



# LATIN AMERICAN STUDIES COURSES **SPRING 2017**

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](http://classes.uchicago.edu).

## UNDERGRADUATE COURSES

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PORT 12200 (LACS 12200)

### **Portuguese for Romance Spanish Speakers**

Ana Maria Lima, Alice McLean

**MWF 10:30am-11:20am or MWF 11:30am-12:20pm**

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.

ARTH 16211 (LACS 16211)

### **Introduction to African Art**

Cecile Fromont

**TR 10:30am-11:50am**

This course is an introduction to the arts of Africa and its diaspora. It surveys selected monuments of African expressive culture from a variety of places and times. Lectures, readings and discussions explore the relationship between art and leadership, religion, and society on the continent and in African diasporic communities in the Americas. Class meetings and assignments make use of local collections such as the Art Institute of Chicago and the Field Museum.

ARTH 16413 (LACS 16413)

### **Mayan Art and Architecture**

Claudia Brittenham

**TR 11:30am-11:50am**

This course provides an introduction to the art of the ancient Maya of Mexico, Guatemala, and Honduras from the first millennium BC to the time of the Spanish invasion. Beginning with the earliest developments of monumental art and

architecture, studying through the competition between flourishing city-states, and examining moments of contact with other regions of Mesoamerica, this course examines topics such as architecture and urbanism, courtly and sacred arts, word and image, and the relationship between art and identity.

ARTH 16460 (LACS 16460)

## **Modern Latin American Art**

**Megan Sullivan**

**TR 12:00pm-1:20pm**

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.

SPAN 21100 (LACS 21100)

## **Las regiones del español**

**Staff**

**MW 1:30pm-2:50pm**

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: Open only to native and heritage speakers with consent of instructor.

PORT 21903 (LACS 21905)

## **Brazilian Theater and Film**

**Victoria Saramago**

**TR 12:00pm-1:20pm**

This course offers an overview of theater and cinema in Brazil, from the late 19th century to the present. Through an array of films and plays, students will become familiar with cultural, aesthetic, political, social, and environmental aspects of Brazil. The course will also discuss performance, adaptation, and intersections between theater and film. Play writers and film makers may include Qorpo Santo, Oswald de Andrade, Nelson Rodrigues, Ariano Suassuna, Plínio Marcos, Denise Stoklos, Mário Peixoto, Glauber Rocha, Susana Amaral, Guel Arraes, Lucia Murat, Eduardo Coutinho, and Kleber Mendonça Filho, among others.

Note: Classes in English, all materials available in English and Portuguese.

SPAN 22003 (LACS 22003)

## **Introducción a las literaturas hispánicas: del modernismo al presente**

**Laura Gandolfi**

**TR 1:30pm-2:50pm**

En este curso haremos un recorrido panorámico por algunas de las principales tendencias de la escritura hispanoamericana y sus diásporas desde a finales del siglo XIX hasta el presente. Habremos de prestar particular atención no sólo a las dimensiones estéticas de los textos sino también a las condiciones socio-históricas y políticas que los posibilitaron y en las que, a su vez, ellos incidieron. Entre los autores y autoras a estudiar se encuentran José Martí, Rubén Darío, Mariano Azuela, María Luisa Bombal, Horacio Quiroga, Teresa de la Parra, Jorge Luis Borges, Luis Rafael Sánchez y Pedro Pietri, entre otros/as.

HIST 26121 (LACS 26121)

## **Nature, Science, and Empire in the Early Modern Iberian World, 1400-1800**

**V. Lopez Fadul**

**MW 3:00pm-4:20pm**

Historians have often relegated Iberia and its New World domains from accounts of the developments of modern science. They have traditionally claimed that strict censorship and a commitment to orthodox Catholicism prevented Spain, once the most powerful empire of the world, to embark on the path towards scientific modernity in the eighteenth century. Modern scholars, however, have challenged this narrative by embracing more inclusive concepts of "science" to explain the many ways in which early modern people related to nature. Some of these practices include the writing of natural histories, botanical research, and linguistic studies, all fields that Iberian scholars pioneered in their efforts to govern their vast domains. This course will introduce students to a diversity of scientific practices that flourished in the Hispanic world between 1400 and 1800. We will begin by analyzing how a debate known as the "polemic of Spanish science," together with the Black Legend, conditioned the ways in which Spanish science was traditionally studied. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic, knowledge-gathering and knowledge-making practices that missionaries, humanists, and crown officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the movement of books and commodities, and institutions of censorship and patronage.

HIST 26126 (LACS 26112)

## **The Rise and Fall of the Spanish Empire**

**Fidel Tavarez**

**MW 4:30pm-5:50pm**

In the span of three centuries the country we now recognize as Spain went from being a collection of kingdoms in the war-torn Iberian Peninsula of the fifteenth century to a global empire in the sixteenth, to an empire on the verge of collapse in the seventeenth, and finally to a revitalized empire in the eighteenth century. This course will examine this three-hundred-year history by investigating the following essential questions: (1) How did a collection of diverse kingdoms manage to create a global empire? (2) What specific factors can explain the Spanish decline of the seventeenth century? (3) Was the Spanish Empire doomed to fail from the very beginning? (4) Why did many colonial subjects remain loyal to Spain after the Conquest and especially after a century of decline? (5) Why did the empire collapse only after 1808? In our exploration of these questions, we will pay particular attention to Spain's ambitious and pioneering, if also destructive, involvement with conquest, colonial

exploitation, chattel slavery, racial domination, and a mission to "civilize" the world. We will then proceed to investigate the Spanish decline of the seventeenth century and the influence of the emerging empires of Britain, France, and the Dutch Republic. The course concludes by examining Spain's effort to reform its empire during the eighteenth century, interrogating whether this effort alienated Spanish colonial subjects and ultimately contributed to the dissolution of the empire.

LACS 26413 (HIST 26117, ANTH 23091)

## **Progress, Development and the Future in Latin America**

**Pablo Palomino**

**TR 1:30-2:50**

"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.

LACS 26618 (HIST 26125)

## **Revolution Under Empire: Mexico-U.S. Relations 1900-1945**

**Marco Torres (Ignacio Martín Baró Prize Lectureship)**

**MW 3:00pm-4:20pm**

As the United States grew to global hegemony in the first half of the twentieth century, Mexico was experiencing a violent process of civil war, institutional reform, and economic modernization. This course examines the way the U.S. positioned itself in relation to its embattled southern neighbor. It is well known U.S. interests and policies determined Mexican developments during these years, how did Mexico's Revolution affect the course of American Empire?

CRES 27510 (LACS 27510)

## **Latino Politics**

**Alfredo Gonzalez**

**TR 1:30pm-2:50pm**

The study of Latinos in political science is persistently reduced to a homogenously imagined and ideologically salient political community. This analytical lens is immersed in scholarship that advances electoral politics as the most effective means for Latinos to gain access and inclusion to dominant institutions. However, differences among Latinos, on the one hand, and the rest of the country, on the other, have altered our social and political realities. New sets of issues facilitate the public and private practices of racialization and xenophobia towards Latinos; which then challenge traditional conceptions of American citizenship, membership, rights and responsibilities. How can we reconcile issues of deep diversity when the current form

of American electoral democracy fails to provide a mode of socially and politically incorporating Latinos? This course will examine the role of Latino communities in shaping state and national politics in the United States. After we review their contemporary modes of political organization we will examine the political history and political organizational strategies of Latinos; analyze public policy issues surrounding citizenship and membership; evaluate the successes and failures of Latino empowerment strategies; and critique the electoral impact of Latino votes. Through this careful examination of Latinos in U.S. politics, we will develop a richer understanding of contemporary U.S. politics and will be able to develop some hypotheses about its trajectory in the 21st Century.

SPAN 27510 (LACS 27511)

## **Literatura y Música en el Gran Caribe Hispanohablante**

**Agnes Lugo-Ortiz**

**TR 3:00-4:20 PM**

Uno de los aspectos más notables de las culturas del Caribe hispanohablante, tanto insular como continental, a todo lo largo del siglo XX, y hasta el presente, ha sido el diálogo sostenido entre la textualidad literaria y la música. Trama y melodía, palabra y ritmo se han buscado obsesivamente con la intención aparente de danzar. Sin embargo, las formas y registros resultantes de esa búsqueda han sido múltiples y no siempre armónicos. En este curso nos interesa trazar las distintas maneras en que la literatura ha invocado la inefabilidad aural de lo musical y reflexionar sobre sus posibles sentidos. Desde la forma del son en la poesía afroantillana, pasando por la estructura de las variaciones y fugas barrocas en la obra de Alejo Carpentier, hasta la incesante invocación al bolero y a la salsa en la narrativa más reciente, la escritura literaria en el Caribe más que decir parecería querer sonar y cantar. ¿Qué da cuenta de ello? ¿Cómo entender su particularidad? ¿Qué efectos produce? En el curso haremos una introducción básica al repertorio de formas musicales activados por ese decir literario, en ambos sus dimensiones estéticas e históricas, y examinaremos los sentidos de su apropiación y transformación por el hecho textual. Entre las posibles obras a estudiar se encuentran "Elogio de la plena " de Tomás Blanco, "El acoso" y Concierto barroco de Alejo Carpentier, La guaracha del Macho Camacho de Luis Rafael Sánchez, ¡Qué viva la música! de Andrés Caicedo, Maldito amor de Rosario Ferré, El entierro de Cortijo de Edgardo Rodríguez Juliá, Sólo cenizas hallarás de Pedro Vergés y Sabor a mí de Pedro Juan Gutiérrez, entre otras.

PLSC 28710 (LACS 28710, LLSO 28710)

## **Democracy and the Politics of Wealth Redistribution**

**Michael Albertus**

**MW 1:30pm-2:50pm**

How do political institutions affect the redistribution of wealth among members of a society? In most democracies, the distribution of wealth among citizens is unequal but the right to vote is universal. Why then have so many newly democratic states transitioned under conditions of high inequality yet failed to redistribute? This course explores this puzzle by analyzing the mechanisms through which individual and group preferences can be translated into pro-poor policies, and the role elites play in influencing a government's capacity or incentives to redistribute wealth. Topics include economic inequality and the demand for redistribution, the difference in redistribution between democracy and dictatorship, the role of globalization in policymaking, and the effects of redistribution on political stability and change.

HIST 29666

## **History Colloquium: Political and Cultural History of Mexico, 1850-1950**

Mauricio Tenorio

TR 1:30pm-2:50pm

This course is not a survey of Mexican history but a discussion of the recent contributions to the cultural and political historiography of modern Mexico. It will blend lectures and discussion of such topics as the new meanings of citizenship, peace, war, national culture, violence, avant-garde art, and cinema.

NOTE: 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/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: Latin American Studies**

ARR.

Independent BA thesis course

PQ: Consent of undergraduate adviser required

# **UNDERGRADUATE/GRADUATE COURSES**

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

## **Introduction to Latin American Civilizations III**

Brodwyn Fischer

MWF 1:30-2:20

This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.

ARTH 21205/31205 (LACS 21205/31205)

## **From the Non-Object to the End of Art: The South American 1960s**

Megan Sullivan

W 1:30pm-4:20pm

Beginning with the 1959 publication of the “Neo-Concrete Manifesto” in Rio de Janeiro, this course traces the radical transformations of art objects and artistic practices in South America (especially Brazil and Argentina) over the course of the 1960s. Through the study of both works of art and the writings of artists and critics, we will investigate new definitions of the art object, revolts against existing institutions of art, and the emergence of performance, media, and conceptual art. These developments will be read against social and political changes in the region, including the impasse of mid-

century modernization efforts and the rise of repressive dictatorships. We will make extensive use of the Hélio Oiticica exhibition and related programming at the Art Institute during the quarter.

CMST 21806/31806 (LACS 21806/31806)

## **The New Latin American Cinema and Its Afterlife**

**Salome Svirsky**

**Screening Th 3:30pm-6:30pm; Seminar F 1:30pm-4:20pm**

This course will introduce students to Latin American film studies through an assessment of its most critically celebrated period of radical filmmaking. The New Latin American Cinema (NLAC) of the late 1950s-70s generated unprecedented international enthusiasm for Latin American film production. The filmmakers of this loosely designated movement were defining themselves in relation to global realist film traditions like Italian Neorealism and Griersonian documentary, in relation to-- mostly failed-- experiments in building Hollywood-style national film industries, and in relation to regional discourses of underdevelopment and mestizaje. Since the late 1990s, a reassessment of the legacy of the NLAC has been taking shape as scholars have begun to interrogate its canonical status in the face of a changed political climate. In the sphere of filmmaking, contemporary Latin American new wave cinemas are also grappling with that legacy--sometimes disavowing it, sometimes appropriating it. We will situate the NLAC in its historical context, survey its formal achievements and political aspirations, assess its legacy, and take stock of the ways and the reasons that it haunts contemporary production.

ARTH 24350/34350 (LACS 24350/34350)

## **Art and Colonialism**

**Cécile Fromont**

**TR 3:00-4:20**

This course investigates the role of colonialism in the shaping of European discourses about non-Western peoples and their visual and material culture from the early modern period to the present. It is organized around three themes: colonization and the birth of the museum, the role of art in the colonial project, and world art in the post-colonial era.

LING 24960/34960 (LACS 24960/34960)

## **Creole Genesis and Genetic Linguistics**

**Salikoko Mufwene**

**MW 1:30-2:50**

PQ: LING 21300/31300 (Historical Linguistics), LING 26310/36310 (Contact Linguistics), or consent of the instructor. In this seminar course we will review the "creole exceptionalism" tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria

used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).

ENGL 25011/36183 (LACS 26183/36183)

## **Migration, Refugees, Races**

**Edgar Garcia**

**MW3:00pm-4:20pm**

This MA/BA-level course introduces students to globalization theory, with particular attention to readings that showcase the displacements and migrations that characterize the era of advanced global capitalism. Fleeing economic, social, and climatological collapse, migrants hardly find a second home; they become refugees without refuge. The limits on their flourishing extend far beyond the national borders that they cross in search of livable life. Wherever they go, they are discriminated and psychologically segregated by discourses of race nationalism, discourses in which migrations give rise to races. This course will focus on this process of migrant racialization—all the more pressing in light of current world events—with a curriculum that includes works by Weber, Simmel, Smohalla, Benedict Anderson, Anzaldúa, Appadurai, Brathwaite, Walter Benjamin, Celan, Derrida, Eggers, Ghosh, Le Guin, Glissant, Vine Deloria Jr., Woody Guthrie, Mbembe, Haraway, Tsing, Giddens, Negri and Hardt, Jason Moore, Bhabha, August Wilson, Sterling Brown, Big Bill Broonzy, Jacob Lawrence, Miguel Méndez, Mary Louise Pratt, Momaday, Silko, Canclini, Karen Tei Yamashita, Heise, Gikandi, Schmidt-Camacho, Fields and Fields, Bonilla-Silva, and Massey, in addition to film screenings and field exercises.

LACS 25109/35109 (PLSC 25002)

## **Clientelism and Elections in Latin America**

**Joy Langston (Tinker Visiting Professor)**

**TR 12:00pm-1:20pm**

After the Third Wave of democracy, many believed clientelism would naturally disappear as citizens in developing nations became wealthier and less tempted by the exchange of government goods and services in return for votes. In Latin America, however, even as almost all nations have democratized and economies have grown, clientelism continues to play an important role in mobilizing voters. This course will use several nations in Latin America, including Mexico, Argentina, and Peru to illustrate why clientelism has survived; how both politicians and parties use it; and some of its consequences for politics, especially representation. This course will use both classic readings as well as more modern scholarly work. By studying clientelism in Latin America, one is able to understand politics in developing nations in a more profound way.

CMST 25519/35519 (LACS 25519/35519)

## **Global Melodrama**

**Salome Skvirsky**

**Screening M 7:00pm-10:00pm; Seminar W 1:30pm-4:20pm**

This course is a comparative examination of film melodrama in Latin America and in the United States—two regions where the melodrama represents a dominant mode of filmmaking. Topics will include debates about melodrama as mode versus genre; the racial melodrama; melodrama and documentary form; melodrama and historical narrative; melodrama and utopian politics.

HIST 26219/36219 (LACS 26219/36219)

## **Colonial Latin American History**

**Ramon Gutierrez**

**TR 9:00am-10:20am**

This course studies the indigenous, Iberian, and African interactions that forged Spain's colonial empire in the Americas from the 1492 voyage of Christopher Columbus to the movements of independence at the beginning of the nineteenth century. We will explore the social, political, and economic organization of indigenous societies in the Americas, the impact of the Spanish conquest on these, focusing on the transformations wrought by Christianization and hispanicization, particularly as manifested in the labor, racial, and sex/gender regimes that developed in the colony. The course ends with an analysis of the place of Mexico and Peru in Spain's immense global empire, the empire's over-extension, its fault lines, and the series of European and American events that led to the formation of independent republics in the years after 1808.

LACS 26223/36223

## **Advanced Seminar on Haitian Kreyol Language 3**

**William Balan-Gaubert**

**Arranged**

This three-course advanced-level sequence helps students develop their skills in understanding, summarizing, and producing written and spoken arguments in Haitian Kreyol through readings and debates on various issues of relevance in Haitian society. In addition to reading, analyzing, and commenting on advanced texts (both literary and nonliterary), students practice and extend their writing skills.

Note: Students should not enroll in this course without having previously taken the Intermediate Haitian Kreyol sequence.

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

## **Music and Globalization in Modern Latin America**

**Pablo Palomino**

**TR 10:30am-11:50am**

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.

HIST 26509/36509 (LACS 26509/36509)

## **Law and Citizenship in Latin America**

**Brodwyn Fischer**

**TR 3:00pm-4:20pm**

This course will examine law and citizenship in Latin America, from the nineteenth to twenty-first centuries. We will explore the development of Latin American legal systems in both theory and practice, examine the ways in which the operation of these systems has shaped the nature of citizenship in the region, discuss the relationship between legal and other inequalities, and analyze how legal documents and practices have been studied by scholars in order to gain insight into questions of culture,

nationalism, violence, inequality, gender, and race. Students should have some background in either Latin American studies or legal history.

SPAN 29222/39222 (LACS 29200/39200)

## **Literatura mexicana del siglo XIX**

**Laura Gandolfi**

**M 3:00pm-5:50pm**

This course examines multiple forms of Mexican literary and cultural production from the nineteenth century through the early twentieth century. Drawing from essays, poetry, fiction, travel narratives, photographs and illustrated magazines, the course focuses on key periods of social and artistic upheavals. We will start by examining the relationship between fiction writing and the nation-building process, as well as the link between the construction of a national “Mexican identity” and foreign travel narratives. We will then move to the second half of the century, exploring authors pertaining to the mayor literary movements of the period (in particular, romantic and realist novels), and we will analyze the textual and visual rhetoric associated with the costumbrista genre. We will conclude with modernista poetry, chronicles and short story. Readings in literary criticism and theory will engage with primary texts in the course as well.

## **GRADUATE COURSES**

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SPAN 32810 (LACS 32810)

### **Traducción y piratería en el mundo colonial**

**Larissa Brewer-Garcia**

**T 1:30-4:20 PM**

Translation and piracy can both involve the strategic appropriation of language, knowledge, or property. This course analyzes the relationship between translation and piracy in the creation of foundational works of colonial Latin American literature. As students read texts about colonial encounters, conquests, piracy, and conversion, they will become familiar with early histories of translation in Latin America and a variety of early modern, modern, and post-colonial translation theories.

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 required.

CDIN 40301 (LACS 40301, KNOW 40301, CLAS 44916, ARTH 40310, HIST 64202, HREL 40301, ANCM 44916)

## **The Discovery of Paganism**

**Clifford Ando & Claudia Brittenham**

**W 1:30pm-4:20pm**

How do we know what we know about ancient religions? Historians of religion often begin by turning to texts: either sacred texts, or, in the absence of such scriptures, descriptions of belief and practice by observers from outside the faith. Archaeologists focus their attention on the spaces and traces of religious practice—or at least those that survive—while art historians begin by examining images of deities and religious rites. Yet we often fail to see the extent to which the questions which we ask of all of these diverse sources are conditioned by Christian rhetoric about pagan worship. In this course, we compare two moments when Christians encountered "pagans": during the initial Christian construction of a discourse on paganism (and, more broadly, a discourse on religion) during the late Roman empire and during the Spanish discovery of the New World. Our course examines silences and absences in the textual and material records, as well as the divergences between texts and objects, in order to further our understanding of ancient religious practice. We will begin to see the many ways in which, as scholars of religion, we are in effect still Christian theologians, paving the way for new approaches to the study of ancient religion.

PLSC 41101 (LACS 48710)

## **The Politics of Wealth Redistribution**

**Michael Albertus**

**M 3:00pm-5:50pm**

How do political institutions affect the structure and scope of wealth redistribution initiatives? This graduate seminar will introduce students to the scholarly literature on redistribution, focusing primarily on recent work. We will study the causes and consequences of redistribution, focusing both on the institutions that shape incentives for governments to implement redistribution, as well as the mechanisms, actors, and international conditions that can erode government incentives or capabilities to redistribute. The emphasis of the course will be twofold: rigorously examining the inferences we can draw from existing work, and designing research that can contribute to a better understanding of the fundamental questions regarding redistributive policies. (C)

PLSC 41203 (LACS 41203)

## **Political Regimes and Transitions**

**Michael Albertus**

**T 12:00pm-2:50pm**

Despite a shift toward democracy in much of the world, many states have remained solidly autocratic while others are plagued by political instability. This graduate seminar will introduce students to fundamental questions in the study of political regimes: What distinguishes democracy from dictatorship? How does the functioning of democratic institutions affect democratic survival? Why are some dictatorships more stable than others, and what role do institutions such as legislatures, parties, and elections play in their stability? What political and economic factors explain regime transitions, and why do transitions tend to cluster both spatially and temporally? The course will examine how these questions are addressed in current scholarship, with an emphasis on enabling students to design research projects that contribute to our understanding of how political regimes function, persist, and change. (C)

LACS 47813

**Advanced Seminar in Mesoamerican Linguistics**

John Lucy

**ARR.**

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