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

Students who complete the Practical Language Proficiency Certification without enrolling in language courses at the University of Chicago (e.g., students with pre-college immersive language experience, including study abroad) 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 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 in the Autumn Quarter of their third year. The program adviser will work individually with students who are studying abroad at any point during their third year.

Fourth-year students are required to participate in the BA Colloquium for three quarters of their final year. Students enroll in the BA Colloquium in the Autumn (LACS 29801 BA Colloquium I, 100 units) and Winter Quarters (LACS 29802 BA Colloquium II, 0 units); the course meets 10 times across both quarters. 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. Grades for the colloquium are issued after submission of the capstone.

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. 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/soscisummermethods/about-sisrm-2/) and completing the research assistant fellowship program (https://voices.uchicago.edu/soscisummermethods/about-sisrm-2/) and completing the research assistant fellowship program (https://voices.uchicago.edu/soscisummermethods/about-sisrm-2/)
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

One of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>LACS</td>
<td>Introduction to Latin American Civilization I-II-III</td>
<td>300</td>
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<tr>
<td>SOSC</td>
<td>Latin American Civilization in Oaxaca I-II-III</td>
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<tr>
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<tr>
<td>Total Units</td>
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<td>300</td>
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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  

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<tr>
<th>Course</th>
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<td>LACS 29801</td>
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<tr>
<td>LACS 29802</td>
<td>BA Colloquium II</td>
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<td>1100</td>
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Electives: Two elective courses that integrate research methodology **  

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<td>Language</td>
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<td>BA Colloquium II</td>
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Additional Requirements: BA Capstone Project and Experiential Learning

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.
MINOR 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 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 must 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. The Center for Latin American Studies publishes an online list of LACS courses (https://clas.uchicago.edu/academic-programs/courses/) every quarter.

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 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/Consent_Minor_Program.pdf) form, no later than the end of the third year.
SUMMARY OF REQUIREMENTS: LATIN AMERICAN AND CARIBBEAN STUDIES MINOR (5 COURSES)

PREREQUISITES

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<th>Course</th>
<th>Units</th>
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<tr>
<td>LACS 16100-16200-16300</td>
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<td>SOSC 19019-19020-19021</td>
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Total Units 300

MINOR

LACS Courses: Three courses that focus on Latin America and/or the Caribbean 300

Language: Two courses in 20000-level or higher Spanish or Portuguese ** 200

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 Chicanx 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): CRES 11008, ENGL 11008, CMLT 11008, SPAN 21008

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 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): Gerdine Ulysse Terms Offered: Autumn
Equivalent Course(s): KREY 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. Open to students with knowledge of another Romance language and instructor consent as well as heritage learners of Kreyol.
Instructor(s): Gerdine Ulysse Terms Offered: Winter
Prerequisite(s): KREY 12200 or consent of instructor.
Equivalent Course(s): KREY 12300

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): A. Kolata & S. Newman Terms Offered: Autumn
Equivalent Course(s): ANTH 23101, CRES 16101, HIST 36101, SOSC 26100, LACS 34600, HIST 16101

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.
Instructor(s): M. Hicks Terms Offered: Winter
Equivalent Course(s): CRES 16102, PPRA 39770, SOSC 26200, HIST 36102, HIST 16102, LACS 34700, ANTH 23102

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): HIST 16103, PPRA 39780, ANTH 23103, LACS 34800, SOSC 26300, CRES 16103, HIST 36103

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, Cherríe Moraga, Judith Baca, Carmen Maria Machado, and more. (Theory)
Instructor(s): Carmen Merport Terms Offered: Winter
Equivalent Course(s): CRES 19880, ENGL 19880, GNSE 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, CRES 20046, ENGL 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 21001. Human Rights: Contemporary Issues. 100 Units.
This course examines basic human rights norms and concepts and selected contemporary human rights problems from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview of the present crises and significant actors on the world stage, we will then examine the political setting for the United Nations’ approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations of African-Americans in the U.S. and colonized peoples across Africa and Asia. But from the beginning, there were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial regimes, maintained de facto and de jure systems of racial discrimination, and imprisoned political dissidents and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of impunity and accountability, notions of “exceptionalism,” and the emerging issue of the “shamelessness” of authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.
Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Spring Winter
Equivalent Course(s): HIST 29304, LLSO 21001, SOCS 21001, HMRT 21001, CHST 21001

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 dialectal 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 21320. Archival Methods: Slavery and Gender in the Americas. 100 Units.
This class offers an in-depth introduction to archival research methodologies with a focus on gender and slavery in the Americas. Students will apply their knowledge by working in historical and contemporary archives via 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 that will provide the topic of their final research paper. (1650-1830, 1830-1940, Literary/Critical Theory)
Instructor(s): SJ Zhang Terms Offered: Winter
Equivalent Course(s): ENGL 21320, CRES 21320, IRHU 27008, GNSE 21321

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 Kreyòl, and the standardization of Kreyòl.
Instructor(s): Gerdine Ulysse Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): CRES 21600, FREN 21601, KREY 21600, GLST 21600

LACS 21807. Cinemas of the Caribbean. 100 Units.
This course will probe the claims of cohesion within and of incompatibilities between national cinemas of the Caribbean. We will begin with a survey of Cuban filmmaking after 1959 and its outsize influence on Caribbean film practice, and the ensuing weeks will be organized as comparative case studies of upstart film industries, international collaborations, public film initiatives, nonfiction filmmaking, and major film movements from across the region. Although screenings will focus on the Greater Antilles, we will also watch films from the
British West Indies, the French Antilles, the continental Caribbean perimeter, as well as the global Caribbean diaspora primarily in the U.S. and Europe. In the final weeks of the course, students will explore the hypothesis that minor cinemas are rarely designed and constructed, as was the exceptional case with Cuba in 1959, but can instead be assembled from its many, diffuse parts. This course will adopt a determined transnational and anti-elitist approach to the study of film and related media, granting admittance to diasporic filmmaking, independent or amateur film practice, the cultural reception of foreign films, derivatives of commercial cinema, lost or orphan cinema, museum videos, and other “ancillary” film artifacts. The goal of the course will be to examine the possibility of a Caribbean cinematic tradition and, if nothing else, to recenter the small places which film’s most radical innovations may have once emerged.

Instructor(s): Pedro Doreste Terms Offered: Winter
Equivalent Course(s): CMST 21807

LACS 21900. Latin American Literatures and Cultures: Colonial and 19th-Century. 100 Units.
This course introduces students to the writing produced in Hispanic and Portuguese America during the period marked by the early processes of European colonization in the sixteenth century through the revolutionary movements that, in the nineteenth century, led to the establishment of independent nation-states across the continent. The assigned texts relate to the first encounters between Indigenous, Black, and European populations in the region, to the emergence of distinct (“New World”) notions of cultural identity (along with the invention of new racial categories), and to the disputes over the meaning of nationhood that characterized the anti-colonial struggles for independence. Issues covered in this survey include the idea of texts as spaces of cultural and political conflict; the relationships between Christianization, secularization, and practices of racialization; the transatlantic slave trade; the uses of the colonial past in early nationalist projects; and the aesthetic languages through which this production was partly articulated (such as the Barroco de Indias, or “New World baroque,” Neoclassicism, Romanticism, and Modernismo, among others). In addition to enhancing your knowledge of Latin American cultural history and improving your close reading and critical thinking skills, this course is designed to continue building on your linguistic competence in Spanish.

Instructor(s): Larissa Brewer-García Terms Offered: Autumn
Prerequisite(s): SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish. This course is the equivalent of SPAN 21903.
Equivalent Course(s): SPAN 21905, CRES 21950

LACS 23128. Sanctuary: Land Rights in Times of Rural Gentrification and Conservation Eviction. 100 Units.
How, today, do the power not to develop land and powerlessness to develop land converge? Drawing on African American studies scholar Nicole Waligora-Davis’s definition of sanctuary (as a sacred space that at the same time also “demarcates the politically provisional”) this course explores that question via the entanglements of two iconic sites of sanctuary, globally, today—the wildlife sanctuary/nature refuge and the sanctuary city, respectively. Centered on several book length ethnographic studies where these sites intersect in surprising manners, students will learn to grasp and grapple with linkages between environmental conservation governance, indigenous/peasant-led land struggles, forced population displacements, the politics of mass migration in a diverse set of global contexts.

Instructor(s): Matt Furlong, Pozen Center for Human Rights Teaching Fellow Terms Offered: Winter
Equivalent Course(s): CRES 23129, HMRT 23128, HMRT 33128

LACS 25119. Nazca Art and Iconography. 100 Units.
Nazca artists are world renowned for creating the sprawling and austere Nazca Lines on the south coast of Peru between 100 BC and AD 600. But they were also prolific makers of ceramics, textiles, and featherworks, among other objects—many of which were made as funerary offerings in burials. These smaller, portable works present complex troves of intricate imagery, recording elements of the Nazcas’s natural world as well as their supernatual beings and beliefs. This seminar will both introduce you to the Nazcas and allow you to work firsthand with the Art Institute of Chicago’s large collection of Nazca art. The goals of this course are to better understand this cultural and artistic tradition, to practice your powers of observation and deduction in studying objects, and also to generate research on and new understandings of this important collection. Additional topics will include the role of museums and museum collections in the 21st century, cultural patrimony, and issues of museum display and interpretation.

Instructor(s): A. Hamilton Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 35114, ARTH 25114

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
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 Ángel Asturias, Ermesto Cardenal, Diego Rivera, Dennis Tedlock, Humberto Ak’ab’al, Xpetra Ernandez, Patricia Amlin, Gregory Nava, and Werner Herzog. 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)

Prerequisite(s): Note: students who cross-list from RLL will read Spanish-language texts in their original Spanish
Instructor(s): Sarah Newman Terms Offered: Not Offered 2021-22; may be offered 2022-23
Equivalent Course(s): ANTH 26330, LACS 36330, ANTH 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: Spring
Equivalent Course(s): GLST 2638, ANTH 23077, HIST 26318, CRES 26380, LACS 26380, 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): GLST 26382, HIST 26317, HIPS 26382, GEOG 26382, ENST 26382, LACS 26382, HIST 26317, ANTH 23094

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): HIST 26319, ARTH 26384, ARTV 20017

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
Equivalent Course(s): ANTH 23003, LACS 36386, CRES 26386, HIST 26321

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): GLST 26388, ENST 26388, HIST 26323

LACS 26390. Science and Society in Latin America. 100 Units.
How have ideas about and practices of science shaped life and society in Latin America? This course explores the interconnected social and political realities of scientific theory and practice in modern Latin America. Taking a historical approach, it will focus on the scientific management of social and political life, including the construction of categories such as sex and race; the production, consumption, and policing of drugs; and public health. In this discussion-based course, students will develop their own research project that historicizes a contemporary question related to scientific knowledge and/or practice in the region.
Instructor(s): Diana Schwartz Francisco Terms Offered: Spring
Equivalent Course(s): HIST 26390, HIPS 26390
LACS 26411. Literature and History in the Ibero and Ibero-American World. 100 Units.
The course will explore the relations between literature writing (novels, short stories, poetry, essays) and history writing in the Ibero and Ibero-American world, from the 1800s to the 1970s. The focus will be on Spain, Portugal, Brazil, Mexico, Rio de la Plata, and Cuba. The course will deal with historical prose in its own language broth and with literature both as form of and evidence for history.
Instructor(s): M. Tenorio Terms Offered: Winter
Note(s): Command of Iberian languages (Spanish, Portuguese, Catalan) is desirable but not mandatory.
Assignments: two short essays.
Equivalent Course(s): HIST 36411, LACS 36411, HIST 26411

LACS 26500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO’s new government.
Instructor(s): M. Tenorio Terms Offered: Winter
Note(s): Assignments: two essays
Equivalent Course(s): HIST 36500, HIST 36500, LACS 36500, LLSO 26500

LACS 26507. Brazil. 100 Units.
This course will survey the history of Brazil, 1500-2023, with emphasis on the twentieth century. It will raise questions concerning slavery and forms of freedom, the consequences of rapid industrialization and urbanization, meanings of popular culture, and the implications of religious diversity and change.
Instructor(s): D. Borges Terms Offered: Spring
Note(s): Assignments: short papers, midterm test, map quiz, in-class presentation, long paper.
Equivalent Course(s): LACS 36507, HIST 36507, HIST 26507

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): HIST 26511, HIST 36511, ARCH 26511, ENST 26511, LACS 36510

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 (knowledge, 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
Note(s): Taught in Spanish.
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-imaged 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): GNSE 26822, SPAN 26822

LACS 27075. The Latinx Religious Experience: Race and the Politics of Faith in the US. 100 Units.
Latinos? Hispanics? Latinx? How much do we know about one of the largest minorities (18.5%) in the USA? How does their culture shape their religious experience? What is the role of religion in their politics and activism? In this class we will explore these and other questions drawing from biographical narratives, history, sociology, and theology. In the first part of this course, students will be introduced to foundational biographical narratives and historical sources for studying the Latinx religious experience. In the second part of the course, students will examine the diversity of Latinx religion and the multiple functions of faith and devotion in the Latinx community. The course culminates with a close examination of three authors (Roberto Goizueta, Michelle González, and Nancy Pineda-Madrid) whose work allows us to understand the complex and diverse links between theological reflection, religious practice, and political action in the Latinx community. No prerequisites.

Instructor(s): Raul Zegarra
Terms Offered: Autumn
Equivalent Course(s): RLST 27075, CRES 27075, SOCI 20539, AMER 27075, ANTH 23326

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): CRES 27526, GNSE 27526, HIST 29104

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): HIST 29009, GNSE 27536, CRES 27536, HMRT 27536

LACS 28000. United States Latinos: Origins and Histories. 100 Units.
An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez
Terms Offered: Autumn
Equivalent Course(s): AMER 38001, CRES 38000, HIST 28000, GNSE 28202, AMER 28001, HIST 38000, GNSE 38202, CRES 28000, LACS 38000

LACS 28400. Bioarchaeology and the Human Skeleton. 100 Units.
This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological
LACS 29002. The Age of Emancipation. 100 Units.
Did the emancipation of millions of African-descended people from the bonds of chattel slavery-beginning with the 1791 slave rebellion in Haiti and ending with Brazilian abolition in 1888—mark the beginning of an irrevocable march towards Black freedom? Or was it merely an evolution in the continuing exploitation of Black people throughout the Americas? This course scrutinizes the complex economic, political, ideological, social, and cultural contexts that caused and were remade by emancipation. Students are asked to consider emancipation as a global historical process unconstrained by the boundaries of the modern nation-state, while exploring the reasons for and consequences of emancipation from a transnational perspective that incorporates the histories of the United States, the Caribbean, Latin America, and Africa. By focusing on the ideological ambiguities and lived experiences of enslaved people, political actors, abolitionists, religious leaders, employers, and many others, this seminar will question what constitutes equality, citizenship, and freedom. Finally, the course will explore what role emancipated slaves played in shaping the historical meanings and practices of modern democracy.
Instructor(s): M. Hicks Terms Offered: Winter
Note(s): Assignments: short and long papers.
Equivalent Course(s): CRES 27002, HIST 39002, LACS 39002, HIST 29002

LACS 29022. From Quisqueya to Washington Heights: Contemporary Dominican Literature. 100 Units.
This course will offer a broad overview of the literary production of the Dominican Republic and the Dominican diaspora in the United States, from the twentieth century until the present. We will explore key moments in the development of Dominican literature, including the appearance of vanguard movements, the centering of blackness in poetic texts, the emergence of experimental literary tendencies in both verse and prose, and the transition to urban narratives, among others. Our trajectory will take us through a variety of genres, including poetry, the Dominican Republic’s most cultivated genre, as well as short stories, novels, performance and spoken word texts, and essays.
Instructor(s): Meriam Pacheco Salazar Terms Offered: Spring
Note(s): Readings will be in English and Spanish. Class discussions will be conducted in both languages.
Equivalent Course(s): SPAN 29022

LACS 29001. 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 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): GNSE 29103, ENGL 29101, CRES 29101

LACS 29117. Theater and Performance in Latin America. 100 Units.
What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life. While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory? Ultimately, the aim of this course is to give students an overview of Latin American performance including blackface performance, indigenous performance, as well as performance and activism.
Instructor(s): Danielle Roper Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in their third or fourth year.
Note(s): Taught in English.
Equivalent Course(s): SPAN 39117, TAPS 38479, SPAN 29117, GNSE 29117, LACS 39117, CRES 39117, TAPS 28479, GNSE 39117, CRES 39117

**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 I. 100 Units.**

This colloquium, which is led by the LACS BA Program Adviser, assists students in formulating approaches to the BA capstone project and developing their research and writing skills, while providing a forum for group discussion and critiques. Graduating students present their BA projects 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 in Autumn and in Winter (LACS 29802) only.

**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.