

# Latin American Studies

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## Program of Study

Students who major in Latin American Studies gain a thorough grounding in selected aspects of Latin American history, politics, economics, or related subjects; knowledge of one or more of the social sciences as they deal with Latin American materials; and competence in Spanish or Portuguese as a tool for further work. The BA program in Latin American Studies can provide an appropriate background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate studies in one of the social sciences disciplines. Students who are more interested in the languages and/or literatures of Latin America may wish to consider the major in Romance Languages and Literatures. Students in other fields of study may also complete a minor in Latin American Studies. Information follows the description of the major.

**Application to the Program.** Students who plan to apply for the major in Latin American Studies should follow the guidelines below. An informational meeting is held each spring to describe the program and its requirements, as well as to explain and facilitate the application process.

(1) As early as possible in their studies and in consultation with their College adviser and the Student Affairs Administrator, students should prepare a preliminary plan of study that would meet program requirements.

(2) In the Autumn Quarter of their fourth year, students should choose a suitable faculty adviser to supervise the development of their BA essay project.

(3) Students must then submit an application with a Third-Year Statement to the program adviser for approval. This statement is a brief proposal for their BA essay that identifies their research topic and includes a list of proposed summer readings that are relevant to the BA essay project. The deadline for submission of the Third-Year Statement is Monday of ninth week of Spring Quarter. NOTE: Students who plan to study abroad during Spring Quarter of their third year should meet with the Student Affairs Administrator before leaving campus.

## Program Requirements

Students who are majoring in Latin American Studies must complete the general education requirement in civilization studies with Latin American Civilization

(LACS 16100-16200-16300) or Latin American Civilization in Oaxaca (SOSC 24302-24402-24502). Either of these sequences provides an excellent introduction to the program. To meet the language requirement for the major, these students must also complete three courses in second-year Spanish or Portuguese; eligible students may petition for credit. To meet requirements for the specialization in Latin American Studies, students must also take five courses that focus on Latin America or the Caribbean (at least four of the five must be in the social sciences) and two additional courses that cover any social science topic. All students who are majoring in Latin American Studies are required to participate in the BA Colloquium and to submit a BA essay.

As early as possible in their studies, students should obtain a worksheet from the Student Affairs Administrator that will assist them with selecting the five required courses. For a list of approved courses, visit the LACS website or consult with the Student Affairs Administrator.

Depending on whether the student counts two or three Latin American civilization courses toward the general education requirement, the major requires either eleven or twelve courses. Students who use all three quarters of a Latin American civilization sequence to meet the general education requirement will complete an eleven-course major. Students who fulfill the general education requirement with two quarters of the sequence will count the third quarter of the sequence toward the major, for a total of twelve courses in the major.

Students participating in a study abroad program may petition to have courses accepted in partial fulfillment of requirements for the major.

**BA Essay.** All students who are majoring in Latin American Studies are required to write a BA essay under the supervision of a faculty member. The BA essay is due Friday of seventh week of Spring Quarter of the year of graduation. Registration for a BA essay preparation course (LACS 29900) is optional. Students who do register for LACS 29900 may count this course as one of the five they must take dealing with Latin America. The grade students will receive for this course depends on the successful completion of the BA essay.

This program may accept a BA essay project used to satisfy the same requirement in another major if certain conditions are met and with the consent of both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

**BA Colloquium.** The BA Colloquium in Latin American Studies (LACS 29801) is a yearlong course led by the preceptor and BA adviser. Fourth-year students are required to participate in all three quarters, although they register only once in Autumn Quarter. The colloquium 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 Spring Quarter.

Summary of Requirements

<i>General Education</i>	LACS 16100-16200 or SOSC 24302-24402	
<i>Major</i>	0–1	LACS 16300 or SOSC 24502 (if not taken to meet the general education requirement)
	3	SPAN 20100-20200-20300* or PORT 20100-20200-21500*
	5	courses dealing with Latin America (four in the social sciences)
	2	courses in the social sciences**
	1	LACS 29801 (BA Colloquium)
	–	BA essay
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\* Or credit for the equivalent as determined by petition.

\*\* These courses must be chosen in consultation with the student affairs administrator.

**Grading.** Each of the required courses for the Latin American Studies major must be taken for a quality grade.

**Honors.** Students who have done exceptionally well in their course work and on their BA essay are considered for honors. Candidates must have a GPA of 3.0 or higher overall and 3.25 or higher in the major.

Minor Program in Latin American Studies

The minor program in Latin American Studies provides students majoring in other disciplines the opportunity to become familiar with Latin American social, cultural, economic, and political history, and a major language(s) of the region. It can provide an appropriate cultural background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate studies in one of the social sciences. The course of study is designed to be flexible so as to serve students in the humanities, social sciences, biological sciences, and physical sciences. The minor, which can be completed in one year, requires five to six courses, depending on how the student meets the general education requirement in civilization studies.

No courses in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. They must be taken for quality grades and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students must complete the general education requirement in civilization studies with Latin American Civilization (LACS 16100-16200-16300) or Latin American Civilization in Oaxaca (SOSC 24302-24402-24502). Students who use all three quarters of a Latin American civilization sequence to meet the general education requirement will complete a five-course minor. Students who meet the general education requirement with two quarters of the civilization sequence will count the third quarter of the sequence toward the minor, for a six-course minor.

The minor requires two courses in Spanish or Portuguese at the level of the second year or beyond. Credit may be granted by petition for one of these courses. The minor also requires three Latin American content courses.

Students must submit a research paper treating a Latin American topic for one of their Latin American content courses. The research paper is of intermediate length (ten to fifteen pages) in a course with Latin American content. Each student is responsible for making appropriate arrangements with the faculty member. Completion of the course research paper must be demonstrated to the program adviser in Latin American Studies.

Students who elect the minor program should meet with the program adviser in Latin American Studies before the end of Spring Quarter of their third year to declare their intention to complete the program. The program adviser's approval for the minor must be submitted to the student's College adviser, on a form obtained from the College adviser, no later than the end of the student's third year.

Requirements follow for the minor program:

0–1	LACS 16300 or SOSC 24502 (if not taken to meet the general education requirement)
2	SPAN 20100-20200* or PORT 20100-20200*
<u>3</u>	courses dealing with Latin America
5–6	

\* *Eligible students may petition for partial credit (for only one language course).*

## Faculty

F. Alvarez, F. de Armas, K. Austin, D. Borges, T. Bruguera, R. Coronado, R. de Costa, S. Dawdy, P. Friedrich, K. Fikes, R. Gutiérrez, S. Gzesh, J. Heckman, T. Holt, D. Hopkins, M. Huanca, F. Katz, R. Kendrick, A. Kolata, E. Kourí, A. M. Lima, H. Lopes, M. C. Lozada, J. Lucy, A. Lugo-Ortiz, A. C. Melo, A. Menendez, S. Palmié, M. Rangel, M. Santana, J. Saville, P. Sereno, R. Shoaps, A. Simpser, L. Sjaastad, R. Smith, M. Tenorio, R. Townsend, D. Tracy, M.-R. Trouillot.

## Courses: Latin American Studies (LACS)

*Each quarter the LACS faculty selects courses that meet requirements for the major. For the most recent list, visit [clas.uchicago.edu/courses.shtml](http://clas.uchicago.edu/courses.shtml).*

**16100-16200-16300/34600-34700-34800. Introduction to Latin American Civilization I, II, III.** (=ANTH 23101-23102-23103, CRES 16101-16102-16103, HIST 16101-16102-16103/36101-36102-36103, SOSC 26100-26200-26300) *Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.* This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands). 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. 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. Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region. *This sequence is offered every year. Autumn, Winter, Spring.*

**16500. History of Brazil.** (=HIST 16500) This course surveys the history of Brazil from 1500 to 2002, with an emphasis on the twentieth century. We raise questions concerning slavery and forms of freedom, the consequences of rapid industrialization and urbanization, meanings of popular culture, and the implications of religious diversity and change. *D. Borges. Spring.*

**20100/40305. The Inka and Aztec States.** (=ANTH 20100/40100) This course is an intensive examination of the origins, structure, and meaning of two native states of the ancient Americas: the Inka and the Aztec. Lectures are framed around an examination of theories of state genesis, function, and transformation, with special reference to the economic, institutional, and symbolic bases of indigenous state development. This course is broadly comparative in perspective and considers the structural significance of institutional features that are either common to or unique expressions of these two Native American states. *A. Kolata. Winter.*

**20400/30401. Intensive Study of a Culture: Lowland Maya History and Ethnography** (=ANTH 21230/30705, CHDV 20400/30401) This seminar surveys patterns of cultural continuity and discontinuity in the Lowland Maya area of southeastern Mexico at the time of Spanish contact until the present. The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed

(e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered. *J. Lucy. Autumn.*

**21254. Intensive Study of a Culture: Pirates.** (=ANTH 21254) Many questions regarding pirates, smugglers, and privateers go to the heart of major anthropological problems (e.g., the nature of informal economies, the relationship between criminality and the state, transnationalism, the evolution of capitalism, intellectual property and globalization, political revolutions, counter-culture, and the cultural role of heroic [or anti-heroic] narratives). Each week we tackle one of these topics, pairing a classic anthropological work with specific examples from the historical, archaeological, and/or ethnographic literature. We compare pirate practices in the early modern Caribbean to examples spanning from ancient ship raiders in the Mediterranean to contemporary software “piracy.” *S. Dawdy. Spring.*

**21800/31800. Introduction to Latin American Cultural Theory.** (=PORT 21800/31800) Students in this course discuss how Brazilian and Spanish American critics theorize about cultural production in Latin America. We read Angel Rama and Antonio Candido, Antonio Cornejo-Polar and Silviano Santiago, Roberto Gonzales-Echevarría and Luiz Costa Lima, Roberto Fernandes Retamar and Roberto Schwarz. *A. Melo. Spring.*

**21903. Introducción a las Literaturas Hispánicas: Textos Hispanoamericanos desde la Colonia a la Independencia.** (=SPAN 21903) *PQ: SPAN 20300 or consent of instructor.* 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. *A. Lugo-Ortiz. Autumn.*

**22205/31700. Slavery and Unfree Labor.** (=ANTH 22205/31700) This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the “modern world,” and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice. *S. Palmié. Not offered 2010–11; will be offered 2011–12.*

**22815. U.S. Latino Literary and Intellectual History: From Subject to Citizen.** (=CRES 22815, ENGL 22814, GNDR 22802) *Reading knowledge of Spanish and French helpful.* How does one go from being a subject of the king

to becoming a citizen? From where does one acquire the language to think of equality? In the late eighteenth century, many revolutionary Spaniards and Spanish Americans travelled throughout the Atlantic world seeking to make the philosophy of equality a reality and gain independence of the Spanish colonies. They travelled to and from Europe and Spanish America; and on to New Orleans, Charleston, Washington DC, Philadelphia, and New York. Through their voyages, these individuals would bring this new political language of rights to the places they visited, imbibing of this political philosophy by reading and through conversations and discussions. They produced, as well, a plethora of publications and writings that circulated throughout the Atlantic world. Through lecture and discussion, students in this interdisciplinary course learn of these individuals, their circuits of travel, and their desire to create a modern world. Our focus is on the communities, individuals, and texts that were published and circulated in what is today the United States. We begin with the late eighteenth century and work our way through the nineteenth century. Classes conducted in English; most texts in English. *R. Coronado. Autumn.*

**23200/33200. Trends in Brazilian Fiction.** (=PORT 23200/33200) This course consists of readings and discussion of some Brazilian novels, as it tries to understand the main trends in Brazilian literature in light of the nineteenth-century tradition and the tradition of modernism. It discusses the legacy of Machado de Assis and the “cultural anthropophagy” metaphor of modernism. It concludes with the discussion of works by some Brazilian contemporary novelists, including Manuel Antonio de Almeida, José de Alencar, Joaquim Maria Machado de Assis, Lima Barreto, Graciliano Ramos, and Clarice Lispector, as well as João Gilberto Noll, Cristóvão Tezza, Adriana Lisboa, and João Almino. Students are able to choose specific themes and novels for class presentation and discussion, and are evaluated on the basis of their class presentation and of a final, short essay written in class. *J. Almino de Souza. Autumn.*

**24000/34000. Intérpretes do Brasil.** (=PORT 24000/34000) Nessa aula, iremos estudar os grandes intérpretes da cultura brasileira dos anos 20 e 30. Leremos obras como *Retrato do Brasil* (1928) de Paulo Prado, *Casa-Grande & Senzala* (1933) de Gilberto Freyre, *Raízes do Brasil* (1936) de Sérgio Buarque de Holanda e *Formação do Brasil Contemporâneo* (1942) de Caio Prado Junior. *A. Melo. Spring.*

**24501/34501. Human Rights in Mexico.** (=HIST 29408/39408, HMRT 24501/34501, LAWS 62411) *PQ: Reading knowledge of Spanish and one prior course on Latin American history or culture.* This course examines human rights in Mexico in the contemporary period. We begin with an exploration of the religious and secular sources of Mexican concepts of human rights. We also explore the contemporary human rights movement through civil society responses to the 1968 massacre of students at Tlatelolco and the 1985 Mexico City earthquake. The second half of the course focuses on contemporary case studies, which may include labor rights, the rights of women and indigenous people, and issues of accountability and impunity. Readings are largely drawn from Mexican sources. *S. Gzesh. Not offered 2010–2011; will be offered 2011–12.*



**25303/35303. Human Rights: Alien and Citizen.** (=HMRT 24701/34701, LAWS 62401) This course addresses how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the “alien” (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. If human rights are universal, human rights are not lost merely by crossing a border. We use an interdisciplinary approach to study concepts of citizenship and statelessness, as well as the human rights of refugees and migratory workers. *S. Gzesb. Winter.*

**25606/35606. Economic Policy and Political Economy in Mexico.** Taught by a Tinker Visiting Professor, this course focuses on the recent performance of the Mexican economy, the role of economic reforms (including issues such as NAFTA, privatization, and the achievement of macroeconomic stability), and the reasons underlying the relative stagnation of the Mexican economy in the past thirty years. This course includes a discussion of the political economy elements of this process. *G. Esquivel. Autumn.*

**26500/36500. History of Mexico, 1876 to the Present.** (=HIST 26500/36500) From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with an emphasis on the connections between economic developments, social justice, and political organization. Topics include *fin de siècle* modernization and the agrarian problem; 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. *M. Tenorio, E. Kouri. Not offered 2010–11; will be offered 2011–12.*

**26710/36710. Visuality in the Hispanic Avant-Garde.** (=ARTH 27910/37910, SPAN 26700/36700) This course studies the theoretical implications of the exchanges and correspondences between contemporary poetry, painting and cinema, and the influence of the visual arts in the configuration of the poetics of the Hispanic literary avant-garde, from cubism to the present. The objective is to establish the conditions of possibility of such relations and the methodological foundations and tools of interactistic research. Readings by Huidobro, Larrea, Alberti, Lorca, Dalí, Buñuel, Picasso, Miró, Paz, Pizarnik, Sarduy, Brossa, Gimferrer, Valente, and Ullán. *A. Monegal. Autumn.*

**27100/37100. Dystopia in Lusophone Literatures.** (=PORT 27100/37100) This course is a reading of novels that deal with the idea of dystopia in the Lusophone letters. We discuss how authors in the Portuguese-speaking world (e.g., Lobo Antunes, Joao Melo, Mía Couto, Pepetela, Joao Almino) fashion fictional worlds that underline the failures of utopian projects in their countries. *A. Melo. Winter.*

**27408/37408. Afro-Brazilian Religions.** *M. Goldman. Spring.*

**27900/47900. Intermediate Modern Spoken Yucatec Maya I, II, III.** (=CHDV 27900/47900) This course 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. *J. Lucy. Autumn, Winter, Spring.*

**28000/38000. U.S. Latinos: Origins and Histories.** (=CRES 28000, GNDR 28202, HIST 28000/38000) This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. We place particular emphasis on the formative historical experiences of Mexican-Americans and mainland Puerto Ricans, although we give some consideration 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 U.S. society. *R. Gutiérrez. Autumn.*

**28210/48210. Colonial Ecologies.** (=ANTH 28210/48210, ENST 28210) This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century. *M. Lycett. Spring.*

**29105. Spoons Full of Sugar: Economic, Political, and Social Repercussions of the Sugar Industry.** (=ENST 29105, HIST 17103, INST 29105) This course introduces the political economy of sugar from its evolution as a medicinal treatment for the elite to our daily morning coffee. Students follow sugar's spread around the world and dissect its relationship to slavery, colonialism, and the emerging global market. By the start of the Revolutionary era, sugar was a major world commodity, serving as the underpinning of empires, countries, and the slave trade. Throughout the nineteenth century, new forces emerged attempting to regulate, protect, or challenge its continued dominance as a sweetener and as a major force in the world economy. Students follow sugar through these changes and into the present-day world of cartels, state regulation, global trade agreements, and zero-calorie sweeteners. A central goal of this course is to expose

students to the study of a global industry and methods on which academics draw to interpret the industry's effects on the economic, social, and political systems in which it operates. This course requires that students think critically about sources and their interpretations. Students who engage thoroughly with course themes come away with a framework to think about the role of commodities in world history and its future. They are also challenged to gain effective communication and writing skills through discussion and essay assignments. *A. Hughes. Autumn.*

**29304/39304. Looking for History: Chronicles of Contemporary Latin America.** (=CRES 29303, ENGL 22907/42807, HIST 26205/36205, SPAN 29304/39304) This course focuses substantively on twentieth-century Latin American history, but also gives attention to the particular style of literary journalism or "chronicles" characteristic of the instructor's own writings. In other words, this course explores *how* chroniclers of contemporary Latin American history produce this particular genre. Texts give an overview of the contemporary history of Bolivia, Colombia, Cuba, El Salvador, Mexico, Nicaragua, and Venezuela, with a full course session devoted to chronicles of Che Guevara. All work in English. *A. Guillermprieto. Autumn.*

**29700. Reading and Research in Latin American Studies.** *PQ: Consent of faculty supervisor and program adviser. Students are required to submit the College Reading and Research Course Form. Typically taken for a quality grade. Autumn, Winter, Spring, Summer.*

**29801. BA Colloquium.** *Required of students who are majoring in Latin American Studies. Students must participate in all three quarters but register only in Autumn Quarter.* 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. *Register Autumn Quarter only; participation required Autumn, Winter, and Spring Quarters.*

**29900. Preparation of the BA Essay.** *PQ: Consent of faculty supervisor and program adviser. Students are required to submit the College Reading and Research Course Form. Typically taken for a quality grade. Summer, Autumn, Winter, Spring.*