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/socscisummermethods/) and completing the research assistant fellowship program (https://voices.uchicago.edu/...
soccisummermethods/ras/) with a CLAS-affiliated faculty member on a project related to the region)

- Completing an LACS-relevant experiential learning project as part of a course. In these cases, the course may also 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>
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<tbody>
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<td>300</td>
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<td>SOSC</td>
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**MAJOR**

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<td>100</td>
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<tr>
<td>LACS 29802</td>
<td>BA Colloquium II</td>
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**Electives: Two elective courses that integrate research methodology**

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**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 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.

*** 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.
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

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
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<td>LACS 16100-16200-16300</td>
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<td>300</td>
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<td>SOSC 19019-19020-19021</td>
<td>Latin American Civilization in Oaxaca I-II-III</td>
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</table>

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 200

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 Chicano 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): ENGL 11008, CRES 11008, SPAN 21008, 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.
Prerequisite(s): SPAN 10300 or consent of instructor
Instructor(s): Staff Terms Offered: Autumn, Spring
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. KREY 12300 satisfies the College's language competency requirement.
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): CRES 16101, LACS 34600, ANTH 23101, SOSC 26100, HIST 36101, 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): ANTH 23102, PPHA 39770, HIST 16102, LACS 34700, HIST 36102, SOSC 26200, CRES 16102

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): SOSC 26300, PPHA 39780, HIST 16103, LACS 34800, HIST 16103, LACS 16103, ANTH 23103

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): 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): CRES 20046, GNSE 22046, 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): CHST 21001, SOSC 21001, HIST 29304, HMRT 21001, LLSO 21001, CRES 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 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 21101. Lang, Sosyete ak Kilifi Ayisyèn I. 100 Units.
This advanced-level course will focus on speaking and writing skills through the study of a wide variety of contemporary texts and audiovisual materials. It will provide students with a better understanding of contemporary Haitian society. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates.
Instructor(s): Gerdine Ulysse Terms Offered: Autumn
Prerequisite(s): KREY 12300 or consent of instructor
Note(s): Taught in Kreyòl.
Equivalent Course(s): KREY 21100

LACS 21200. Lang, Sosyete ak Kilifi Ayisyèn II. 100 Units.
This advanced-level course will focus on speaking and writing skills through a wide variety of texts, audiovisual materials, and cultural experiences. We will study a wide range of Haitian cultural manifestations (e.g., visual arts, music, gastronomy). Students will also review advanced grammatical structures, write a number of essays, participate in multiple class debates, and take cultural trips to have a comprehensive learning experience with Haitian language and culture.
Instructor(s): Gerdine Ulysse Terms Offered: Winter
Prerequisite(s): KREY 21100 or consent of instructor.
Note(s): Taught in Kreyòl.
Equivalent Course(s): KREY 21200

LACS 21205. From the Non-Object to the End of Art: The South American 1960s. 100 Units.
Beginning with the 1959 publication of the "Neo-Concrete Manifesto" in Rio de Janeiro, this course traces the radical transformations of art objects and artistic practices in South America (especially Brazil and Argentina)
over the course of the 1960s. Through the study of both works of art and the writings of artists and critics, we will investigate new definitions of the art object, revolts against existing institutions of art, and the emergence of performance, media, and conceptual art. These developments will be read against social and political changes in the region, including the impasse of mid-century modernization efforts and the rise of repressive dictatorships. Instructor(s): M. Sullivan Terms Offered: Autumn Equivalent Course(s): LACS 31205, ARTH 21205, ARTH 31205

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, GLST 21600, KREY 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, 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, music 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 reorder 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 21816. A History of Youth in Latin America. 100 Units. This course will examine the history of youth-as a social category, and as an experience-in Latin America. We will consider histories of childhood, student activism, and youth culture across the region to consider how young people experience everyday life, and how they effect change. Course materials will combine primary sources including film, music, and other visual and performance artworks with scholarship on childhood and youth. Instructor(s): Diana Schwartz-Francisco Terms Offered: Spring Equivalent Course(s): GLST 21816, HIST 26302

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): Agnes Lugo-Ortiz Terms Offered: Spring 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 22323. Animals in Latin American Literature and Film. 100 Units. This course presents a broad engagement with representations of animals and animal worlds in Latin American culture. Latin American fauna is associated, in the US imagination, with notions of exoticism and biodiversity, but the diversity of the cultural representations of animal beings in Latin American cultures far surpass those narrowly delimited borders. From the realm of domesticity (with cats and dogs) to the wilderness (with anacondas and jaguars), from concerns with the economy (with cows and chickens) to concerns with health (with mosquitoes and microbes), Latin American cultures have devoted a lot of attention to imagining and representing these non-human creatures. This course draws from the rich corpus of narrative, poetry, and the
visual arts to explore different symbolic values animals can assume. We'll read works by the likes of Horacio Quiroga, Clarice Lispector, and João Guimarães Rosa; and engage with visual works by Gabriel Mascaro, Frida Kahlo, and Jaider Esbell. 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): Thomaz Amâncio Terms Offered: Winter
Equivalent Course(s): SPAN 22323

LACS 22523. Transpacific Des-orientations: Cultural Relations between Asia & Latin America (16th-21st centuries) 100 Units.
This course offers an overview of the cultural relations between Asia and Latin America from the 16th century to the present day. We will engage with these plural transpacific circulations - individuals, resources, goods, ideas, and sensibilities - through diverse material ranging from maps, poetry, visual arts, films, and essays to music, architecture, textiles, and social media. We will question the local and global implications of these exchanges in a (post)colonial world. A navigation between eras and areas, this course takes transpacific cultural relations as an opportunity to decenter the gaze. What do these early and dynamic circulations tell us about a globalization always centered on the (North) West of the planet? What happens with the old presumed categories of "West" and "East" when the world is lived and conceived from other locations and perspectives? What remains of "Latin" when America is apprehended from the "Pacific Rim"? Drawing on close observations and analysis of representative cultural productions, this course seeks to map the importance and diversity of these transpacific cultural itineraries and to explore alternative ways of thinking about "Latin America" as a central agent of our connected modernities. Besides enhancing your knowledge of Latin American cultural history, this course is designed to help you improve your close reading and critical thinking skills, as well as continue building on your linguistic competence in Spanish.
Instructor(s): Ysé Bourdon Terms Offered: Winter
Note(s): Taught in Spanish.
Equivalent Course(s): GLST 22523, SPAN 22523

LACS 22723. Censorship: A View From Literature. 100 Units.
En este curso analizaremos cómo la literatura ha interactuado con las prácticas de censura en las sociedades hispánicas. Nos preguntaremos cómo distintas obras literarias negociaron con las técnicas de control social de su tiempo, y cómo tales técnicas posibilitaron a su vez nuevas formas de expresión artística. Nos concentraremos, principalmente, en textos literarios de España y de América Latina de los siglos XVI y XVII (por ejemplo, Miguel de Cervantes, Pedro Calderón de la Barca y Sor Juana Inés de la Cruz), y los pondremos en diálogo con obras de ficción más recientes (Jorge Luis Borges, Carlos Fuentes, Mario Benedetti, Elsa Bonerme) y con discusiones teóricas en torno al control en la sociedad (Michel Foucault, Gilles Deleuze, Roland Barthes). Además de reflexionar sobre los vínculos entre literatura y sociedad en distintos períodos históricos, y de mejorar tus habilidades de lectura y pensamiento crítico, el curso está diseñado para continuar desarrollando tus habilidades lingüísticas y tu competencia en español.
Instructor(s): Matías Spector Terms Offered: Winter

LACS 22822. Mexico City in Literature, Photography, and Film. 100 Units.
How does one represent the largest Spanish-speaking city in the world? With a sprawling, 600-page novel? With a short-story? A feature film? Street photography or aerial views? Does the urban experience itself give shape to certain narratives or styles? This course will examine portrayals of Mexico City in literature, film, and photography since the 1950s, in order to attempt some answers. Just like Paris or New York, Mexico City has inspired generations of authors who have tried their hand at representing this 500-year-old city of roughly 22 million people. We will trace the city's modern transformations through those cultural products that aim to build an image of the place. How do these artworks shape (or contest) the collective imagination of the city? By examining representations of this Latin American capital, we will articulate questions regarding inequality, overpopulation, modernization, and the foreign gaze. In addition to cultivating critical and historical perspectives on the urban experience, we will also engage creatively with the city that surrounds us, Chicago. Works to be discussed may include the likes of Roberto Bolaño, Carlos Monsiváis, Alfonso Cuarón, Valeria Luiselli, and Juan Villoro, among others. Besides adding to your knowledge of Mexican 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): Luis Madrigal Terms Offered: Autumn
Prerequisite(s): Taught in Spanish.
Equivalent Course(s): SPAN 22822

LACS 23222. Blood on the Beach: The Literature(s) of the Cuban Revolution. 100 Units.
This course is a comprehensive exploration of the different literary, cultural, and sociopolitical discourses that emerged in the wake of the Cuban Revolution. We will track its historical development from the heady, early stages of the 1960s to the widespread crisis of the Special Period of the 1990s. Through literary texts, we will examine how Cuban authors represented and debated political subjectivity, gender and sexuality in a revolutionaray context, the meaning(s) of Cuban national history, and the nature of political violence. This course will also focus on analyzing a variety of perspectives, from those that supported the aims of the Revolution to those that openly opposed it. We will also engage with historical documents, political speeches, and short films
to further explore how the literary texts interacted with their social contexts. Some of the authors, filmmakers, and politicians to be studied may include Tomás Gutiérrez Alea, Eduardo Heras León, Reinaldo Arenas, Fidel Castro, Guillermo Cabrera Infante, Senel Paz, Reina María Rodriguez, Ena Lucia Portela, Abilio Estévez, and others.

Instructor(s): Juan Diego Mariátegui Terms Offered: Autumn
Prerequisite(s): SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 23222

LACS 24617. Modernism and its Others. 100 Units.
This course investigates modernism's relationship—both intimacy with and enforced distance from—a number of adjacent categories that were more often than not of modernism's own creation: primitive art, folk art, kitsch, art brut, arte popular, craft, and design. Case studies, drawn from Europe, North America, and Latin America, will include primitivism in early-twentieth-century Europe, displays of folk art at the Museum of Modern Art in New York, the study of arte popular in Mexico, Peru, and Brazil, and the formation of the Museo del Barro in Paraguay. Through these cases, we will ask how the ways in which artists and critics identified modernism's others and drew distinctions from those others might inform our understanding of modernism.

Instructor(s): M. Sullivan Terms Offered: Winter
Equivalent Course(s): LACS 34617, ARTH 24617, ARTH 34617

LACS 24901. Trade, Development and Poverty in Mexico. 100 Units.
With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States—in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.

Instructor(s): C. Broughton Terms Offered: Autumn
Equivalent Course(s): SOCI 20251, PBPL 24901

LACS 25126. Viceroyalty of New Spain and its Cultural History. 100 Units.
Viceroyalty of New Spain and its Cultural History This seminar reviews the cultural production of the Viceroyalty of New Spain (sixteenth to eighteenth century). It takes as its point of departure the cultural exchange between Europe, America, and Asia. The opening of new routes (terrestrial and maritime) fostered a circulation of ideas and artifacts anchored in complex socio-cultural structures. The analysis of their transfer along migration routes will allow to understand how their aesthetic values and symbolical meanings are transformed within the allied goals of religion (church) and political power (state) involved in the colonial enterprise. The seminar will take into consideration visual material (engravings, paintings) of the time as well as primary textual sources.

Instructor(s): Baez Rubi, Linda Terms Offered: Autumn
Equivalent Course(s): SPAN 35122, HIST 32726, LACS 35126, SPAN 25122, HIST 22726

LACS 25127. Foodcultura and Art in Latino America: Creating an Imaginary Museum as a Multidisciplinary Experience. 100 Units.
This experimental course is based on the model of Sabores y Lenguas, a project realized in eight Latin American metropoles between 1997 and 2007. At the beginning of the course, students will be guided to analyze materials from the vast documentary archive from Sabores y Lenguas (including photography, video, writing, and objects) of locally specific foodways, foodlore, and food-related material culture. They will then transform the materials into conceptual and representational units of an imaginary museum as an interactive space organized around themes and questions that emerge from collective discussion and workshop practice. In a second phase, the course will engage students in concrete ethnographic research to document and develop critical interpretations of the cultures of food in Latin American Chicago: the taxonomies of cuisines, their distribution in urban space, the history and movement of recipes and ingredients, popular celebrations and ritual feasts, food language and music, food-related memories, and the politics of achieving a gustatory good life. In the final phase of the course, students will be asked to design the imaginary museum itself—not just its exhibits or the presentations in its auditorium, but its garden, meeting spaces, dining hall, and more. The goal is to collectively create an open-ended web-based resource that will accommodate further additions and revisions by students and/or community members long after the course has ended.

Instructor(s): Micalda, Antoni Terms Offered: Autumn
Note(s): Reading knowledge of Spanish is recommended, but not required.
Equivalent Course(s): ARTV 30353, SPAN 26122, ANTH 25320, LACS 35127, CRES 25127, SPAN 36122, ARTV 20353, ANTH 35320

LACS 25129. The Latin American City: History of a Place and an Idea. 100 Units.
The general aim of the seminar is to re-evaluate, in cultural terms, the importance that the city—conceived both as a reality and as a problem—had in defining some keys with which Latin America was thought during the 20th century. It will focus on a particularly rich period time, from the 1940s to the 1980s—a cycle of intense transformations, both material and ideological, in which ideas about the city played an important and still not very well-known role. The course will examine three different trajectories of urban thought entangled with urban
transformations: the anthropological debates on migration and urbanization and their implications for housing; the city imagined by the new agenda of social sciences, which based on urban development its hopes for an accelerated modernization of the continent; and the city anathematized by the radical positions of political and cultural critique, which underlined the longue-durée domination role of the city in the life of Latin American. The three trajectories will be understood within the more general framework of the relationships between Latin American countries and the United States, in a period of the greatest expansion of the North American model of social science and planning (its theories, methods, and institutions) as a part of the expansion of the new political and economic global power of the United States.

Instructor(s): Gorelik, Adrian Terms Offered: Spring
Equivalent Course(s): ENST 25129, LACS 35129, HIST 26204, HIST 36204

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

In this class, we will focus on the conditions of possibility, development, and problems surrounding the formation of the Latinx identity. We will pay special attention to how such an identity is expressed through and informed by religious experience, and to how religious experience is theoretically articulated in Latinx theology and religious thought. To pursue this task, we will devote the first part of the class to the examination of the conditions of possibility of latinidad by focusing on the formation of the Latinx self. What makes Latines, Latinx? Is this a forcefully assigned identity or one that can be claimed and embraced with pride? Is there such a thing as a unified Latinx self or shall we favor approaches that stress hybridity or multiplicity? In the second part of the class, we will shift from self-formation to community-formation by examining the experience of mestizaje (racial mixing) and its theoretical articulation in Latinx theology. Is this concept useful to describe the Latinx experience or does it romanticize the violence of European colonialism? Lastly, we will return to the formation of Latinx identity considering the ambiguities of religious ethnic identity through the examples of tensions between Catholic and Evangelical Latinos, and those emerging from the experiences of Latinos converting to non-Christian religions. No prerequisites.

Instructor(s): Raul Zegarra Terms Offered: Winter
Equivalent Course(s): RLST 25560, KNOW 25560, CRES 25560, GNSE 25560

LACS 25640. Language as Resistance. 100 Units.

Course Description TBA
Instructor(s): Tulio Bermudez Terms Offered: Spring
Equivalent Course(s): LING 35640, LACS 35640, CRES 25640, LING 25640

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 Díne 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, Xpetex 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)

Instructor(s): Edgar Garcia Terms Offered: Winter
Prerequisite(s): Note: students who cross-list from RLL will read Spanish-language texts in their original Spanish
Equivalent Course(s): ENGL 25805, FNDL 25805

LACS 26106. Tropical Commodities in Latin America. 100 Units.

This colloquium explores selected aspects of the social, economic, environmental, and cultural history of tropical export commodities from Latin America-- e.g., coffee, bananas, sugar, tobacco, henequen, rubber, vanilla, and cocaine. Topics include land, labor, capital, markets, transport, geopolitics, power, taste, and consumption.

Instructor(s): E. Kouri Terms Offered: Winter
Equivalent Course(s): HIST 36106, HIST 26106, CEGU 26106, LACS 36106

LACS 26212. Witches, Sinners, and Saints. 100 Units.
This course examines representations of women’s bodies and sexualities in early modern Iberian and colonial Latin American writings. We will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch’s body as a site of sexual excess, the mystic’s body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.
Instructor(s): Larissa Brewer-García Terms Offered: Autumn
Prerequisite(s): For undergrads: SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 26210, LACS 26212, CREC 36220, SPAN 36210, CRES 26220, GNSE 26210, GNSE 26210

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, and we will 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 the various ways anthropologists, archaeologists, 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 anthropology, 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: TBD
Equivalent Course(s): LACS 36330, CEGU 26330, ANTH 26330, 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): LACS 36380, ANTH 23077, HIST 26318, CREC 26380, GLST 26380, HIPS 26380

LACS 26382. Development and Environment in Latin America. 100 Units.
Description: 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): CEGU 26382, ANTH 23094, HIST 26317, GEOG 26382, ENST 26382, HIST 36317, HIPS 26382, GLST 26382, LACS 36382

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 visualize 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 complex 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, ARTV 20017, ARTH 26384

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 and the Caribbean. As a region known both for its ecological diversity and as a producer of tropical foods regularly consumed in the United States, plantation-style agriculture has often undermined its celebrated biodiversity. In centering the role of workers and consumers, this course considers the layered relationships- ecological, social, political, economic and cultural- between the production and consumption of food from Latin America and the Caribbean. In Autumn 2022, the course will also engage questions of food justice and biodiversity in the Chicagoland area and in particular among Latinx com

Instructor(s): Diana Schwartz Francisco
Terms Offered: Autumn
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 26509. Law and Citizenship in Latin America. 100 Units.
This course will examine law and citizenship in Latin America from the nineteenth to the twenty-first centuries. We will explore the development of Latin American legal systems in both theory and practice, examine the ways in which the operation of these systems has shaped the nature of citizenship in the region, discuss the relationship between legal and other inequalities, and analyze some of the ways in which legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, family, violence, gender, and race.

Instructor(s): B. Fischer
Terms Offered: Winter
Prerequisite(s): background in Latin American Studies, Latin American History, and/or legal history useful
Equivalent Course(s): HIST 26509, LACS 26509, LLSO 26509, HIST 36509, KNOW 36509

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
Prerequisite(s): Some coursework in Latin American studies, urban studies, and/or history
Equivalent Course(s): ENST 26511, HIST 36511, ARCH 26511, CEGU 26511, LACS 36510, HIST 26511

LACS 26625. The Latin American Short Story. 100 Units.
In this course, we will immerse ourselves in the history of 19th- and 20th-century Latin American literature through the study of one of its most important products: the short story. Readings will include authors such as Horacio Quiroga, Jorge Luis Borges, Armonía Sommers, Juan Rufó, Clarice Lispector, Gabriel García Márquez, Julio Cortázar, and Roberto Bolaño. At the same, we will explore the writings of some of the most important masters of the short story in other languages - Edgar Allan Poe, Anton Chekov, Danilo Kiš, Mo Yan and others - in order to understand the international currents that were both an influence and influenced by the Latin-American short story. Topics to be discussed include the specificity of short fiction (against other genres such as the novel), the poetics of brevity and miniatures, and the importance of the short story in the Latin-American canon.

Instructor(s): Enrique Macari
Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 26622
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 26774. Narrating Violence in Caribbean Literature. 100 Units.
As a region colonized by various European imperial forces, the Caribbean has long been marked by histories of brutality, resistance, and revolution. What are the stakes of remembering, narrating, and/or fictionalizing these moments of violence? This course, supplemented by historical and theoretical texts, takes a close look at a selection of Caribbean literary works in order to illuminate the complex interaction between violent histories and cultural production. How do Caribbean writers represent historical epochs of terror and torture? What has been the function of violence in literary and cultural history? How do we ethically approach narratives of violence? Is it even possible? Thinking alongside these questions, students will craft close readings, argumentative stances, and personal reflections on the works read in class. These exercises will prepare students for the course’s final research project. Some of the authors we’ll read include Alejo Carpentier, Edwidge Danticat, Rita Indiana, and Jamaica Kincaid, which will help broaden our understanding of literary history across the varied Caribbean region. Materials will be available in their English translation and in their original languages. Course taught in English.
Instructor(s): Gabriela Lomba Guzman
Note(s): Students seeking credit toward the Spanish major/minor must read the texts in the original language and submit their written work in Spanish.
Equivalent Course(s): CRES 26774, SPAN 26799, CMLT 26774

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
Equivalent Course(s): GNSE 26822, SPAN 26822

LACS 27660. Chilean Art and Literature During the Dictatorship. 100 Units.
On September 11, 1973, a US-backed military coup in Chile brought down the government of Salvador Allender, the first democratically elected Marxist president in Latin America. The military dictatorship that governed over the course of the following two decades brought about radical transformation to the macro- and micropolitical dynamics of Chile. This course is a survey of the art and literature produced during the years of dictatorship. We study the work of some of the most consequential literary and artistic figures active during the years of the dictatorship. The unprecedented level of experimentation in the arts and literature of this period will be studied vis-a-vis the radically shifted social and affective coordinates faced by those living in Chile during the dictatorship. Works by Catalina Parra, Diamelita Estlít, Lotty Rosenfeld, Nelly Richard, Adriana Valdés, José Donoso, Raúl Zurita, and others.
Instructor(s): Sergio Delgado Moya
Terms Offered: Spring
Equivalent Course(s): SPAN 37660, LACS 37660, SPAN 27660

LACS 28400. Bioarchaeology and Forensic Anthropology: Approaches to the Past. 100 Units.
This course is intended to provide students with a thorough understanding of bioanthropological, osteological and forensic methods used in the interpretation of past and present behavior by introducing osteological methods and anthropological theory. In particular, lab instruction stresses hands-on experience in analyzing human remains, whereas seminar classes integrate bioanthropological theory and its application to specific
archaeological and forensic cases throughout the world. At the end of this course, students will be able to identify, document, and interpret human remains from archaeological and forensic contexts. Lab and seminar-format classes meet each week.

Note(s): This course qualifies as a Methodology selection for Anthropology majors.
Equivalent Course(s): ANTH 38800, LACS 38400, BIOS 23247, ANTH 28400

LACS 28922. Literary "Selfies": Autobiographical Discourses in Contemporary Latin America. 100 Units.

Have you ever written a diary? Have you ever asked "what for"? Why tell a life, and why not? Can every life story be told? How? All these questions bundle behind a more general one: why is the "self" such a hot topic in contemporary literature? How has literature reacted to this interest in subjectivity? In this course we will look into -- and challenge -- a series of terms that tend to be confused: autobiography, autobiographical novel, memoir, diary, autofiction, correspondence. Are these distinctions helpful? What kind of "truth" do they look up to? Are all lives worth their telling? How has that changed with time? We will read contemporary authors that engage with these different genres. We will read about splendid and "minor" lives. We will study maniac authors that simply can't interrupt their production. (The instructor is one of these rare creatures!) We will delve into the main critical discussions of the field and use them to think of the different types of autobiographical works that will be covered in the program. Also, once a week (myself included) we will write a short reading diary entry as a hands-on "autobiographical" practice.

Instructor(s): Pablo Ottonello Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 28922

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 various genres, including poetry, the nation's most cultivated genre, short stories, novels, performance & 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 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, CRES 29101, GNSE 29103

LACS 29106. Gendering Slavery. 100 Units.

This reading seminar will introduce students to the key questions, methods, and theories of the burgeoning field of gendered histories of slavery. Global in scope, but with a focus on the early modern Atlantic world, we will explore a range of primary and secondary texts from various slave societies. Assigned monographs will cover a multitude of topics including women and law, sexualities, kinship, and reproduction, and the intersection of race, labor, and market economies. In addition to examining historical narratives, students will discuss the ethical and methodological implications of reading and writing histories of violence, erasure, and domination. Learning to work within and against the limits imposed by hegemonic forms of representation, the fragmentary nature of the archive, and the afterlives of slavery, this course will examine how masculinity and femininity remade and were remade by bondage.

Instructor(s): M. Hicks Terms Offered: Autumn
Equivalent Course(s): CRES 29105, GNSE 29105, HIST 29105, HIST 39105, LACS 39106
LACS 29201. Puerto Rico. 100 Units.
An examination of the current situation of Puerto Rico in historical perspective. Assignments: Short papers, quizzes, midterm exam, final paper.
Instructor(s): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 39201, HIST 29201, HIST 39201

LACS 29399. Greater Mexico: Chicano/Mexican/Mex-Amercian Literatures and Cultures. 100 Units.
This course explores the origins and contemporary resonance of the notion of "Greater Mexico," a term that, in the words of Mexican American folklorist Américo Paredes, encapsulates "all the areas inhabited by people of Mexican culture-not only within the present limits of the Republic of Mexico but in the United States as well."
We study essays, novels, poems, films, art works, museum exhibits, and social movements that have shaped the concept of a "greater Mexico" over the course of the last five decades. Course materials and readings by Paredes, Anzaldúa, Robert M. Young, Rubén Ortiz-Torres, the Electronic Disturbance Theater, Jay Lynn Gomez, Salvador Plascencia, and others.
Instructor(s): Sergio Delgado Moya Terms Offered: Spring
Equivalent Course(s): SPAN 29400

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.