



CENTER FOR LATIN AMERICAN STUDIES SUMMER 2015

Courses numbered 10000-19000 are general education and introductory courses. Courses numbered 20000- 29900 are intermediate, advanced, or upper-level courses and are open only to undergraduates. Courses numbered 30000 and above are graduate or professional school courses and are available to undergraduate students only with the consent of the instructor. Undergraduates registered for 30000-level courses will be held to the graduate-level requirements. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000).

Courses that begin with the LACS code are hosted by the Center and include descriptions. All other courses (ANTH, HIST, SPAN, etc) are cross-listed with Latin American and Caribbean Studies, but are hosted by other departments. To view course times and locations for a specific quarter, please visit classes.uchicago.edu.

MIXED UNDERGRADUATE/GRADUATE COURSES

LACS 10004

INTENSIVE INTRODUCTORY AYMARA-1

Miguel Huanca

MTWRF 8:45-11:50 AM

June 22-July 17

Aymara, an indigenous language of the Andes, is spoken widely in Bolivia and parts of Peru, Chile, and Argentina. In this course, students will work with a native speaker and the tri-lingual textbook (Aymara, Spanish, English) *Aymar Arux Akhamawa* to acquire speaking, listening, and writing proficiency as well as familiarity with formal grammatical and linguistic structures. Students will work with a variety of authentic cultural materials, including film, literature, music, visual arts, and mass media to gain familiarity with particular meanings embedded within Aymara cultural concepts and contexts. This 8-week course sequence is designed for students preparing for field work in Andean cultures or for linguists interested in indigenous South American languages.

LACS 10008

INTENSIVE INTRODUCTORY AYMARA-2

Miguel Huanca

MTWRF 8:45-11:50 AM

July 20-August 15



CENTER FOR LATIN AMERICAN STUDIES

AUTUMN 2015

Courses numbered 10000-19000 are general education and introductory courses. Courses numbered 20000- 29900 are intermediate, advanced, or upper-level courses and are open only to undergraduates. Courses numbered 30000 and above are graduate or professional school courses and are available to undergraduate students only with the consent of the instructor. Undergraduates registered for 30000-level courses will be held to the graduate-level requirements. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000).

Courses that begin with the LACS code are hosted by the Center and include descriptions. All other courses (ANTH, HIST, SPAN, etc) are cross-listed with Latin American and Caribbean Studies, but are hosted by other departments. To view course times and locations for a specific quarter, please visit classes.uchicago.edu.

UNDERGRADUATE COURSES

ARTH 17411 (LACS 17411)

MODERNISM IN LATIN AMERICA

TR 1:30-2:50 PM

Megan Sullivan

This course departs from Andrea Giunta's observation that Latin American artists employed three primary strategies (swallowing, appropriation, and inversion) in adopting and modifying forms of cosmopolitan modernism. We will survey Latin American versions of Impressionism, primitivism, Expressionism, Cubism, Futurism, Surrealism, and abstraction in the early twentieth century, asking how artists negotiated between the formal innovations they encountered in Paris and local imperatives to form authentic national cultures. In tracing the movement of artists and forms between Paris and Caracas, Mexico City, Havana, Buenos Aires, Montevideo, and São Paulo, we will investigate the relationship of modern art and modernity under distinct historical conditions. Artists to be studied include Armando Reverón, Tarsila do Amaral, Wifredo Lam, Rufino Tamayo, Frida Kahlo, and Joaquín Torres-García.

SPAN 22003 (LACS 22003)

LIT. HISPANICA: TEXTOS HISPANOAMERICANOS, DEL MODER. AL PRESENTE

María Gutiérrez Bascón

MW 1:30-2:50 PM

Students in this course study an array of texts written in Spanish America from the late nineteenth century to the present, including the literature of the Hispanic diasporas.

PBPL 24901 (LACS 24901; CRES 24901)

TRADE, DEVELOPMENT AND POVERTY IN MEXICO

Chad Broughton

TR 10:30-11:50 AM

Taking the past twenty years as its primary focus, this course examines the impact of economic globalization across Mexico with particular emphasis on the border region and the rural South. We

explore the impact of NAFTA and the shift to neoliberal policies in Mexico. In particular, we examine the human dimension of these broad changes as related to social development, immigration, indigenous populations, and poverty. While primarily critical, the primary objective of the course is to engage in an interdisciplinary exploration of the question: Is trade liberalization an effective development strategy for poor Mexicans?

ENGL 25963 (LACS 25963; CRES 26903)

ETHNOPOETICS: RACISM, RACIALIZATION, AND POETRY

Edgar Garcia

TR 9:00-10:20 AM

This course introduces students to contemporary debates about ethnicity and race as they have animated and have been animated by poetic forms. Its central questions revolve around the question of the emergence of racialization from racism, especially where this emergence is inflected in poetic, artistic, and musical performance. From Franz Boas and Max Weber through Gerald Torres and Lani Guinier, problematics of ethnicity and race have animated critical discourses in anthropology, sociology, and legal studies. But the inflection of such critical discourses in the making of poems, music, and visual material culture has been less observed. In this class, we will focus on these literary, artistic, and musical forms of race—reading works by such authors as Zitkala-Ša, Mary Austin, Jaime de Angulo, Aby Warburg, Sterling Brown, Jean Toomer, Amiri Baraka, Luis Valdez, Gloria Anzaldúa, among many others, in addition to watching a variety of films on subjects ranging from Navajo music to Sun Ra’s Space Opera, as well as listening to a substantial amount of music along the way, including blues, jazz, and spoken word by artists such as Paul Robeson, Ma Rainey, Gary Bartz, Amiri Baraka, Gil Scott-Heron, and the Last Poets, as well as a concert performance by Wadada Leo Smith at the Renaissance Society—in order to initiate a conversation on the reciprocal relationship between the experience of racialization and the poetics of its articulation. Picking up this reciprocity at another end, this course will conclude by studying the impact of poetics on the anthropological study of ethnicity and race in such authors as Keith Basso, Édouard Glissant, Dennis Tedlock, Dell Hymes, Gloria Anzaldúa, and Michael Taussig, among others. Additionally, our course archive will be expanded with two field trips to art and anthropology museums, as well as several visits to the University’s Special Collections Library to view rare holdings related to our discussions.

CRES 27303 (LACS 27303)

TOPICS IN U.S.-MEXICO BORDERLANDS HISTORY

Daniel Webb

TR 10:30-11:50 AM

This course explores the history of the U.S.-Mexican borderlands, from its native past to its present, as a geographical place and as a site of contested sovereignties. It is organized around major themes in the history of the region, including indigenous and European imperialism, settler colonialism, nationalism, migration, labor, and citizenship. Special attention will also be given to the themes of cultural hybridity, transculturation, and the fluidity of social identities defined by the categories of class, ethnicity, gender, nationality, and race. The structure of this course emphasizes the interaction of historical forces across imperial, national, and cultural boundaries, highlighting the dynamism of borderlands as historical phenomena and as a method of interpreting the past.

LACS 29700

READING AND RESEARCH: LATIN AMERICAN STUDIES

ARR.

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.

PQ: Consent of undergraduate and faculty advisers required

LACS 29801

BA COLLOQUIUM: LATIN AMERICAN STUDIES

Enrique Dávila

W 9:00 AM-11:50 AM

This colloquium, which is led by the preceptor and BA adviser, assists students in formulating approaches to the BA essay and developing their research and writing skills, while providing a forum for group discussion and critiques. Graduating students present their BA essays in a public session of the colloquium during the Spring Quarter.

LACS 29900

PREP: BA ESSAY

ARR.

Independent BA thesis course. PQ: Consent of undergraduate adviser and faculty adviser.

MIXED UNDERGRADUATE/GRADUATE COURSES

LACS 16100/34600 (ANTH 23101; HIST 16106/36101; SOSC 26100; CRES 16101)

INTRODUCTION TO LATIN AMERICAN CIVILIZATIONS I

MWF 1:30-2:20 PM

Emilio Kourí

May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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.

SOCI 20203

RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE

Ellis Monk

MW 3:00-4:20 PM

In this course we examine "race and ethnicity" in global, comparative perspective. We focus here not on particular "ethnic" or "racial" groups, but rather, on particular cases which illustrate how "race" is used as a way in which to divide, sort, and rank human beings (i.e. a principle of social vision and division). We begin by critically examining key conceptual and epistemological issues in the study of ethnoracial categorization and inequality. Next, utilizing a variety of analytic tools, we compare and contrast how different societies have constructed ethnoracial boundaries and the various social mechanisms leading to ethnoracial inequality. We conclude by considering the possible future(s) of the U.S. racial order by discussing ethnoracial attitudes, multiraciality, immigration, and 'Latin Americanization.' Readings include sociological, historical, and anthropological studies of ethnoracial dynamics primarily in the U.S. and Brazil, but also South Africa, Asia, Western Europe, and Latin America more broadly.

***There is no cross-listed LACS number for this course. It does, however, satisfy the requirements to count as a Latin American Studies content course for BA Majors, Minors, and MA students.**

LACS 24512/34512

INTERMEDIATE HAITIAN KREYOL I

William Balan-Gaubert

TR 12:00-1:20 PM

This three-course sequence will enhance students' understanding of Haitian Kreyol with continued study of the language in its modern context, with emphasis on developing students' proficiency in speaking, writing, listening, and reading comprehension at an intermediate level.

ARTH 25105/35101 (LACS 25105/35101)

CHICHEN ITZA

Claudia Brittenham

F 1:30-4:20 PM

The Art and Architecture of Chichen Itza. This course investigates the visual culture of Chichen Itza, one of ancient Mesoamerica's most cosmopolitan cities. Thriving in the centuries after the collapse of the lowland Maya kingdoms, the city of Chichen Itza articulated a new political and cosmological vision of authority, drawing on traditions from all over Mesoamerica, past and present, to create an innovative visual synthesis. This course will investigate Chichen Itza's most famous architectural and sculptural monuments in the light of new epigraphic and chronological discoveries, paying close attention to questions of innovation, repetition, and serial production.

LACS 25106/35106 (HMRT 25115/35115; HIST 26216/36216; CRES 25106;35106)

SLAVERY AND FREEDOM IN SOUTH AMERICA

Keila Grinberg, Tinker Visiting Professor in History

R 12:00-2:50 PM

This seminar will examine the historiography of African slavery in South America. It will compare the responses of Africans and their descendants to the experiences of enslavement and freedom from the 16th century to the 19th century, addressing the major debates around the Atlantic Slave Trade along with comparative histories of enslavement, freedom, abolition and post-abolition in Spanish America and Brazil. Urban slavery, manumission, slave life and slave resistance, as well as the experiences of free Blacks who lived in slave societies, will also be examined.

ARTH 25202/35202 (LACS 25202/35202)

VISUAL ENCOUNTERS IN THE GLOBAL RENAISSANCE

Cécile Fromont

TR 10:30-11:50 AM

This course examines the visual, material, and political encounters between Europeans and peoples from Africa, Asia, and the Americas between the era of European expansion inaugurated circa 1450 to the abolitionist period of the mid-1800s. It seeks to bring a multicultural framework to the understanding of the early modern period. We will examine the role of images, material exchange, and visual reckoning in the early modern institutions and endeavors that helped shape our current world: the Atlantic slave trade, envisioning the other in European and non-European art, religious encounters and conflicts, visual and material exchange in scientific explorations, imperialism and colonialism. Special attention will be given to the enduring effects of these interactions in contemporary European societies and emphasis brought to a critical consideration of the idea of the Renaissance as a keystone of histories of 'Western' art, culture, and science.

PLSC 26305/35305 (LACS 26306/36306)

ELECTIONS WITH(OUT) CHOICES? COMPARATIVE APPROACHES

Willibald Sonnleitner, COLMEX Visiting Professor

R 3:00-5:50 PM

Voting is, at first sight, the supreme act of citizenship, and the most fundamental element of Democracy. Yet this idealized conception of elections implies assumptions that deserve a closer look. While many theories developed in Europe and the USA, are now being widely used to explain electoral behavior around the world, we seldom think about the deeper significance of 'exotic',

'atypical' or 'deviant' forms of voting, and about their possible implications for political science. The invention of universal suffrage, and its gradual extension and globalization, are complex historical processes, full of contingencies, ambivalences and contradictions. Beyond its pure and sanctified connotations in advanced democracies, voting is a messy and a massive social practice, with multiple purposes and meanings that vary across space and time. What drives elections in Mexico and Central America?

Without doubt, a vote may be the political expression of an individual and rational choice. But it can also express diverse social identities, the sense or the desire to belong to distinct political communities. It can respond to logics of exchange as well, whether these transactions are material or symbolic, personal or collective, symmetric or clientelistic. Hence the utility of a comparative approach of elections, that allows to explore how diverse types of votes combine in particular regimes and situations. Drawing from ongoing research on Mexican and Central American politics, this course provides a comprehensive overview of the most important approaches and methods to study electoral behavior in diverse socio-historical settings. It discusses paradigmatic models derived from consolidated democracies, and tests them in contexts of transition from --and to-- authoritarianism. This supplies bases for a comparative and multidimensional analysis of voting, and sheds light on the uncertain meanings of elections in new and old democracies. Finally, the classes provide materials and assistance for the elaboration of an exploratory research paper, taking into account each student's particular interests.

HIST 26500/36500 (LACS 26500/36500; LLSO 26500; CRES 26500/36500)

HISTORY OF MEXICO 1876-PRESENT

Emilio Kourí and Mauricio Tenorio

W 3:00-5:50 PM

From the Porfiriato and the Revolution to the present, 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; the Zapatista rebellion in Chiapas; and the end of PRI rule.

PORT 27200 (PORT 37200; LACS 27200/37200)

INTRODUCTION TO BRAZILIAN CULTURE

Victoria Sarmago

MW 3:00-4:20 PM

This course provides a survey of Brazilian culture through its literature, music, cinema, visual arts, and digital culture. Through these different media, we will discuss topics such as urban development, racial issues, gender issues, modernity, deforestation, and internal migrations, besides samba, bossa nova, funk, and visual arts movements, among others. Authors may include Machado de Assis, Oswald de Andrade, Rubem Fonseca, Bernardo Carvalho, Angélica Freitas, Glauber Rocha, Suzana Amaral, and Walter Salles. Taught in English.

SPAN 27401/37401 (LACS 27401/37401; CRES 27401/37401)

LITERATURAS DEL CARIBE HISPANICO EN EL SIGLO XX

Agnes Lugo-Ortiz

TR 10:30-11:50 AM

This course will explore some key examples of the literatures of the Spanish-speaking Caribbean (Cuba, Puerto Rico, and Santo Domingo) during the twentieth century, including those of its migrant and exile communities. Questions concerning the literary elaboration of the region's histories of

slavery and colonialism, militarization, and territorial displacements will be at the center of our discussions.

LACS 27901/47901 (CHDV 27901/47901)

MODERN SPOKEN YUCATEC MAYA 1

John Lucy

ARR.

This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.

HIST 28000/38000 (LACS 28000/38000; CRES 28000; GNSE 28202; AMER 28001)

US LATINOS: ORIGINS/HISTORIES

Ramón Gutiérrez

R 3:00-5:50 PM

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.

GRADUATE COURSES

LACS 32100 (MAPS 32100; ANTH 31635)

SOCIAL MOVEMENTS AND THE STATE IN LATIN AMERICA

Elina Harikainen

MW 1:30-2:50

Over the past three decades Latin Americans across the continent have witnessed a shift to democracy. The democracies that emerged on the continent in the 1970s and 1980s were variously pushed forward by social movements. In consequence, the democracies that emerged were variously informed by social movement agendas and understandings of democracy. Scholars have pointed to radical transformations in state-civil society relationships and understandings of citizenship. And, indeed the new social democracies have been committed to the inclusion of formerly marginalized populations in the political process in unprecedented ways, through both the development of new policy and support for new forms of political participation. To a great extent these developments have created the conditions of possibility for novel kinds of social mobilization from identity to issue-focused movements. However, they have also been riddled with new challenges. These challenges have frequently been associated with a withdrawal of the state associated with neoliberal agendas. In this course we explore how anthropologists have sought to understand these changes from an ethnographic perspective. How does this scholarship describe and study the broader patterns and local level specificities of changing state-civil society relationships in Latin America? What theoretical

and methodological approaches have anthropologists employed to understand these relationships? And, how might we ourselves begin to study the same questions?

This course is designed as a research seminar. Its aims are two-fold: (1) To explore changes in state-social movement relationships in Latin America. Particular attention will be paid to the commonalities and differences across (a) national contexts and social movement concerns, and (b) theoretical and methodological approaches employed by anthropologists to study them. (2) To develop students' skills in conducting and presenting social scientific research. To this end, students will research, write and present a course paper on a topic of their choosing. To aid students in this project, the course includes a library session aimed at familiarizing students with archival and bibliographic resources on Latin America available at the University of Chicago, and a mini-conference where each student will be expected to give a short scholarly presentation on their class research.

SPAN 38800 (LACS 38800)

ESTUDIO DE LITERATURA Y CULTURAS IBÉRICAS Y LATINOAMERICANAS

Agnes Lugo-Ortiz

TR 3:00-4:20 PM

In this seminar students will be introduced to some of the main critical and theoretical debates that are taking place at present within Latin American and Iberian literary and cultural studies.

LACS 40100

READING/RESEARCH: LATIN AMERICAN STUDIES

ARR.

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. PQ: Consent of faculty adviser required

LACS 40300

MA PAPER PREP: LATIN AMERICAN STUDIES

ARR.

Independent MA thesis course. PQ: Consent of faculty adviser.

LACS 40501

MA PROSEMINAR: LATIN AMERICAN STUDIES

Pablo Palomino

T 3:00-5:50 PM

Required course for the master's in Latin American Studies degree program. Students will gain an introduction to the variety of disciplinary approaches, discourses, and foci that fall under the large rubric of Latin American Studies. The proseminar introduces students to specialists in the field at the University of Chicago and to the research and investigation in which they are involved. Open only to program students.

LACS 47813

ADVANCED SEMINAR IN MESOAMERICAN LINGUISTICS

John Lucy

ARR

PQ: Students must make arrangements directly with John Lucy to enroll in this course.

ENGL 47905 (LACS 47905)

CONTEMPORARY LATINO/A POETRY

Rachel Galvin

From Julia de Burgos’ feminist poems of the 1930s to poetry of the Chicano Movement, Nuyorican performance poetry, and contemporary “Avant-Latino” experiments, this course explores the eclectic forms, aesthetics, and political engagements of Latin@ poetry in the 20th and 21st centuries. We’ll examine multimedia and performance modes (the boundaries between page and stage), experimentalism, bilingualism, code-switching, self-translation, and the imbrication of aesthetics and politics in the development of Latin@ poetry. In the process, we’ll debate the usefulness of the term “Latino” to unite writers of disparate backgrounds and tendencies. Theoretical readings will be drawn from the fields of poetry and poetics, Latin@ Studies, Latin American Studies, postcolonial studies, critical race theory, and Hemispheric Studies, as we explore Latin@ poetry in the context of migration and pluri-national affiliations; globalization, neoliberalism, and US foreign policy; Latin@ poetry’s response to technological and socio-political change; its critique of ideologies around race, gender, and sexuality; and its dialogue with indigenous, Latin American, North American, and European literatures.

HIST 49100 (LACS 49100; HMRT 49100; CRES 49100)

HAITIAN REVOLUTION & HUMAN RIGHTS

Julie Saville

W 4:30-7:30 PM

This course explores the Haitian revolution as critical to the examination of slave emancipation, colonialism, comparative revolutions, and postcolonial governance and sovereignty. It especially aims to explore interpretive debates that explicitly (or implicitly) link the problems of slave emancipation to the contradictions of modern freedom. Course readings draw on historical, anthropological, and political studies, selected published documents, and historical fiction to think critically about ways of extending how this history and its implications have been explored.

SOCI 50094

SEMINAR: POPULISM AND POLITICAL BELIEF

Marco Garrido

TR 12:00-1:20 PM

We will begin by examining populism mainly as it has manifested in Latin America. This focus is primarily a means to pursue the question of political belief, namely, how do we explain the powerful appeal of certain politicians? (A timely question, to be sure!) We will consider several, mainly sociological approaches to political belief: charisma (Weber), ideology (Marx), hegemony (Gramsci and Laclau), communal belief as authorizing individual power (Durkheim via Mauss and Levi-Strauss), symbolic power as the power to compel belief (Bourdieu), belief as performance (Goffman), and finally, belief as the recognition of moral categories (Lakoff). Students will be asked to write an original research paper explaining the popularity of a political figure of their choosing in terms of one or more of these approaches. A significant portion of class time will be devoted to developing, collectively, the ideas behind these papers. In this respect, the seminar will be run, some of the time, as a workshop

***There is no cross-listed LACS number for this course. It does, however, satisfy the requirements to count as a Latin American Studies content course for BA Majors, Minors, and MA students.**

SOCI 50095

SEMINAR: RACE AND ETHNICITY IN COMPARATIVE PERSPECTIVE

Ellis Monk

MW 1:30-2:50 PM

In this seminar we examine "race and ethnicity" in global, comparative perspective. We focus here not on particular "ethnic" or "racial" groups, but rather, on particular cases which illustrate how "race" is

used as a way in which to divide, sort, and rank human beings (i.e. a principle of social vision and division). We begin by critically examining key conceptual and epistemological issues in the study of ethnoracial categorization and inequality. Next, utilizing a variety of analytic tools, we compare and contrast how different societies have constructed ethnoracial boundaries and the various social mechanisms leading to ethnoracial inequality. We conclude by considering the possible future(s) of the U.S. racial order by discussing ethnoracial attitudes, multiraciality, immigration, and 'Latin Americanization.' Readings include sociological, historical, and anthropological studies of ethnoracial dynamics primarily in the U.S. and Brazil, but also South Africa, Asia, Western Europe, and Latin America more broadly

***There is no cross-listed LACS number for this course. It does, however, satisfy the requirements to count as a Latin American Studies content course for BA Majors, Minors, and MA students.**

HIST 60302 (LACS 60302; GNSE 60300)

COLLOQ: IMMIGRATION & ASSIMILATION IN AMERICAN LIFE

Ramón Gutiérrez

T 9:00 AM-11:50 AM

This course explores the history of immigration in what is now the United States, starting with the colonial origins of Spanish, French, Dutch, and English settlements, the importation of African slaves, and the massive waves of immigrants that arrived in the nineteenth and twentieth century. Additionally, we will study the adaptation of these immigrants, exploring the validity of the concept of assimilation, comparing and contrasting the experiences of the "old" and "new" immigrants based on their race, religion, and class standing.

HIST 79101 (LACS 79101; CRES 79101)

SEM: TOPICS IN LATIN AMERICAN HISTORY I

Brodwyn Fischer

F 9:30 AM-12:20 PM

This two-quarter research seminar is devoted to the craft of reading and writing Latin American history. Specific topics will shift from year to year, depending on the instructor. For 2015-16, the first quarter of the seminar will be devoted to the issue of inequality in Latin American historiography. Students will gain an understanding of the role that issues of inequality have played in shaping Latin American history; we will also pay close attention to the ways in which broader intellectual trends and shifting methodologies have shaped Latin American historical narratives. Issues covered will include colonialism, slavery, citizenship, social movements, and the Latin American manifestations of global inequalities. This seminar can be taken either as a two-quarter seminar sequence, which culminates in a winter-quarter research paper, or as a fall-quarter colloquium.



CENTER FOR LATIN AMERICAN STUDIES

WINTER 2016

Courses numbered 10000-19000 are general education and introductory courses. Courses numbered 20000- 29900 are intermediate, advanced, or upper-level courses and are open only to undergraduates. Courses numbered 30000 and above are graduate or professional school courses and are available to undergraduate students only with the consent of the instructor. Undergraduates registered for 30000-level courses will be held to the graduate-level requirements. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000).

Courses that begin with the LACS code are hosted by the Center and include descriptions. All other courses (ANTH, HIST, SPAN, etc) are cross-listed with Latin American and Caribbean Studies, but are hosted by other departments. To view course times and locations for a specific quarter, please visit classes.uchicago.edu.

UNDERGRADUATE COURSES

ARTH 16460 (LACS 16460)

MODERN LATIN AMERICAN ART

TR 9:00-10:20 AM

Megan Sullivan

This course offers an introductory survey of the art of modern Latin America from the first wave of independence in early nineteenth century to the present day. Through the study of key artists, movements, and works of art, we will attend to a set of central problems: the formation of collective identities in these new nations, the impact of revolution, dictatorship, and political violence on the development of art in the region, the incorporation of both foreign styles and indigenous traditions, and the shifting definitions of Latin American art. Special emphasis will be placed on developing the skills needed to analyze a wide variety of modern and contemporary art, including painting, sculpture, photography, performance art, and site-specific installations.

ARTH 17611 (LACS 17611)

ENVISIONING THE COLONIAL METROPOLIS

Cécile Fromont

MW 9:00-10:20 AM

This course explores urbanism and its representations in the colonial enterprises of Spain and Portugal from the 16th to the 18th century. Focusing on four cities, Mexico City (Mexico), Cuzco (Peru), Luanda (Angola), and Salvador da Bahia (Brazil), we will analyze how the policies adopted by the Spanish and Portuguese crowns led to the development of different types of cities, and how indigenous populations contributed to the distinctively local texture of each urban fabric. Bringing together analytical writings on urbanism, architecture, and space with close formal consideration of these cities and their representations in pictorial, cartographic, and literary media, we will consider how urbanism on the one hand and its social uses on the other hand contributed to the political and religious enterprise of colonialism, shaped colonial identities, and helped fashion notions of race and gender. Along with architecture, both durable and ephemeral, and city planning, the class will

consider cities as spaces of social and economic interactions, examining processions, parades, and marketplaces as key elements of these cities of empire.

SPAN 21100 (LACS 21100)

LAS REGIONES DEL ESPAÑOL

MWF 10:30-11:20 AM, F 1:30-2:20 PM

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.

SPAN 23915 (LACS 23915)

NARRATIVAS DE LA VIOLENCIA: LITERATURA, CINE Y DICTADURA EN EL CONO SUR

Viviana Hong

TR 1:30-2:50 PM

En este curso se estudiará cómo la violencia política de las dictaduras militares en el Cono Sur se ha expresado de forma escrita y visual mediante el análisis de novelas, cuentos, poemas, testimonios, discursos, artículos periodísticos y películas. Algunas de las preguntas centrales que serán debatidas a lo largo del trimestre son: ¿qué tipo de violencia se manifiesta en estas narrativas y con qué propósito? ¿cómo se articula esta experiencia y cuáles son las limitaciones de estas expresiones artísticas? ¿cuáles son las diferencias entre los géneros y registros (e.g., un testimonio, a diferencia de un poema) y qué tipos de narración “facilitan”? ¿qué visión de la historia reciente presentan estas obras? ¿cuál es el aporte de esta producción cultural a los proyectos de memoria colectiva?

LACS 26413 (HIST 26117, ANTH 23091)

PROGRESS AND DEVELOPMENT IN LATIN AMERICA

Pablo Palomino

TR 1:30-2:50 PM

“Progress,” and its derived concept of “development” have puzzled Latin Americans throughout their modern history: they were an ambitious goal and a challenge for intellectual and political elites, a reality and an elusive dream for ordinary Latin Americans, and the cause of new challenges and problems wherever they actually or presumably took place. For historians, progress and development used to represent the very sense of universal history, a narrative that sneaked into visions of “Western modernity” and “globalization.” But later on, they became a myth to debunk rather than an object of reflection. What has “progress” meant particularly for Latin Americans? What is, for instance, the meaning of “progress” in the Brazilian flag? How did those notions shape the one of “development” since WWII? In political terms, what ideas of “progress” and “development” animated oligarchic, liberal, populist, military, revolutionary, and democratic projects across the region? Because both concepts involve planning and envisioning the outcome of present actions, the history of progress and development is also, in a certain way, a history of the future.

The goal of this seminar is to help students situate a problem of their choice and trace its history in terms of the political debates that pursued the goal of progress and development in that specific realm. Students in history and the humanities and social sciences at large will be able to intervene in today’s debates about the future—economic regimes, political systems, environmental policies,

institutions, technology, or culture—informed by an explicit idea of progress and development instead of an implicit or ideological one.

CRES 27502 (LACS 27502)

AFRICA IN THE EARLY AMERICAS

Tessa Murphy

During the era of the transatlantic slave trade, more than 350,000 Africans were forcibly trafficked to what is now the United States. The experiences of these men and women and their descendants—particularly their exploitation under a system of racialized slavery—profoundly shaped the course of US history up to and including the present day. These individuals were significant, but they were also only one part of the more than 12 million people who came from Africa to the Americas in the colonial period. Focusing on the diverse experiences of Africans and their descendants—as slaves, but also as colonizers, soldiers, revolutionaries, family members, and free men and women—this course surveys the history of Africans in the Americas from the late fifteenth through the late nineteenth century. Adopting a broad geographic and temporal perspective allows for an exploration of the evolving relationships between labor, gender, and race in North, Central, and South America, including the Spanish, French, and English Caribbean.

Through readings, lectures, in-class and online discussions, we will ask: how did the experiences of Africans in the colonial and early republican United States compare with those of Africans in other parts of early America? How might learning about and comparing the experiences of free and enslaved Africans and Afro-descended peoples in different parts of the Americas re-shape our understanding of the multiple origins, meanings, and possibilities of race and national belonging? Although the majority of this course focuses on the colonial and early-independence eras, we will also consider how these histories continue to shape race relations in the present day US, Latin America, and the Caribbean.

ENGL 28613 (LACS 28613)

POETRY OF THE AMERICAS

Rachel Galvin

This course investigates the long poem or “post-epic” in 20th- and 21st-century North and Latin America. As we test the limits of the term post-epic, we will consider whether it may be applied equally to the heroic tale and the open field poem. How do poets interpret the idea of “the Americas” as lands, nations, and sources of identity in these works, and in what tangled ways do their poetics develop through dialogue across linguistic and geographical distances? Authors may include TS Eliot, Pablo Neruda, Derek Walcott, Gwendolyn Brooks, Corky Gonzalez, José Montoya, Vicente Huidobro, Aimé Césaire, M. NourbeSe Philip, Anne Carson, Lisa Robertson, Pedro Pietri, and Urayoán Noel. (C, G)

HIST 29657

HISTORY COLLOQUIUM: POPULISM, WAR, AND DEVELOPMENT IN LATIN AMERICA, 1919-1950*

Dain Borges

TR 10:30-11:50 AM

This junior colloquium will introduce students to primary sources and historical research methods by examining topics arising in Latin America and the Caribbean from 1919, through the Depression and World War II. Topics will include economic reforms in emergency situations; state-society relations; populism, nationalism, and decolonization in an age of fascisms; US–Latin American relations; the great impact of wars fought on other continents. Knowledge of Spanish or Portuguese is helpful but not required.

***There is no cross-listed LACS number for this course. It does, however, satisfy the requirements to count as a Latin American Studies content course for BA Majors and Minors.**

LACS 29700

READING AND RESEARCH: LATIN AMERICAN STUDIES

ARR.

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.

PQ: Consent of undergraduate and faculty advisers required

LACS 29900

PREP: BA ESSAY

ARR.

Independent BA thesis course. PQ: Consent of undergraduate adviser and faculty adviser.

MIXED UNDERGRADUATE/GRADUATE COURSES

LACS 16200/34700 (ANTH 23102; HIST 16102/36102; SOSC 26200; CRES 16102)

INTRODUCTION TO LATIN AMERICAN CIVILIZATIONS II

MWF 1:30-2:20 PM

Mauricio Tenorio

May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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.

CMST 21804/31804 (LACS 21804/31804)

LATIN AMERICAN DOCUMENTARY

Salome Skvirsky

MW 1:30-2:50 PM, F 1:30-4:20 PM

This course will investigate Latin American documentary by focusing on three important topics in Latin American cultural studies. We will screen recent and historical documentaries about (1) popular culture and folklore, (2) the history and memory of the Southern Cone military dictatorships, and (3) domestic service. These three topics will provide material for an investigation of documentary form. With respect to each topic, we will consider how the resources of documentary filmmaking are employed to frame the same subject matter in different ways. For the first unit, we will study films by Sergio Bravo, Eduardo Coutinho, and Jorge Prelorán; for the second, films by Patricio Guzmán, Albertina Carri, and Andrés Di Tella; and for the third, films by João Moreira Salles, Gabriel Mascaro, and Consuelo Lins.

MUSI 23610/33610 (LACS 23610/33610)

CARRIBEAN MUSIC

Melvin Butler

TR 9:00-10:20 AM

This course covers the history, sonic character, and sociocultural contexts of important genres of Caribbean music. We will pay particular attention to the intersections of musical practice, social

identity, and various forms of spiritual and political power. A recurring theme will be the role of music in sustaining transnational linkages between the Caribbean and the United States. Highlighting the cultivation of long-distance national identities and the migration of sound and practice to and from the Caribbean region, we will also work to understand contributions from African and European sources as they have interacted in terms of acculturation, creolization, syncretism, hybridity, ritualization, and resistance. Discussions, lectures, reading material, and listening assignments will mostly concern the Anglophone, Francophone, and Creolophone Caribbean, but final projects may be devoted to other locales, according to students' research interests.

LACS 24501/34501 (HMRT 24501/34501; HIST 29408/39408; LAWS 62411)

HUMAN RIGHTS IN MEXICO

Susan Gzesh

MW 3:00-4:20 PM

This course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. Subject matter includes an overview of key periods in Mexican history in which concepts of individual and group rights, the relationship between citizens and the state, and the powers of the Church and the state were subject to change. This historical review will form the foundation for understanding human rights issues in contemporary Mexico. The course will also examine modern social movements which frame their demands as human rights.

PQ: A reading knowledge of Spanish and at least one course on Latin American history or culture are required.

LACS 24513/34513

INTERMEDIATE HAITIAN KREYOL II

William Balan-Gaubert

TR 12:00-1:20 PM

This three-course sequence will enhance student's understanding of Haitian Kreyol with continued study of the language in its modern context, with emphasis on developing students' proficiency in speaking, writing, listening, and reading comprehension at an intermediate level.

HIST 26217/36217 (LACS 25107/35107, CRES 25107/35107, HMRT 25117/35117)

PUBLIC HISTORY & THE MEMORY OF SLAVERY IN BRAZIL & THE UNITED STATES

Keila Grinberg, Tinker Visiting Professor, History

F 9:00-11:50 AM

This course will address the contemporary discussion about public history and the memory of slavery in Brazil and the United States. Like the United States, Brazil declared its independence without abolishing slavery. Unlike citizens of the US, however, Brazilians constructed their notions of citizenship and nationality in a context in which racial identities were only loosely demarcated. In the nineteenth century, Brazil was the country with the largest number of Africans and the largest number of free Afro-descendants in the Americas. It also underwent an unprecedented period of economic growth, based in the coffee economy and slave labor. This growth did not, however, lead to an industrial transformation comparable to that of the US during the same period. This course will examine the paradoxes on the history of slavery and abolition in Brazil and the United States, exploring the ways in which both countries deal with their past in the present. Built on historical scholarship, movies (documentaries and historical motion pictures), digital projects and museum exhibits, this course aims to discuss the public role of historians and of historical research in new approaches about the public memory of slavery in Brazil and the United States.

ARTH 25810/35810 (LACS 25810/35810)

GLOBAL ABSTRACTION

Megan Sullivan

TR 12:00-1:20 PM

This course investigates twentieth-century abstraction as a global phenomenon, focusing on the period from 1945 through the 1960s. Case studies will be drawn primarily from the United States, Europe, Latin America and East Asia, but individual research projects from other regions will be welcome. Themes and questions to be addressed include: the repetition of historical avant-garde strategies such as the grid, the monochrome, and non-compositional order in Europe, the United States, and South America; the global reception and adaptation of Abstract Expressionism; distinct understandings of gesture, mark-making, and subjectivity; the meaning and use of color; the relationship of abstraction to industry and design; the deployment of abstraction as a “weapon of the Cold War” and a strategy of internationalization; and autochthonous definitions of abstraction outside the West. Artists and groups to be studied include: Jackson Pollock, Barnett Newman, Ellsworth Kelly, Agnes Martin, Zero, Blinky Palermo, Georges Mathieu, Lucio Fontana, Neoconcretism, Alejandro Otero, Gutai, and Tansaekhwa.

HIST 26411/36411 (LACS 26411/36411)

LITERATURE AND HISTORY IN THE IBERO AND IBERO-AMERICAN WORLD

Mauricio Tenorio

M 9:30 AM-12:20 PM

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 both and with literature both as form of and evidence for history. Command of Iberian languages (Spanish, Portuguese, Catalan) is desirable but not mandatory.

LACS 26412/36412 (HIST 26116, MUSI 23416/33416)

MUSIC AND GLOBALIZATION IN MODERN LATIN AMERICA

Pablo Palomino

TR 10:30-11:50 AM

This course introduces students to the cultural history of Latin America as a region and the history of the region’s globalization, from the perspective of the history of Latin American modern music. Lectures, group work, readings, and individual assignments deal with the role of music in producing Latin America’s modern culture from a global perspective. It deals with the histories of folk, classical, and urban musical traditions, diasporic music styles, entertainment corporations, state policies in the realm of music, music pedagogy, music and cinema, Latin American musicology, musical nationalism, and musical diplomacy. The emphasis is on the late 19th and the 20th centuries, but students interested in colonial music are welcome to take the course.

PORT 26900/36900 (LACS 26900/36900)

TRAVELS TO BACKLANDS OF BRAZIL AND PORTUGUESE-SPEAKING AFRICA

Victoria Saramago Padua

MW 3:00-4:20 PM

The “sertões” or backlands of Brazil are composed by a broad and varied number of areas. Since its early usage as all the space beyond the Portuguese gaze during colonial times to its more common identification with the Northeast of Brazil in the 20th century, it has played an unstable and versatile role in Brazilian history, from rural banditry to the building of the country’s capital. This course will study the variety of sociocultural facets with which the term “sertão” has been identified in Brazil, with a focus on the twentieth century. We will also examine how this trope of colonial discourse would take on a different connotation in Angola and Mozambique due to the attentive reading of Brazilian literature by Angolan and Mozambican writers. Authors may include Mia Couto, Ruy Duarte de Carvalho, Euclides da Cunha, Graciliano Ramos, Guimarães Rosa, João Cabral de Melo Neto, Nísia Trindade Lima, Janaína Amado, Alfredo de Taunay, José Luiz Passos, Glauber Rocha, Karim Aïnouz, Marcelo Gomes, Ana Rieper, and Sandra Kogut. A reading knowledge of Portuguese is helpful but not required.

LACS 27902/47902 (ANTH 27902, CHDV 27902/47902)

MODERN SPOKEN YUCATEC MAYA 2

John Lucy

ARR.

This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.

GRADUATE COURSES

SPAN 31200 (LACS 31200, PORT 31200)

INSIDE & OUTSIDE THE LATIN AMERICAN BOOM: CRITICAL PERSPECTIVES

Victoria Saramago Padua

T 1:30-4:20 PM

The Latin American boom is surrounded by superlative as well as controversial terms. They range from its international repercussions, its best-selling novels, and its commitment to aesthetic innovation to its elitism, its lack of space for women writers, and its market-oriented dynamics. Besides reading some of the most representative works of the boom, this course will focus on discourses of self-legitimation and criticism by and about the boom authors. We will revisit the beginnings of this literary phenomenon, its attack on previous regionalist fiction, its flourishing years, some aspects of the participation of its authors in the geopolitics of the Cold War, and the exclusion of certain authors, especially women. We will also carefully examine attempts and problems of bringing Brazilian authors to the boom. Novelists may include Gabriel García Márquez, Carlos Fuentes, Julio Cortázar, Mario Vargas Llosa, José Donoso, Clarice Lispector, Elena Garro, João Guimarães Rosa, Jorge Amado, and José María Arguedas. This course is taught in Spanish, with readings available in Spanish, Portuguese, and English.

LACS 40100

READING/RESEARCH: LATIN AMERICAN STUDIES

ARR.

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. PQ: Consent of faculty adviser required

LACS 40300

MA PAPER PREP: LATIN AMERICAN STUDIES

ARR.

Independent MA thesis course. PQ: Consent of faculty adviser.

HIST 69001 (LACS 69001; CRES 49001)

COLLOQUIUM: SLAVERY & EMANCIPATIONS- ATLANTIC HISTORIES

Julie Saville

M 3:30-8:30 PM

This course explores interpretive problems critical to the consideration of historical developments that have shaped the colonial and postcolonial Caribbean region and its relationships with a wider world. Course readings are intended to consider both established and newer scholarship and to examine some particular questions of historical interpretation that have been highlighted as being significant developments in the region's history.

HIST 79102 (LACS 79102; CRES 79102)

SEM: TOPICS IN LATIN AMERICAN HISTORY II

Brodwyn Fischer

F 9:30 AM-12:20 PM

This two-quarter research seminar is devoted to the craft of reading and writing Latin American history. The second quarter is mainly for graduate students writing a History seminar paper.

PQ: HIST 79101.



LATIN AMERICAN STUDIES COURSES **SPRING 2016**

Courses numbered 10000-19000 are general education and introductory courses. Courses numbered 20000- 29900 are intermediate, advanced, or upper-level courses and are open only to undergraduates. Courses numbered 30000 and above are graduate or professional school courses and are available to undergraduate students only with the consent of the instructor. Undergraduates registered for 30000-level courses will be held to the graduate-level requirements. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000).

Courses that begin with the LACS code are hosted by the Center and include descriptions. All other courses (ANTH, HIST, SPAN, etc) are cross-listed with Latin American and Caribbean Studies, but are hosted by other departments. To view course times and locations for a specific quarter, please visit classes.uchicago.edu.

UNDERGRADUATE COURSES

PORT 12200 (LACS 12200)

PORTUGUESE FOR SPANISH SPEAKERS

MWF 10:30-11:20 AM

Ana Maria Lima

MWF 11:30 AM-12:20 PM

Alice McLean

This class 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.

PQ: SPAN 20100 or consent of instructor.

ARTH 16213 (LACS 16213)

ANDEAN ART AND ARCHITECTURE

Claudia Brittenham

MW 1:30-2:50 PM

The civilizations of ancient Peru, Bolivia, and Ecuador challenge many of our assumptions about the nature of art and society. In this course, we will study traditional Andean forms of art, such as textiles and landscape modification, as well as more familiar media, such as architecture and sculpture, from the beginnings of civilization to the end of the colonial era. Focusing on the art of the Chavín, Nazca, Moche, Tiwanaku, and Inca civilizations, as well as the encounter with Spanish colonialism, we will consider the interplay between naturalism and abstraction, imperial control and regional diversity, and the challenges of the Andean environment. In the final sessions, we will explore how the Inca past was remembered and represented in later Peruvian art.

SPAN 21100 (LACS 21100)

LAS REGIONES DEL ESPAÑOL

MWF 10:30-11:20 AM, F 1:30-2:20 PM

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.

PQ: SPAN 20300 or consent.

SPAN 21903 (LACS 21903, CRES 21903)

LITERATURA HISPANICA: TEXTOS HISPANOAMERICANOS

Larissa Brewer-Garcia

TR 9:00-10:20 AM

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

PQ: SPAN 20300 or consent.

MUSI 23716 (LACS 23716)

MUSIC OF THE LATIN AMERICAN OUTLAWS

Ana Sánchez Rojo

TR 1:30-2:50 PM

Music sounds loud and clear at the edge of the law. From bandits to illegal immigrants, from underdogs to drug dealers, people who subscribe to their own rules reach out to our ears through song and dance. Their stories and sounds both fascinate and scare audiences well beyond their immediate surroundings, making their way to mass media and live events big and small. In this course, we will focus on Spanish- and Portuguese-speaking regions in the Americas, and our point of entry will be the music produced by and for groups or individuals who live(d) at the margin of law in the nineteenth and twentieth centuries. Your study time will be equally divided between learning and practicing aural skills and musical terminology, and critically reading texts of historical significance. In the long term, I hope that this course helps you look at any outlaw groups in new, more informed ways. I invite you to let the musics we will study challenge our preconceptions about Latin American cultures.

CMST 23906 (LACS 23906)

LATIN AMERICAN CINEMA 1930-PRESENT

Salome Skvirsky

TR 12:00-1:20 PM, W 3:30-6:30 PM

This course will survey Latin American cinema from the 1930s to the present. We will begin by considering the efforts of the Brazilian and Mexican states to create commercially-viable, popular, national cinemas in the 30s, 40s, and 50s. Our screenings will include *María Candelaria* (Emilio Fernández, Mexico, 1943) and *Carnaval Atlântida* (José Carlos Burle and Carlos Manga, Brazil, 1952). In the second unit we will examine the classic works of the New Latin American Cinema from the 60s and 70s. These were the challenging political films that “introduced” Latin American cinema

to the rest of the world. Our screenings will include *Memories of Underdevelopment* (Tomás Gutiérrez Alea, Cuba, 1968) and *The Jackal of Nahueltoro* (Miguel Littín, Chile, 1969). In the third unit we will come to the twenty-first century, examining the newest new wave of Latin American film—its thematics, its sources of funding, its circuits of distribution, and its global reach. Our screenings will include *The Swamp* (Lucrecia Martel, Argentina, 2001), *Edifício Master* (Eduardo Coutinho, Brazil, 2002), *Additions and Subtractions* (Víctor Gaviria, Colombia, 2004), *Leap Year* (Michael Rowe, Mexico, 2010), and *Neighboring Sounds* (Kleber Mendonça, Brazil, 2012). PQ: CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300 or consent of instructor. Open only to non-CMS majors.

HIST 26119 (LACS 26119)

THE AMAZON, THE EXPLORER, AND THE IMAGINATION 1542-1981

Valeria Lopez Fadul

TR 1:30-2:50 PM

Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle's rivers in search of cinnamon to the nineteenth-century scientific expeditions of enlightened explorers to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike. This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes like cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana's story influenced how Europeans imagined the jungle well into the nineteenth century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss' account of Amazonian tribes in *Tristes Tropiques* (1955). Students will then conduct independent research into a representation of their interest. Possible topics include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film *Fitzcarraldo* (1982) and Euclides Da Cunha's *The Amazon: A Land Without History* (1905).

LACS 26616 (ANTH 23092, HMRT 26616)

LATIN AMERICA AFTER DEVELOPMENT

Eric Hirsch

TR 1:30-2:50 PM

The Latin American region has long been imagined as a crucible for forging theories about how to conduct development interventions, on both right and left. Since the region's "discovery" exposed it to centuries of colonization, Latin America has also helped organize how the West has defined the idea of indigenous people, understood indigeneity as a "problem" to be solved, and imagined how to incorporate those identified as indigenous—or exclude them—within larger polities. In this course, students will read texts and engage with media that explore the ways in which development and indigenous human rights intersect and have come to be at stake together in diverse sites throughout Latin America. To what extent do indigenous rights in Latin America mean the right to develop, or, crucially, to not develop? What is it about this region that has made it such an important place in our contemporary moment for thinking about how best to conduct development interventions? And most broadly, what does the Latin American context teach us about what it means to "develop," what it

means to be “indigenous,” what it means to be “human,” and what it means to have “rights” in today’s world?

LACS 26617 (HIPS 26617, HIST 26107)

SCIENCES AS SOLUTIONS TO LATIN AMERICAN CHALLENGES, 1500-2000

Christopher Dunlap

MW 1:30-2:50 PM

Long before European contact with the Americas, indigenous peoples used science and technology to solve challenges and problems unique to their times and spaces. We will analyze scientific practice in the colonial/Atlantic World era, then proceed to more detailed case studies of how sciences and technologies were funded, disseminated, taught, and marshaled against a variety of challenges to health, society, and prosperity in the region up to the present day. We will also examine why the pursuit and application of scientific and technological knowledge has taken a decidedly different trajectory in Latin America than in highly developed North Atlantic countries.

CRES 27503 (LACS 27503)

READING THE BORDER

Thelma Jiménez-Anglada

TR 9:00-10:20 AM

This course will focus on cultural and textual (re)presentations of the Central American-Mexico-U.S. borders. The course will cover the mid-1980s until contemporary times, a period tempered by the events of 9/11, which shifted configurations of the border into the discursive realms of “neoliberalism” and “globalization.” We will be paying attention to three recurrent themes: 1) the sexualization and racialization of the borderlands; 2) “establishing shots,” border pictures, “textual photographs,” and performance as tropes of what we may call “undocumentation;” 3) historical accounts of the symbiotic relationship between the built environments of the borderlands and theorizations of the border, borderlessness, and disposability. A study of these themes will lead us to a third post-contemporary shift that haunts this course’s organization: the current levels of narco-violence in Mexico as an extended, gendered borderlands, and its implications for Central American migration.

PLSC 29500 (LACS 29500, LLSO 27307)

DRUGS, GUNS, AND MONEY: THE POLITICS OF CRIMINAL CONFLICT

Benjamin Lessing

MW 3:00-4:20 PM

This course examines armed conflict between states and criminal groups, with a focus on Latin America’s militarized drug wars. Why do states decide to crack down on cartels, and why do cartels decide to fight back? Are drug wars “insurgencies”? If so, can they be won? Why does drug violence vary over time, over space, and between market sector? We will study these issues from historical, economic, criminological, and cultural perspectives. Throughout, we focus on the interplay of domestic and international politics in formulating and enforcing drug policy.

LACS 29700

READING AND RESEARCH: LATIN AMERICAN STUDIES

ARR.

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.

PQ: Consent of faculty adviser required

LACS 29900

PREP: BA ESSAY

ARR.

Independent BA thesis course

PQ: Consent of faculty adviser required

UNDERGRADUATE/GRADUATE COURSES

LACS 16300/34800 (ANTH 23103; HIST 16103/36103; SOSC 26300; CRES 16103)

INTRODUCTION TO LATIN AMERICAN CIVILIZATIONS III

MWF 1:30-2:20 PM

Brodwyn Fischer

Few issues have defined Latin America's modern history so much as the region's quest for economic development. This class explores contemporary Latin American history through the lens of economic development, examining critically the various development models adopted by Latin American countries over the course of the 20th century, exploring the cultural, social, political, and economic roots of such policies and the impact of their practical application on the lives of the region's poorest and most marginalized populations. Through case studies focused on Brazil, Colombia, Guatemala, Chile, and Mexico, the course seeks to explain why many Latin American countries have become increasingly unequal even as they have become more "developed," and to understand the social, cultural, political, and environmental consequences of 20th and 21st-century development policies. Course materials will include film, autobiography, and primary source documents, as well as academic texts.

This course may be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year.

LACS 24514/34514

INTERMEDIATE HAITIAN KREYOL III

William Balan-Gaubert

TR 12:00-1:20 PM

This three-course sequence will enhance student's understanding of Haitian Kreyol with continued study of the language in its modern context, with emphasis on developing students' proficiency in speaking, writing, listening, and reading comprehension at an intermediate level.

LACS 24705/34705 (HIST 26122/36122)

ARGENTINE HISTORIES

Pablo Palomino

TR 10:30-11:50 AM

This seminar introduces students to current scholarship on modern Argentina, with an emphasis on the 20th century but drawing also on cutting-edge literature from the 19th to understand long-term processes. The themes are diverse: the links between Argentina and global history; social classes, economic regions, and political regimes; urban and domestic spaces; the gendered nature of politics; the history of the state and its elites; the anthropology and economics of food and music; the forms of remembering; human rights; sexual identities; and of course, football and psychoanalysis. All revolving around the production of, and the challenges to, Argentina's egalitarian ethos.

LACS 25108/35108 (GNSE 25108/35108, SPAN 28125/38215)

ÉTICA, GÉNERO Y BIOGRAFÍA EN LA LITERATURA HISPANOHABLANTE

Anna Caballé, Tinker Visiting Professor

T 3:00-5:50 PM

La biografía es un género que desde sus orígenes entre los escritores clásicos se ha mantenido a caballo entre la historia y la literatura. Centrándonos en las últimas décadas, el mundo académico experimentó un “giro biográfico” en los años 90 que facilitó la emergencia y el análisis de las escrituras auto/biográficas, ahora mismo en proceso de consolidación en los estudios académicos, cada vez más abiertos a sus avances y aportaciones. Sin embargo, la biografía todavía mantiene un perfil bajo y se cultiva una idea general sobre el género que la asocia a los productos más comerciales de la historia o de la literatura. Pero la aceptación de la biografía ha supuesto en el mundo hispánico dos líneas de análisis: a) la recuperación de textos valiosos que permiten reconstruir una tradición biográfica nunca desterrada del todo, pero nunca asimilada del todo y b) la aportación de nuevas biografías escritas a partir de una metodología radicalmente novedosa gracias a la cual se están reescribiendo grandes parcelas del pasado. El propósito del curso es reflexionar sobre las poéticas del género, su evolución y sus conflictos en el mundo hispánico en torno de algunas etapas decisivas, de obras que han supuesto un punto de inflexión o bien de autores que nos son ya imprescindibles. Dos ejes reflexivos inspiran el desarrollo del programa: a) la ética, pues la escritura biográfica topó en el mundo hispánico con un sentido excesivo del honor y del puritanismo que hizo difícil que la escritura del individuo pudiera desarrollarse en libertad y b) el feminismo, pues ha transformado el redescubrimiento de la experiencia femenina en un arte biográfico gracias al cual se han redefinido las nociones históricas de privacidad y vida doméstica. PQ: Course will be conducted in Spanish, though many readings will be available in English.

LACS 27903/47903 (ANTH 27903/47903, CHDV 27902)

MODERN SPOKEN YUCATEC MAYA 3

John Lucy

ARR.

This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.

ARTH 29503/39503 (LACS 29503/39503)

MEXICAN MURALS

Claudia Brittenham

TR 10:30-11:50 AM

This course examines three vital moments of mural production in Mexico: ancient, colonial, and modern. We will begin by looking at indigenous Mesoamerican wall painting traditions of Teotihuacan, the Maya, Cacaxtla, and the Aztecs, and then consider how these traditions were transformed by the encounter with Spanish colonialism to provide decoration for the walls of monastic churches. Finally, we will examine the modern Mexican muralist movement, looking at the work of Diego Rivera, José Clemente Orozco, David Alfaro Siqueiros and others. Throughout the course, we will consider mural paintings in relationship to architecture and other media, paying special attention to the different methodologies and kinds of evidence that have been used to interpret these works.

GRADUATE COURSES

SPAN 38810 (LACS 38810)

EMPIRE, SLAVERY, & SALVATION: WRITING DIFFERENCE IN COLONIAL AMERICAS

Larissa Brewer-Garcia

R 1:30-4:20 PM

This course explores portrayals of human difference in literature, travel writing, painting, and autobiography from Spain, England, and the Americas. Students will become versed in debates surrounding the emergence of human distinctions based on religion, race, and ethnicity in the early modern era. Understanding these debates and the history surrounding them is crucial to participating in informed discussion, research, and activism regarding issues of race, empire, and colonialism across time and space.

PQ: Reading knowledge of Spanish is required, though the course will be conducted in English.

LACS 40100

READING/RESEARCH: LATIN AMERICAN STUDIES

ARR.

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.

PQ: Consent of faculty adviser required

LACS 40300

MA PAPER PREP: LATIN AMERICAN STUDIES

ARR.

Independent MA thesis course.

PQ: Consent of faculty adviser

PLSC 40500 (LACS 40500)

STATES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE

Benjamin Lessing

T 1:30-4:20 PM

Good institutions and strong states are widely thought to be central to economic, political and social development. But what are "good institutions," and how do states become "strong"? Can we find answers that go beyond the tautological: "Good institutions are those that produce good results"? This course examines these central questions, focusing first on canonical literature largely growing out of studies of the developed world, then turning to post-colonial and non-western settings that have posed ongoing challenges to successful state-building. Lurking behind these questions are the roles played by coercion and violence, sometimes directed inward, sometimes outward, in establishing authority and the material basis for governance. In addition, we focus throughout on the methods scholars have used to probe these questions, and consider the prospects for future research agendas.

LACS 47813

ADVANCED SEMINAR IN MESOAMERICAN LINGUISTICS

John Lucy

ARR.

PQ: Students must make arrangements directly with John Lucy to enroll in this course.

CDIN 50020 (LACS 50020, EALC 50020, SPAN 50020, RLLT 50020)

TECHNOLOGIES OF ENSLAVEMENT: PERFORMATIVITY AND BONDAGE IN TRANSATLANTIC AND TRANSPACIFIC PERSPECTIVE

Agnes Lugo-Ortiz & Reginald Jackson

F 3:00-7:00 PM

By focusing on the complex relationship between performative practices and enslavement, we will examine the slaveholding regimes that developed in premodern Asia and colonial Latin America between the twelfth and nineteenth centuries. A goal of this seminar is to initiate a conversation about the economic, social, and political function of slavery in these apparently dissimilar contexts, and about the cultural forms that not only made slaveholding domination intelligible but also disrupted it. How should we theorize the relation between slavery and performativity in such a heterotopic territory? What methods, archival sources, and conceptual tools become most useful in pursuing this task within the context of Asian premodernity and Latin American colonialism? This seminar sets out to address these questions within the space of a trans-regional and interdisciplinary collaborative forum.

In alignment with the Center for Disciplinary Innovation' theme for this year ("Disciplines and Technologies"), this course begins with an understanding of slavery as an amalgam of disciplinary technologies that couple subjection and subjectification. In this vein, slavery offers a system through which to rethink disciplinary connections, through the figure of discipline itself. On the one hand, given the historical contingency of slavery's operation, the seminar analyzes a range of disciplinary practices associated with human bondage. On the other hand, our work in the seminar also aims to test the boundaries according to which the contemporary university demarcates fields, as participants working in literature, history, performance studies, and art history gather to share best practices and develop

PQ: Reading fluency in Japanese, Spanish, or Portuguese highly recommended. Consent required: Email Professor Lugo-Ortiz a paragraph explaining why you want to join the seminar, your background skills, and what you hope to get out of the class.