wide range of its cultural manifestations (performing arts like music and dance, literature, cinema, architecture and other visual arts, gastronomy). Attention is also paid to such sociolinguistic issues as the coexistence of French and Kreyol, and the standardization of Kreyol. Instructor(s): Staff Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): GLST 21600, KREY 21600, FREN 21601

LACS 21619. From Lorca to Lin-Manuel Miranda: Staging Latinidad. 100 Units.
In this course, we will delve into ten significant theater plays written in the last century by Spanish, Latin American and Latinx playwrights. We will examine how Latinidad, with its multiple definitions and contradictions, emerges in these plays; and also, which questions these works pose regarding the different historic and cultural contexts in which they were written. As a discipline that aims to explore and embody social practices and identities, theater has become a place where these questions articulate themselves in a critical manner. A physical space where bodies and languages explore, sometimes through its mere unfolding on the page and the stage, unforeseen limits of class, identity, and ethnicity. Each week, we will discuss one play and one or two significant critical essays, and the discussion will be conducted through a set of questions and crossed references. To which extent does the domestic exploration and the all-women cast of Lorca’s “La casa de Bernarda Alba” resonate in Fornés’ “Tetu And Her Friends”? How does the experience of immigration affect the characters of Marqués’ “La carreta,” and how do Chiara Alegría Hudes and Lin-Manuel Miranda echo this foundational fiction in In the Heights? How was the success of plays such as Valdez’s “Zoot Suit” or Cruz’s “Anna in The Tropics” received within the Latino community, and how did it affect the general reception of Latino plays? Instructor(s): I. Fanlo Terms Offered: Autumn
Note(s): Taught in English. Readings available in both English and Spanish. Spanish majors & minors must do the readings and/or writings in Spanish.
Equivalent Course(s): SPAN 21619, TAPS 25219, GNSE 21619

LACS 21720. Histoire, superstitions et croyances dans le roman francophone contemporain. 100 Units.
Superstitions and traditional beliefs are an integral part of African and Caribbean cultural identities. Based on myths, legends and proverbs, they were usually passed down orally. This course explores and critically analyzes their literary representations: how do contemporary authors rethink, reframe and rewrite myths and legends that primarily stems from an oral tradition? How are these stories used as a framing device to interrogate contemporary historical events? The course emphasizes cultural and socio-political connections through some close readings and discussions. Readings include texts by Mariama Bâ, René Depestre, Véronique Lordinot, Gisèle Pineau and Véronique Tadjio. Instructor(s): M. Kenfack Terms Offered: Autumn
Prerequisite(s): FREN 20500 or 20503. This is an introductory-level course.
Note(s): Readings and discussion in French.
Equivalent Course(s): FREN 21720
LACS 22024. Literatura y cartografía: Visiones del Caribe en el Siglo de Oro español. 100 Units.
Durante el siglo XVI aparecen las primeras representaciones cartográficas y literarias del Caribe. Estas articulan el deseo de las grandes potencias europeas por codificar territorialmente esta región del mundo para conocerla y en última instancia dominarla. Así, la cuenca caribeña emerge como escenario de tensiones políticas y económicas, que se extienden hasta el día de hoy. Este curso tiene como objetivo explorar la relación de las representaciones del Caribe en la literatura y cartografía producida durante los siglos XVI y XVII con los discursos de poder asociados a los procesos de conquista y colonización implementados por el Imperio Español. El curso está dividido en cuatro unidades. Primero, examinaremos las representaciones cartográficas del Caribe producidas entre los siglos XVI y XVII. Segundo, abordaremos la descripción y delimitación del Caribe y sus habitantes en las crónicas de conquista producidas por Colón, de las Casas y Pané. Tercero, discutiremos los poemas “Discurso del capitán Francisco Draque” y “La Dragontea” para explorar el rol de la piratería en la articulación del espacio caribeño como escenario de contiendas políticas y económicas. Finalmente, nos acercaremos a otros ejemplos representativos de la literatura aurrisecular que de manera indirecta aluden al Caribe como sustrato literario. Se explorarán también la cultura material de la producción cartográfica y literaria de la época, y la relación que existe entre texto e imagen.
Instructor(s): M. Rosario Terms Offered: Winter
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 22020

LACS 22521. ¿Qué onda, Siri? Ciencia Ficción Latinoamericana. 100 Units.
Intercambio de cartas entre México y la luna, exploradores planetarios argentinos, hackers activistas en Bolivia y viajes en el tiempo para salvar el Caribe. Aunque a lo largo de su historia no haya gozado del mismo prestigio que otros géneros literarios, la ciencia ficción en América Latina tiene ejemplos que datan del siglo XVIII. Sin embargo, no es hasta los 1950s que el género empieza a ganar impulso editorial y, más tarde, académico. Ya en el siglo XXI, autores como Rita Indiana, Pola Oloixarac y Edmundo Paz Soldán han utilizado los variados elementos constitutivos del género y alcanzando incluso reconocimiento internacional. Frente a tal histórico, este curso busca contestar las siguientes preguntas: ¿De qué manera se asemeja y se difiere la ciencia ficción latinoamericana, de país a país, y en comparación al resto del mundo? ¿Cómo se mezclan los elementos tradicionales del género con las culturas nacionales y regionales del subcontinente? ¿Qué particularidades sociales, políticas, económicas, raciales y de género se manifiestan en estos textos que nos ayudan a pensar la realidad de esta región y que la ficción realista históricamente privilegiada no llega a escenificar? Para ello, nos ocuparemos de novelas, cuentos, poemas, películas, series de televisión y performances de América Latina, desde sus principios decimonónicos hasta el presente, enfocándonos en los elementos característicos del género y las representaciones culturales puestas en escena por estos artistas.
Instructor(s): E. Leao Terms Offered: Winter
Prerequisite(s): SPAN 20300.
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 22521

LACS 23025. Vidas Infames: Sujetos heterodoxos en el mundo hispánico (1500-1800) 100 Units.
En este curso leeremos y discutiremos las vidas de varias mujeres y hombres comunes perseguidos por la Inquisición hispánica entre 1500 y 1800, aproximadamente, tanto en Europa y el Mediterráneo como en las Américas. La mayoría de estas vidas fueron dichas por los mismos acusados frente a un tribunal eclesiástico. Estas autobiografías orales, producidas en condiciones de máxima dureza y precariedad, revelan la forma en que la vida cotidiana es moldeada e interrumpida por el poder. Leemos las historias de hombres transgénero, mujeres criptojudías, campesinos moriscos, renegados, profetas y monjas acusadas de sodomía, entre otras; y discutiremos temas como la relación entre poder y subjetividad, heterodoxia y cultura popular, las formas narrativas del yo o la articulación biográfica de la clase, la raza y el género en la primera modernidad. Estas ‘vidas ínfimas’, a pesar de su concreta individualidad, permiten ofrecer un amplio panorama de la historia cultural y social de España y América en la era de la Inquisición.
Instructor(s): M. Martínez Terms Offered: Spring
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 23025, SPAN 33025, LACS 33025

LACS 23083. A Latin American Anthropology of Violence and Conflict in Latin America. 100 Units.
This course explores the dynamics of conflict and organized violence in Latin America through a combination of Latin American fiction and documentary films and ethnographic and other relevant research. The following are some of the interrelated topics that we will cover, which draw primarily from scholars not only of Latin America, but also in Latin America: non-state armed groups, transnational criminal networks, international cooperation and humanitarian intervention, human rights abuses and activism, gendered experiences of violence and its aftermath, and the state. We will begin our work in contemporary conversations about these topics throughout the region and weave in readings from the globally dispersed foundational thinkers who have informed these conversations. Students will develop a case study of their choosing over the quarter and receive in-class instruction on forming and managing effective writing groups to facilitate their projects. Significant flexibility is also possible for those who want to incorporate their coursework into the development of a larger research project.
Instructor(s): Erin McFee Terms Offered: Hidden from Catalog, unlikely to be offered again
Instructor(s): Edgar Garcia Terms Offered: Autumn

thinking about how this story of world creation implicates us to this day. (Poetry, Fiction)

a capstone, we will visit the original manuscript of the Popol Vuh held at the Newberry Library in Chicago,

the intellectual contribution of Central America and the diaspora of Central Americans in the U.S. today. As

(with North American, Latin American, Latinx, and Indigenous literary engagement), we will take into account

Herzog. As we cast the Guatemalan Popul Vuh as a contemporary work of hemispheric American literature

examine contemporary adaptations of the Popol Vuh by Miguel Ángel Asturias, Ernesto Cardenal, Diego

a simultaneity of origins and historiography. In highlighting this tension between cosmos and politics, we’ll

Genesis, Odyssey, Beowulf, Ovid’s Metamorphoses, and Diné Bahane’ to consider how epics struggle with

its structure relates myth and history, or foundations and change. In this light, we’ll examine its mirroring in

translations, while engaging its original K’iche’ Mayan language), attending to the important way in which

mythic, classic, colonial, and contemporary times. In this class, we’ll read this full work closely (in multiple

called “the Bible of America.” It tells a story of cosmological origins and continued historical change, spanning

oral stories to new historical contexts? What are the implications of these adaptations? How has storytelling

been streamlined to deal with new challenges, especially political and social status quo? How does storytelling

contribute to empowerment and agency? Students will engage in close readings and collaborative discussions to

analyze and interpret folktales from Ivory Coast, Haiti, French Guiana, among others.

Instructor(s): M. Kenfack Terms Offered: Winter
Prerequisite(s): FREN 20500 or 20503.
Note(s): Readings in French. Class discussions in French and English.
Equivalent Course(s): FREN 24821

LACS 25322. A History of Public Spaces in Mexico, 1520-2020. 100 Units.

Streets and plazas have been sites in which much of Mexican history has been fought, forged, and even

performed. This course examines the history of public spaces in Mexico since the Spanish Conquest. By

gauging the degree to which these sites were truly open to the public, it addresses questions of social exclusion,

resistance, and adaptability. The course traces more than the role and evolution of built sites. It also considers

the individuals and groups that helped to define these places. This allows us to read street vendors, prostitutes,

students, rioters, and the ‘prole’ as central historical actors. Through case studies and primary sources, we will

examine palpable examples of how European colonization, various forms of state building, and more recent

neoliberal reforms have transformed ordinary Mexicans and their public spaces.

Instructor(s): C. Rocha Terms Offered: Spring
Equivalent Course(s): ARCH 26322, ENST 26322, HIST 26322

LACS 25662. Archiving AIDS: Art, Literature, Theory. 100 Units.

The AIDS pandemic had a major impact on cultural production of the 1980s and the 1990s. But its effects did

not end with the advent of highly active antiretroviral therapy (HAART) in 1995. This course will examine the

AIDS archive in its broadest sense—including art, literature, and theory produced in direct and indirect response

to the pandemic from the 1980s to the present. What was the role of cultural production in political activism?

What kinds of narratives did the allegorization of AIDS make possible and normalize? How has the AIDS

pandemic been remembered and memorialized in more contemporary art and literature? Drawing from U.S.,

Latin American, and European texts, we will explore how AIDS has impacted sociopolitical issues related to

sexuality, gender, class, and race.

Instructor(s): Kris Trujillo Terms Offered: Autumn
Equivalent Course(s): CRES 25662, CMLT 25662, HLTH 25662, GNSE 20105

LACS 25805. Popol Vuh, Epic of the Americas. 100 Units.

One of the oldest and grandest stories of world creation in the native Americas, the Mayan Popol Vuh has been

called “the Bible of America.” It tells a story of cosmological origins and continued historical change, spanning

mythic, classic, colonial, and contemporary times. In this class, we’ll read this full work closely (in multiple

translations, while engaging its original K’iche’ Mayan language), attending to the important way in which

its structure relates myth and history, or foundations and change. In this light, we’ll examine its mirroring in

Genesis, Odyssey, Beowulf, Ovid’s Metamorphoses, and Díñe Bahane’ to consider how epics struggle with a

simultaneity of origins and historiography. In highlighting this tension between cosmos and politics, we’ll

examine contemporary adaptations of the Popol Vuh by Miguel Angel Asturias, Ernesto Cardenal, Diego

Rivera, Dennis Tedlock, Humberto Ak’ab’al, Xpetra Ernandez, Patricia Amlin, Gregory Nava, and Werner

Hertzog. As we cast the Guatemalan Popol Vuh as a contemporary work of hemispheric American literature

(with North American, Latin American, Latinx, and Indigenous literary engagement), we will take into account

the intellectual contribution of Central America and the diaspora of Central Americans in the U.S. today. As

a capstone, we will visit the original manuscript of the Popol Vuh held at the Newberry Library in Chicago,

thinking about how this story of world creation implicates us to this day. (Poetry, Fiction)
Instructor(s): Edgar Garcia Terms Offered: Autumn
Prerequisite(s): Note: students who cross-list from RLL will read Spanish-language texts in their original Spanish
Equivalent Course(s): ENGL 25805, FN DL 25805

LACS 26322. Latin American Historiography, 19th-21st Century. 100 Units.
Review of recent trends in the history of the regions. Weekly reviews.
Instructor(s): M. Tenorio Terms Offered: Autumn
Equivalent Course(s): HIST 36320, LACS 36322, HIST 26320

LACS 26330. Making the Maya World. 100 Units.
What do we know about the ancient Maya? Pyramids, palaces, and temples are found from Mexico to Honduras, texts in hieroglyphic script record the histories of kings and queens who ruled those cities, and painted murals, carved stone stelae, and ceramic vessels provide a glimpse of complex geopolitical dynamics and social hierarchies. Decades of archaeological research have expanded that view beyond the rulers and elites to explore the daily lives of the Maya people, networks of trade and market exchange, and agricultural and ritual practices. Present-day Maya communities attest to the dynamism and vitality of languages and traditions, often entangled in the politics of archaeological heritage and tourism. This course is a wide-ranging exploration of ancient Maya civilization and of the various ways archaeologists, anthropologists, linguists, historians, and indigenous communities have examined and manipulated the Maya past. From tropes of long-hidden mysteries rescued from the jungle to New Age appropriations of pre-Columbian rituals, from the thrill of decipherment to painstaking and technical artifact studies, we will examine how models drawn from astrology, ethnography, classical archaeology and philology, political science, and popular culture have shaped current understandings of the ancient Maya world, and also how the Maya world has, at times, resisted easy appropriation and defied expectations.
Instructor(s): Sarah Newman Terms Offered: Not Offered 2021-22; may be offered 2022-23
Equivalent Course(s): ANTH 36330, ANTH 26330, LACS 36330

LACS 26380. Indigenous Politics in Latin America. 100 Units.
This course examines the history of Indigenous policies and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberalism and capitalist expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.
Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): GLST 26380, ANTH 23077, HIST 26318, HIPS 26380

LACS 26382. Development and Environment in Latin America. 100 Units.
This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century, to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? In what ways has the modern impetus for development, beginning in the nineteenth century and reaching its current intensity in the mid-twentieth, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, to what extent does the notion of development help us explain the historical relationship between humans and the environment?
Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): HIPS 26382, GLST 26382, LACS 36382, ENST 26382, HIST 26317, ANTH 23094, HIST 36317, GÉOG 26382

LACS 26384. Art and the Archive in Greater Latin America. 100 Units.
How and why do artists engage records of the past in their work? What are the politics of both creating archives and culling from them to visually render or represent the past? Focusing on artists, art-making, and archives in Greater Latin America (including the United States), this course will consider the process of collecting and creating in artistic production from the perspectives of both theory and practice. Students in the course will work directly with archival materials in Chicago and collaborate on contemporary artistic projects that consider issues of relevance to people and places of the Western Hemisphere.
Instructor(s): Diana Schwartz-Francisco Terms Offered: Spring
Equivalent Course(s): ARTV 20017, ARTH 26384, HIST 26319

LACS 26386. Greater Latin America. 100 Units.
What is “Latin America,” who are “Latin Americans” and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latinx diaspora in the US on the other? This course explores the history of Latin America as an idea, and the cultural, social, political and economic connections among peoples on both sides of the southern and eastern borders of the United States. Students will engage multiple disciplinary perspectives in course readings and assignments and will explore Chicago as a crucial node in the geography of Greater Latin America. Some topics we will consider are: the origin of the concept of “Latin” America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and racial and ethnic politics.
Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn
LACS 26388. Food Justice and Biodiversity in Latin America. 100 Units.
This course asks how the relationships between food production and consumption, economic justice, and biodiversity have changed over the last century in Latin America. As a region known both for its ecological diversity and as a producer of tropical foods regularly consumed in the United States, Latin America is also a site in which plantation style agriculture has often undermined such celebrated biodiversity. In centering the role of workers and consumers, it considers the layered relationships- ecological, social, political, economic and cultural-between the production and consumption of food from Latin America.
Instructor(s): Diana Schwartz Francisco Terms Offered: Spring
Note(s): Preferred: some background in Latin American history, geography and/or contemporary issues Equivalent Course(s): ENST 26388, GLST 26388, HIST 26323

LACS 26416. Latin American Extractivisms. 100 Units.
This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current “neoextractivisms” have unearthed unprecedented rates of profit as well as social conflict. Today’s oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.
Equivalent Course(s): PBPL 26416, ANTH 23093

LACS 26510. Cities from Scratch: The History of Urban Latin America. 100 Units.
Latin America is one of the world’s most urbanized regions and its urban heritage long predates European conquest. Yet the region’s urban experience has generally been understood through North Atlantic models, which often treat Latin American cities as disjunctive, distorted knockoffs of idealized US or European cities. This class interrogates and expands those North Atlantic visions by emphasizing the history of vital urban issues such as informality, inequality, intimacy, race, gender, violence, plural regulatory regimes, the urban environment, and rights to the city. Interdisciplinary course materials include anthropology, sociology, history, fiction, film, photography, and journalism produced from the late nineteenth to the early twenty-first centuries.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some coursework in Latin American studies, urban studies, and/or history Equivalent Course(s): LACS 36510, HIST 36511, ARCH 26511, HIST 26511, ENST 26511

LACS 26623. Anti-Corruption Politics in Latin America. 100 Units.
Calls for corporate accountability from civil society and widespread public anxieties concerning large scale corporate corruption scandals have become salient modes of articulating questions of power in contemporary Latin America & the Caribbean. This trend, while not homogeneous or new, denounces the relation between two modes of power -- state and corporate -- considered to be at the heart of the region’s democracies. What is the relation between today’s war against corruption and ongoing transformations of corporate and financial power? What has been the effect of anti-corruption discourse over horizons for emancipatory politics - such as Human Rights praxis? This course critically examines anti-corruption politics as constituting one of the region’s most salient frameworks of accountability in the present. Crucially, we will situate it in relation to Latin America’s robust trajectory of critiquing power through the analysis of corporate power as well as the mobilization of Human Rights discourse.
Instructor(s): Azuero Quijano, Alejandra Equivalent Course(s): HMRT 26623, ANTH 23071, GLST 26623

LACS 26624. Extractivism in Latin America. 100 Units.
From the elusive search for El Dorado to the growing transition to renewable energy, extractivism has defined and continues to produce effects on the everyday lives, economic possibilities, and political horizons of Latin Americans in different historic and geographic settings. This course critically explores the social and material worlds built around resource extraction in Latin America. By focusing on key episodes of 20th and 21st century energy development, the course will examine how extractivism has enabled and foreclosed certain configurations of political power, especially in relation to the state, (anti-)imperialism, the left, and indigenous social movements. We will also explore the rise of anti-extractivist struggles and critiques, with a particular emphasis on indigenous peoples’ mobilization of human rights discourse. Course readings will be interdisciplinary (from anthropology and economics to history and film), drawing on cases from Venezuela, Paraguay, Brazil, Mexico, and Bolivia.
Instructor(s): Steven Schwartz Francisco Terms Offered: Spring Equivalent Course(s): HMRT 26624, ANTH 23024, ENST 26624

LACS 26722. Literatura y escuela. 100 Units.
Today, institutions of education have become one of the most intense sites of the so-called "culture wars," both in Latin America and the United States. This situation, of course, is part of a longer history. In this course, we will explore the complex relations between literature and institutions of learning in twentieth-century Latin America
in order to understand (or try to understand) the institutional, cultural and political present we now face. On the one hand, we will read essays on the subject by important Latin American pedagogues, who were most times in charge of developing their countries' educational systems. On the other, we will read works of fiction (short stories, novels, memoirs) that formulate concrete images of the 'school experience.' We'll pay attention to the ways in which the school distributed cultural capital (knowledges, skills, tastes) and produced cultural difference (nationality, gender, race, class) amongst subjects. In this sense, the objective of the class is to provide students with historical, linguistic and analytic tools they can use to understand and shape their institutional present.

Instructor(s): Enrique Macari
Terms Offered: Spring

Equivalent Course(s): SPAN 26722

LACS 26822. Women and Food in Latin America. 100 Units.
Taking on a transatlantic and trans-historic approach to understanding the role and representation of women in connection to food, this course will explore a diverse array of cultural artifacts ranging from 1583 to contemporary times. We will read authors such as Sor Juana Inés de la Cruz, Spanish chronicles about the food cultures of the Mexica people, alongside cookbooks, and representations of women and food in Baroque, Colonial Latin American, and Latinx art. We will put premodern and modern sources in dialogue in order to flesh out the long-standing ideas and representations of women's relation to food. Some of the questions we will explore are: How have notions of race shaped the experience of Latin American women in the kitchen? What modes of knowledge transmission has food enabled for women? How have Mexican and Latinx women re-appropriated the figure of a 17th-century poet as a culinary icon? How have poets re-imagined the religious meanings of food? Our focus will be on how notions of motherhood, femininity, and sexuality are expressed and constituted in practices and cultural beliefs about food. We will also explore how women have reimagined the space of the kitchen and challenged conventions such as domesticity, breastfeeding, health, and appetite. Today, gender inequality in the domestic space and the food industry is still very much a reality. For that reason, this class also aims to reflect upon women's contemporary issues in relation to eating and cooking.

Instructor(s): Daniela Gutiérrez Flores
Terms Offered: Spring

Equivalent Course(s): ANTH 23326, CRES 27075, RLST 27075, SOCI 20539, AMER 27075

LACS 27075. The Latinx Religious Experience in the US. 100 Units.
This course examines the diverse nature of Latinx religion, from its roots to present day forms, within the social and political context of the United States. The main goal of this class is to understand the distinctiveness of Latinx culture, its challenges, and possibilities, and to discern the role religion has in the Latinx experience. In order to do so, this course is structured around three central themes: 1) What Is the Latinx Experience? 2) Latinx Religion as Lived Experience, and 3) Latinx Theology, Ethics, and Politics. The first section gives us the lay of the land, relying on biographical narratives and historical sources to understand what the Latinx experience is all about. The second section turns to sociological and ethnographic material to study the diversity of Latinx religion and the multiple functions of faith and devotion in the Latinx community. The third section turns to the constructive work of scholars who study the distinct contributions of the Latinx experience to theological reflection, ethical discernment, and political action.

Instructor(s): Raul Zegarra
Terms Offered: Winter

Note(s): Students with Spanish reading proficiency will have the opportunity to apply their skills.
Equivalent Course(s): SPAN 26822, GNSE 26822

LACS 27526. Race and Gender in the Making of the Modern Atlantic World(s), c. 1700-1990s. 100 Units.
This colloquium-style course proposes that the development of race, racial ideologies, and gender in the Atlantic is central to understanding the formation of the modern world. The course mobilizes race and gender as analytic categories that shaped encounters with and relations between colonized and colonizer. By adopting this approach, we will use the lens of race and gender to explore how they shaped various historical experiences: such the circulation of peoples and goods in transatlantic contexts; the formation and establishment of slavery, the slave trade, and the plantation complex; antislavery, abolitionism, and emancipation; immigration and post-slavery labor; citizenship and nationhood; reproduction; post-colonial LGBTQ rights, and twentieth-century racial politics. We will also problematize race and gender as flexible categories that historical actors formulated and implemented to establish, maintain, and contest hierarchies of political, economic, and social power. We will use a combination of primary texts, novels, and secondary sources to explore the comparative and intersecting historical experiences of African, Amerindian, Chinese, Creole, European, and Indian experiences in the Atlantic world from early encounters and exploration to twentieth-century decolonization and postcolonialism- thereby challenging traditional racial binaries that have previously informed our understanding of transatlantic empires.

Instructor(s): Lyons, Deirdre
Terms Offered: Autumn

Equivalent Course(s): HIST 29104, CRES 27075, RLST 27075, SOCI 20539, AMER 27075

LACS 27536. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.
By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical “genealogy of the present” by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone
West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.

Instructor(s): Erin McCullugh Terms Offered: Spring
Equivalent Course(s): CRES 27536, HIST 29009, HMRT 27536, GNSE 27536

LACS 27726. Body Modifications, Sociocultural Meanings, and Beauty in Ancient Mesoamerica. 100 Units.
The course will introduce past and current anthropological discussions of embodiment and beauty and then explore culturally born body concepts from the perspective of native Mesoamerican thought and ritual practice. A methodological unit will embrace reconstructions of ancient body modifications at the intersection between (bio) archaeology, ethnology, semiotics, and imagery. We will also review and discuss basic visual, behavioral, and social aspects of native Mesoamerican body works, focusing on head shaping, dental modification, and skin ornaments. A number of case studies target such forms of physical embodiment among the Olmecs, Maya, and the Aztecs. Finally, we will cover the evolving roles of body modifications past the European contact in Mexico, providing food-for-thought in discussing Novohispanic domination strategies, native resilience, and transformation.

Instructor(s): Vera Tiesler Terms Offered: Spring
Equivalent Course(s): CRES 28000, GNSE 28202, AMER 28001, CRES 38000, GNSE 38202, LACS 28000, LACS 38000, GNSE 38202, AMER 38001

LACS 29101. Archive [Yellow] Fever. 100 Units.
Archive [Yellow] Fever reads Black Feminist approaches to the archive of slavery in the Caribbean in order to ask questions about the scholar's embodied relationship in the present to historical documents and artifacts produced in the context of Atlantic world slave societies. How is a scholar affected by and implicated in the production such an archive? This class explores this and other questions produced by this scholarship, with a particular focus on historical and contemporary concerns about what enslavement does to the physical body and the affective impacts of institutionalized bondage. The course also provides an introduction in methods of working in historical and contemporary archives. We will explore themes of contagion, sex, birth, and death by reading fictional, archival, methodological and theoretical texts, including the work of, Saidiya Hartman, Marisa Fuentes, Jacques Derrida, Carolyn Steedman, Jennifer L. Morgan, Jenny Sharpe, Robin Coste Lewis, Alexis Pauline Gumbs, Mary Prince, Mary Seacole, Bryan Edwards, James Grainger. The class will make two trips to special collections, one to view archival texts from the period and another to find an archival object of the student’s choosing (relevant to their own research interests) that will provide the topic of their final paper. This course is offered as part of the Migrations Research Sequence. (1650-1830, 1830-1940) This is a research and criticism seminar intended for third- and fourth-year English majors.

Instructor(s): Sarah Johnson Terms Offered: Autumn
Prerequisite(s): This course is limited to 15 third- and fourth-year students who have already fulfilled the Department's Genre Fundamentals (formerly Gateway) requirement and taken at least two further English courses.
Equivalent Course(s): ENGL 29101, GNSE 29103, CRES 29101

LACS 29700. Reading and Research in Latin American Studies. 100 Units.
Students and instructors can arrange a Reading and Research course in Latin American Studies when the material being studied goes beyond the scope of a particular course, when students are working on material not covered in an existing course or when students would like to receive academic credit for independent research.

Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): Consent of undergraduate thesis/project adviser required
Note(s): College students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

LACS 29801. BA Colloquium. 100 Units.
This colloquium, which is led by the LACS BA Program Adviser, assists students in formulating approaches to the BA essay and developing their research and writing skills, while providing a forum for group discussion and
critiques. Graduating students present their BA essays in a public session of the colloquium during the spring quarter.
Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn
Prerequisite(s): For fourth year (graduating) students majoring in Latin American and Caribbean Studies.
Note(s): Required of students who are majoring in Latin American Studies. Students must participate in all three quarters but register only in autumn quarter.

**LACS 29900. Preparation of the BA Essay, 100 Units.**
Independent study course intended to be used by 4th year BA students who are writing the BA thesis.
Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Consent of undergraduate thesis/project adviser required
Note(s): Typically taken for a quality grade.