

## Proposal for NEW Major

October 2024

Revised based on Faculty Council Steering Committee Suggestions

Title of Proposed Major: Latin American, Caribbean and Latinx Studies (LACX)

Department: Major nested within the History department

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## Program of Study Details

### 1. Brief Description of the Major

**Latin American, Caribbean, and LatinX studies (LACX)** is an interdisciplinary major whose coursework draws primarily from the humanities and social sciences. In requiring students to take courses across disciplines, LACX recognizes that complicated challenges and diverse societies require complex solutions and a holistic, rather than singular, approach. The requirement to complete intermediate Spanish or Portuguese provides students with the necessary language skills to engage with many LACX societies. It introduces students to a wide range of methodologies and spans the region's geographic diversity, including both mainland Latin America and the Caribbean, and the Latinx diaspora population in the United States. As the major's core courses and structure encourages students to integrate knowledge across disciplines, LACX cultivates creative thinking that will leave majors poised to imagine and enact effective change in careers and research ranging from public health and medicine to diplomacy, sustainability, education, and social justice.

The proposed major also recognizes and prepares for the changing demographics and curricular demands of the United States and at the University of Rochester. Between 2010 and 2020, the Latinx population in the United States grew by 23 percent, making up the largest minority group in the United States. While this Latinx population is far from homogenous, something that the LACX major recognizes and celebrates, it plays an increasingly important role in all fields, from health care and politics, to teaching and advertising. At the University of Rochester, the Latinx share of enrolled undergraduate students is around 7 percent, but that share is only likely to increase given the changing national demographics.

## 2. Academic Division(s): Humanities and Social Sciences

## 3. Proposed Start Date: Spring 2025

## 4. Background and Rationale for Proposed Major

As the Latinx population of the country continues to expand and scholarly attention turns increasingly toward the Global South, students demand increasing culturally-and linguistically-responsive content. Latin America is one of the most urbanized regions in the world, but also one that struggles with inequality, and political and economic volatility. Ten percent of the world's population lives in Latin America, and the geographic and biodiversity spans from the driest desert to the Amazon rainforest. That diversity is also reflected in a linguistically and culturally diverse population of Indigenous, African, European and Asian descent. Within the United States, 63 million people or 20% of the population identifies as Latinx, a percentage that is also growing. Scholarly interest in these communities is only increasing, as are the demands from students to have coursework reflecting these populations, from health care to politics, history, and literature.

The proposed LACX major aligns with University of Rochester objectives. It fits clearly within the University of Rochester's strategic goals, particularly connecting to research strengths related to just and equitable societies. Moreover, the major is a step in the right direction to expand programs promoting diversity and the understanding of the contribution of these relevant communities to the social and economic framework of societies. Expanding the current minor to the LACX major also connects to the University's commitment to community engagement as 20

percent of Rochester's population identifies as Latinx and participates significantly in community programs and initiatives ranging from healthcare and education to political participation.

The proposed major includes courses across 11 units, with most courses in History, Anthropology, Spanish, Political Science/International Relations, and Religion & Classics. It is distinct from any major covering one discipline (or a double major in two), offering an opportunity of collaboration across the curriculum that will empower students to better understand these diverse populations, their needs, and will cultivate future collaborations and policy responses rooted in cultural competency. Students can currently cobble together a curriculum from assorted minors, particularly History, and Spanish, but these programs of study lack the structure of a major. By expanding the Latin American Studies minor to a major, students will benefit from foundational and capstone courses with expressed learning outcomes that cultivate the analytic and critical thinking toolkit to prepare them for graduate programs, employment, and competitive fellowships. The applications to competitive fellowships is already notable: a Truman Scholar (2023), five undergraduate Fulbright applications to Latin America since 2020, a Voyager Scholar application, and Critical Language Scholarship recipient. The additional support a major provides will bolster applications to these competitive fellowships and strengthen students' applications.

Student interest in the major is already considerable and growing. There were just 9 minors graduating between 2013 and 2020, but in 2023 and 2024, seven minors graduated. In a climate study from Fall 2022, 59 students expressed interest in the major. The majority of those respondents were first-year students and many identified as Latinx. The student population from the University of Rochester's Latinx community has ranged between 8 and 12 percent in the past ten years, but is likely to increase given general national and regional demographics. The major, however, appeals to the wider student population. Since 2020, about 30 percent of declared minors do not identify as Latinx and many are looking for an opportunity to continue to cultivate and use their acquired language skills and cultural competency. In the past, students have created a Latin American Studies major at the University of Rochester (Spring '13, Fall '22), and current students are also in the process of creating this major through the Multidisciplinary Studies Center. Formalizing the major will eliminate the ad hoc nature of the current process and will provide the required structure and program learning outcomes to facilitate post-graduation success. Staff will work with the LACX coordinator to ensure clear communication with students and faculty.

As LACX students progress through the major, they will work with a LACX faculty advisor to identify intermediate- and upper-level coursework and a capstone seminar or project that prepares them for their field of interest. The LACX major will provide not just linguistic, but

cultural competency that will make University of Rochester students more appealing to employers and graduate programs. There is a dire need in hospitals and schools around the country, but also in sectors like business, education, advertising, and entertainment, for employees to possess this combined skillset. The more defined structure of the major will also facilitate connections and collaborations with the career center, alumni, and university-wide programming.

Current and recent minors have declared majors ranging from Biological Sciences, Biochemistry, and Computer Science to Business, Spanish, History, International Relations, and Dance. In other words, one important strength of the major is its broad appeal across disciplines. For students with other declared majors in the humanities or social sciences, LACX will may appeal as a second major to complement their other major. For natural science majors, it will provide a rich set of coursework providing steps toward cultural competency and global citizenship.

## Benchmarking

Benchmarking was completed for Latin American Studies majors and minors at nine peer institutions. Of these, seven – NYU, Syracuse, Washington University, Dartmouth, UPenn, Villanova, and Vanderbilt – had Latin American Studies majors. Only two, Cornell and the University at Buffalo, did not have a major (although Cornell offers a concentration in Latin American Studies for graduate students). The fact that peer institutions in western New York do not have Latin American Studies majors represents an opportunity for the University of Rochester to fill this void and distinguish itself in the region.

Many of the consistent structures and formal requirements in the seven institutions granting majors are incorporated into the current University of Rochester major proposal. Our seven peer institutions with the Latin American Studies major required 30 to 36 credit hours to complete the major. The University of Rochester major will be a total of ten courses and 40 credit hours. The credit hour range stems from how language-learning courses are incorporated into the major. Many programs require intermediate or advanced proficiency as a prerequisite, whereas language-learning courses at Rochester are incorporated into the proposed Latin American Studies major. Vanderbilt and NYU require two languages pre-requisites, although both of these universities offer Indigenous languages and Haitian Kreyòl as options.

Other consistencies across programs include the level of coursework required, flexibility within the major, and distinctions between Latinx and Latin American and Caribbean Studies. Peer programs consistently required both foundational courses and capstone or culminating

experience courses. In many instances, the foundational courses had designated Latin American Studies courses. The University of Rochester does not currently have the faculty and program capacity and resources to offer program-specific introductory courses, yet UofR affiliated faculty have identified pre-existing foundational and seminar courses that will provide the introductory basis and capstone experience, respectively. Most peer institution programs also offer a considerable degree of flexibility with electives (six to eight courses). Of those, an emphasis on cross-disciplinary coursework requires students to take courses in a range of departments. The proposed major embraces flexibility in accordance with peer institutions and with University of Rochester student expectations. Finally, several programs offer two separate tracks, one for the equivalent of Latin American and Caribbean Studies and another for Latinx studies. The University of Rochester will not offer tracks, but will embrace a hemispheric approach to LACX that requires students to appreciate several geographies – Latin America, the Caribbean and the LatinX diaspora in the United States.

A closer analysis of Vanderbilt's Latino and Latina Studies and Latin American Studies, Washington University's Latin American Studies, and Dartmouth's Latin American and Caribbean Studies and Latino Studies majors demonstrates that the proposed major aligns with peer institutions' requirements and emphasis.

#### *Vanderbilt*

Vanderbilt's program is the most rigorous and offers both a Latino and Latina Studies major and a Latin American Studies major. For the Latino and Latina Studies major (36 credit hours), students must take three specific foundational-level courses, one each in the English and Spanish departments and one offered through the Latin American, Caribbean and Latinx Studies center. The Spanish course requires students to already have advanced Spanish proficiency before enrolling. Students also enroll in a major-specific senior seminar to fulfill the capstone requirement. In addition to these specific course requirements, students choose 8 elective courses, completing at least two from each of the three course groups: Latinx culture, historical context, and critical perspectives. The interdisciplinary breadth is achieved with this structure as Spanish courses dominate Latinx culture group offerings, anthropology and history courses the historical context, and political science and sociology, critical perspective. Many of the critical perspectives courses, such as Global Feminisms (political science) and Class, Status, and Power (sociology) are not region specific, but engage the region through thematic topics pertinent to the region.

Vanderbilt's Latin American Studies major is also a 36-credit hour program with a more flexible structure. Required courses include one introductory course and a research seminar offered by

the center. Students then choose a concentration area (history; language, literature, and art history; or social sciences) by completing four courses in one set of disciplines. They are required to have an additional two courses for each of the other groups. The language requirements for this major are more rigorous. By the end of the major, students are expected to have advanced Spanish and intermediate proficiency in another regional language. They demonstrate this proficiency not only through successful coursework, but also through oral examination. As with Vanderbilt's Latino and Latina studies major, intermediate language courses can be used to satisfy the major's credit-hour policy.

Vanderbilt and its Center for Latin American, Caribbean, and Latinx Studies Centers has considerable resources and offers a Master of Arts in Latin American Studies and has over one hundred affiliated faculty that not only span multiple disciplines in Vanderbilt's College of Arts and Sciences, but also include faculty in Vanderbilt's School of Engineering, School of Divinity, School of Medicine, School of Nursing, etc. Vanderbilt's structure thus provides a model for considering the major's growth possibility in an environment like Rochester.

#### *Washington University in St. Louis*

Students at Washington University complete thirty credit hours of related coursework to receive a Latin American Studies major. Although the number of credit hours is low, students are not allowed to count courses toward another major or minor and language proficiency courses are a prerequisite. For requirements, students must take one of two introductory courses specific to the major as well as another introductory-level course. They must take 3 courses equivalent to University of Rochester 200-level courses as well as complete a capstone. An honors thesis, taking a major-specific seminar, or completing two seminars (the equivalent of 300-level coursework at the University of Rochester) satisfies the capstone requirement.

To provide disciplinary breadth, Washington University's major includes an explicit requirement to take more advanced coursework in at least one class of 3 disciplinary categories: politics or history; literary or cultural studies; and anthropology or Pre-Columbian cultures. Washington University students can meet the major's language requirement by completing the equivalent of the University of Rochester's Spanish 200 or Portuguese 152, or by completing a study abroad conducted in Spanish (with a Spanish course). Native Spanish or Portuguese speakers are allowed to exempt the language requirement.

Washington University requires an additional study abroad component, but students unable to complete that requirement may substitute an additional 300-level course.

### *Dartmouth College*

Like Vanderbilt, Dartmouth offers two different tracks of study: Latin American and Caribbean Studies and Latino Studies. Before declaring either major, Dartmouth students must complete a language requirement in Spanish or Portuguese. The major itself is 35 credit hours (this does not include the language prerequisites), and requires two major-specific introductory courses, seven associated courses, and a “culminating experience,” the equivalent of a capstone.

Disciplinary breadth is not as strictly regulated as in other programs, but some is required as the major must have at least two courses come from the social sciences and two from the humanities. Similar to Vanderbilt University, four of the seven associated courses must constitute a concentration focus either related to a particular disciplinary or scholarly focus. Dartmouth allows additional flexibility with a modified major, where six courses are completed in Latin American Studies, but four other courses may come from a different discipline. Dartmouth’s program seems the most similar to Rochester in the degree of flexibility that students expect with their educational choices.

### *Honors*

Of the comparable programs, Vanderbilt, Washington University and Dartmouth all offer honors.

## Administrative Resources:

Curriculum decisions, including cluster review, will be led by an interdisciplinary steering committee. The committee will also collaborate on outside speaker invitations, events, and reviewing program learning outcomes (including senior and alumni surveys). Annual events to foster community among majors and affiliated graduate students, staff, and faculty include a Hispanic Heritage month event in fall and a research colloquium in the spring. The steering committee will include the current program director and three to four other faculty members. No fewer than three departments and/or units will be represented, and the committee will include at least one representative from the social sciences and humanities divisions. Participation in the steering committee is a two-year term with humanities representatives’ terms beginning in even years and social science representatives’ in odd years. In years where a steering committee member becomes director, leaving a vacancy, an interim committee member will only be appointed in the event that the above specifications are not met. The director will serve a two-year term (with a maximum of two consecutive terms) and the position will rotate between departments. The incoming director must have been a part of the curriculum committee in the preceding year. Any full-time faculty member is eligible to fill the director position.



Students will be expected to designate a faculty advisor from the affiliated faculty list to serve as their primary advisor. The LACX director will oversee undergraduate advising. As a major nested in the history department, the LACX coordinator will work with the History department administrator and LACX administrative coordinator to complete scheduling, communications, and promotion of the program.

A faculty list is included in [Appendix A](#).

*Projected number of majors*

Year 1	Year 2	Year 3	Year 4	Year 5
1	3	7	12	15

## 5. Program Learning Outcomes

The structure of the curriculum ensures that the interdisciplinary framework is met. By completing requirements, students are gaining a broad appreciation of various time periods and multiple regions within Latin America and the diaspora as well as methodological breadth.

**Communication (Written & Oral):** Be able to present and structure research, ideas, and theses clearly, concisely, and in a well-organized manner, both orally and in presentation form (either written or a comparable media form).

- Direct: Students completing capstone projects will be required to present their research at the Undergraduate Research Expo or in an equivalent forum. In instances where the project or research is for a class not taught by a LACX-affiliated faculty member, these presentations will be assessed by at least one LACX-affiliated faculty member. (spring)
- Direct: Students will have the opportunity to present affiliated research in the LACX colloquium held annually in January. (spring)

**Knowledge & foundation:** Students should demonstrate a well-rounded grasp of the diverse cultural experiences in Latin America and its diaspora population, as well as dominant economic, cultural, and political frameworks distinctive to the region.

- Direct: Introductory courses contain embedded assignments that gauge student knowledge and foundational understanding. As such, student grades in these courses will be a direct measure of the learning outcome. (every term)

**Inquiry & Critical Analysis:** Students should be able to apply theoretical frameworks and methodologies of constituent disciplines of LACX to critical analyses and interpretations of evidence and independent research.

- Direct: Core mid- and upper-level courses contain embedded assignments that gauge student inquiry and critical analysis. As such, student grades in these courses will be a direct measure of the learning outcome. (every term)
- Direct: Core introductory and capstone courses contain collaboration with librarians to expand information and digital literacy competency. These collaborations are available for the constituent disciplines of LACX. (every term)

**Linguistic competency:** Students should demonstrate competency in one of the target languages in all four modalities (reading, writing, listening, speaking)

- Direct: Successful completion of language requirement (either SPAN 152, PORT 152, or SPAN 200).

**Professional development:** Students will be prepared for diverse career paths that reflect the multidisciplinary foundations of Latin American Studies or to enter related graduate programs.

- Direct: Research, internship, and community-engaged journals will be reviewed by supervising faculty. (annual)
- Direct: Successful completion of professional internships or supervised research experiences.

Indirect methods to measure the above program learning outcomes will include senior and alumni surveys, national fellowships and awards, graduate school admissions, and participation in undergraduate research forums.

A senior survey will be conducted every spring to evaluate student perceptions of achieved outcomes. For example, a question related to the use of foreign language in senior projects and research can speak to linguistic competency. The senior survey will also include information on future plans and professional trajectory.

Alumni surveys will be sent out in spring each year. Alumni will receive a one-, three- and five-year survey. Subsequent surveys will be sent out at ten- and fifteen- and subsequent

five-year intervals. These surveys will assist in providing industry and professional data, connecting current students with alumni, and evaluating goals like linguistic competency and professional development.

## 6. Program Outline

See [Appendix B](#) for a complete list of courses by requirement and further explanation of major requirements, particularly for examples of the language requirement.

See [Appendix C](#) for a sample schedule that demonstrates the overlap policy.

Total number of required courses: 10

Total number of pre-requisite courses: 1<sup>1</sup>

Maximum number of transfer courses: 4

Language requirement:

- I. Students must demonstrate language proficiency. To declare the major, students must be enrolled in either SPAN 152, PORT 152, or SPAN 200. A maximum of twelve hours of language-learning courses (through 200) can count toward the major.

Course-level requirements:

- II. Introductory courses: Students must take introductory courses (one in each division). The proposal draws on existing courses that are frequently and consistently offered and can provide a base for students.
- III. At least five courses must be mid- or upper-level courses as identified in [Appendix B](#).
- IV. Capstone courses: Each student will complete a capstone course or senior project that will be approved by the LACX curriculum committee. This could include a senior writing seminar, an independent research study, or a community-engaged capstone project.

Major-specific breadth requirements:

- V. Core LACX courses: While students may petition for other relevant courses or credits (such as study abroad) to count toward the major, they must take at least five courses identified as core courses to the major (See [Appendix B](#)). These are courses where at least 35% of the course content engages the region and its communities.

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<sup>1</sup> Some students test directly into higher levels of Spanish or Portuguese. These students will need to complete SPAN 200, PORT152 or the alternate language series at the intermediate level to satisfy the requirement. For these students, successful completion of SPAN 101/102 and SPAN 151/152 is not a pre-requisite.

- VI. Time period requirement: Students must take at least one pre-colonial or colonial course and one modern course as identified in [Appendix B](#).
- VII. Geographic requirement: Students must take at least one course in two of the following three geographies: Caribbean, continental Latin America and U.S. Latinx diaspora. [Appendix B](#) identifies geographic designations.

Divisional requirements for an interdisciplinary major:

- VIII. Students must take courses from at least three different departments or programs, and mid- and upper-level courses from at least two different departments.
- IX. Division designation: LACX can be either a humanities or social sciences major. To achieve a degree in the chosen division, students must have completed at least 24 credit hours in the designated division, at least 12 of which at the mid- or upper-level course in that division.

Functional requirements:

- X. A maximum of four 2-credit courses can count toward the major
- XI. Requirement overlap policy: Courses can be used to satisfy several knowledge requirements outline in requirements I – VII. This ensures flexibility given that not all courses are offered annually. However, a minimum of 40 credit hours must be taken to meet requirements. See [Appendix C](#) for further examples.

To satisfy the major, students will enroll in courses that are already offered consistently at the University of Rochester. There are no additional courses that will be created *at this time* as the University of Rochester does not currently have the capacity to offer major-specific courses. Several major components, however, offer an alternative and creative way to create a common major experience for students. When combined, the annual colloquium, coordination with the library, and creation of LACX sections for mid- and upper-level courses, will provide students a cohesive experience and community. This design has the additional benefit of allowing students to find the major from various subject areas.

Students may petition for courses to count toward the major if a significant portion of the research or community engagement is related to the major. This can include coursework in other disciplines, independent research, and immersive experiences, such as community-engaged courses, internships, and study abroad coursework. The major coordinator, in collaboration with the LACX curriculum committee, will approve such petitions.

### Language program:

Outside the curriculum currently offered every semester, there is an effort to support the growth of the proposed major. For instance, the Language Center alongside the Center for Education Abroad (CEA) and with the support of the Office for Global Engagement, the College, and the Warner School of Education, recently submitted a federal grant proposal for the establishment of new study abroad opportunities in Brazil as well as a new content course related to the Portuguese-speaking world with a special focus to Brazil.

Furthermore, the Language Center is continuously working to find new ways to offer new language learning opportunities which includes possible language course exchange programs with other higher education institutions. If a Memorandum of Understanding (MOU) is signed, new courses, for languages such as Haitian Kreyòl or indigenous languages, could become available to the campus community.

### PUC faculty exchange program:

Since 2011, the university has participated in a mutual exchange of students with the Pontificia Universidad Católica, Peru (PUC-P) study abroad program in Lima, Peru. In addition to offering LACX students a study-abroad experience in PUC-P classrooms, the agreement allows the University of Rochester to host one faculty member with expertise in archaeology to give classes at the University of Rochester. There is a strong possibility of hosting faculty whose expertise are archaeology within Latin America.

### Study abroad component:

The University of Rochester's partnership with IES currently offers study abroad opportunities for students in Argentina, Chile, and Ecuador. A maximum of three/four study abroad courses can be accepted to fulfill the LACX requirements and all course transfers should be approved by the LACX coordinator prior to studying abroad. An exception to prior approval is for students who participate in the *Galapagos* direct-enroll study abroad at the University of San Francisco-Quito. For students who enroll in the Galapagos study abroad program, the EESC251 (Introduction to Geographic Information Systems - GIS) course will automatically count toward the major. For students who participate in the summer archaeological dig taught in Peru, the credit they receive for Advanced Topics in Research (ATHS399) will automatically count toward the major.

### Library coordination:

LACX students will connect with University of Rochester librarians during at least two different points of their undergraduate education for specific digital literacy resources and sessions designed for the major. One set of interactions will be designed for introductory-level courses and another for students enrolled in mid- to upper-level courses and capstone projects. These interactions can include a class or workshop with a librarian in core courses working on a research, digital, and/or data project.

### LACX sections:

For introductory, mid- and upper-level courses that are considered core courses, a LACX overlap (cross-list) will be created for those courses so that they are easily identifiable for both first-year advisors and students. In those courses, declared minors and majors of the parented sections will receive priority for registration.

### Annual colloquium:

Students who petition for courses to count toward the major will be required to present in an annual study and research colloquium. For intro- and mid-level students, they will give a short presentation relating the course content to LACX studies in an annual colloquium. Seminar and capstone students must present their capstone research at the annual colloquium, the undergraduate research expo, or an equivalent forum. Participation in alternate research presentations will be considered by the curriculum committee.

### Internships and community-engaged partnerships:

Professional and cultural competency as well as active engagement are core values of the LACX major. Students will be encouraged to seek out internships and community-engaged partnerships to satisfy upper-level requirements. To develop these opportunities, the LACX coordinator and affiliated faculty will work in collaboration with the Greene Center at the University of Rochester and with the Center for Community Engagement to help students identify these opportunities.

A full list of courses is contained in [Appendix D](#). This appendix, read in conjunction with [Appendix B](#), demonstrates the major's viability and sustainability.

## 7. Requirements to Declare Major

To declare the major, students must have either completed their introductory course requirement or completed three core courses with a C or higher. Students must have also completed or be enrolled in the language competency course class (SPAN152, PORT152, or SPAN200). Thus, for a student starting a language in fall of their first year, they can declare the major in spring of their sophomore year when they are enrolled in SPAN152 or PORT152. Students who test directly into SPAN200 can declare the major once they have completed the other requirements to declare.

## 8. Upper-level Writing Requirement

LACX incorporates significant experience in student writing into its curriculum and requirements. Experience in writing occurs in at least two upper-level writing (ULW) courses. These two ULW courses are required for completion of the LACX major and provide instruction in writing, as well as opportunities for practice, feedback, discussion and revision across the semester. Courses build on students' initial exposure to the principles of written argument in the [primary writing courses](#). Students will also gain experience in using a range of writing activities and forms in their interdisciplinary LACX major, allowing them to develop both academic and professional proficiency relevant to a variety of disciplines and professions. As such, students can petition the curriculum committee's approval for capstone or senior projects with LACX themes and that would satisfy writing requirements to satisfy one ULW requirement. Upon completing the ULW courses, students will be proficient in representing information, critically analyzing, effectively presenting, and correctly citing research and topics related to LACX themes.

Per college policy, students who have more than one major are expected to fulfill the ULW requirement in each major. Only one upper-level writing course is permitted to overlap between two majors. Each major must have at least one upper-level writing course unique to that major.

A list of LACX courses that can be used to satisfy the upper-level writing requirement are included in [Appendix B](#).

## 9. Program Honors

At this time, Latin American Studies will not offer an honors program.

## 10. Departmental Distinction

To graduate with distinction in LACX, students must have a GPA of 3.7 in the major. To graduate with highest distinction in LACX, students must have a GPA of 3.85 in the major.

## 11. Transition of Existing Students into Major

Students with a declared interdisciplinary studies Latin American Studies major will have the option to transfer into the major. To receive a LACX degree, those students transferring into the major must either satisfy the courses in their original major plan or meet the LACX requirements. Students will also be allowed to transition into the major from other majors, but the requirements will not be altered. The most likely transfers will stem from History, Spanish, International Relations, and Political Science.

## 12. Other Relevant Information

### GRUPO

This interdisciplinary working group funded through the Humanities Center provides faculty and graduate students with the opportunity to workshop works-in-progress, grant applications, book proposals, and the like. The existence of GRUPO is an important foundation for developing a LACX community on campus and also for finding research synergy and pooling resources. As LACX grows, so do the possibilities for cross-university collaborations, research conferences, and related grant applications.

### Graduate students:

As the core LACX faculty grows, so too does the appeal of the University of Rochester for graduate students with an interest in the region. Undergraduate students will be able to use relevant courses offered by graduate students, most likely in History, Visual Cultural Studies, and English graduate programs, to satisfy major requirements.



## Appendix A - Faculty List

<b>Instructor Name</b>	<b>Division</b>	<b>Department</b>
Alanna Radlo-Dzur (S'25)	humanities	Art & Art History
Russell, Todd	humanities	Dance
Valdez, Teresa	humanities	Language Center
Crisóstomo Tejada, Vialcary	humanities	MLC
Prendergast, Ryan	humanities	MLC
Schaeffer, Claudia	humanities	MLC
Rodríguez-Hernández, Raúl	humanities	MLC
Rojas-Rimachi, Luisa-Maria	humanities	MLC
Alfaro, Raquel	humanities	MLC
Kemedjio, Cilas	humanities	MLC
Cashner, Andrew	humanities	Music
Bautista, Stefanie	humanities	Religion & Classics
Downey, Jack	humanities	Religion & Classics
O'Donnell, Rachel	humanities	WSAP & GSWS
Reichman, Dan	social science	Anthropology
Mondragón Celis Ochoa, Agnes	social science	Anthropology
Frierson, Karma	social science	Black Studies
Ball, Molly	social science	History
Kuhn, Jedediah	social science	history
Sierra Silva, Pablo	social science	History

<b>Instructor Name</b>	<b>Division</b>	<b>Department</b>
Flores, Ruben	social science	History
Frey, Anderson	social science	Political Science
Helmke, Gretchen	social science	Political Science

## Appendix B –Latin American, Caribbean, and Latinx Studies (LACX) Course Guide

Students must complete 40 credit hours of content related to the major. This includes meeting the language requirement (SPAN200, SPAN152, or PORT152). Students may petition the curriculum committee to include other courses with relevant content to count toward the major (including immersion experiences like study abroad and internship), but at least 20 credit hours must be core courses (5 courses). No more than four two-credit courses can be counted toward the major. A maximum of twelve hours of language-learning courses (through 200) can count toward the major. An explanation of the major requirements and a suggested list of courses has been included.

### LACX requirements

- I. Language requirement: Students must demonstrate language proficiency. To declare the major, students must be enrolled in either SPAN 152, PORT 152, **OR** SPAN 200. A maximum of twelve hours of language-learning courses (through 200) can count toward the major.
  - a. *Example 1:* A student who tests into and completes Spanish 200 and completes the Portuguese 101/102 and 151/152 series would be able to count two Portuguese courses toward the major in addition to Spanish 200.
  - b. *Example 2:* A student who tests into Spanish 151 and opts to take Spanish 159 would be able to count Spanish 152, Spanish 159 and Spanish 200 toward the major. (Spanish 151 would serve as a prerequisite for this student.)
  - c. *Example 3:* A student who starts with Spanish 101 and continues through Spanish 200 would count Spanish 151, 152, and 200 toward the major. This student could also opt to complete the 152 series and satisfy the remaining humanities requirements using courses from other departments.
- II. Introductory courses (2): Students must take two introductory courses, one from [approved social science](#) courses, and one from [approved humanities](#) courses.
- III. Mid-, Upper-level (5): Students must take at least five mid- or upper-level courses.
- IV. Capstone (1): Each student will complete a capstone course or senior project that will be approved by the LACX curriculum committee.
- V. Core LACX courses (5): Students must take at least five courses identified and approved as core courses to the major. These courses will be overlapped (cross-listed) with a LACX designation in workday to assist advisors and students in identifying these courses.

- VI. Time period requirement (2): Students must take at least one pre-colonial or colonial course and one modern course.
- VII. Geographic requirement (2): Students must take at least one course in two of the following three geographies: Caribbean, continental Latin America, and U.S. Latinx diaspora.
- VIII. Interdisciplinary: Students must take courses from at least three different departments or programs, and mid- and upper-level courses from at least two different departments.
- IX. Division designation. LACX can be either a humanities or social sciences major. To achieve a degree in the chosen division, students must have completed at least six courses in the designated division, at least three of which will be at the mid- or upper-level course in that division.
- X. A maximum of four 2-credit courses can count toward the major.
- XI. Requirement overlap policy: Courses can be used to satisfy several knowledge requirements outlined in requirements I - VII. This ensures flexibility given that not all courses are offered annually. Students should remember that a minimum of 40 credit hours must be taken to meet requirements.
  - a. *Example 1:* A student enrolls in HIST153: Women, Citizenship & Education: Brazil 1500 – 2020. As an introductory social science course that covers mainland Latin America in both the colonial and modern period, the course would help satisfy the following requirements.
    - i. Introductory course (I); Core LACX course (V); Mainland Latin America (VII)
    - ii. The student would choose whether the course satisfies the precolonial or modern time-period requirement (VI).
  - b. *Example 2:* A student enrolls in ANTH239: Understanding Immigration. As a mid-level course that covers the modern period and all three geographies, the course would help satisfy the following requirements.
    - i. Mid-level course (III); Core LACX course (V); Modern period (VI)
    - ii. The student would choose whether the course satisfies the mainland Latin America, Caribbean, or Latinx geography requirement (VII).

The courses that follow are all approved as core LACX courses.

## Course Level

### Introductory Courses

(Requirement: 1 introductory course from each division)

#### Humanities:

ATHS235	Aztecs and their Ancestors
ATHS251	Incas and their Ancestors
DANC171	Capoeira: Brazilian Art Movement
DANC271	Capoeira: Brazilian Art Movement
PORT102	Elementary Portuguese II
PORT151	Intermediate Portuguese I
PORT152	Intermediate Portuguese II
SPAN101	Elementary Spanish I
SPAN102	Elementary Spanish II
SPAN151	Intermediate Spanish I
SPAN152	Intermediate Spanish II
SPAN159	Spanish for Heritage Speakers

#### Social Sciences:

HIST149	America's Latinos
HIST150	Colonial Latin America
HIST151	Modern Latin America
HIST153	Women, Citizenship, & Education: Brazil, 1500 - 2020
HIST155	Film as History: Modern Latin America

### Intermediate- and Upper-Level Courses

(Requirement: At least five intermediate- and upper-level courses. All courses cannot be from the same discipline.)

#### Humanities

AHST2XX	Nahua Women (coming in Spring 2025)
CLTR216A	Latin American Film
FREN274	Caribbean Novel & Its Theory

MUSC205	Music in New Worlds
RELC234	Cry Freedom: Theologies of Liberation
RELC277	Death and Caring for the Dead in the Americas
SPAN200	Advanced Spanish Composition
SPAN204	Coming to Terms
SPAN206	Invention of Spanish America
SPAN248	Otras vanguardias: revolutionary artistic movements in the Americas Quemaremos el cielo si es preciso: Subversive Narratives of the
SPAN251	Afro-Caribbean
SPAN255	1492 and Beyond
SPAN262	Spanish-American Crime Fiction
SPAN266	Spanish-American Gothic
SPAN270	Hispanic Short Story
SPAN275	Marx and Freud in Latin America

#### Social Sciences

ANTH224	Anthropology and Development
ANTH231	Il(legal) Anthropology
ANTH239	Understanding Immigration
BLST381	Flights to Freedom: Maroons, Marronage, and the Making of the Americas
HIST248W	African Diaspora in Latin America, 1804-2009
HIST250	Digital Paleography
HIST251	African Diaspora in Latin America, 1441-1804
HIST254	Big Business in Brazil
HIST255	1492 and Beyond
HIST351W	Life in the City: Latin American Urban History
HIST353W	Racial Democracies: Mexico vs. Brazil
HIST386W	The Other Atlantic: Ethnohistory and Memory
HIST387W	Black Mexico, 1520-2020
INTR255	Poverty and Development
PSCI261	Latin American Politics
PSCI262	Elections in Developing Countries

## Temporal Breadth

(Requirement: One course from each time period)

### Pre-colonial / Colonial:

AHST2xx	Nahua Women (coming for Spring 2025)
ATHS235	Aztecs and their Ancestors
ATHS251	Inkas and their Ancestors
BLST381	Flights to Freedom: Maroons, Marronage, and the Making of the Americas
HIST150	Colonial Latin America
HIST153	Women, Citizenship, & Education: Brazil, 1500 - 2020
HIST250	Digital Paleography
HIST251	African Diaspora in Latin America, 1441-1804
HIST255 /	
SPAN255	1492 and Beyond
HIST386	The Other Atlantic: Ethnohistory and Memory
HIST387	
W	Black Mexico, 1520-2020
MUSC205	Music in New Worlds
RELC277	Death and Caring for the Dead in the Americas

### Modern:

ANTH224	Anthropology and Development
ANTH231	Il(legal) Anthropology
ANTH239	Understanding Immigration
BLST381	Flights to Freedom: Maroons, Marronage, and the Making of the Americas
CLTR216A	Latin American Film
DANC171	Capoeira: Brazilian Art Movement
DANC271	Capoeira: Brazilian Art Movement
FREN274	Caribbean Novel & Its Theory
HIST149	America's Latinos
HIST151	Modern Latin America
HIST153	Women, Citizenship, & Education: Brazil, 1500 - 2020
HIST155	Film as History: Modern Latin America
HIST248W	African Diaspora in Latin America, 1804-2009

HIST254	Big Business in Brazil
HIST351	Life in the City: Latin American Urban History
HIST353	Racial Democracies: Mexico vs. Brazil
HIST387	Black Mexico, 1520-2020
INTR255	Poverty & Development
PSCI261	Latin American Politics
RELC234	Cry Freedom: Theologies of Liberation
SPAN159	Spanish for Heritage Speakers
SPAN204	Coming to Terms
SPAN248	Otras vanguardia: revolutionary artistic movements in the Americas
SPAN251	Quemaremos el cielo si es preciso: Subversive Narratives of the Afro-Caribbean
SPAN262	Spanish-American Crime Fiction
SPAN266	Spanish American Gothic
SPAN270	Hispanic Short Story
SPAN275	Marx and Freud in Latin America

## Geographic Breadth

(Requirement: One course from two of the three regions.)

### Caribbean

ANTH239	Understanding Immigration
BLST381	Flights to Freedom: Maroons, Marronage, and the Making of the Americas
FREN274	Caribbean Novel & Its Theory
HIST150	Colonial Latin America
HIST151	Modern Latin America
HIST155	Film as History: Modern Latin America
HIST248W	African Diaspora in Latin America, 1804-2009
HIST250	Digital Paleography
HIST251	African Diaspora in Latin America, 1441-1804
HIST255 /	
SPAN255	1492 and Beyond
HIST351	Life in the City: Latin American Urban History
HIST386	The Other Atlantic: Ethnohistory and Memory



MUSC205	Music in New Worlds
PSCI262	Elections in Developing Countries
RELC234	Cry Freedom: Theologies of Liberation
SPAN204	Coming to Terms
SPAN270	Hispanic Short Story
SPAN275	Marx and Freud in Latin America

## Mainland Latin America

AHST2xx	Nahua Women (coming in Spring 2025)
ANTH224	Anthropology and Development
ANTH231	Il(legal) Anthropology
ANTH239	Understanding Immigration
ATHS235	Aztecs and their Ancestors
ATHS235	Aztecs and their Ancestors
ATHS251	Inkas and their Ancestors
ATHS251	Incas and their Ancestors
BLST381	Flights to Freedom: Maroons, Marronage, and the Making of the Americas
CLTR216A	Latin American Film
DANC171	Capoeira: Brazilian Art Movement
DANC271	Capoeira: Brazilian Art Movement
HIST150	Colonial Latin America
HIST151	Modern Latin America
HIST153	Women, Citizenship, & Education: Brazil, 1500 - 2020
HIST155	Film as History: Modern Latin America
HIST248W	African Diaspora in Latin America, 1804-2009
HIST250	Digital Paleography (2-credit)
HIST251	African Diaspora in Latin America, 1441-1804
HIST254	Big Business in Brazil
HIST255 /	
SPAN255	1492 and Beyond
HIST351W	Life in the City: Latin American Urban History
HIST353W	Racial Democracies: Mexico vs. Brazil
HIST386W	The Other Atlantic: Ethnohistory and Memory
HIST387W	Black Mexico, 1520-2020
MUSC205	Music in New Worlds

PSCI261	Latin American Politics
PSCI262	Elections in Developing Countries
RELC234	Cry Freedom: Theologies of Liberation
SPAN204	Coming to Terms
SPAN206	Invention of Spanish America
SPAN262	Spanish-American Crime Fiction
SPAN266	Spanish-American Gothic
SPAN270	Hispanic Short Story
SPAN275	Marx and Freud in Latin America

#### US Latinx diaspora

ANTH224	Anthropology and Development
ANTH231	Il(legal) Anthropology
ANTH239	Understanding Immigration
GSWS206	Global Politics of Gender and Health
WRTG266	Words Have Power: Writing for Social Change
HIST248W	African Diaspora in Latin America, 1804-2009
HIST351W	Life in the City: Latin American Urban History
HIST353W	Racial Democracies: Mexico vs. Brazil
HIST386W	The Other Atlantic: Ethnohistory and Memory
HIST387W	Black Mexico, 1520-2020
INTR255	Poverty and Development
PSCI261	Latin American Politics
RELC234	Cry Freedom: Theologies of Liberation
RELC284	Civil Disobedience
SPAN200	Advanced Spanish Composition
RELC236	US Catholicism
GSWS206	Global Politics of Gender and Health
WRTG266	Words Have Power: Writing for Social Change
HIST149	America's Latinos
HIST155	Film as History: Modern Latin America
HIST248	
W	African Diaspora in Latin America, 1804-2009
HIST387	
W	Black Mexico, 1520-2020

RELC234 Cry Freedom: Theologies of Liberation  
SPAN159 Spanish for Heritage Speakers

## Upper-level Writing suggested courses

(Requirement: 2 upper-level writing courses.)

ANTH224 Anthropology and Development  
ANTH239 Understanding Immigration  
BLST381 Flights to Freedom: Maroons, Marronage and the Making of the Americas  
HIST248W African Diaspora in Latin America, 1804-2009  
HIST351W Life in the City: Latin American Urban History  
HIST353W Racial Democracies: Brazil vs. Mexico  
HIST386W The Other Atlantic: Ethnohistory and Memory  
HIST387W Black Mexico, 1520 – 2020  
INTR255 Poverty and Development  
PSCI261 Latin American Politics

## Appendix C – Sample four-year schedule

### Social Science

The four-year schedule below represents a student meeting the **minimum** standards to receive a LACX major in the social science division. Most students will opt to take more courses or will pair their LACX major with a complementary major.

Year	Fall	Spring
1	HIST150 SPAN151 <i>WRT105</i> <i>cluster (NS)</i>	SPAN152 ATHS251 <i>cluster (H)</i> <i>elective</i>
2	SPAN200 INTR255 <i>cluster (NS)</i> <i>elective</i>	HIST251 <i>elective</i> <i>cluster (H)</i> <i>cluster (NS)</i>
3	ANTH239 <i>cluster (H)</i> <i>elective</i> <i>elective</i>	Semester Abroad
4	RELC277 <i>elective</i> <i>elective</i> <i>elective</i>	HIST386W <i>elective</i> <i>elective</i> <i>elective</i>

- I. Language Requirement: SPAN200 satisfies the language requirement.
- II. Introductory Course: *Humanities*, ATHS251 (instructor is in RELC); *Social Science*, HIST150.
- III. Mid- / Upper-level: *Humanities*, RELC277; *Social Science*, ANTH239, HIST251, INTR255, HIST386W
- IV. Capstone: HIST386W
- V. Core courses: SPAN152, SPAN152, RELC277, INTR255, ANTH239
- VI. Time period: *(Pre-)colonial*, RELC277; *Modern*, ANTH239
- VII. Geographic breadth: *Latin America*, HIST251; *Caribbean*, HIST150; *Latinx*, ANTH239
- VIII. Interdisciplinary: ATHS251, HIST251, INTR255
- IX. This student did not apply any 2-credit courses toward the major.

- X. Division: As the majority of the coursework (include mid- and upper-level courses) was completed in the social sciences, the degree is awarded in the social sciences.
- XI. Overlap: The student met the 40 credit hours with the following courses: HIST150, SPAN151, SPAN152, ATHS251, SPAN200, INTR255, HIST251, ANTH239, RELC277, HIST386W. In addition to each of these courses satisfying the core course requirements, the following courses are used to cover other major requirements.
  - A. RELC277 is used to satisfy the mid to upper-level humanities requirement, and the (pre-) colonial time-period requirement.
  - B. HIST150 is used to satisfy the introductory social science requirement, and the Caribbean geographic requirement.
  - C. HIST386W is used to satisfy the mid- to upper-level social science requirement and the capstone requirement.
  - D. ANTH239 is used to satisfy the mid- to upper-level social science requirement, the modern time-period requirement, and the Latinx geographic requirement.
  - E. HIST251 is used to satisfy the mid- to upper-level social science requirement and the Latin America geographic requirement.

## Humanities

### Sample four-year schedule

The four-year schedule below represents a student meeting the **minimum** standards to receive a LACX major in the humanities division. Most students will opt to take more courses or will pair their LACX major with a complementary major.

Year	Fall	Spring
1	ATHS235 SPAN200 <i>WRT105</i> <i>cluster (NS)</i>	SPAN248 HIST151 <i>cluster (SS)</i> <i>elective</i>
2	RELC234 HIST150 <i>cluster (NS)</i> <i>elective</i>	SPAN255 <i>elective</i> <i>cluster (SS)</i> <i>cluster (NS)</i>
3	HIST351W <i>cluster (SS)</i> <i>elective</i> <i>elective</i>	Semester Abroad
4	DANC171 SPAN262 <i>elective</i> <i>elective</i>	DANC271 <i>elective</i> <i>elective</i> <i>elective</i>

- I. Language Requirement: SPAN200 satisfies the language requirement.
- II. Introductory Course: *Humanities*, ATHS235 (instructor is in RELC); *Social Science*, HIST151.
- III. Mid- / Upper-level: *Humanities*, RELC234, SPAN248, SPAN255, SPAN262; *Social Science*, HIST351W
- IV. Capstone: This student will need to coordinate with their advisor to do a capstone project related to SPAN262 or a related project.
- V. Core courses: ATHS235, SPAN248, HIST150, HIST151, SPAN262
- VI. Time period: *(Pre-)colonial*, HIST150; *Modern*, HIST151
- VII. Geographic breadth: *Latin America*, SPAN262; *Caribbean*, HIST150; *Latinx*, RELC234
- VIII. Interdisciplinary: DANC171/172; SPAN262, HIST150
- IX. DANC171 & 172 are 2-credit courses (total of 4 hours).
- X. Division: As the majority of the coursework (include mid- and upper-level courses) was completed in the humanities, the degree is awarded in the humanities.
- XI. Overlap: The student met the 40 credit hours with the following courses: ATHS235, SPAN200, SPAN248, HIST151, RELC234, HIST150, SPAN255, HIST351W, DANC171,

DANC271, SPAN262. In addition to each of these courses satisfying the core course requirements, the following courses are used to cover other major requirements.

- a. ATHS235 satisfies the introductory humanities and core course requirement.
- b. HIST150 is used to satisfy the introductory social science requirement, the (pre-) colonial time-period requirement, the core course requirement, and the Caribbean geographic requirement.
- c. HIST151 is used to satisfy the introductory social science requirement, the modern time-period requirement, and the core course requirement.
- d. RELC234 is used to satisfy the mid- to upper-level humanities requirement, and the Latinx geographic requirement.
- e. SPAN248 and SPAN262 are used to satisfy the mid- to upper-level requirement and the core course requirement. SPAN262 also satisfies the Latin America geographic requirement.





## Appendix D – Full course list

The following courses automatically count as core LACX courses. Introductory courses are indicated in gray. All other courses are mid- or upper-level courses. (Major Requirement designations: Co - Colonial; Mo - Modern; C - Caribbean; LA - Latin America; X - Latinx). As an interdisciplinary major and some majors have a fair degree of flexibility in course offerings, the “Frequency” column is an approximation that should be considered in conjunction with the “Last offered” column.

	Course	Title	Credit	pre-req / co-req	X-LIST	Ne w	Last offered	Frequency	Major Requirements satisfied
1	ANTH224	Anthropology and Development	4			N	S24	annual	Mo, LA
2	ANTH231	Il(legal) Anthropology	4			N	F24	every 2 yrs	Mo, LA, X
3	ANTH239	Understanding Immigration	4			N	S24	every 2 yrs	Mo, C, LA, X
4	ATHS235	Aztecs and their Ancestors	4			N	F23	every 2 yrs	Co, LA
5	ATHS251	Inkas and their Ancestors	4		HIST217; ANTH283	N	S24	every 2 yrs	Co, LA
6	BLST381	Flights to Freedom:	4		ANTH281	N	F24	every 2	Mo, Co, C, LA

		Maroons, Marronage, and the Making of the Americas					yrs	
7	DANC171	Capoeira: Brazilian Art Movement	2		AAAS171	N	S24	annual Mo, LA
8	DANC271	Capoeira: Brazilian Art Movement	2			N	S23	every 2 yrs Mo, LA
9	FREN274	Caribbean Novel & Its Theory	4	FREN200		N	F20	Mo, C
10	GSWS206	Global Politics of Gender and Health	4		PHLT206	N	S23	annual Mo, C, LA, X
11	HIST149	America's Latinos	4			N	F23	every 2 yrs Mo, X
12	HIST150	Colonial Latin America	4		AAAS150	N	F23	annual Co, C, LA
13	HIST151	Modern Latin America	4		CLTR151	N	S24	annual Mo, C, LA
14	HIST153	Women, Citizenship, & Education: Brazil, 1500 - 2020	4		GSWS153	N	F24	every 2 yrs Co, Mo, LA
15	HIST155	Film as History: Modern Latin America	4		FMST281	N	F24	every 2 yrs Mo, C, LA, X
16	HIST248	African Diaspora in	4		AAAS248	N	S21	every 3 Mo, C, LA, X

		Latin America, 1804-2009					yrs	
17	HIST250	Digital Paleography	2		N	S24		Co, C, LA
18	HIST251	African Diaspora in Latin America, 1441-1804	4	AAAS215	N	F23	every2 yrs	Co, C, LA
19	HIST254	Big Business in Brazil	4	ECON208	N	S24	every 3 yrs	Mo, LA
20	HIST255 / SPAN255	1492 and Beyond	4	CLTR246C ; HIST255	N	F20	every 4 yrs	Co, C, LA
21	HIST351	Life in the City: Latin American Urban History	4		N	F23	every 2 yrs	Mo, C, LA
22	HIST353	Racial Democracies: Mexico vs. Brazil	4	AAAS353	N	F22	every 2 yrs	Mo, LA
23	HIST386	The Other Atlantic: Ethnohistory and Memory	4	AAAS352	N	S24	every 3 yrs	Co, C, LA
24	HIST387	Black Mexico, 1520-2020	4	AAAS380	N	S22	every 3 yrs	Co, Mo, LA, X
25	INTR255	Poverty and Development	4	IPSCI255	N	F22	annual	Mo, LA

26	MUSC205	Music in New Worlds	4		N	F20	every 4 yrs	Co, C, LA
27	PORT101	Elementary Portuguese I	4		N	F23	annual	
28	PORT102	Elementary Portuguese II	4	PORT101, or test	N	F24	annual	
29	PORT151	Intermediate Portuguese I	4	PORT102, or test	N	F23	annual	
30	PORT152	Intermediate Portuguese II	4	PORT151, or test	N	F24	annual	
31	PSCI261	Latin American Politics	4	PSCI261 W; INTR261; INTR261 W	N	S22	every 2 yrs	Mo, LA
32	PSCI262	Elections in Developing Countries	4	INTR262; PSCI262 W	N	F21	every 4 yrs	Mo, C, LA
33	RELC234	Cry Freedom: Theologies of Liberation	4	EHUM234 AAAS246	N	S22	every 2 yrs	Mo, C, LA, X
34	RELC236	US Catholicism	4		N	S21	every 2 yrs	Mo, C, LA, X

35	RELC277	Death and Caring for the Dead in the Americas	4		ATHS321	N	F21	every 2 yrs	Co, LA
36	RELC284	Civil Disobedience	4		GSWS285; AAAS285	N	F22	annual	Mo, X
37	SPAN101	Elementary Spanish I	4			N	F24	Fall, Spring	
38	SPAN102	Elementary Spanish II	4	SPAN101, or test		N	F24	Fall, Spring	
39	SPAN151	Intermediate Spanish I	4	SPAN102, or test		N	F24	Fall, Spring	
40	SPAN152	Intermediate Spanish II	4	SPAN151, or test		N	F24	Fall, Spring	
41	SPAN159	Spanish for Heritage Speakers	4			N	F24	annual	
42	SPAN200	Advanced Spanish Composition	4	SPAN152, or test		N	F24	Fall, Spring	
43	SPAN204	Coming to Terms	4	SPAN200		N	S22	every 3yrs	Mo, C, LA

44	SPAN206	Invention of Spanish America	4	SPAN200		N	S22	every 3yrs	Mo, LA
45	SPAN248	Otras vanguardias: revolutionary artistic movements in the Americas	4	SPAN200		N	F23	every 3yrs	Mo, C, LA
46	SPAN251	Quemaremos el cielo si es preciso: Subversive Narratives of the Afro-Caribbean	4	SPAN200	AAAS203	N	F22	every 3yrs	Mo, C
47	SPAN262	Spanish-American Crime Fiction	4	SPAN200		N	F21	every 3yrs	Mo, LA
48	SPAN266	Spanish American Gothic	4	SPAN200		N	S21	every 3yrs	Mo, LA
49	SPAN270	Hispanic Short Story	4	SPAN200		N	F22	every 3yrs	Mo, C, LA
50	SPAN275	Marx and Freud in Latin America	4	SPAN200		N	S23	every 3yrs	Mo, C, LA
51	CLTR216A	Latin American Film	4	SPAN200	FMST278, SPAN287 A	N	F20	every 4yrs	Mo, LA

52	WRTG266	Words Have Power: Writing for Social Change	4	GSWS27 6	N	F22	annual	Mo
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