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 Chavin, 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 Maria Candelaria (Emilio Fernandez, Mexico, 1943) and Carnaval Atlántida (José Carlos Burle and Carlos Manga, Brazil,
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)
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.
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.

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 a la 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.

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

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.