

Spring 2026 Course Offerings:
Latin American, Caribbean, and Latinx Studies
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This list of courses will count toward the Latin American, Caribbean, and Latinx Studies major and Latin American Studies minor. If you are enrolled in or plan to enroll in a different course that you think should count toward your major or minor because you conduct significant research or reading related to LACX content, you can petition the LACX curriculum committee for course approval. Requests should be emailed to the director, Prof. Molly Ball mollycball@rochester.edu.

Introductory Courses

These courses provide a broad overview of the region and the cultures found within it, providing the critical context needed for the more in-depth study conducted in the mid- and upper-level courses.

Humanities

Elementary and Intermediate Language Courses

SPAN 102 - Elementary Spanish I (Various instructors and times)

- Note that this course includes a recitation section

SPAN 152 - Intermediate Spanish II (Various instructors and times)

SPAN 200 - Advanced Spanish Composition

- (Alfaro) M/W, 10:25-11:40am
- (Schaefer) M/W, 3:25-4:40pm
- (Rodriguez-Hernandez) M/W 12:30-1:45pm

PORT 102 - Elementary Portuguese II (Valdez)

- Lecture: T/R 11:05am - 12:20 pm
- Recitation: W 10:25-11:15 am

PORT 152 - Intermediate Portuguese II (Valdez)

- Lecture: T/R 12:30-1:45 pm
- Recitation: W 9:00-9:50 am

AHST 125 - Mesoamerican Art History

(Radlo-Dzur) T/R, 11:05 am-12:20 pm

An introductory survey of art and architectural achievements of Indigenous societies within specific cultural sphere of Mesoamerica (including parts of Mexico, Guatemala, Belize, El Salvador, Honduras, Nicaragua, and Costa Rica) from colossal monolithic portraits of Olmec rulers in the 10th century BCE to the delicate feather paintings commissioned by Nahua elites as gifts sent to the courts of sixteenth-century Europe. Participants will learn to recognize the formal features of material culture and built environments of major historic groups as well as their descendant communities. Through work by contemporary artists, we will also consider how these images continue to participate in the social and political realities of today.

ATHS 221 - Inkas and their Ancestors

(Bautista) T/R 9:40-10:55 am

This course will review the prehistory of ancient societies in the Andes, which will begin from the peopling of the continent to the conquest of the Inca Empire by the Spanish. Students will become familiar with Andean chronologies as well as the prehispanic cultures of Chinchorro, Caral, Chavin, Pukara, Paracas, Moche, Nasca, Wari, Tiwanaku, Chim, and the Inca, among

others. Special attention will be paid to how these societies adapted to the diverse ecology of the Andes. Topics include the history of Peruvian archaeology; plant and animal domestication; the development of social complexity, the emergence of religion; prehispanic art and symbolism; ancient technology, economies and trade; and urbanism. The course includes material from archaeological investigations and interpretations as well as ethnohistoric and ethnographic sources.

DANC 171 - Capoeira: Brazilian Art Movement (2-cr)

(Russell) M/W, 4:50-6:05 pm, 2 Credit Course

An art form of self-defense with aerobic and dance elements that brings together a harmony of forces. Through history, movement, and culture, students gain self-confidence, power, flexibility, endurance, and tools towards self-discovery. Open to all, Capoeira balances the body, mind, and soul and enables one to break through limits, revitalizing oneself for everyday life.

DANC 197 - Latin Dance (2-cr)

(Seche) T/R, 4:50-6:05 pm, 2 Credit Course

This course is designed as an introduction to Latin partner dance at a beginning level. You will experience coordinated dancing of two people, as opposed to solo dancing or individually in a non-coordinated manner, and as opposed to groups of people dancing simultaneously in a coordinated manner. Partner dancing emphasizes elementary body part isolations, basic step combinations, and musicality. No prior experience is assumed, and no partner is needed.

Social Sciences

HIST 149 - America's Latinos

(Flores) M/W, 3:25-4:40 pm

Using a case study approach that will emphasize primary sources and monographs, we will analyze a variety of strategies through which recent historians have interpreted the relationship of Latinos to American society. We will ask whether it makes a difference to understand Latinos as immigrants with unique histories, products of empire resulting from American economic expansion, or sojourners with ongoing ties to Latin America. We will consider national differences between Mexico, Central America, and the Caribbean. And we will examine how scholars have interpreted the relationship of Latinos to America's other myriad peoples. Our ultimate concern will be to prepare students for further research and writing in the field.

HIST 154 - World History through Soccer

(Sierra) M/W, 11:50 am-1:05 pm

In this introductory course, we will use soccer (alias, calcio, futbol or football) as a lens to study global history, culture, identity, and politics from the nineteenth century to the present. The origins of football are contested, but its trajectory as a cultural export is not. European

immigrants first introduced “the beautiful game” to Argentina in 1867, yet at the time soccer was viewed as a bizarre, violent, and foreign fad in South America and most of the world. This course will trace football’s trajectory through European, Latin American, and African societies and study how it has been used to fabricate national, regional and barrio identities, promote multi-racial societies (or not), and entertain the masses. We will also examine the sport’s role among immigrant populations in the United States and its complicated relationship with the FIFA World Cup, television, marketing, women’s history, and workers’ movements. For their final project, students will develop a research project on a topic of their choice.

HIST 151 - Modern Latin America

(Ball) T/R, 9:40-10:55 am

This introductory course will cover the difficult process of nation-building that twenty-odd societies south of the Rio Grande experienced during the nineteenth and twentieth centuries. By the end of the course, students should be able to understand most references in Calle 13's song "Latinoamerica." Latin America became a space where questions of modernity and progress intersected with science and development. Foreign influence, intellectual, physical, and commercial, played a considerable role and many voices continued to be marginalized. As the twentieth century progressed, development strategies, shifting racial and gender norms, and the Cold War radically impacted the region's more modern history. We will explore these moments through a variety of traditional and less conventional primary and secondary sources.

Mid-Level Courses

These courses are ideal for LACX students who already have a foundation through introductory courses. They also work well for students with introductory courses in one discipline who are exploring LACX as a possible field of study.

Humanities

ATHS 222 - Cities & Urbanism in the Prehispanic Americas

(Bautista) T/R, 9:40-10:55am

While many of us may or may not live in cities today, their presence as central places for administrative, judicial, and social purposes is undeniable. Both the historical and archaeological record demonstrates the city is not a new phenomenon, but scholars debate over what actually constitutes a city, especially in the prehispanic Americas. To this end, we will read key texts about cities and urbanism that will help us better understand this debate. We will also discuss how recent anthropological approaches to studying cities have helped archaeologists better understand prehispanic urbanism and city-life.

FREN271 - Introduction to Francophone Literature

(Kemedjio) M/W, 12:30 - 1:45pm

This course surveys Francophone African and Caribbean literature from its beginnings in the 1940s to the postcolonial age. Study includes major trends and texts that have shaped the emergence of a genuine Francophone literary tradition. Issues of cultural confrontations, exile, panafricanism, diasporic migrations and interactions, race, class, and gender in African and Caribbean postcolonial societies are addressed through a close reading of texts. Movies are used as an integral part of this course and help in the understanding of the concept.

SPAN204 - Coming to Terms: Spanish American Literature

(Rodríguez-Hernández) M/W, 3:25-4:40pm

This course explores the multiple ways that intellectual debates in Spanish America have played out across a variety of literary texts from the 19th to the 21st century. Cultural and historical moments of crisis and renewal include independence from Spain, the construction of utopian societies, and the value of inherited European literary models (or their adaptation to the realities of the Americas). The questions are many and the answers even more numerous: what does it mean to be modern in Buenos Aires, how do citizens experience both alienation and community in ever-larger cosmopolitan cities, what legacies of autochthonous revolutions in Mexico or Central America can be forwardlooking, how will cultures survive dictatorship and post-dictatorship, how to resist the selling of the tropics in the Caribbean, what do authenticity and subalternity mean, how can cultures include indigenous manifestoes, and what to use from European experimental theater? Men and women of letters all respond to the burning questions of their times. How did/do the 33 countries of Latin America and the Caribbean explore the possibilities of their past, present, and future? How individual writers are inspired and compelled to respond will be our focus. Taught in Spanish.

Social Sciences

ANTH224 - Anthropology of Development

(Reichman) T/R, 9:40 - 10:55am

What is progress? Are universal theories of development possible? This course introduces students to major trends in the anthropological study of international development through case studies from around the world. Topics include: indigenous people and development, debates over cultural property and cultural loss, sustainability, and the role of cultural values in economic life.

ANTH 252 - Drug Wars and US Empire in Latin America

(Mondragón-Celis) T/R, 2-3:15 pm

This course explores the War on Drugs through the lens of US imperial politics. We will analyze how this war, conceived and orchestrated by the American state, largely unfolds as a violent conflict south of its border. We will do so by directing critical attention to different themes, including: 1) contemporary imperialism, both as a theoretical concept and an empirical phenomenon unfolding in the Western hemisphere; 2) the production, commodification, and consumption of particular psychoactive substances, including their political-economic relations,

regimes of prohibition, and sociocultural effects; 3) the war's violent consequences, particularly affecting racialized populations in the United States and Latin America. We will finish the course by considering peace efforts undertaken in the region, focusing on forms of transitional justice. The course's overarching goal is for students to gain a critical perspective of the War on Drugs as situated in longstanding US warfare practices, as well as geopolitical and economic relations in the hemisphere.

ANTH 255 - Feminism and Media in the Americas

(Mondragón-Celis) T/R, 11:05 am-12:20 pm

In the wake of *Dobbs v. Jackson*, certain fronts of feminist struggle we might have considered settled in the US have become open battlegrounds once again. This course explores key aspects of feminist thought and action across the Americas to explore what insights the North may draw from a dialogue with the South. We will focus on how media constitutes a key terrain where power configurations around gender play out and where much feminist political work unfolds. Drawing from historical episodes and scholarly interventions mainly from the 20th and 21st centuries, the course will consider how meanings, imaginaries, and forms of valuation attached to feminine subjectivity circulate and are experienced, (re)produced, and challenged. The first part of the course examines the conditions that shape the experience of feminized subjects: the combined and differentiated forms of oppression that feminists in the US and Latin America (heirs to different colonial histories) have theorized about; their intersection with race, ethnicity, disability, sexual orientation, and other dimensions of identity. The second part looks at the mediated construction of gender: how signs, practices of mediation, and patterns of in/visibility give rise to and sustain these ideologies. The final part considers the shifting contours of feminist struggle in the hemisphere, focusing on their aesthetic and semiotic dimensions—from the moment of its articulation into publics to their use of physical and online worlds as sites of protest within and across national spaces. The overarching goals of the course are a) to consider US-based feminist knowledge and struggle as heir one of multiple legacies in the hemisphere, attached to specific histories of power, oppression, and violence; and b) to see the historical effects and contemporary potential of imbricating these legacies to advance this emancipatory project.

BLST 216 - Zambaje: Afro-Indigenous Relations in Latin America

(Frierson) T/R, 9:40-10:55 am

What does the life history of Esteban the Moor tell us about contact and conflict among Africans and Indigenous peoples during the “conquest” of the Americas? How do the Garifuna and the Miskito peoples of Central America differ in their emphasis on their Blackness and their indigeneity? What does it mean to be Black and/or indigenous in the Latin America? How are the two marginalized groups constructed in relation to each other? We will explore these questions and more in *Zambaje: Afro-Indigenous Relations in Latin America* [next paragraph] This course takes a broad approach to relationships between indigenous and Afro-descendant populations in Latin America. It begins in the colonial moment, exploring the tensions and

solidarities between the two groups of people. It explores Afro-Indigenous populations and their position in the colonial and nationalist moments. It then examines questions of identity, recognition, sovereignty, conflict, and erasure into the present. Some key concepts we will unpack include: mixture and separation; competitions and solidarities; slavery and freedom; ethnicity and race; and collective rights.

BLST 237 - Recognizing Blackness in Latin America

(Frierson) M/W, 11:50 am-1:05 pm

While peoples of African descent have existed in Latin America since Europeans arrived in this hemisphere, their recognition has been uneven, contingent, and contested across the region. Now that the United Nations Decade for People of African Descent (2015-2024) has ended, it is worthwhile to reflect on the symbolic and material differences Afro-Latin Americans have experienced based on this concerted effort to recognize them. How does the state see them? What does it mean to be seen? In this course, we will contextualize and analyze contemporary efforts to see and be seen as Afro-Latin Americans. In the process we will grapple with questions like: Is “Black” in Latin America a race or an ethnicity? What’s the difference? How do you create, maintain, and demand collective identity and rights? In a region where racial mixture has occurred for centuries and is part of its nation-building, who counts as Afro-descendant? In this course, we will grapple with these questions and more as we contextualize and analyze contemporary efforts toward the political recognition of Afro-Latin Americans.

BLST 259 - Black Trans/queer Lives in the Caribbean & Beyond

(Belliard-Quiroga) T/R, 3:25-4:40 pm

This interdisciplinary course examines how colonial plantation legacies continue to shape contemporary experiences across the Caribbean and broader Americas, while centering the innovative ways marginalized communities transform structural violence into creative possibilities for liberation. We will dive into ethnographic and cultural literature excerpts on Caribbean queer life, such as the work of Jacqui Alexander, Omise'eke Natasha Tinsley, Rosamond King, Lyndon Gill, Jafari Allen, Ana Lara, and Nikoli Attai, amongst others. Students will engage with diverse materials—from the music of Tokisha, Villano Antillano, and the writings of Rita Indiana to performance art by Johan Mijail and La Negra Aton, alongside films like Mala Mala, Sugar Island, and short documentaries on Caribbean ballroom scenes. [new paragraph] Drawing from Black feminist, transfeminist, and queer of color critique, we'll explore how embodied practices function as resistance that challenges Western academic frameworks. We'll examine queer people's use of strategic visibility politics, how Afro-Caribbean spiritual practices create spaces for gender fluidity, and how diasporic communities maintain connections to ancestral knowledge. Through collaborative projects that bridge academic study with community accountability—including engagement with advocacy platforms like Caribbean Equality Project and LGBTQ Caribbean—students will develop critical thinking skills that honor the embodied and experiential knowledge traditions of Caribbean sexuality studies.

GSWS206 - Global Politics of Gender and Health

(O'Donnell) M/W, 10:25 - 11:40am

This interdisciplinary course is an introduction to critical concepts and approaches used to investigate the intersections of gender, health, and illness, particularly in the context of individual lives both locally and transnationally. Special attention will be paid to the historical and contemporary development of medical knowledge and practice, including debates on the roles of health-care consumers and practitioners, as well as global linkages among the health industry, international trade, and health sector reform in the developing world. Emerging issues around the politics of global health include clinical research studies, bodily modification practices, and reproductive justice movements. This is a writing-intensive course and may be counted toward the University of Rochester's Gender, Sexuality and Women's Studies (GSW) major, minor, or cluster.

HIST 200 - Gateway to History (Race, Gender & the California Gold Rush)

(Kuhn) T/R, 11:05am-12:20pm

Eureka! This gateway course introduces students to historical practice—what professional historians actually do—through a focus on matters of race, gender, and indigeneity during the California gold rush. Stretching before and after the gold rush years of 1848-1855, this course presents California as a site of overlapping colonial histories (Spanish, Mexican, and U.S.) and an immense diversity of Indigenous cultures and languages. It is also a site of racial struggle, as Mexican landowners, Chinese laborers, Indigenous peoples, White settlers, and free Black men and women vied for land, resources, and power, a struggle in which gender and sexuality played a key role. As a historical methods course, this class will introduce students to the diverse array of evidence available to historians, from legal documents and newspapers to travelogues, novels, historical interviews, maps, and artwork. This class is required for history majors, but we encourage all interested undergraduates to enroll.

HIST 252(W) - Immigration and the Americas

(Ball) T/R, 12:30-1:45 pm

This course explores the complex events, trends and personal considerations affecting migrants' decisions and experiences. In exploring the movement of Italians, Japanese, Mexicans, and other groups to and within the Americas, we will seek to understand their movements as a function of three essential questions: why do people migrate; who migrates; and how do they choose where they migrate? The course will incorporate a variety of materials including interviews, memoirs, monographs, and demographic studies. Students will also discover Rochester's own rich immigrant history.

PSCI262 - Elections in Developing Countries

(Frey) M/W, 9-10:15am

How do elections work in developing democracies? Do contexts that are specific to countries in the developing world have implications for the nature and operation of electoral politics therein?

In this course we will explore a number of issues that have particular relevance for elections in developing environments, including clientelism and vote buying, electoral manipulation and fraud, identity-based voting, and electoral violence. In addition, we will consider how limited levels of information and political credibility affect both the operation of electoral accountability and the nature of electoral competition. In doing so, we will draw on examples from Africa, Latin America, and Asia.

Upper-Level Courses

Upper-level courses automatically count toward the major capstone requirements. Students pursuing a LACX-related project in a senior seminar or similar course are encouraged to petition the curriculum committee for capstone approval.

Social Sciences

HIST 387W - Black Mexico

(Sierra) M, 2-4:40 pm

From the “Black “conquistadors” and maroon leaders of the colonial period to the recent arrival of Black migrants from Haiti, Honduras, and Congo, this course asks us to consider the many dimensions and limitations of the “Afro-Mexican” concept. We will also examine Black Mexicans’ complex relationships to the United States and to specific African-American communities and intellectuals. Building on film, anthropology, dance, photography, sociology, migration studies, art history, food studies and original archival documents, this seminar is open to all.