

# Latin American Studies



2012-2013

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This handbook is intended to provide you with an overview of the Latin American Studies Program. It brings together information about requirements for the Latin American Studies major and concentration, as well as other information about opportunities and resources available to you. We suggest that you browse through the information here. For further information, or to discuss the program with someone, feel free to contact the program director, Alfred P. Montero, or any of the faculty in Latin American Studies.

2012-2013 Director:

Andrew Fisher

Associate Professor of History

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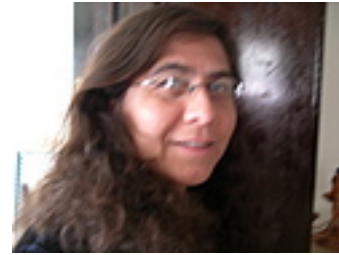
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## Latin American Studies Faculty

### Silvia L. López

Associate Professor of Spanish  
Chair of Spanish  
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(Ph.D. from University of Minnesota, 1999) teaches XIX century Latin American literature at Carleton, as well as the Introductions to Latin American Studies and Latin American Literature. Her main areas of interest are literary and social modernity in Latin America, cultural and critical theory, and the Frankfurt School. Her research focuses on cultural theory and criticism and she has published articles on Adorno, Lukács, García Canclini, Schwarz, Dalton, Argueta and Darío. Together with Christopher Chiappari, she translated Néstor García Canclini's Hybrid Cultures: strategies for entering and leaving modernity. She edited a special issue of Cultural Critique (Fall 2001) on Critical Theory in Latin America. Currently she is finishing a book of essays entitled Frankfurt Minima: essays in aesthetics and culture.

### Becky Boling

Professor of Spanish  
Phone: (507) 222-4124  
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Since 1983. Ph.D. from Northwestern. Teaches Women Writers in Latin American and Recent Trends in Latin American Narrative: Testimony and Pop Culture. Her teaching and research focus on both contemporary Latin American narrative and theater with a strong interest in women's writings. She has published on authors such as Griselda Gambaro, Carlos Fuentes, Gabriel García Márquez, Ana Lydia Vega, and Luisa Valenzuela. Becky has on occasion led the Spanish Winter Seminar in Morelia, Mexico. Other travel experiences include Argentina, Guatemala, and Spain.



### Jorge Brioso

Assistant Professor of Spanish  
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Since 2001. (PHD City University of New York) teaches twentieth century Peninsular Literature and Film at Carleton as well as Latin American Literature. His main areas of interest are literary theory, philosophy and aesthetics. His research focuses on the twentieth century Spanish essay and poetry: Unamuno, Ortega, Machado, Zambrano as well as Cuban literature: Casal, Lezama and Virgilio Piñera.



### José Cerna-Bazán

Associate Professor of Spanish  
Office: Language and Dining Center 363  
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Since 2001. Jose Cerna-Bazan received his Ph.D. from the University of Minnesota and studied Amerindian linguistics and cultural theory in his native Perú. He is particularly interested in the relation of literary experimentation and cultural discourses in contexts marked by social heterogeneity. He has published articles on contemporary Latin American poetry and narrative, and a book, Sujeto a cambio, on the work of César Vallejo. He is currently working on a project on society, politics, and representation in Perú (1960-2000).



**Adriana Estill**

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Adriana teaches courses on U.S. Latino/a literature and twentieth century American literature, especially poetry. She also teaches in the American Studies program. She has published essays on Sandra Cisneros and Ana Castillo and recently contributed to the Gale encyclopedia of Latina/a authors with scholarly entries on Sandra María Esteves and Giannina Braschi. Her interest in popular culture has led to published articles on Mexican telenovelas and their literary origins as well as to current research into the perceptions and constructions of Latina beauty in Contemporary Latino literature and the mass media. Degrees: Stanford B.A.; Cornell, M.A., Ph.D.

**Adrienne Falcón**

Director of Academic Civic Engagement  
Adjunct Instructor in Sociology  
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Adrienne Falcon, Visiting Lecturer (University of Chicago, ABD) focuses on urban sociology, sociology of youth and community organizations, environmental sociology and ethnography of Latin America. She has conducted research on a diverse immigrant community in Chicago and on youth and education in Cuba and Ecuador. Her current work focuses on questions of power and social change through community organizing. She teaches courses in introductory sociology, urban sociology and ethnography of Latin America.

**Andrew Fishcer**

Assistant Professor of History  
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Beginning Fall, 2003. Assistant Professor of History, Stanford University B.A., University of California, San Diego M.A. & Ph.D. He has also studied Nahuatl in Mexico as well as at Yale University and UCLA. Latin American history, society and culture, the comparative topics of slavery, obstacles to nation-building, and the role of race and ethnicity in colonial and postcolonial settings. His dissertation, "Worlds in Flux, Identities in Motion: A History of the Tierra Caliente of Guerrero, Mexico, 1521-1810," traced how indigenous collective identity in western Mexico during Spanish colonial rule responded to the emerging multiethnic society that characterizes the modern nation. He is currently working on a revised monograph and articles related to the dissertation, and he expects to continue to explore issues concerning ethnic boundaries and identities through the study of vagabondage and the integration of Filipino migrants into colonial Mexican society. He has developed thematic courses in Latin American social and cultural history that present challenges to the study of religion, the relationship of popular culture to political power, and contending views of modernity and nationhood.

**Jay Levi**

Associate Professor of Anthropology  
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(M.Phil. Cambridge, Ph.D. Harvard) is interested in the ethnography of the Greater Southwest and Mesoamerica. In Mexico, he has conducted research among the Tarahumara (Rarámuri) of Chihuahua, and the Tzotzil of Chiapas. In the U.S., he has worked with indigenous peoples of southern California and on the Hopi-Navaho land dispute. His current research focuses on the politics of identity, symbolism, and interethnic relations in the Sierra Tarahumara of northwest Mexico. Jay teaches courses on the comparative history of native peoples and the state in Mexico, Canada, and the U.S.; ethnicity, gender, and exchange in Latin America; and anthropological approaches to the study of religion, economics, and indigenous rights.

**Alfred Montero**

Professor of Political Science  
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Professor Montero received his Ph.D. at Columbia University. His research focuses on the political economy of state reform and particularly decentralization in Latin America and Western Europe. He is the author of *Shifting States in Global Markets: Subnational Industrial Policy in Contemporary Brazil and Spain* and *Brazilian Politics: Reforming a Democratic State in a Changing World*. He is also co-editor with David Samuels of *Decentralization and Democracy in Latin America*. Prof. Montero has published articles in *Comparative Politics*, *West European Politics*, *Latin American Research Review*, *Publius: The Journal of Federalism*, *Studies in Comparative International Development*, *Current History*, and *Latin American Politics and Society*. His courses include comparative democratization, comparative electoral and political party systems, Latin American politics and political economy, European political economy, and international and comparative political economy. He is the International Relations Coordinator, director of Carleton's Latin American Studies program and also leads the [off-campus seminar on the European Union](#) and subnational political economy in Maastricht, the Netherlands. [Prof. Montero's web page](#)

**Beverly Nagel (Dean of the College)**

Ada M. Harrison Distinguished Teaching Professor  
of the Social Sciences  
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Beverly Nagel (sociology) received her Ph.D. in Sociology from Stanford University. Her research interests concern rural development, grassroots action, and social change in Latin America. For the past twelve years, she has been engaged in research on agricultural development, ethnic relations, and social movements on Paraguay's eastern frontier. She has also conducted research on rural development and migration patterns in Mexico, and has served as a consultant on both urban and rural development projects for the Inter-American Development Bank and the Fundación Intermon. In addition to introductory sociology, she teaches courses on social research methods, Third World development, population, social movements, and the ethnography of Latin America.

**Yansi Y. Perez**

Assistant Professor of Spanish

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Yansi Pérez received her Ph.D. from Princeton University. She is a specialist in Central American and Cuban literature and teaches courses on Latin American literature and culture. Her main areas of interest are the intersection of literature and politics and the politics of memory. Currently, she is working on a book which studies the many faces of history in the work of the Salvadoran poet Roque Dalton. She has articles about contemporary Central American literature and the poetry of Roque Dalton. She has taught at Princeton University, Mt. Holyoke College, Wesleyan University and now at Carleton College.

**Internships**

Latin American Studies students have participated in a variety of internships that complement and contribute to their major or concentration. Internship opportunities for Latin American Studies students range from work with international development and human rights organizations like Cultural Survival and the Inter-American Foundation, to work in organizations that provide legal, health, or social services to Spanish-speaking communities in the United States. Although these internships are typically in the United States (not Latin America), they nonetheless provide valuable educational and job-related experience for students. Students are encouraged to consult with the Internship Advisor in the Career Center for further information about these opportunities.

In addition to regular internships like those mentioned above, the Community Internships in Latin America (CILA) program offered by HECUA provides an off-campus study opportunity that is built around student internships. The CILA Program, located in Ecuador, places students in internships with community and non-governmental organizations. The bulk of the student's time is spent working in the community with their organization. This is supplemented with seminars that provide an academic and analytical focus to the internship experience. For more information about CILA, contact the Off-Campus Studies Office

**Career Information**

Program faculty are happy to discuss your career plans with you and help you think about your options for graduate schools, jobs, and planning your course of study to meet your career goals. We also receive lots of information from graduate schools and occasionally receive fliers about jobs. We will forward job and internship announcements to you via email. And, of course, you should make full use of the services provided by the Carleton Career Center.

**Recommendation Letters**

At some point, you will undoubtedly need letters of recommendation from faculty. Whether you are applying for admission to an off-campus study program, a student fellowship, or post-Carleton employment or study, faculty can write better letters in support of your application if they know you and your work, and if they have adequate lead-time. Talk to the faculty member from whom you are requesting a recommendation well in advance of the application deadline. Keep in mind that although faculty may know your work in their class(es), they may not know about all of your other academic and non-academic interests and accomplishments. It is very helpful to have a brief resumé that summarizes your goals and objectives, as well as your employment and educational experience. Include volunteer work, special skills, and any academic (or non-academic) "specialties" that you have developed outside the Program and of which we may not be aware.

Before you graduate, we recommend that you open a file at the Career Center, and ask your faculty referees to put letters on file for you, even if you don't foresee needing recommendations immediately. We frequently receive requests for letters of recommendation from students who have graduated a year or two—or even longer—before, and we are happy to oblige. But faculty go on sabbatical, and may not be on campus when you discover that you need a recommendation. It's best to have the letter on file; it can be replaced with a new one, if necessary.

## **Conferences and Student Fellowship Opportunities**

Carleton offers several fellowships, including Independent Research Fellowships, the Class of 1963 Fellowship and the Larson International Fellowships, that support student travel and research. The competition for these fellowships is announced each fall by the Dean of the College, and applications are typically due in early February. Latin American Studies students who wish to undertake independent research in Latin America during the summer are encouraged to consider applying for one of these fellowships. The College also makes available limited funds to support student travel to conferences or for more limited research during winter break. For these funds, students must submit letters of application to the Associate Dean of the College. For more information, see "Student Grant Opportunities" on the Dean of the College's web page.

Each February, the Institute of Latin American Studies Student Association (ILASSA), University of Texas, sponsors a national student conference in Latin American Studies. This conference brings together undergraduate and graduate students from throughout the nation to present their work and exchange ideas. The conference provides an excellent opportunity for students to make contacts with others, gain professional experience, and take advantage of the enormous resources of the Institute of Latin American Studies and the Benson Library (one of the leading research libraries in Latin American Studies). Several Carleton students have participated in the conference, and have found it a rewarding and exciting experience. To participate, you must submit an abstract of the paper you propose to present at the conference. The abstract is typically due in late September. For more information, see the ILASSA web page.

From time to time other student conferences or contests are announced. The Program director, Alfred Montero, will distribute information about these opportunities as it becomes available.

## **Getting Together**

### **Lectures**

Each year the Latin American Studies Program sponsors a series of public lectures that bring prominent scholars and public figures to campus. Students and faculty have the opportunity to meet and interact informally with these speakers during their campus visit. In addition, we also sponsor colloquia and social events for students and faculty in the Program. These events are announced throughout the year. If you have ideas about events or speakers that you would like to see us sponsor, contact the Program director, Alfred Montero.

### **Foro Latinoamericano**

Each year, the students, faculty and alumni of the Latin American Studies Program convene to share in an academic experience that brings to the fore and to campus a major topic, event, and country of Latin America. Originally designed as a capstone experience for the students of the program, we have expanded the Foro to include our alumni and the program's entire faculty in order to give it a truly communal sense. The Foro also provides the Carleton community at large with the opportunity to participate in a major event involving contemporary Latin America.



### **Previous Foros :**

2003-2004: Brazil: City of God

2004-2005: Guatemala: Human Rights and Maya Cultural Revitalization in Guatemala

2005-2006: Peru: Images of Contemporary Peru

2006-2007: Argentina: Arts and Politics

2007-2008: Costa Rica at the Crossroads

2008-2009: Navigating the Chichimec Sea: Cultural Connections between Indigenous Peoples of Mesoamerica and the Southwest

2009-2010: The Neoliberal Agenda Reconsidered: Poverty and Inequality in Latin America.

2010-2011: Cuban Culture After the Fall of the Berlin Wall

### **Foro: 2011-2012: Interpreting History**

**The Annual Picnic**

To celebrate the closing of the academic year, the faculty, the students and the staff of the program gather for the annual gathering in May. Details will be sent to you by email in the spring.

**Off-Campus Events**

On occasion we organize a van to attend important events relating to Latin America that take place in Minneapolis/St. Paul or other nearby communities. If you are interested in organizing a group to attend one of these events, please contact the Program director, Alfred Montero.

**MAJOR**

**Requirements for Major**

Students complete a minimum of sixty-six credits in approved courses for the major. Majors must demonstrate competence in Spanish by completing Spanish 205 or equivalent.

Required Courses: (The following core courses are required of all majors):

- HIST 170 Modern Latin America, 1810-present
- LTAM 200 Issues in Latin American Studies
- LTAM 400 Integrative Exercise

In addition, majors are required to complete: Two 300-level Latin American literature courses. One 300-level History or Social Science course focused on Latin America, and 30 additional credits of electives.

Students are strongly encouraged to complete the 300-level history or social science course prior to writing their integrative exercise, and to select a 300-level course in a discipline appropriate to the focus of their anticipated comps topic. Students who complete this requirement with a 300-level history course must take at least one approved social science course as an elective.

Up to 27 credits from work in approved off-campus programs may be counted as electives for the major. Students may count up to 12 credits in comparative and/or U.S. Latino courses as electives. No more than four courses (twenty-four credits) in any one discipline may apply to the major.

**Monitoring Your Progress as a Latin American Studies Major**

66 credits, maximum of 24 in one discipline.

Majors must also demonstrate competence in Spanish by completing Spanish 205 or equivalent.

Required Courses: 36 credits

Term

1. \_\_\_\_\_ Latin Am. 200: Issues in Latin American Studies
2. \_\_\_\_\_ History 170: Modern Latin America, 1810-present
3. \_\_\_\_\_ Latin Am. 400: integrative Exercise

4. Two 300 level Latin American Literature courses

Course No./Term	Name of Course	Credits
_____	_____	_____
_____	_____	_____

5. \_\_\_\_\_ One 300 level History or Social Science course or Latin American Studies

_____	_____	_____
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Electives: 30 credits (5 courses); maximum of 27 from off-campus programs; and 12 credits in Latino culture or one comparative course may count.

Course Number/Term	Name of Course	Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____
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**Comps 2011-2012**

The comprehensive exercise in Latin American Studies has as its main component the execution of a major, individual research project. The main goal of the comprehensive exercise is to give you the experience of working through the investigation of a topic within the field of Latin American Studies that deeply interests or concerns you, in a way that is both comprehensive and scholarly. Unlike most other projects you will have undertaken, comps is not bounded by having to conform to the goals of a specific course nor must it be completed within the confines of a single academic term. Although you work closely with a faculty advisor, comps affords you the opportunity — and responsibility — to conceive your own project, explore its ramifications, and complete the project in a way that both fulfills your own goals and measures up to the academic criteria applicable to the issues and materials with which you are working. The comps project also gives you the opportunity to reflect upon and analyze a single topic from several perspectives, thus bringing together some of the diverse disciplinary and analytical approaches of our interdisciplinary program.



The topic that you choose for your comps project may take many forms: it can be a case study of a particular group, event, or work of literature or art; or it may compare several such groups, events, or works. It may focus on historical or contemporary situations. It may aim at testing specific theories or arguments, or it may advance an original argument or interpretation. Your study may be carried out through library research, original fieldwork, analysis of primary documents, or some combination of those methods. However, to meet the goals of our interdisciplinary program in Latin American Studies, your project must:

1. deal centrally with Latin American material and demonstrate an in-depth knowledge of the pertinent Latin American context(s);
2. draw upon at least two disciplines in its analysis of the subject of focus; and
3. draw upon sources written in Spanish (or Portuguese) as well as English, and, to the extent possible, utilize material published in Latin America and by Latin Americans.

The product of your research will be a paper of 30 to 40 pages. As is the case with any academic paper, your comps paper should have a clearly stated and coherently argued thesis. The paper should situate your analysis within the relevant scholarly literature. That is, it should include a discussion of the scholarly literature dealing with your topic that draws from at least two disciplines, and should make clear how your approach fits into that literature.

The paper will be read and evaluated by at least two Latin American Studies faculty. Your comps project will culminate with a public presentation of your paper in spring term.

## Schedule

1. If you are planning a project that involves summer research, or will be off-campus in Fall Term 2012, you should consult with at least two Latin American Studies faculty before you leave campus. **You should submit a preliminary comps proposal before leaving campus in Spring 2012**, and arrange for a faculty member to serve as your advisor for the project. If you are planning original field research, you must also submit a statement of your proposed field research plan to the Carleton Institutional Review Board for approval, allowing ample time for the committee to review your proposal before you leave campus. (See # 3.)

*During the first three weeks of Fall Term*, you must discuss your proposed project with at least two Latin American Studies faculty. After discussing the project with these professors, you should arrange for one of them to serve as your advisor for comps. **A proposal of at least five pages must be turned in to the Program director, Andrew Fisher, by 4:30 p.m. on Friday, September 28th.** (See “What Is A Proposal?” below.) Your proposal will then be reviewed by the Latin American Studies Committee. You will have to submit another proposal if the original one lacks sufficient promise or appears unfeasible.

2. If your project involves research with human subjects—that is, interviews, participant observation, a survey—it **MUST** be approved by the Carleton Institutional Review Board **BEFORE** you may begin your research. All research by Carleton faculty and students that involves human subjects, whether utilizing survey research, participant observation, or qualitative interview methods, and whether conducted here at Carleton or elsewhere, must be approved by this ethics oversight board. Further information and guidelines for submitting your project for approval can be obtained from the Dean of the College’s web page.

3. In the 8<sup>th</sup> week of fall term, you should submit a revised proposal and outline of your comps paper to your advisor. Your revised proposal should include a thesis statement and summary of your argument; an outline indicating how you expect the paper to be structured; and a summary of the work you have done so far and the work that remains to be done. You should also include a bibliography listing the major materials you will use in your paper. **This revised proposal and outline must be turned in to your advisor by Friday, November 2nd.**

4. *Third week of Winter Term*: **By Friday, January 25th, you should turn in a first draft of your comps paper to your advisor.** You should meet with your advisor prior to this deadline to discuss goals for this first draft. Your advisor may also set additional goals and interim drafts for you to turn in during winter term.

5. *Eighth week of Winter Term*: **By Monday, February 25th, you must submit a complete draft of your comps paper to your advisor.**

6. *Second week of Spring Term*: **Two copies and an electronic copy (on a CD) of your complete, final draft of the comps essay is due by 4:30 p.m., Friday, April 12th, in the Program director, Andrew Fisher’s office.** Any submission after this time must be accompanied by a formal letter to the Latin American Studies Committee, explaining why your comps is late. If the explanation is unacceptable, the comps will be evaluated the following Fall. No late comps will be considered for Distinction.

7. *Sixth week of Spring Term*: **Comps presentations will be scheduled during the first week of May.**

## What Is A Proposal?

A comps proposal is simply a brief (5 page) statement outlining what you intend to study, why it is of interest, and how you intend to go about studying it. In addition to identifying the issue or question that you intend to investigate, your proposal must provide sufficient information to the Latin American Studies Committee to allow us to determine that your plans for comps are feasible and appropriate. In order to accomplish this, your proposal should clearly address the following points:

- a. The topic you intend to study and why it interests you
- b. The principal question(s) or issue(s) you want to pose about that topic

- c. The method(s) you intend to use to answer your questions or conduct your analysis. This does not mean saying “I’ll read books,” or “I’ll conduct interviews.” Rather, specify as clearly as possible the kinds of information/data you will need in order to answer your research question(s) and the approaches you will use in analyzing that information. Your primary analytic methods may be drawn from history, the social sciences, literary criticism—but whichever the case, you must specify where and how you will obtain the pertinent data and what approach you will use in analyzing them.
- d. The feasibility of the study. Consider the adequacy of available resources to carry it out and the length of time it will require. If you plan to draw upon library or other resources not available at Carleton (say, major academic libraries near your home, or resources available on off-campus study programs), indicate that, as well.
- e. Your personal preparedness for the study. What courses, off-campus studies programs, other experiences have you had that are likely to be useful? In particular, indicate courses or other experiences that have prepared you to do the kind of data collection or analysis that you have identified as your method in (c). (E.g., if you propose to conduct interviews, indicate what preparation you have for designing and executing such interviews, and/or what assistance you expect to require from your faculty in order to successfully carry out the study.)
- f. The two disciplines that your study will draw upon, and how you will articulate these disciplines in the analysis of your topic.
- g. The names of at least two faculty with whom you have consulted and the name of one of those who has agreed to serve as your advisor for the project.
- h. A preliminary bibliography of at least ten items that you believe will be most helpful in your research.

### **Evaluation of Comps**

Each comps essay will be read and evaluated by your advisor and second faculty reader. In some cases, such as consideration for Distinction, an additional professor may be asked to read the paper as well. The early deadline for final drafts allows enough leeway for a paper judged inadequate to be revised in time for another evaluation. Alternatively, if the readers judge the comps paper inadequate, they may request that the student write an additional, shorter essay addressing in greater detail specific issues related to the paper. The oral presentations will be scheduled only after the rewritten essay or additional shorter essay has been read and deemed acceptable. Any rewritten essays, additional shorter essays, and orals must be completed by “comps day” 2010.

After your comps presentation has been completed, you will be notified of your final grade for comps in a letter from the Program director, Alfred Montero. Possible grades for comps are Pass, Pass with Distinction, and Fail. Allow about a week after your orals for notification.

### **The Role of Advisors (and Other Faculty and Fellow Students)**

Professors, who have been through this process before, can help you in several ways. Professors can make suggestions, help you place what you are doing within the larger currents of research in Latin American Studies, and help you think about ways to organize and present your arguments and/or interpretations to their best advantage. Above all, professors (and fellow students) can question you—not to confuse you, but to help you clarify your arguments and strengthen your understanding of what you are doing. They can also offer moral support in those difficult and inevitable times when you feel you are floundering or that your research is “stuck.”

Your advisor is the person who is most directly involved in helping you through this process. Because we expect comps papers in this interdisciplinary major to be just that--interdisciplinary--you should also consult with other faculty as you develop and refine your comps project. For obvious reasons, it is especially important to consult faculty members in both of the two disciplines in which your paper is grounded. You should also feel free to draw on any of the Latin American Studies faculty—and other professors, too—for advice about your project. Keep in mind that since your professors have diverse interests and perspectives, you will probably get diverse suggestions and advice. Your advisor can help you sort through these suggestions and decide how best to utilize them, within the goals of your project.

Your fellow students can also be a source of support and assistance throughout comps. Students have found it helpful to form “comps groups,” sharing drafts and giving each other feedback. This interchange not only can help you clarify your own thoughts, but can also provide you with a sense of community and an appreciation for the variety and richness of work that your colleagues are engaged in.

## Recent Comps in Latin American Studies

Copies of Distinction comps are available on closed reserve in the Carleton Library, under Latin American Studies 400.

2010-2011	B.G. Green Eli Gold	Raising Our Voices Through Social Organization Bus-Rapid: Transit: A Revolution in Latin American Urban Development
2009-2010	Anna Losacano Lyndon DeSalvo	Telenovelas and the Story of the Mexican Nation: The Case of “Cuidado Con el Ángel” First Among the BRICs: Brazil’s Challenging of TRIPs
2008-2009	Sam Friedman	The Soundtrack of the Novel: Reading Alberto Fuguet’s <i>Mala onda</i> through its Use of Popular Music
2007-2008	Jane Caffrey Nicolina Hernandez Emily Schulman Amberleigh Shields	The Mirror of Democracy Without Equity: Media Coverage of Crime and Violence in Urban Brazil Labor Organizing and Latino Immigrants in Minnesota: A Case Study of SEIU Local26 <sup>1</sup> Postdictatorial Porteño Poetry: Contested Space in the Chilean Poetic Imagination <b>Distinction</b> The Corporeal in the Age of Capitalism: The Body in New Argentine Cinema
2005-2006	Nataly Barrera David Holman	Mujeres en Acción: Latin American Women’s Struggle for Change and Acceptance What are the Impacts of Bolivian Argentine and Brazilian Society
2004-2005	Brisa Garcia	De ángeles y amadas muertas: figuraciones de la mujer en la poesía de Amado Nervo y José Asunción
2002-2003	Leah Geyer Katherine FischerState- Paulina Ponce	Preventing HIV Transmission in Mexico: The Entertainment-Education Model for Mass Media Campaigns Sponsored Terror in Chile and Guatemala: Lessons of Blood and Memory <b>Distinction</b> Maquiladoras, Women, and Development
2001-2002	Nora Ferm Anna Lacey Riana Mariah North Tricia Olsen Dina Ozuna Heidi Rivers Kristin Wallace	Women in Cooperatives: Gender and Politics in Costa Rica <b>Distinction</b> The Sex Industry of Brazilian and Costa Rican Youth: A Look at Latin American Child Prostitution and the Commoditization Process The Theater of Griselda Gambaro: Socio-political Reflections and Analysis through Three Decades of Argentine Crisis <b>Distinction</b> Women in an Age of Globalization: The Avon Case Study in São Paulo, Brazil <b>Distinction</b> Personal Histories: Transformations and the Mothers of Mexico City The Voice of Leadership: Andean Indian Women and the Quincentenary Movement From el Pico to the Cannon: The Creation of the Maltrata – Northfield Transnational Community

2000-2001	Sara Barker	The Politics of Memory: Constructing History and Identity Amidst Democratic Consolidation <b>Distinction</b>
	Ross Chavez	The Zapatista Rebellion: Fighting for the Health of a People in a Pluriethnic and Medically Plural Society
	Brody Felchle	The Importance of a Qualitative Assessment of Primary Education Policies in Rural Latin America: Focused on Brazil, Argentina, and Nicaragua
	Megan Yourgules	The Development of Folklorico: Community, Tradition and Borders
	Kurt Fitterer	More Than a Game But Less Than a Perfect Tool: Soccer as a Reflection of Argentine and Brazilian Society
	Molly Levin	Culture at the Crossroads: Tourism and the Naso of Northwestern Panama <b>Distinction</b>
	Casey Miller Mara Palumbo	Juala de Oro: Mexican Immigration to the American Mid-West Since 1920 Evolving Perceptions of Indigenous People in Brazil: From Cannibals to Environmental Activists
1999-2000	Alison Bassi	Disruption, Resistance, and Civil Disobedience: The Unpredicted Success and Survival of the Sem Terra Movement in Brazil
	Mimi Frusha	Paving the Path for Change: Mobilization of Civil Society in Nicaragua Following Hurricane Mitch
	Kristen Jones	Family Planning Along the Mexican-American Border
	Valeska Liebenow	Re-imagining the Mexican Nation
	Christie Martin	The Evolution of the Argentine Gaucho: De Barbarie a un Símbolo Nacional
	Erica Mohan	Latin American Civil Society and the FTAA: new Strategies Within a Changing Context
	Leilani Weiermann	Women's Spaces and the Brazilian Movement Against Domestic Violence: Lasting Impressions on Women and Society
	Reed Wallsmith	The Role of the Musician in Post-Sandinista Nicaragua: The Work of Carlos Mejíasgoday, 1973-2000 <b>Distinction</b>
María Flora Yates	Testimonios de Una Familia: A Study of the Effects of the Salvadoran Civil War Upon Family	
1998-1999	Maria Bucio	"Unearthing the Truth About Street Children in Mexico"
	Alfonso Li	"Prospect Theory and the Repurcussions of García's Policies on Peru 1985-
1997-1998	Travis Olives	"The Development of a Tradition: The social agency and changing artesanía of artisans' cooperatives in northwestern Guatemala"
	Victor Pacheco	"Social Movements in El Salvador"
	Theresa Polk	"Threatened with Resurrection": The Theological Reflections of Guatemalan Women Expressed through Poetry
	Liz Rose	"A Voice Ahead of Her Time: The Indigenous Literature and Social Critique of Rosario Castellanos"
	Melissa Salzman	"Health Care in Nicaragua, 1970-1999: Challenges and Constraints." <b>Distinction</b>
	Renaë Waneka	"The Dichotomy: La Malinche and la Virgen de Guadalupe in Contemporary Mexico"

**Requirements for Concentration:**

- HIST 170 Modern Latin America 1810-present
- LTAM 200 Issues in Latin American Studies
- LTAM 398 Latin American Forum

One additional survey course, selected from:

- POSC 221 Latin American Politics (not offered in 2005-2006)
- SOAN 250 Ethnography of Latin America
- SPAN 242 Introduction to Latin American Literature

And 30 credits in electives.

Concentrations must also complete Spanish 204 or equivalent. Electives may be chosen from the following list, with at least 12 credits drawn from arts and literature and twelve from social science and history. No more than three courses from

the student’s major may apply to the concentration, and no more than three in the same discipline. Up to twelve credits may be comparative or Latino in focus. Up to 18 credits from approved off-campus programs may be counted as electives.

**Monitoring Your Progress as a Latin American Studies Concentrator**

48 Credits; a maximum of eighteen credits from the concentrator’s major may apply.

Required Courses: A. Two of the following courses. These may apply only to the core or elective courses; they may not double-count.

Term

- \_\_\_\_\_ History 170: Modern Latin America
- \_\_\_\_\_ Latin Am. 200: Issues in Latin American Studies
- \_\_\_\_\_ Latin Am. 398: Latin American Forum
- \_\_\_\_\_ One of the following:
  - Political Science 221: Latin American Politics
  - SoAn 250: Ethnography of Latin America
  - Span 242: Introduction to Latin Am. Literature

Supporting Courses: 30 credits, in elective. No more than three may be in the same discipline. A maximum of eighteen credits from off-campus programs may apply. Two comparative or Latino courses may apply.

**Group I: Arts and Literature (Prerequisite Spanish 204 or equivalent)**

Course Number/Term	Name of Course	Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Group II: Humanities, Social Science**

Course Number/Term	Name of Course	Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Courses

### **LTAM 200: Issues in Latin American Studies**

This required course for Latin American Studies concentrators and majors explores issues pertinent to the study of Latin America, including an examination of what constitutes Latin American area studies and Latin America itself, the history of the field, the perception in and outside of academia, the way such perceptions shape public policy, the contributions of Latin America to the arts, culture, economics, and the changing nature of Latin American Studies in the face of globalization. Designed by the faculty in Latin American Studies, the course will include regular guest lectures from among these faculty. Prerequisite: History 170. 6 credits; Does not fulfill a distribution requirement; offered yearly in the Spring.

### **LTAM 398: Latin American Forum**

This colloquium will explore specific issues or works in Latin American Studies through discussion of a common reading, public presentation, project, and/or performance. Students will be required to attend several meetings throughout the term, culminating in a forum with program faculty to discuss the common reading or other material. A short integrative essay or report will be required at the end of the term. Intended as capstone for senior Latin American Studies concentrators. 2 credits; S/CR/NC; Does not fulfill a distribution requirement; offered yearly in the Fall

### **LTAM 400: Integrative Exercise**

Satisfactory completion of the major includes the writing of a thesis which attempts to integrate at least two of the various disciplines studied. A proposal must be submitted for approval early in the fall term of the senior year. The thesis in its final form is due no later than the end of the first week of spring term. An oral defense of the thesis is required. 6 credits; S/NC; Does not fulfill a distribution requirement; offered yearly

### **LTAM 365: Peru Program: Social Studies Course: Environment, Development and Social Movements**

Peru's strong economy is reflected in its current GDP's growth (second only to Brazil in Latin Am.) This growth is based in part on the intensive exploitation of raw materials and state and private projects that are contested by important social sectors because they have a negative impact on the country's biodiversity and do not benefit large segments of the population. This course deals with the challenges raised by the often-opposing terms *economic growth/social development/ biodiversity conservation* in the Andean and Amzaonian areas. Classes are supplemented by visits to relevant sites and by lectures by local experts and activists.

## **Related and Regularly Offered Courses**

LTAM :Brazil: Culture & Politics  
AMST 226 Latinas in Hollywood  
ECON 240 Economics of Developing Countries  
ECON 241 Growth and Development  
ENTS 253 Social and Environmental Movements of Latin America  
HIST 110/100 Conquest And Survival In Indigenous Mexico  
HIST 169 Colonial Latin America, 1492-1810  
HIST 170 Modern Latin America 1810-Present  
HIST 272 The Emergence of Modern Mexico  
HIST 273 Go-Betweens and Rebels in the Andean World  
HIST 276 The African Diaspora in Latin America  
HIST 278 Religious and Orthodoxy and Deviance in New Spain  
MUSC 243 Music of the Caribbean  
POSC 221 Latin American Politics  
POSC 233 Corruption, Authoritarianism and Democracy  
POSC 322 Political Economy of Latin America  
POSC 323 Cuban Politics Seminar  
POSC 331 Urban Politics in Latin America  
POSC 386 Comparing Mexico and China  
RELG 227 Liberation Theologies  
RELG 284 The Virgin of Guadalupe

SOAN 234 Ecology, Economy, and Culture  
 SOAN 241 Guatemala Program: Mesoamerican Cultures  
 SOAN 250 Ethnography of Latin America  
 SOAN 251 Community Development, Cultural Empowerment and Social Change in Guatemala  
 SOAN 259 Comparative Issues in Native North America  
 SOAN 295 Field Methods and Individual Research Project  
 SOAN 302 Anthropology and Indigenous Rights  
 SPAN 220 Magical Realism in Latin American Narrative  
 SPAN 238 Images of the Indian in Spanish American Literature  
 SPAN 242 Introduction to Latin American Literature  
 SPAN 243 Latin American Theater in Translation: Nation, Power, Gender  
 SPAN 252 Telling Stories  
 SPAN 255 Women Dramatists in Latin America: Staging Conflicts  
 SPAN 260 Topics in Hispanic Literature: Forces of Nature  
 SPAN 262 Myth and History in Central American Literature  
 SPAN 263 History of Human Rights  
 SPAN 266 Postwar Central American Literature  
 SPAN 277 Styling the Subject  
 SPAN 326 Writers in Exile  
 SPAN 336 Genealogies of the Modern: Turn of the Century Latin America  
 SPAN 340 Latin American Prose: Dictatorships and Revolution in the Latin American Narrative  
 SPAN 342 Latin American Theater: Nation, Power, Gender  
 SPAN 344 Women Writers in Latin America: Challenging Gender and Genre  
 SPAN 350 Recent Trends in Latin American Narrative: Pop Culture and Testimony  
 SPAN 353 History and Subjectivity in Latin American Poetry  
 SPAN 356 The Cuban Revolution and the Revolution of Literature  
 SPAN 358 Topics in Hispanic Literature  
 SPAN 366 Borges

### Off-Campus Study

We strongly encourage students to participate in an off-campus study program in Latin America, if possible. We offer two Latin American Studies programs: one to Guatemala (every other year) and a winter-break program to Brazil (to be offered for the first time in 2007). We also recommend you to consider the Carleton program in Mexico (every winter term), which provides an excellent opportunity for studying language and literature in Mexico. There is also the Madrid Carleton program every fall term. To learn about all Carleton programs you can go to: <http://apps.carleton.edu/curricular/ocs/researching>. Carleton is a member of two consortia that offer programs in Latin America.



### Off-Campus Programs

Associated Colleges of the Midwest (ACM), which sponsors two programs in Costa Rica; and the Higher Education Consortium for Urban Affairs (HECUA), which sponsors programs in Guatemala and Ecuador. Students may also participate in a number of other Latin American study programs that have been approved by the College.

Students considering a study-abroad program should consult with their faculty adviser and with the appropriate off-campus study adviser(s) to determine which programs best suit their goals. Programs vary widely both in structure and academic focus. Some programs include significant language instruction. Many programs offer students specially designed courses of their own, but some programs allow students to direct enroll in foreign universities. Many programs emphasize particular substantive themes, such as gender issues, development, social justice, or ecology, to name just a few. Some programs involve homestays; others do not. Some provide opportunities for independent field research, while other programs emphasize regular coursework or seminars. To get the most out of your off-campus study, you need to select the program carefully.

Following is a list of programs for which the Off-Campus Studies Office can provide information. Information on many programs is also available in the Program Director's office.

**Fall 2012:**

Seminar in Madrid – Faculty Director: Humberto Huergo

**Spring 2013:**

Society, Culture and Language in Peru – Faculty Director: José Cerna Bazán

**Helpful Journals**

American Anthropologist  
American Ethnologist  
Americas Review, v. 14-1986-  
American Economic Review  
American Journal of Agricultural Economics  
American Journal of International Law  
American Journal of Political Science  
American Quarterly  
Annual Review of Ecology and Systematics  
Annual Review of Sociology  
Brookings Papers on Economic Activity  
Bulletin of Hispanic Studies, v. 41-1964-  
Business Week  
Capitalism, Nature, Socialism  
Catholic International  
Commonwealth  
Comparative Political Studies  
Comparative Studies in Society and History  
Cultural Anthropology  
Cultural Critique  
Demography  
Developing Countries, The  
Dispositoi, v.17-1992-  
Econometrica: Journal of the Econometric Society  
Economic Development and Cultural Change  
Economic and Political Weekly  
Economic Policy  
Economica  
Economics and Philosophy  
Economics f Transition  
El Pais  
Energy Journal, The/ International Association of Energy Economists  
Environmental Ethics  
Ethno-Musicology  
Explorations in Economic History  
Family Planning Perspectives  
Foreign Affairs  
Foreign Policy  
Gender & Society: official Publication of Sociologists for Women in Society  
Growth and Change  
Hispania, v. 38-1955  
Hispanic American Historical Review, The v.1-1918-INC  
Hispanic Review v.20-1952  
Hispanofila v.3-28 1959-85  
Human Rights Quarterly  
Immigration History Newsletter  
Indian Economic and Social History Review,  
Indiana Journal of Hispanic Literature: IJHL v.1-2; n.5-1992

Industrial and Labor Relations Review  
International Affairs  
International Economic Review  
International Journal of Urban and Regional Research  
International Journal for Philosophy of Religion  
International Labor Review/ International Labor office  
International organization  
International Relations  
International Review of Social History  
Journal of Comparative Economics  
Journal of Economic Perspectives, The  
Journal of Economic Theory  
Journal of Feminist Studies in Religion  
Journal of Health Economics  
Journal of Health and Social Behavior  
Journal of Hispanic/Latin Theology  
Journal of Human Resources, The  
Journal of Industrial Economics, The  
Journal of Labor Economics  
Journal of Latin American Studies  
Journal of Peasant Studies  
Journal of Popular Culture  
Journal of Public Policy  
Journal of World History  
Latin American Literary Review  
Latin America Regional Reports: Andean Group  
Latin America Regional Reports: Brazil  
Latin America Regional Reports: Southern Cone  
Latin America Regional Reports: Caribbean & Central America  
Latin America Regional Reports: Mexico & Nafta  
Latin American Research Review v.22-1987-  
Latin American Theatre Review  
Latin American Weekly Report  
Letras Femeninas v.10-1984  
National Review  
Nuevo Texto Critico no.19/20-1997  
Phoenix  
Policy Studies Journal, The Journal of the Policy Studies Organization  
Political Theory  
Population and Development Review  
Population Studies  
Quarterly Journal of Economics, The  
Review: Latin American Literature and Arts  
Revista Canadiense de Estudios Hispánicos v.20-1995  
Revista de Musica Latinoamericana  
Revista de Occidente no.140-1993  
Revista Iberoamericana v.32-1966  
Rural Sociology  
Social Science Quarterly  
Star and SA Times International, The  
World Economy, The  
World Press Review  
Texas Studies in Literature and Language  
Third World Quarterly  
United Nations Chronicle