



LATIN AMERICAN STUDIES COURSES

SPRING 2018

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

SPAN 22003 (LACS 22003)

Introducción a las literaturas hispánicas: textos hispanoamericanos del modernismo al presente

Laura Gandolfi

TR 3:00-4:20

This course offers an introduction to modern Spanish American literature, from the late nineteenth century through the present moment. Drawing from essays, fiction, poetry, and film, the course focuses on the complex relations between literary production, aesthetics, and sociopolitical transformations. Among other topics, we will discuss how to approach literary texts and how to interpret them. How does literature signify? How does it work? What does it say about history, politics, and society in Spanish America? How do literary fictions relate to other cultural forms such as photography and film?

SPAN 24420 (LACS 24420)

Unsettling Encounters: Colonial Latin America in Film

Larissa Brewer-García

TR 10:30-11:50

This course explores a selection of foundational texts of Latin American literature in conversation with films about colonial Latin America by American and European directors. We will engage questions of how, when, and why images remember historical moments, and will consider the possibilities and limitations of using film to represent history. Students will learn and practice techniques of textual analysis and film criticism while discussing themes such as visual literacy, cultural imperialism, and economic colonialism.

PQ: SPAN 20300

HIST 26158 (LACS 26128)

How to Build a Global Empire

Stuart McManus

Empire is arguably the oldest, most durable and most diffused form of governance in human history that reached its zenith with the global empires of Spain, Portugal and Britain. But how do you build a global empire? What political, social, economic and cultural factors contribute to their formation and longevity? What effect do they have on the colonizer and the colonized? What is the difference between a state, an empire and a “global” empire? We will consider these questions and more in case studies that will treat the global empires of Rome, Portugal and Britain, concluding with a discussion of the modern resonances of this first “Age of Empires.” The course will include classes taught in the Regenstein Rare Books Collection and the Smart Museum.

LACS 26621

Linguistic Minorities and Language Rights in Latin America

Adam Singerman

This course will examine the ongoing struggle to maintain, preserve, and revitalize the native languages of Latin America. Our focus will be on the ways in which that struggle can be better understood as part of a wider initiative, grounded in human rights, to promote indigenous cultural traditions that have been marginalized since the arrival of European colonizers five centuries ago. The course will begin with an introductory unit that explores (in a non-technical manner) the past and present linguistic diversity of Latin America. How many languages are native to the continent? How are these languages related to one another historically? We will examine these questions in a way that bears directly on present-day human rights issues. First: how can the linguistic data connect current populations to ancient civilizations, such as the Aztecs or Inka? Such connections influence how those populations are perceived by national societies today and can shape their political recognition and legal protection. Second: what can linguistic data tell us about the humans who first crossed the Bering Strait and then peopled the ‘New World’? This issue is especially important given that the uncertain time depth of native peoples’ presence in the Americas is often used to delegitimize indigenous claims to territory and protected status.

In the second part of the course, we (briefly) examine the interrelated phenomena of language shift, language endangerment, and language death. What forces – cultural, economic, political, historical – lead communities and individuals to shift away from the language they grew up speaking or traditionally spoke? What kinds of intervention are possible to arrest language shift and to restore threatened or dying languages to vitality? What are the roles for community members, knowledgeable elders, and outside researchers in such interventions? We will ask how communities can balance the desire to achieve access to broader services – usually available in a national language only – with the wish to maintain some degree of their cultural and linguistic heritage. The third part of the course will examine language maintenance, revitalization, and preservation in Latin America from the perspective of human rights. We begin with the observation that the Universal Declaration of Human Rights, passed by the United Nations General Assembly in December of 1948, does not protect one’s right to use the language of his or her own choosing. Given this fact, how do contemporary efforts to maintain and revitalize native Latin American languages fit into broader understandings of human rights? How does language relate to issues of cultural patrimony and individual identity in the modern nation state? What official status do native Latin American languages enjoy, and how is that status realized (if at all) on the ground? The fourth part of the course will be the most substantial and will consist of several case studies. We will examine efforts by various linguistic minorities in Latin America to implement native language education, develop standardized orthographies and literacies, and achieve official governmental recognition. To what extent have these efforts been successful, and where have they run into the greatest difficulties? We will focus our attention on the modern Maya of Guatemala and the Aymara- and Quechua-speaking peoples of the Andes, as well as smaller ethnolinguistic groups. For each of these populations, the struggle to protect native traditions – including but not limited to language – enters into conflict with broader goals of national development.

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

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.

LACS 22503/32503

Elementary Haitian Kreyol 2

William Balan-Gaubert

MW 2:30-3:50

This 3 course sequence will provide students with an in-depth study of the Haitian Kreyol language in its modern context, with emphasis on developing students' proficiency in speaking and writing, and in listening and reading comprehension. The course will also provide necessary cultural and historical context.

ARTH 25106/35106 (LACS 24106/34106)

Art & Urbanism at Teotihuacan

Claudia Brittenham

This course will take stock of our understanding of Mesoamerica's first great city. How did Teotihuacan's unprecedented urban form, and the art created within it, structure a sense of collective identity for the city's multiethnic population? How did the city change over time, and how did it engage with its Mesoamerican neighbors? Recent discoveries from the Pyramid of the Feathered Serpent and the Temple of the Sun will play an important role in our investigations.

LACS 25114/35114 (MUSI 23718/33718)

Research and Performance: Latin American Baroque Music

Miriam Escudero

MW 1:20-2:50

This course will examine the musical document as a source of musicological studies and its relationship to performance. We will look at various types of documents and assess specific problems of each age and geographical area. Topics include: major reservoirs of music documents in Latin America; the early music ensemble, *Ars Longa*, and the rescue of opera

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ominia; recording and performing Cuban and Latin American music in a historically informed way; the Sacred Music Collection from eighteenth century Cuba. There is a performance component to this class. Students are encouraged to have some background in music or Latin American history prior to entering the course.

PQ: Recommended background of MUSI 153 or MUSI 272 OR SPAN 203 plus a course in Latin American history or literature.

LACS 25116/35116 (ANTH 23061/33061)

The Maroon Societies in South America

Olivia Gomes da Cunha

This course will examine recent ethnographies on slave descendants societies in South America. Its main purpose is to explore current anthropological studies of the Maroon experience, focusing on new approaches on the relations of these communities with Amerindian, peasants, and other neighboring populations, as well as their dialogues with other non-human beings who inhabit their existential territories.

HIST 26220/36220 (LACS 26220/36220)

Brazil: Another American History

Brodwyn Fischer

TR 2:00-3:20

Brazil is in many ways a mirror image of the United States: an almost continental democracy, rich in natural resources, populated by the descendants of three continents, shaped by colonialism, slavery, and sui generis liberal capitalism. Why, then, has Brazil's historical path been so distinct? To explore this question, this course will focus on the history of economic development, race, citizenship, urbanization, the environment, and popular culture.

SPAN 27620/37620 (LACS 27620/37620)

Mexico's Post-Revolutionary Cultural Renaissance

Laura Gandolfi

This seminar will explore literary and artistic production in post-Revolutionary Mexico, with special attention to new technologies of communication (such as radio, photography, and film) and their impact on literature and art. Moving from the formative moment of the Mexican Revolution, with the novela de la revolución and the muralist movement, to the 1920s and 1930s avant garde, we will examine the ways in which media, politics, class, race and gender have informed the production of art in Mexico during the first half of the twentieth century. Primary texts will include works by Salvador Novo, Manuel Maples Arce, José Vasconcelos, Nellie Campobello, Tina Modotti, Manuel Alvarez Bravo, Diego Rivera, David Alfaro Siqueiros.

HIST 29905/39905 (LACS 29905/39905)

History of the Magalopolis in the Americas

Mauricio Tenorio

The megalopolis comprises a unique phenomenon where social conflicts, such as violence and inequality, and ecological devastation occur simultaneously with social mobility and economic, cultural, and political opportunities. And all occur at exponential rates. What historical factors made such monsters possible in the Americas? What do they tell us about larger urban, social, and cultural assumptions about history? The course will explore these questions, focused on such cities as Mexico City, Rio de Janeiro, São Paulo, Buenos Aires, New York City, Los Angeles, and Chicago.

GRADUATE COURSES

SPAN 38800 (LACS 38802)

Problemas críticos y teóricos en el estudio de las culturas ibéricas y latinoamericanas

Miguel Martínez

En este seminario abordaremos algunas de las problemáticas clave que han estructurado el campo de los estudios literarios hispánicos/ibéricos y latinoamericanos en las pasadas décadas.

SPAN 38810 (LACS 38810)

Empire, Slavery, Salvation: Writing Diff. in Colonial Americas

Larissa Brewer-García

M 1:30-4:20

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.

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.