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 109 members and course offerings in 38 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

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program’s website. Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements (https://grad.wisc.edu/apply/requirements) of the Graduate School as well as the program(s).

Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/apply).

<table>
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<tr>
<th>Requirement</th>
<th>Detail</th>
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<tbody>
<tr>
<td>Fall Deadline</td>
<td>January 5</td>
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<tr>
<td>Spring Deadline</td>
<td>October 15</td>
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<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required</td>
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| English Proficiency Test     | Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).

Other Test(s) (e.g., GMAT, MCAT) | n/a |
Letters of Recommendation Required | 3 |

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, a statement of reasons for graduate study, and a current CV. Applications must be received by January 5 for the fall semester.

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 2019 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/#policiesandrequirementstext), in addition to the program requirements listed below.

MAJOR REQUIREMENTS
MODE OF INSTRUCTION

<table>
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<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>Face to Face</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
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Mode of Instruction Definitions
- **Evening/Weekend:** 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.
- **Online:** 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.
- **Hybrid:** 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.
- **Accelerated:** 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.

CURRICULAR REQUIREMENTS
Requirements Detail
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<th>Requirement</th>
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<td>Minimum</td>
<td>30 credits</td>
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REQUIRED COURSES
At least 6 credits of LACIS/A A E/ANTHRO/C&E SOC/GEOG/HISTORY/POLI SCI/PORTUG/SOC/Spanish 982 Interdepartmental Seminar in the Latin-American Area (or equivalent seminar). Remaining courses are chosen in consultation with the advisor.

POLICIES
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 place 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.
Art
Jim Escalante, Professor
Douglas Rosenberg, Professor
Henry Drewel, Professor
Jill Casid, Professor

Botany
Eve Emshwiller, Associate Professor
Donald Waller, 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

Counseling Psychology
Stephen Quintana, Professor

Curriculum and Instruction
Margaret Hawkins, Professor
Kathryn McCleary, Associate Researcher
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
Nancy Kendall, 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
Shari Wilcox, Associate Director, Center for Culture, History, and Environment

Geography
Erika Marin-Spiotta, Associate Professor
Sarah Moore, Assistant Professor
Holly Gibbs, Associate Professor
Lisa Naughton-Treves, Professor

History
Pablo Gomez, Associate Professor
Elizabeth Hennessy, Assistant Professor
Susan Johnson, Professor
Brenda Plummer, Professor
James Sweet, Professor
Patrick Iber, Assistant Professor

Horticulture
James Nienhuis, Professor
Claudia Calderon, Assistant Faculty Associate

Human Development and Family Studies
Lynet Uttal, 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

Mechanical Engineering
Tim Osswald, Professor

Medicine and Public Health
David Gaus, Honorary Associate/Fellow
David Kiefer, Clinical Assistant Professor

Music
Javier Calderón, Professor
Ronald Radano, Professor

Plant Pathology
Caitilyn Allen, Professor

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

Population Health Sciences
Jonathan Patz, Professor
Leonelo Bautista, Associate Professor

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

**Spanish and Portuguese**
Grant Armstrong, Assistant Professor
Ksenija Bilbija, Professor
Glen Close, Professor
Ivy Corfis, Professor
Guillermina De Ferrari, Professor
Juan Egea, Professor
Diana Frantzen, Professor
Paola Hernández, Associate Professor
David Hildner, Professor
Steven Hutchinson, Professor
Luis Madureira, Professor
Ruben Medina, Professor
Marcelo Pellegrini, Associate Professor
Guido Podestá, Professor
Rajiv Rao, Associate Professor
Kathryn Sánchez, Professor
Ellen Sapegaa, 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