Latin American Studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and South America. Its multidisciplinary approach is designed to bring the scholarly methods and perspectives of several disciplines together in fostering increased understanding of Latin America’s history, political and economic realities, cultural diversity, and a range of aesthetic expression. Competence in Spanish (or another appropriate language such as French or Portuguese, with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America.

Requirements for the Major in Latin American Studies

The major in Latin American Studies consists of nine courses.

1. One of the following: Latin American Studies 209, Introduction to Hispanic Studies: Poetry and Theater (same as Spanish 209); Latin American Studies 210, Introduction to Hispanic Studies: Essay and Narrative (same as Spanish 210).

2. Two of the following courses:
   a. Latin American Studies 252, Colonial Latin America (same as History 252), or Latin American Studies 255, Modern Latin America (same as History 255).
   b. A 200-level course in anthropology or sociology focused on Latin America.

3. A concentration of four additional courses centered on a particular geographic region (Andean region, Caribbean, Mesoamerica, Southern Cone, etc.) or theme (colonization, cultural hybridity, indigenous cultures, globalization, development issues, gender relations, etc.). The four-course concentration will be selected by each major in consultation with the faculty in Latin American Studies. The courses for the concentration should be primarily at the 200 or 300 level.

4. An elective course in Latin American Studies, outside of the student’s area of concentration.

5. In the senior year, each major will have the option of completing:
   a. a one- or two-semester independent study project or honors thesis, or
   b. a 300-level seminar approved for Latin American Studies credit.

A maximum of three courses from off-campus study programs may count toward the major with the approval of the director of Latin American Studies. Courses in which D or Credit (CR) grades are received will not count toward the major.

Requirements for the Minor in Latin American Studies

The minor consists of at least one Spanish course at Bowdoin beyond 204 (or another appropriate language); Latin American Studies 255, Modern Latin America (same as
History 255); and three additional courses, two of which must be outside the student’s major department. Independent studies can meet requirements for the minor only with the approval of a written prospectus of the project by the director of Latin American Studies. Courses in which D or Credit (CR) grades are received will not count toward the minor.

Program Honors

Students contemplating honors candidacy must have established records of A and B in program course offerings and present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

Introductory, Intermediate, and Advanced Courses

[130c - IP. Introduction to the Arts of Ancient Mexico and Peru. (Same as Art History 130.)]


The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as Spanish 205.)

Prerequisite: Spanish 204 or placement.


An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. Conducted in French. (Same as Africana Studies 207 and French 207.)

Prerequisite: French 205 or permission of the instructor.


A chronological introduction to the cultural production of the Spanish-speaking world from Pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish. (Same as Spanish 209.)

Prerequisite: Spanish 205 (same as Latin American Studies 205) or permission of the instructor.


A chronological introduction to the cultural production of the Spanish-speaking world from Pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as Spanish 210.)

Prerequisite: Spanish 205 (same as Latin American Studies 205) or permission of the instructor.

Food has economical, cultural, and social significance beyond its importance as a source of sustenance. Examines individual and group relationships to food and employs them as rich lenses through which to study political arrangements, concepts of community, and expressions of identity. Readings examine the ways in which what, when, how, and with whom people eat enforces structures of inequality, establishes the roots of social solidarity, and creates the potential for social change. Case studies include Milk, Chicken, Coffee, and Tequila. (Same as Sociology 216.)

Prerequisite: Sociology 101 or Anthropology 101, or permission of the instructor.

[225b - IP. Globalization and Social Change. (Same as Sociology 225.)]


Examines programs for economic and political integration of the Americas from the early nineteenth century to the present. Surveys the material and ideological motives for Pan-Americanism from the Congress of Panama (1826) to the Organization of American States (1948), the draft of a Free Trade Area of the Americas (2001), and beyond. Different forms of integration are evaluated in light of historical consequences and economic ideas. (Same as Economics 226.)

Prerequisite: Economics 101.


Explores the experiences of Latino/as, the fastest growing minority group in the United States, from a critical lens that centers four important themes: identity, migration, education, and politics. Questions explored include: Who are the “Latino/as” in the United States? What are the differences between Hispanics, Latino/as, Latin Americans, and Chicano/as? What are the racial, ethnic, cultural, linguistic, gendered, political, historical, citizenship, and geographic differences among the populations that fall under these ethnic categories? What are the experiences of Latino/as in United States schools? How might educators, activists, and policymakers engage these questions in order to better understand and serve Latino/as as a whole? (Same as Education 230.)

[235b. The Economy of Latin America. (Same as Economics 225.)]

[237b - ESD. IP. Gender and Family in Latin America. (Same as Anthropology 237 and Gender and Women’s Studies 237.)]

[238b. Culture and Power in the Andes. (Same as Anthropology 238.)]


Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as History 252.)

Note: This course fulfills the pre-modern requirement for history majors.


Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine; commercial relations;
interventionism; Pan Americanism; immigration; and revolutionary movements during the Cold War. (Same as History 253.)


Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the gaucho and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as History 254.)


Traces the principal economic, social, and political transformations from the wars of independence to the present. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems, and the politics of reform and revolution, and the emergence of social movements. (Same as History 255.)

[256c - IP. Environment and Society in Latin America. (Same as Environmental Studies 256 and History 256.)]

258c - IP. Latin American Revolutions. Spring 2010, Allen Wells.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four cases of attempted revolutionary change—Cuba, Chile, Nicaragua, and Guatemala. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country’s historical development. (Same as History 258.)

266c - IP. History of Mexico. Spring 2011, Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as History 256.)


Delves into Latin America’s most renowned twentieth-century epic poem as it engages history, geography, aesthetics, subjectivity, gender, and a post-colonial gaze. Close reading of the book meshes with the study of its intellectual breeding ground and follow-up in diverse media. Examines precursors, enthusiasts, and challengers in poetry by Alonso de Ercilla, Andrés Bello, Ernesto Cardenal, Martín Adán, and Elicura Chihuailaf; in visual arts by the Mexican muralists and Martín Chambi; in music by Silvestre Revueltas, Peter Schat, and the Nueva Canción movement; and in narrative by Hernán Cortés and Eduardo Galeano, among others. Conducted in Spanish. (Same as Spanish 315.)

Prerequisite: Two of the following: Spanish 207 (same as Latin American Studies 207), 208, 209 (same as Latin American Studies 209) or 210 (same as Latin American Studies 210); or permission of the instructor.


Studies the main topics, techniques, and contributions of Colombian Nobel Prize winner Gabriel García Márquez as presented in One Hundred Years of Solitude. Explores the actual locations, social, and cultural trends that inspired the creation of Macondo, the so-called “village of the world” where the novel takes place, and the universal themes to which this imaginary town relates. His work is read in connection with other contemporary writers.
who were part of the intellectual climate in which the novel was written, such as José Félix Fuenmayor, Álvaro Cepeda Samudio, and Héctor Rojas Herazo. Conducted in Spanish. (Same as Spanish 318.)

Prerequisite: Two of the following: Spanish 207 (same as Latin American Studies 207), 208, 209 (same as Latin American Studies 209) or 210 (same as Latin American Studies 210); or permission of the instructor.


Explores the concept of madness and the varying ways in which mental illness has been represented in twentieth-century Latin American fiction. Readings include short stories and novels dealing with the issues of schizophrenia, paranoia, and psychotic behavior by authors such as Horacio Quiroga, Jorge Luis Borges, Cristina Rivera Garza, and Carlos Fuentes. Also studies the ways in which certain authors draw from the language and symptoms of schizophrenia and paranoia in order to construct the narrative structure of their works and in order to enhance their representation of social, political, and historical conjunctures. Authors include Diamela Eltit, Ricardo Piglia, César Aira, and Roberto Bolaño. (Same as Spanish 319.)

Prerequisite: Two of the following: Spanish 207 (same as Latin American Studies 207), 208, 209 (same as Latin American Studies 209) or 210 (same as Latin American Studies 210); or permission of the instructor.

[320c. Beyond Sea, Sun, and Sugar: Thinking and Writing the Hispanic Caribbean. (Same as Spanish 320.]

[323c. The War of the (Latin American) Worlds. (Same as Spanish 323.)]

[324c. Empirical Africa: Exotism, Race, and Gender. (Same as Africana Studies 324 and French 324.)]

[326c. A Body “of One’s Own”: Latina and Caribbean Women Writers. (Same as Gender and Women’s Studies 326 and Spanish 326.)]

[332c. Poetry and Social Activism in Latin America. (Same as Spanish 332.)]

[335c. Conquest and Sovereignty in Latin American Literature. (Same as Spanish 335.)]

[336c. Reading Images: Intersections of Art, Film, and Literature in Contemporary Latin America. (Same as Spanish 336.)]

[338c. Shining Path and the End of the World. (Same as Spanish 338.)]

[340c. River Plate Writers. (Same as Spanish 340.)]

[341c. Colonial Experience and Post-colonial Perspectives. (Same as Spanish 341.)]


An examination of the transnational history of North and South America over the past five hundred years. Students explore this through directed readings on specific themes including exploration and imperial conquest, trade, migration, labor, warfare, and biological exchange, culminating in an original research paper, based on primary and secondary source research, to meet the requirements of their major. (Same as Environmental Studies 349 and History 349.)

[352c. The Mexican Revolution. (Same as History 351.)]
The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering “middle age” and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as History 356.)


Mathematics

Adam B. Levy, Department Chair
Suzanne M. Theberge, Senior Department Coordinator

Associate Professor: Jennifer Taback
Assistant Professor: Thomas Pietraho
Visiting Faculty: Michael King, Mohammad Tajdari
Fellow: Noah Kieserman

Requirements for the Major in Mathematics
A major consists of at least eight courses numbered 200 or higher, including Mathematics 200 and 201 (or their equivalents), and a course numbered in the 300s. Students who have already mastered the material in Mathematics 200 or 201 may substitute a more advanced course after receiving approval from the department chair. Courses must be passed with a C- or better (including Credit) to count toward the major.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

The requirement of a 300-level course is meant to ensure that all majors have sufficient experience in at least one specific area of mathematics. Those areas are algebra (Mathematics 201, 262, and 302); analysis (Mathematics 233, 263, and 303); applied mathematics (Mathematics 224, 264, and 304); probability and statistics (Mathematics 225, 265, and 305); and geometry (Mathematics 247 and 307).

In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course that counts toward another department’s major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics
A minor in mathematics consists of a minimum of four courses numbered 200 or higher. Courses must be passed with a C- or better (including Credit) to count toward the minor.