

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 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, Becky Boling, or any of the faculty in Latin American Studies.

2018-2019 Director:

Jorge Brioso

Professor of Spanish

Director of Latin American Studies

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Administrative Assistant:

Mary Tatge (x4252)

mtatge@carleton.edu

Latin American Studies Faculty

Becky Boling

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

Office: LDC 365

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Becky's teaching and research focus on both contemporary Latin American narrative and theater with a strong interest in women's writings.



Jorge Brioso,

Professor of Spanish, Director of Latin American Studies

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Jorge 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.



José Cerna-Bazán

Professor of Spanish

Office: LDC 363

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José is particularly interested in the relations of literary experimentation and cultural discourses in contexts marked by social heterogeneity.



Adriana Estill

Professor of English and American Studies

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Adriana teaches courses on U.S. Latin/a literature and twentieth century American literature, especially poetry.



Andrew Fisher

Associate Dean of the College

Professor of History

Office: Laird 133

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Andrew 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.



Jay Levi

Professor of Anthropology

Office: Weitz 239A

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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.

**Silvia López**

Professor of Spanish

Office: LDC 369

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Silvia teaches 19th century Latin American literature, as well as the Introductions to Latin American Studies and Latin American Literature.

**Elena McGrath**

Visiting Assistant Professor of History

Office: Leighton Hall 227

Phone: (507)222-4216

Elena is a historian of revolutionary movements, race, gender, and natural resources in Latin America, with an emphasis on the Andes. Her research explores the material conditions that create revolutions as well as the ideological and cultural visions that sustain them over time, and how such forces help create community and individual identity.

**Alfred Montero**

Frank B. Kellogg Professor of Political Science

Director of Advising and Faculty Diversity Recruitment

Director of Public Policy

Office: Willis hall 407

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Al teaches courses on Latin American politics and political economy, European and international political economy, and comparative democratization, authoritarianism and corruption.

**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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Bev's research interests concern rural development, grassroots action, and social change in Latin America.



Constanza Ocamp-Raeder

Assistant Professor of Anthropology

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Constanza teaches a series of courses in environmental anthropology, conversation and development, food and culture, as well as ecological anthropology.

**Yansi Perez**

Associate Professor of Spanish

Chair of Spanish

Office: LDC 304

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Yansi offers courses about the detective novel in Latin America, Myth and History in Central America, Postwar Central American Literature and Culture, Race and Nation in the Caribbean, among others.

**Internships**

Latin American Studies students have participated in a variety of internships that complement and contribute to their major or concentration. Internships 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 (CLA) 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 supplemental 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 American 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 lectures that bring prominent scholars and public figures to campus. Students and faculty have the opportunity to meet and interact 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

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

2011-2012: Writing in Latin American History

2012-2012: Hugo Chávez's Venezuela and Beyond

2013-2014: The Politics of Memory and Forgetting in Latin America

2014-2015: Mezcolanza: Food, Fusion and Place in Latin America

2015-2016: Sumak Kawsay (Buen vivir/Good Life)

2016-2017: The Cuban Revolution after Fidel Castro

2017-2018: Populism and Democracy in Latin America

2018-2019: Celebrating 15 Years: 2004-2019

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 also 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 (not offered in 2018-19)
- [LTAM 400](#) Integrative Exercise

In addition, majors are required to complete:

- Two 300-level Latin America-focused courses offered in the Spanish department
- One 300-level history, or sociology/anthropology, or political science course focused on Latin America
- 30 additional credits of electives from the list below. The 300-level courses in the Spanish department that are required are always taught in the language.

Students are strongly encouraged to complete the non-Spanish 300-level 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 sociology and anthropology or political science course as an elective.

Up to 27 credits from work in approved off-campus programs may be counted as electives for the major. Credits in natural science courses taken in Latin America may be applied toward the electives requirement if the director approves. Up to twelve elective credits may be comparative or Latino in focus (Economics 240, 241, Music 141, Religion 227, Sociology/Anthropology 203, 233, 259, 302). 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. 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

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
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 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 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 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. 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.

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.

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

2017-2018	John “Jack” Bredar	Invocación Colombiana: The Transformation of Bogotá under the Leadership of Antanas Mockus and Enrique Peñalosa
2016-2017	Joshua Reason	Incomodando os brancos: Blackness and Urban Space in Salvador da Bahia
	Gabriela Bosquez	
2015-16 (no comps)	Raul Guzman	Determinants of Successful Social, Economic, and Political Incorporation in Bolivia and Perú
2014-2015	Anna Persmark	“Aquí hablamos un poco más de la autonomía de la vagina”: The Rhetoric of Women’s Rights and Health from NGOs in Highland Chiapas.
2013-2014	Katie Blansett	From “Modernismo” to the Modern Nation: State and Culture in the “Estado Novo” Distinction
	Holly Buttrey	Hip Hop in Cuba: The Underground Sphere for Expressive Youth
2012-2013	Zach Baquet	A Narrative of the Vagabond
2011-2012	Jennifer Beltran Cameron Combs	Femicides in Ciudad Juárez: Why Women? Why Ciudad Juárez The Racial Legacy of Brazilian Soccer: The Creation of National Identity Through Play Distinction
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 Mala onda through its Use of Popular Music
2007-2008	Jane Caffrey	The Mirror of Democracy Without Equality: Media Coverage of Crime and Violence in Urban Brazil
	Nicolina	Labor Organizing and Latino Immigrants in Minnesota: A Case Study of SEIU Local 261
	Hernandez	Postdictatorial Porteño Poetry: Contested Space in the Chilean Poetic Imagination Distinction
	Emily Schulman	The Corporeal in the Age of Capitalism: The Body in New Argentine Cinema
	Amberleigh Shields	
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 Fischer Paulina Ponce	Preventing HIV Transmission in Mexico: The Entertainment-Education Model for Mass Media Campaigns State-Sponsored Terror in Chile and Guatemala: Lessons of Blood and Memory Distinction Maquiladoras, Women, and Development
2001-2002	Nora Ferm Anna Lacey Riana Mariah North Heidi Rivers Tricia Olsen Dina Ozuna Kristin Wallace	Women in Cooperatives: Gender and Politics in Costa Rica Distinction 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 Distinction The Voice of Leadership: Andean Indian Women and the Quincentenary Movement Women in an Age of Globalization: The Avon Case Study in São Paulo, Brazil Distinction Personal Histories: Transformations and the Mothers of Mexico City From el Pico to the Cannon: The Creation of the Maltrata – Northfield Transnational Community
2000-2001	Sara Barker Ross Chavez Brody Felchle Megan Yourgules Kurt Fitterer Molly Levin Casey Miller Mara Palumbo	The Politics of Memory: Constructing History and Identity Amidst Democratic Consolidation Distinction The Zapatista Rebellion: Fighting for the Health of a People in a Pluriethnic and Medically Plural Society The Importance of a Qualitative Assessment of Primary Education Policies in Rural Latin America: Focused on Brazil, Argentina, and Nicaragua The Development of Folklorico: Community, Tradition and Borders More Than a Game But Less Than a Perfect Tool: Soccer as a Reflection of Argentine and Brazilian Society Culture at the Crossroads: Tourism and the Naso of Northwestern Panama Distinction Jaula 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 Mimi Frusha Kristen Jones Valeska Liebenow Christie Martin Erica Mohan Leilani Weiermann Reed Wallsmith María Flora Yates	Disruption, Resistance, and Civil Disobedience: The Unpredicted Success and Survival of the Sem Terra Movement in Brazil Paving the Path for Change: Mobilization of Civil Society in Nicaragua Following Hurricane Mitch Family Planning Along the Mexican-American Border Re-Imagining the Mexican Nation The Evolution of the Argentine Gaucho: De Barbarie a un Símbolo Nacional Latin American Civil Society and the FTAA: New Strategies Within a Changing Context Women's Spaces and the Brazilian Movement Against Domestic Violence: Lasting Impressions on Women and Society The Role of the Musician in Post-Sandinista Nicaragua: The Work of Carlos Mejía Godoy, 1973-2000 Distinction Testimonios de Una Familia: A Study of the Effects of the Salvadoran Civil War Upon Family
1998-1999	Maria Bucio Alfonso Li	Unearthing the Truth About Street Children in Mexico Prospect Theory and the Repercussions of García's Policies on Peru 1985-1989
1997-1998	Travis Olives Victor Pacheco	The Development of a Tradition: The social agency and changing artesanía of artisans' cooperatives in northwestern Guatemala 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. Distinction
Renae Waneka	The Dichotomy: La Malinche and la Virgen de Guadalupe in Contemporary Mexico

Requirements for the Minor

HIST 170 Modern Latin America, 1810-present
 LTAM 300 Issues in Latin American Studies

LTAM 398 Latin American Forum

- 6 credits in Latin American Literature (above SPAN 219 and not in translation)
- 6 credits from the list below in an advanced course in the Social Sciences (200-300 level in Economics, Political Science, or Sociology and Anthropology)
- An additional 12 elective credits focusing on Latin America (and/or U.S. Latino Literature) from the list below or relevant off-campus studies programs (Carleton or non-Carleton affiliated).
- Students who minor must also complete Spanish 204 or equivalent

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
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
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