

FALL 2007 LACS COURSES

Courses in LACS:

LACS 251: Introduction to Latino Studies

Instructor: Beatriz Badakian Gartler

This interdisciplinary class will explore the varied experiences of Latinas/os in the United States, past and present. Drawing from the disciplines of anthropology, history, literature, women's studies, media studies and ethnic studies, this class will examine the historical roots of Latina/o subgroups Chicana/o, Puerto Rican, Cuban and Central American. We will explore questions of immigration/transnationalism, family, gender, class, race, political economy, language and sexual identity in relation to public policy and Latina/os' struggles for place and power in American cities. While the course assumes a shared ethnic identity label of "Latina/o," its approach is fundamentally comparative in order to understand both the importance of group identity, and the histories that shape this identity, while simultaneously recognizing the multiplicity of U.S. Latina/o experiences.

LACS 351: Topics in Latino Studies

Instructor: Geraldine Franco

This course will focus on the study of Latino communities, also known as barrios, from a sociological perspective. We will explore the barrio as an economic, cultural, and political space and will discuss alternative views on the barrio as some Latino communities thrive in the face of structural obstacles. Lastly, we will also explore how structural conditions have had an impact on the development of Latino communities living in el Barrio.

Courses in Other Departments:

CLS 303: Literature and History: Narratives of Conquest.

Instructor: Darío Fernández-Morera

Understanding Latin America necessitates understanding the cultural encounter between Europeans and Amerindians. To a large extent, many of the modern Latin American nations result from this gigantic clash of civilizations. This class will examine this encounter through the reading of primary texts from both Amerindians and Spaniards related to the phenomenon of conquest. These primary readings will be supplemented with some secondary readings and with documentary and other ancillary materials. One desirable outcome of this class would be a better grasp of the historical context of the Spanish early colonization of Mesoamerica and South America. Another would be a possible answer to the question of what kind of role, if any, did the idea of political and personal liberty have in these historical events.

English 465: Narratives of the Haitian Revolution

Instructor: Paul Breslin

The Haitian Revolution (1791-1804) was, of the many slave revolts in the new world, the only one to succeed, bringing independence to Haiti in 1804. But because of Haiti's grim history ever since, it has figured in the Afro-New World imagination as both a heroic triumph and a tragedy of missed opportunities. But historians have written surprisingly little about it. The Haitian Revolution has been "silenced" (Michel-Rolph Trouillot) or "disavowed" (Sibyll Fischer). It may be seen as what Dominick LaCapra calls a "founding trauma"—an event both crucial to the formation of a collective identity and yet so shattering that it resists memory and narration, remaining accessible only in fragmentary or displaced forms. In this course, we will read textual representations of the Haitian Revolution by Caribbean authors Alejo Carpentier, Aimé Césaire, Marie Vieux Chauvet, Édouard Glissant, C. L. R. James, and Derek Walcott, produced during the span of 1936-1984. This was a time of widespread decolonization, in the Caribbean and elsewhere. The texts we shall read attempt to break through the silence and disavowal to claim the Revolution as a usable past, both an inspiration and a cautionary tale for emerging post-colonial societies.

Hist 368-1: Revolution in 20th Century Latin America: Mexico
Instructor: Brodwyn Fischer

This course charts the history of the Mexican Revolution, from its beginnings as independent Latin America's first epic revolution to its institutionalization and gradual dissolution. Though we will concentrate initially on the revolution's first and most violent phases, the ultimate aim is to understand the ways in which the revolution shaped Mexico's culture and history over the entire twentieth century. Topics examined will include: the revolution's roots in Porfirian Mexico; its immediate causes and trajectories; the struggle's impact on Mexico's economy and politics; the revolution's significance for Mexican culture and nationalism; Lázaro Cárdenas and agrarian reform; the rule of the PRI; the revolution and developmentalism; national and international migrations; popular disillusion and revolutionary authoritarianism; and neo-liberalism and the close of the revolutionary cycle.

Musicol 335: Music of Colonial Latin America
Drew Edward Davies

This course will study the traditions of notated music composed or performed in the viceroyalties of New Spain (México) and Perú from the sixteenth through eighteenth centuries. Among the topics considered will be 1) post-conquest chronicles of pre-conquest musical practices (e.g. Motolinía); 2) the uses of European 'Renaissance' music in the Christianization of native peoples (e.g. Náhuatl- and Quechua-language European style polyphony); 3) Spanish theatrical tropes and conventions transferred to church music (e.g. villancicos of Juan Gutiérrez de Padilla); 4) Italianization of musical style (e.g. music of Manuel de Sumaya); 5) the global 'galant' style of the mid-eighteenth century (e.g. Ignacio Jerusalem); 6) the relationships among musical genres and societal groups; 7) transatlantic cultural flow in both directions; 8) the dynamics of cathedral culture; 9) relationships between visual art and music; and 10) the relevance of periodic descriptors such as 'baroque' in New Spain and Perú. We will read primary sources

(both musical and textual), learn a large repertoire of virtually unknown music, and, if the composition of the class permits, perform some pieces in the final week of class. Understanding of either musical notation OR Spanish language will be helpful in this class. Non-music majors are welcome. Most of the course material is drawn directly from the instructor's own research in Latin America; a wonderful opportunity to explore a little known aspect of music history only in the process of being codified.

Poli Sci 353-0-20: Politics in Latin America
Instructor: Edward L. Gibson

This is an introductory course on the politics of Latin America. It provides a historical perspective on the broad patterns of political change in the region, and considers alternative explanations about the causes of authoritarianism, socioeconomic conflict, and democratization. We will also look at politics during the current period of democratic change and free market reform. The course will examine both general themes and the politics of specific countries. Countries to be studied include Mexico, Argentina, Brazil, Venezuela, and Chile.

Span 201-1: Reading & Speaking I
Instructor: Penny Nichols Fahey

Students in Spanish 201-1 explore the theme of Human Rights in the Southern Cone Region--specifically Chile and Argentina from the 1970's to present day through the study of literature: poetry, essay, short story, novels and plays, as well as historical readings and film. Students participate in both formal and informal conversation with the additional aim of mastery of the subjunctive mode--all of which seeks to increase their translingual and transcultural competence as per the recent MLA report on second language acquisition. Readings include works by Cortázar, Dorfman, Skármeta, Timerman, Partnoy, Isabel and Violeta Parra and others. Films range from *Machuca* and *Historia oficial* to *Burnt Oranges*. The course includes both individual and group presentations on the cultural and historical impact of the military coups of the 70's, subsequent repressive dictatorships, the repercussions of these regimens--with particular emphasis on human rights violations--and the eventual restoration of democracy.

Span 201-2: Reading & Speaking II
Instructor: Heather Colburn

Through examination and analysis of the Mexican presence in the United States in the late twentieth/early twenty-first centuries, students develop advanced (ACTFL, 1999) oral proficiency in Spanish, with a focus on persuasive discourse. Texts examined throughout the course include *La casa en Mango Street*; the permanent exhibition "Mexicanidad" at the National Museum of Mexican Art in Pilsen; current journalistic readings on immigration in the United States; the PBS-produced video *La Sexta Sección* and the poetic film *I am Joaquín*; various paintings by Chicano/a artists such as Wayne Alaniz Healy, Passi Valdez and Frank Romero, among others. Students

participate in various in-class debates and formal presentations (individual and in group), as well as keep a journal in Spanish regarding the themes discussed throughout the quarter.

Span 261: Literature in Latin America since 1888

Instructor: Nathalie Bouzaglou

A survey of the modern period, including modernismo, the historical avant-garde, the “Boom,” and recent literary trends. Authors such as Delmira Agustini, Jorge Luis Borges, Julio Cortázar, Rubén Darío, Gabriel García Márquez, José Martí, Pablo Neruda, Cristina Peri Rossi, Elena Poniatowska.

Span 344: Borges

Instructor: Nathalie Bouzaglou

The poetry, essays, and short fiction of Jorge Luis Borges.

Span 345: Reading the "Boom"

Instructor: Lucille Kerr

Historical, literary and cultural characteristics of the “Boom” in the 1960s and 1970s and the development of the “new” narrative in Latin America. Readings include novels, short fiction, and essays by Guillermo Cabrera Infante, Julio Cortázar, José Donoso, Carlos Fuentes, Gabriel García Márquez, Manuel Puig, Juan Rulfo, Mario Vargas Llosa.

Span 361: Latin America: Studies in Culture and Society

Instructor: María Alejandra Uslenghi

Analysis of the history of culture in Latin America with an emphasis on the intersection of politics, society, and literature and on the relationship between literary and visual culture.