Latin American Studies
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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 minor, 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, Jorge Brioso, or any of the faculty in Latin American Studies.

2017-2018 Director:
Jorge Brioso
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Director of Latin American Studies Office: LDC 358
Phone: (507)222-5986
Email: jbrioso@carleton.edu

Administrative Assistant:
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mtatge@carleton.edu
Jorge Brioso
Professor of Spanish, Director of Latin American Studies
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Phone: (507)222-5986   email: jbrioso@carleton.edu
Since 2001. (Ph.D. 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.

Becky Boling
Stephen R. Lewis, Jr. Professor of Spanish and the Liberal Arts
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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.

José Cerna-Bazán
Professor of Spanish
Office: Language and Dining Center 363
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Since 2001. José Cerna-Bazán 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).

Andrew Fisher
Associate Dean of the College, Associate Professor of History
Office: Laird Hall 133
Phone (407) 222-4300   Email: afisher@carleton.edu
Professor Fisher came to Carleton in 2003, as our first full-time Latin American historian. He offers surveys of Latin American colonial and post-colonial history, as well as seminars on Mesoamerican and Andean society and culture, Mexican nationalism, the Inquisition, and the African Diaspora in Latin America. Professor Fisher’s research examines the transformation of Cuitlateca, Tepozteca, Nahua, and Purépecha peasant communities in the mid-Balsas Basin of Guerrero, Mexico under Spanish colonial rule (1521-1821). He traces how Hispanic, African, and indigenous migrants were assimilated into local communities, particularly through Catholic lay brotherhoods that were supported by shared agricultural pursuits and stock raising. Through these cultural practices, migrants were made into Indians, just as Indian collective identity and memory were transformed by these same out-siders. Along with numerous articles and chapters on this topic, he is also the co-editor of Imperial Subjects: Race and Identity in Colonial Latin America (Duke University Press, 2009)
Silvia L. López
Professor of Spanish
Office: Language and Dining Center 369
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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, Lukás, Garcia Canclini, Schwarz, Dalton, Arqueta and Dario. Together with Christopher Chiappari, she translated Néstor Garcia 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.

Adriana Estill
Associate Professor of English and American Studies
Office: Off-campus 2017-2018
Phone: (507) 222-7498 Email: aestill@carleton.edu
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 Latino/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, MA., Ph.D.

Jay Levi
Professor Anthropology
Office: Leighton Hall 227 (off-campus 2017-2018)
Phone: (507)222-4110 Email: jlevi@carleton.edu
(M. Phil. Cambridge, Ph.D. Harvard) is interested in the ethnography of the Great 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
Fran B. Kellogg Professor of Political Science
Director of Advising and Faculty Diversity Recruitment
Director of Political Economy
Office: Willis Hall 407
Phone: (507) 222-4085 Email: amontero@carleton.edu
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, leads the off-campus seminar on the European Union and subnational political economy in Maastricht, the Netherlands.

**Beverly Nagel**
Dean of the College
Winifred and Atherton Bean Professor of Sociology, Science, Technology and Society
Office: Laird Hall 143
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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. Her current research focuses 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. Pérez**
Associate Professor of Spanish
Office: Language and Dining Center 304
Phone: (507) 222-5556  Email: yperez@carleton.edu
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.

**Constanza Ocampo-Raeder**
Assistant Professor of Anthropology
Office: Weitz 225B
Phone: (507) 222-4115  Email: constanza@carleton.edu
(BA Grinnell College, Stanford University Ph.D.) is an assistant professor in anthropology that specializes in environmental anthropology. She is particularly interested in how people manage local resources and how these activities impact different environments. More specifically her work aims to uncover cultural rules and behaviors that govern resource management practices as well as trace the impact of global conservation and development policies on these systems. Most of her work focuses in Latin America where she has three ongoing field sites in Perú (Amazon, Coast, and an Inter-Andean River Valley). However, she has also worked extensively in different tropical forests and ecosystems around the world (e.g. Belize, Montana, Kenya, Tahiti). Professor Ocampo-Raeder implements a series of qualitative and quantitative methods in her work, some of which are heavily rooted in ecological framework. She teaches a series of courses in environmental anthropology, conservation and development, food and culture, as well as ecological anthropology.
Luis Herran Avila
Luis Herran Avila, visiting assistant professor of History (The New School for Social Research, Ph.D.), teaches 20th century Latin American History with an emphasis on the Cold War, US-Latin America relations, political violence, and migration. His interests also include various topics in Argentine, Mexican, and Colombian political and intellectual history; and the study of conservative and extreme right movements across the Americas. He also holds a B.A. in Latin American Studies from the National Autonomous University of Mexico, and has been a past op-ed contributor to the Mexican dailies Reforma and El Norte.

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 résumé 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 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 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.

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
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
2011-2012: Writing in Latin American History
2012-2013: Hugo Chávez's Venezuela and Beyond
2013-2014: The Politics of Memory and Forgetting in Latin America
2014-2015: Mezcalanza: Food, Fusion and Place in Latin America
2015-2016: Sumak Kawsay (Buen vivir/Good Life)
2016-2017: The Cuban Revolution after Fidel Castro

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.

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 300 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 Sociology/Anthropology or Political 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
1. _____ Latin AM. 300: 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

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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.

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**Comps**

The comprehensive exercise in Latin American Studies has 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 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 Fall Term of your senior year, 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 the Spring of your Junior year, 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, senior year, 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 by 4:30 p.m. on Friday of week three. (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 8th 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 of 8th week.

4. Third week of Winter Term: By Friday of the third week 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, at the beginning of 8th week you must submit a complete draft of your comps paper to your advisor.

6. Second week of Spring Term: A copy of your complete, final draft of the comps essay must be submitted to your comps advisor and a second copy to your reader by 4:30 pm on the Friday of the 2nd week of spring term. In addition, an electronic version as a word or pdf file must be submitted via attachment to an e-mail or via cd or USB flash drive to the Program Director. 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 of 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 interest you
b. The principal question(s) or issue(s) you want to pose about the 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. Previous experience and preparation. If pertinent, 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”.

After your comps presentation has been completed, you will be notified of your final grade for comps in a letter from the Program director, Andrew Fisher. 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.

<table>
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<tr>
<th>Year</th>
<th>Student</th>
<th>Title</th>
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<tbody>
<tr>
<td>2016-2017</td>
<td>Joshua Reason</td>
<td>Incomodando os brancos: Blackness and Urban Space in Salvador da Bahia</td>
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<tr>
<td></td>
<td>Jack Bredar</td>
<td>Innovación Colombiana: The Transformation of Bogotá under the Leadership of Antanas Mockus and Enrique Peñalosa.</td>
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<td>2015-2016 (no comps)</td>
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<td>2014-2015</td>
<td>Katie Blansett</td>
<td>From “Modernismo” to the Modern Nation: State and Culture in the “Estado Novo” Distinction</td>
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<td>Holly Buttrey</td>
<td>Hip Hop in Cuba: the Underground Sphere for Expressive Youth</td>
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<td>2013-2014 (no comps)</td>
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<td>2012-2013</td>
<td>Zach Baquet</td>
<td>A Narrative of the Vagabond</td>
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<td>Cameron Combs</td>
<td>Juárezn The Racial Legacy of Brazilian Soccer: The Creation of National Identity Through Play Distinction</td>
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<td>2010-2011</td>
<td>B.G. Green</td>
<td>Raising Our Voices Through Social Organization</td>
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<td>Bus-Rapid: Transit: A Revolution in Latin American Urban Development</td>
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<td>Anna Losacano</td>
<td>Telenovelas and the Story of the Mexican Nation: The Case of “Cuidado Con el Ángel”</td>
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<td>Lyndon DeSalvo</td>
<td>First Among the BRICs: Brazil’s Challenging of TRIPs</td>
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<td>2008-2009</td>
<td>Sam Friedman</td>
<td>The Soundtrack of the Novel: Reading Alberto Fuguet’s Mala onda through its Use of Popular Music</td>
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<td>Nicolina Hernandez</td>
<td>Labor Organizing and Latino Immigrants in Minnesota: A Case Study of SEIU Local 261</td>
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<td>Emily Schulman</td>
<td>Postdictatorial Porteño Poetry: Contested Space in the Chilean Poetic Imagination Distinction</td>
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<td>Amberleigh Shields</td>
<td>The Corporeal in the Age of Capitalism: The Body in New Argentine Cinema</td>
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<td>2005-2006</td>
<td>Nataly Barrera</td>
<td>Mujeres en Acción: Latin American Women’s Struggle for Change and Acceptance</td>
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<td>David Holman</td>
<td>What Are the Impacts of Bolivian Argentine and Brazilian Society</td>
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<td>2004-2005</td>
<td>Brisa Garcia</td>
<td>De ángeles y amadas muertas: figuraciones de la mujer en la poesía de Amado Nervo y José Asunción.</td>
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<td>Katherine Fischer</td>
<td>State-Sponsored Terror in Chile and Guatemala: Lessons of Blood and Memory</td>
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<td>Paulina Ponce</td>
<td>Maquiladoras, Women, and Development</td>
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<td>2001-2002</td>
<td>Nora Ferm</td>
<td>Women in Cooperatives: Gender and Politics in Costa Rica</td>
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<td>Anna Lacey</td>
<td>The Sex Industry of Brazilian and Costa Rican Youth: A Look at Latin American Child Prostitution and the Commoditization Process</td>
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<td>Riana Mariah North</td>
<td>The Theater of Griselda Gambaro: Socio-political Reflections and Analysis through Three Decades of Argentine Crisis</td>
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<td>Heidi Rivers</td>
<td>The Voice of Leadership: Andean Indian Women and the Quincentenary Movement</td>
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<td>Women in an Age of Globalization: The Avon Case Study in São Paulo, Brazil</td>
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<td>Dina Ozuna</td>
<td>Personal Histories: Transformations and the Mothers of Mexico City</td>
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<td>Kristin Wallace</td>
<td>From el Pico to the Cannon: The Creation of the Maltrata – Northfield Transnational Community</td>
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<td>Sara Barker</td>
<td>The Politics of Memory: Constructing History and Identity Amidst Democratic Consolidation</td>
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<td>Ross Chavez</td>
<td>The Zapatista Rebellion: Fighting for the Health of a People in a Plurinational and Medically Plural Society</td>
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<td>Brody Felchie</td>
<td>The Importance of a Qualitative Assessment of Primary Education Policies in Rural Latin America: Focused on Brazil, Argentina, and Nicaragua</td>
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<td>Megan Yourgules</td>
<td>The Development of Folklórico: Community, Tradition and Boarders</td>
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<td>Kurt Fitterer</td>
<td>More Than a Game But Less Than a Perfect Tool: Soccer as a Reflection of Argentine and Brazilian Society</td>
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<td>Molly Levin</td>
<td>Culture at the Crossroads: Tourism and the Naso of Northwestern Panama</td>
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<td>Casey Miller</td>
<td>Jaula de Oro: Mexican Immigration to the American Mid-West Since 1920</td>
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<td>Mara Palumbo</td>
<td>Evolving Perceptions of Indigenous People in Brazil: From Cannibals to Environmental Activists</td>
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<td>1999-2000</td>
<td>Alison Bassi</td>
<td>Disruption, Resistance, and Civil Disobedience: The Unpredicted Success and Survival of the Sem Terra Movement in Brazil</td>
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<td>Mimi Frusha</td>
<td>Paving the Path for Change: Mobilization of Civil Society in Nicaragua Following Hurricane Mitch</td>
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<td>Kristen Jones</td>
<td>Family Planning Along the Mexican-American Border</td>
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<td>Valeska Liebenow</td>
<td>Re-Imagining the Mexican Nation</td>
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<td>Christie Martin</td>
<td>The Evolution of the Argentine Gaucho: De Barbarie a un Simbolo Nacional</td>
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<td>Erica Mohan</td>
<td>Latin American Civil Society and the FTAA: New Strategies Within a Changing Context</td>
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<td>Leilani Weiermann</td>
<td>Women’s Spaces and the Brazilian Movement Against Domestic Violence: Lasting Impressions on Women and Society</td>
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Maria 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 Repercussions of García’s Policies on Peru 1985-1989

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
Renae Waneka  The Dichotomy: La Malinche and la Virgen de Guadalupe in Contemporary Mexico

Requirements for Minor:
- HIST 170 Modern Latin America 1810- presents
- LTAM 300 Issues in Latin American Studies
- LTAM 398 Latin American Forum

One additional survey course, selected from:
- POSC 221 Latin American Politics
- SOAN 250 Ethnography of Latin America
- SPAN 242 Introduction to Latin American Literature

And 30 credits in electives.

Minors must also complete Spanish 204 or equivalent. Further information can be found in the Academic Catalog. No more than three courses from the student’s major may apply to the minor, and no more than three in the same discipline. Up to twelve credits may be comparative or Latino in focus (see courses listed in Handbook). Up to 18 credits from approved off-campus programs may be counted as electives.

Monitoring Your Progress as a Latin American Studies Minor

50 Credits; a maximum of eighteen credits from the minor’s major may apply.
Required Courses. These may apply only to the core or elective courses; they many not double-count.

Term
- ______ History 170: Modern Latin America
- ______ Latin Am. 300: 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. Minimum of 12 credits from each of these two groups.

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

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Group II: Humanities, Social Science

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Courses

**LTAM 100: The Politics of Memory in Latin American Literature** We will explore the ethics and politics of memory and trauma in societies previously torn asunder by civil wars and dictatorships. The texts and films assigned will be studies of how subjective and collective memories are negotiated both through fictional and testimonial narratives. Our focus will be primarily on Argentina, Chile, Guatemala and El Salvador but we will also read some Holocaust literature to compare how this subject has been represented in another tradition. The primary question we will explore is: how does a work of art adequately represent the horror without aestheticizing the experience? 6 cr., AI, WR1, IS.

**LTAM 110: Portuguese for Spanish Speakers** This fast-paced introductory Portuguese language course focuses on developing communication skills and emphasizes speaking, reading, and writing. Previous knowledge of Spanish is assumed in presentation of grammar and vocabulary. Prerequisite: Spanish 204 or permission of the instructor. 3 cr., S/CR/NC, NE, Offered in alternate years.

**LTAM 270: Chile’s September 11th: History and Memory since the Coup** September 11, 2013 marks the fortieth anniversary of the coup ‘e’ tat that deposed the democratically elected government of socialist Salvador Allende and initiated the seventeen-year dictatorship of Augusto Pinochet. This interdisciplinary course canvasses this tumultuous period in Chilean history through the study of speeches and interviews from the era, testimonials, declassified U.S. security documents, literature, film, photographs, and music. It explores the Allende years, the domestic and international contexts of the coup, the dictatorship’s “counterinsurgency” and neoliberal reform programs, protest movements against military rule, and the ongoing struggles over human rights, popular mobilization, and collective memory. 6 cr., HI, WR2, IS.
LTAM 300: 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 Amazaonian areas. Classes are supplemented by visits to relevant sites and by lectures by local experts and activists.

LTAM 382: Confictive Development: Peru 1980 to Present This is a two-track course that focuses, on one hand, on specific problems resulting from the conflict between strong economic growth and the persistence of social inequality and marginalization. On the other hand, the class will explore the difficulties of creating forms of participatory politics, against the background of key moments in Peru’s political history. The emphasis will be on present-day manifestations of the polarity “formal” vs. “real” democracy.” A political scientist and a sociologist lead the class, and classes are supplemented with lectures by experts on specific issues. Prerequisite: Spanish 204 or the equivalent. 6 cr., SI, IS.

Off-Campus Study

We strongly encourage students to participate in an off-campus study program in Latin America, if possible. We offer one Latin American Studies program to Guatemala (even years). We also recommend you to consider the Carleton program in Perú (spring term, odd years), which provides an excellent opportunity for studying language and literature in Perú. To learn more about all Carleton programs go to the OCS website. 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 a program in 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. Consult the OCS Program Gateway website for options and suggestions: https://apps.carleton.edu/curricular/ocs/programs

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 Disopsitoi, 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 of 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
Quarterly Journal of Economics,
The Review: Latin American Literature and Arts
Revista Canadiense de Estudios Hispanics 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