Latin American, Caribbean, and Iberian Studies, M.A.

The Latin American, Caribbean, and Iberian Studies (LACIS) Program offers three graduate programs: master of arts, a doctoral minor, and a dual degree in law and Latin American, Caribbean, and Iberian studies.

The mission of the graduate program is to provide an interdisciplinary foundation for the study of Latin America, the Caribbean, Spain, and Portugal. The University of Wisconsin–Madison is nationally recognized for excellence in research and teaching on these regions. The LACIS program includes a core faculty of more than 130 members and course offerings in 41 disciplines and professional schools, including agricultural and applied economics, anthropology, business, community and environmental sociology, comparative literature, environmental studies, gender and women’s studies, geography, history, law, music, political science, population health, Quechua, Yucatec Maya, sociology, and Spanish and Portuguese.

Many faculty members have received extensive national and international recognition. Faculty research interests include development and labor economics; Andean ethnohistory and ethnology; African Diaspora art; conservation of the neotropics; cultural geography; social history of Latin America; democratic consolidation; Brazilian social stratification; comparative social movements; Luso-Brazilian literature and culture; colonial and modern Latin American literature, film, and culture; Spanish literature from the medieval to the modern period; and political economy.

UW–Madison also publishes the journal Luso-Brazilian Review.

While the majority of candidates in the program are from the United States, a significant number are from Latin America, the Caribbean, and Iberia. Since 1994, 30 percent of the program’s candidates have been Latino/Latin American/Caribbean. Seventy percent have been women. Funding assistance for candidates specializing in Latin America, the Caribbean, and Iberia includes Title VI Foreign Language and Area Studies (FLAS) fellowships, Helen Firstbrook Franklin Fellowship, Advanced Opportunity Fellowship (if applicable), Latin America course (260) teaching assistantships, and the Tinker-Nave Field Grant Program. Please contact the program office for more information on funding opportunities.

Originally established in the 1930s, the program has a long history of university and federal support. Since 1961, LACIS has been recognized as a National Resource Center (NRC) by the U.S. Department of Education, which provides Title VI support for program activities and for FLAS fellowships. The program has a faculty of extraordinary diversity and across-the-board strength. These strengths encompass not only the classic social science and humanities fields, but also the natural and ecological sciences and the agricultural and professional schools. It is unlikely that any one university exceeds the overall range of UW–Madison’s faculty expertise in Latin American, Caribbean, and Iberian studies. The UW–Madison’s general excellence is reflected by its consistent ranking among the top ten graduate universities in the United States.

Dual Degree Program

Candidates interested in earning a dual degree in law and Latin American, Caribbean, and Iberian studies must apply to both programs and must meet the degree requirements for both programs. Applicants should follow normal procedures for admission to the Graduate School. They may, however, substitute LSAT scores for the GRE. The dual degree program can be completed in seven semesters. Typically, the student begins the LACIS portion of the program in the second year of Law School. See the program office for more information on course work. More information can be found on the website (https://lacis.wisc.edu/programs/dual-degree-in-law-and-lacis).

Admissions

Admission to the master’s program is competitive and requires a strong undergraduate academic background, a clear demonstration of interdisciplinary interests, and a strong statement of purpose illustrating the applicant’s goals. In addition to the online application, applicants must submit to the program: transcript(s) of all undergraduate work, three letters of recommendation, Graduate Record Exam (GRE) scores, a statement of reasons for graduate study, and a current CV. Applications must be received by January 5 for the fall semester.

Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/admissions).

Funding

Graduate School Resources

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (https://grad.wisc.edu/funding) is available from the Graduate School. Be sure to check with your program for individual policies and processes related to funding.

Program Resources

Tinker Nave Short Term Field Research Grants

Application Deadline: Summer 2018 Application Deadline is the First Friday of March.

See website (https://lacis.wisc.edu/funding/for-graduates) for more details.

Foreign Language and Area Studies Graduate Fellowships (FLAS), (HEA Title VI)

See website (https://flas.wisc.edu) for more details.

For further information and assistance about financial aid please visit the Office of Student Financial Aid (https://financialaid.wisc.edu).

Requirements

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/
# CURRICULAR REQUIREMENTS

## MAJOR REQUIREMENTS

### MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction Definitions</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
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</thead>
<tbody>
<tr>
<td><strong>Evening/Weekend:</strong> These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<td><strong>Online:</strong> These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.</td>
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<td><strong>Hybrid:</strong> These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.</td>
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<td><strong>Accelerated:</strong> These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.</td>
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## GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

## MAJOR-SPECIFIC POLICIES

### GRADUATE PROGRAM HANDBOOK

The Graduate Program Handbook (https://lacis.wisc.edu/documents/lacis-grad-handbook-2018) is the repository for all of the program's policies and requirements.

## PRIOR COURSEWORK

### Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 6 credits of graduate coursework from other institutions.

- **UW–Madison Undergraduate**

  No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

- **UW–Madison University Special**

  Students are allowed to count no more than 6 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. The student would not be allowed to count courses toward the 50% graduate coursework minimum unless taken at the 700 level or above.

### PROBATION

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

1. **Good standing** (progressing according to standards; any funding guarantee remains in place).
2. **Probation** (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. **Unsatisfactory progress** (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).
ADVISOR / COMMITTEE
The program director or associate director will be the formal advisor for all students in the program. In addition, students are expected to work with a faculty advisor to complete a final paper to be defended to a three member committee.

CREDITS PER TERM ALLOWED
15 credits

TIME CONSTRAINTS
Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence.

OTHER
LACIS has a J.D./M.A. dual degree. Contact the program for more information.

PROFESSIONAL DEVELOPMENT

GRADUATE SCHOOL RESOURCES
Take advantage of the Graduate School’s professional development resources (https://grad.wisc.edu/pd) to build skills, thrive academically, and launch your career.

LEARNING OUTCOMES

1. Demonstrate an understanding of the principal historical, societal, scientific and humanist concerns that are rooted in the realities of the broader Latin American, Caribbean and Iberian regions. These include but are not limited to: knowledge of pre-colonial indigenous societal organizations; the experience of colonialism; the biodiversity of the region; and the regions tumultuous social, economic and political trajectory and the specific challenges these have posed for the peoples of the regions. In particular, students should demonstrate an understanding of the unique historical trajectory of these regions as the product of the global confluence of various cultural, social, political and economic influences beginning in the late 15th century. This includes not only the especially profound mutual impact of Iberian colonization of the Americas, but also the larger context of European imperial conflict in the Western Hemisphere, the central role of African slavery in the development of the Atlantic economy, and the significant and multifaceted role that the United States has played in shaping Latin America and the Caribbean. Students should recognize how these histories and contemporary realities impact more specific questions, contemporary or historical, and humanist, social scientific or scientific in nature.

2. Within students’ more specific area of interest, they should be able to articulate key theoretical and empirical concerns and identify appropriate theoretical approaches to the problem of interest and identify empirical sources that can help to answer that question or problem.

3. Students should demonstrate proficiency, and preferably advanced language ability, in either Spanish or Portuguese. Additional indigenous language learning, such as Kichwa, Quechua, Quichua and Nahuatl, are also encouraged.

4. Demonstrate the ability to conduct interdisciplinary research that: includes a critical literature review; selects appropriate research methodologies; proposes an appropriate research design to collect, analyze, interpret, and present findings; successfully carries out this research plan.

5. Demonstrate the ability to articulate and elaborate their research findings.

6. Recognize and apply principles of ethical and professional conduct. This includes, in particular, an understanding of the ethics of research and professional activities in cross-cultural contexts.

PEOPLE

Affiliated Faculty:

African Languages and Literature:
Tejumola Olaniyan, Professor
Aliko Songolo, Professor
Samuel England, Assistant Professor

Agricultural and Applied Economics:
Bradford Barham, Professor
Laura Schechter, Associate Professor

Anthropology:
Isabelle C. Druc, Honorary/Associate Fellow
Karen Strier, Professor
Armando Muyolema, Lecturer
Sarah Clayton, Associate Professor
Jerome Camal, Assistant Professor
Falina Enriquez, Assistant Professor

Art:
Jim Escalante, Professor
Douglas Rosenberg, Professor
Henry Drewel, Professor
Jill Casid, Professor

Botany:
Eve Emshwiller, Associate Professor
Kenneth Sytsma, Professor
Donald Waller, Professor

Business School:
Antonio Mello, Professor

Center for Global Health:
Lori DiPrete Brown, Honorary/Associate Fellow
Communication Arts:
  Sara L. Mckinnon, Associate Professor
Community and Environmental Sociology:
  Samer Alatout, Associate Professor
  Gary Green, Professor
  Randy Stoecker, Professor
  Jane Collins, Professor
Comparative Literature and Folklore Studies:
  Beatriz L Botero, Lecturer
  Sarah Wells, Assistant Professor
Consumer Science:
  Lydia Zepeda, Professor
Counseling Psychology:
  Stephen Quintana, Professor
Curriculum and Instruction:
  Thomas Popkewitz, Professor
  François Victor Tochon, Professor
Dairy Science:
  Victor Cabrera, Associate Professor
  Michel Wattiaux, Professor
Dance:
  Chris Walker, Associate Professor
Design Studies:
  Carolyn Kallenborn, Associate Professor
Economics:
  Maria Muniagurria, Faculty Associate
Educational Policy Studies:
  Michael Apple, Professor
  Kathryn Moeller, Assistant Professor
  Lesley Bartlett, Professor
Engineering:
  Paul Block, Assistant Professor
  Steven P Loheide, Associate Professor
English:
  Roberta Hill, Professor
  Jesse Lee Kercheval, Professor
  Christa Olson, Associate Professor
  Cherene Sherrard-Johnson, Professor
  Catherine Vieira, Associate Professor
Environmental Studies:
  Adrian Treves, Professor
  Lisa Rausch, Associate Researcher
Geography:
  Erika Marin-Spiotta, Associate Professor
  Sarah Moore, Assistant Professor
  Holly Gibbs, Associate Professor
  Lisa Naughton-Treves, Professor
History:
  Nan Enstad, Professor
  Susan Johnson, Professor
  Brenda Plummer, Professor
  James Sweet, Professor
  Patrick Iber, Assistant Professor
Horticulture:
  James Nienhuis, Professor
  David Spooner, Professor
  Claudia Calderon, Assistant Faculty Associate
Human Development and Family Studies:
  Lynet Uttal, Professor
International Studies/Journalism:
  Jo Ellen Fair, Professor
Institute for Biology Education:
  Catherine Woodward, Associate Faculty Associate
Journalism & Mass Communication:
  Hernando Rojas, Professor
Landscape Architecture:
  Sam Dennis Jr., Assistant Professor
Law School:
  Alexandra Huneeus, Associate Professor
Library:
  Paloma Celis-Carbajal, Senior Academic Librarian
Mechanical Engineering:
Tim Osswald, Professor

Medicine and Public Health:
  Pablo Gomez, Assistant Professor
  David Gaus, Honorary Associate/Fellow

Music:
  Javier Calderón, Professor
  Ronald Radano, Professor

Plant Pathology:
  Caitlyn Allen, Professor

Political Science:
  Erica Simmons, Assistant Professor
  Helen Kinsella, Associate Professor
  Benjamin Marquez, Professor
  Jon Pevehouse, Professor
  Jonathan Renshon, Associate Professor

Population Health Sciences:
  Jonathan Patz, Professor
  Leonelo Bautista, Associate Professor
  Ana Martinez-Donate, Honorary Associate/Fellow

Sociology:
  Patrick Barrett, Assistant Faculty Associate
  Jenna Nobles, Associate Professor
  Gay Seidman, Professor
  Erik Wright, Professor

Spanish & Portuguese:
  Grant Armstrong, Assistant Professor
  Ksenija Bilbija, Professor
  Glen Close, Professor
  Ivy Corfis, Professor
  Guillermina De Ferrari, Professor
  Juan Egea, Professor
  Diana Frantzen, Professor
  Anna Gemrich, Faculty Associate
  Paola Hernández, Associate Professor
  David Hildner, Professor
  Steven Hutchinson, Professor
  Deborra Kaaikiola-Strohbusch, Faculty Associate
  Luis Madureira, Professor
  Ruben Medina, Professor
  Marcelo Pellegrini, Associate Professor
  Guido Podestá, Professor
  Rajiv Rao, Associate Professor
  Kathryn Sánchez, Professor
  Ellen Saega, Professor
  Catherine Stafford, Associate Professor
  Fernando Tejedo-Herrero, Associate Professor
  Mercedes Alcalá-Galán, Associate Professor
  Katarzyna Beilin, Professor
  Sarli Mercado, Senior Lecturer

Urban and Regional Planning:
  Alfonso Morales, Professor
  Carolina S. Sarmiento, Assistant Professor

Veterinary Medicine:
  Jorge Osorio, Professor

Zoology:
  Warren Porter, Professor