



COLLEGE *of* CHARLESTON

LATIN AMERICAN
AND CARIBBEAN STUDIES

Latin American & Caribbean Studies

Course Offerings – Summer 2021

CORE

LACS 101.01	Introduction to Latin American and Caribbean Studies	ONL	Hollis M France
(P)	07/13-08/11 ONLINE (Summer II)		
LACS 101.02	Introduction to Latin American and Caribbean Studies	ONL	Sarah E Owens
(P)	05/17-06/04 ONLINE (Maymester)		

Category A: HISTORY – POLITICS – CIVILIZATION

ANTH 328.01	Aztecs, Maya, and their Ancestors	ONL	Barbara E Borg (P)	07/13-08/11
	ONLINE (Summer II)			

Category B: LITERATURE – CULTURE – LANGUAGES

No offerings.

Course Offerings – Fall 2021

CORE

10432	LACS	101	01	M	3.000	Introduction to Latin American and Caribbean Studies
	TR					Haley L Osborn (P) 08/24-12/13 TBA
11667	LACS	101	02	O	3.000	Introduction to Latin American and Caribbean Studies
	ONL					Maria Luci De Biaji Moreira (P) 08/24-12/13 ONLINE
13438	LACS	101	03	M	3.000	LC 25: Intro Latin Am & Caribbean Stu
						MWF 11:00 am-11:50 am Christina M Garcia (P) 08/24-12/13 ECTR 217 First Year Experience and Learning Community 25

LACS classes (count for either category)

13309	FYSE	125	01	M	3.000	Not Just World Cup Soccer: Business and Culture in Brazil					
	MWF					Daniela L Meireles (P)	08/24-12/13	ECTR 217	First Year Experience		
13311	FYSE	125	02	M	3.000	The Border		TR	09:25 am-10:50 am	Sarah E Owens (P)	
						LONG 402A	08/24-12/13		First Year Experience		
11829	LACS	332	01	O	3.000	Latin American Politics and Society in Film					TR
						Raul Carrillo-Arciniega (P)	08/24-12/13	ONLINE Synchronized	Online Component		

Category A: HISTORY – POLITICS – CIVILIZATION

11886	ANTH	328	01	O	3.000	Aztecs, Maya, and their Ancestors					ONL
						Barbara E Borg (P)	08/24-12/13	ONLINE			
11814	HIST	263	01	M	3.000	Latin America since Independence					TR 12:15 pm-01:30 pm
						Lisa Pinley Covert (P)	08/24-12/13	MYBK 304			
11847	INTL	290	01	O	3.000	ST: Humanitarian and Development Aid - A Critical Examination					
						ONL Sarah Wuigk (P)	08/24-12/13	ONLINE Special Topics			
10960	SPAN	333	01	M	3.000	ST: México lindo y querido			MWF	10:00 am-10:50 am	
						Joseph R Weyers (P)	08/24-12/13	LONG 336	Variable Topic		
10961	SPAN	333	02	M	3.000	ST: Latin America through Adaptation Studies					TR
						10:50 am-12:05 pm Haley L Osborn (P)	08/24-12/13	TBA			
13199	SPAN	333	03	O	3.000	Topics in Hispanic Cultures					TBA Michael A Gomez (P)
						08/24-12/13 OFFC 80304 (in Chile)					
11722	WGST	321	01	M	3.000	ST: Intersectional In/Justice: A Transnational Perspective					
						W	04:00 pm-06:45 pm				

Category B: LITERATURE – CULTURE – LANGUAGES

12982	ENGL	234	01	M	3.000	Survey of Third-World Masterpieces			MWF	10:00 am-10:50 am	
						Simon Keith Lewis (P)	08/24-12/13	MYBK 319			
11446	FREN	336	01	M	3.000	Cultural Panorama of the Francophone World					TR
						01:40 pm-02:55 pm Robert A Sapp (P)	08/24-12/13	BELL 403			

11626	LTPO	270	01	M	3.000	Studies in Brazilian Film TR	01:40 pm-02:55 pm	
						Maria Luci De Biaji Moreira (P)	08/24-12/13	LONG 336
13090	LTSP	252	01	M	3.000	ST: Queer, Black, and Non-human Narratives of Latin America		
						MWF 01:00 pm-01:50 pm Christina M Garcia (P)	08/24-12/13	TBA
13198	SPAN	328	02	O	3.000	Spanish Language Study Abroad		TBA 0
						0 Michael A Gomez (P)	08/24-12/13	OFFC 80304 (in Chile)
11119	SPAN	366	01	M	3.000	ST: Survey of 20th and 21st Latin American Literature		
						TR 09:25 am-10:40 am Raul Carrillo-Arciniega (P)	08/24-12/13	ECTR 217
13091	SPAN	492	01	O	3.000	ST: Literatura y Cultura Chicana-Latina: Identidad y Alteridad		
						ONL Nadia D Avendano (P)	08/24-12/13	ONLINE Variable Topic

COURSE DESCRIPTIONS

SPAN 333: Remixing Culture: Latin America through Adaptation Studies (Osborn)

This course aims to identify and analyze patterns of evolution and adaptation in Latin American culture through the study of source “texts” (literary works, film, visual arts, and songs) and their reinterpretations by new authors, artists, directors, and performers. While drawing from theories on Adaptation Studies, we will establish our own working definition for what constitutes an “adaptation” and develop the language to distinguish between these and other forms that do not meet adaptation criteria. As we question and dissect the production of adaptations on artistic, intellectual, and professional levels, we will identify processes of cultural negotiation and locate the gradual shapeshifting of cultural codes from one version of each source text to the next. Our final class project, “Remixing Culture,” a podcast dedicated to exploring the sociocultural implications of adapting literary works in new contexts, will represent the culmination of our community building and research.

SPAN 333: “México lindo y querido” (Weyers)

The Mexican Republic shares an extensive land border with the United States. It is one of our most important trade partners. Mexico is the top foreign destination for US vacationers. A significant part of our country was once part of Mexico. Much of the growing Spanish-speaking population in the United States is originally from Mexico. Still, Mexico is widely misunderstood on this side of the Río Grande.

Through history, art, gastronomy, music and multiple other cultural manifestations, we will explore Mexico's past, present and future. Understanding a country and its people is a complicated task. Appreciating those factors is an important beginning. By the conclusion of the course, you can expect to understand some of the complexities of our important neighbor to the south. More importantly, I hope that your appreciation of Mexico opens new doors for you.

SPAN 366 is Survey of Latin American Literature 20th and 21st Century (Carrillo-Arciniega)

El curso hace una revisión de la producción literaria en todos los géneros de lo más relevante de la literatura hispanoamericana desde el modernismo con Rubén Darío, Gutiérrez Nájera, Delmira Agustini; las vanguardias con Huidobro, Vallejo, Alfonsina Storni; el Boom con Rulfo, Borges, Cortázar hasta la narrativa actual con Roberto Bolaño. Asimismo, directores más importantes del mundo hispanoamericano como Pablo Larraín.

SPAN 492: Literatura y cultura chicana-latina: identidad y alteridad (Avendaño)

Literatura y Cultura Chicana-Latina: Identidad y Alteridad” es un seminario interdisciplinario. En esta clase se estudia la cuestión de identidad y alteridad según las experiencias de hispanos nacidos y/o criados en los Estados Unidos. Se estudiarán las experiencias biculturales/bilingües de latinos mediante el análisis de sus obras literarias. El objetivo es familiarizar a los estudiantes con cuatro comunidades latinas en los Estados Unidos—los mexicano-americanos, o chicanos, los puertorriqueños que residen en el continente, los cubanoamericanos, y los dominicano-americanos. Se estudiará la historia y presencia en EEUU de cada grupo y las tendencias migratorias a EEUU. En esta clase se estudia cómo estos individuos definen su herencia cultural, racial y nacional en relación a la de sus padres, y cómo conceptualizan su identidad por medio del Otro. Las siguientes son algunas de las preguntas que se considerarán: ¿Cuáles son las conexiones culturales que estos grupos mantienen con su país de origen o el de sus antepasados? ¿Cómo se perciben a sí mismos dentro de la sociedad estadounidense y cómo los perciben otros estadounidenses? ¿Por qué es la lengua tan importante en cuanto a la cultura de estos grupos?

LTSP 252 Society History and Culture in Spanish American Literature: Queer, Black, and Nonhuman Narratives of Latin America (García)

In this literature in translation course, we will study Latin American literary representations of queer, trans* and black corporealities at the intersection of the nonhuman. Starting with the Argentine classic, *Kiss of the Spider Woman* (1976), and concluding with the Dominican Afro-Futurist novel *Tentacles* (2015), we will explore how Latin American writers unsettle the boundaries of the human as a way to contest dominant subject models. Rather than appeal to a universal humanism, Critical Race and Trans* theorists point to the concept’s origins in colonial projects and racial taxonomies. Following their lead, we will trace how these literary texts foreground a shared enfleshment and artificiality, that which has often been deemed in excess to human essence and connects human bodies to animals, technology, and the divine. In so doing, we will see how these writers disrupt social hierarchies and produce new forms of community based on difference, as opposed to a common identity.

INTL 290 ST: Humanitarian and Development Aid - A Critical Examination (Wuigk)

This course introduces students to the various actors involved in humanitarian aid and international development assistance such as: United Nations organizations, bilateral donor organizations like USAID and international non-governmental organizations (NGOs). After providing an overview over the history of humanitarian and development aid the course will examine global structures of poverty and inequality. Students will learn to analyze how effective the current aid system is. We will look at the classic question: does development aid do more harm than good? The course examines economic, political and cultural effects of aid programs on the recipient countries. We will look especially at countries where multiple donors operate uncoordinated, pursuing inconsistent agendas such as Haiti.

The main objective of the course is to expose students to the criticism that surrounds international humanitarian and development aid and develop an understanding of what needs to change moving forward.

WGST 321: ST: Intersectional In/Justice: A Transnational Perspective (Dr. Elizabeth Velásquez Estrada)

This course examines how populations are criminalized due to race/ethnicity, gender, sexuality, class, and immigration status. Our readings seek to answer these questions: What does the intersection of systems of domination tell us about incarceration in the U.S. and beyond? What are the relationships between neoliberalism, U.S. security policies, violence and migration? How can we better understand the visions of justice that come from those who have been historically criminalized? To effectively engage in critical inquiry, students will be asked to suspend moral judgments to develop a critical thinking on the study