The Latin American Studies Minor
Spring 2007

Program Co-Directors:
Professor Peter Winn, History Department
Professor Claudia Kaiser-Lenoir, Romance Languages Department

The Latin American Studies Minor (LAS) allows students to explore the region from a multidisciplinary perspective. It encourages students to integrate their study of the arts and literature, history, and social sciences into a unified view of Latin America.

In pursuing the minor, students can draw on resources throughout the university, including courses on Latin America in Anthropology, Art History, History, Political Science, and Romance Languages. In their senior project, students also have the opportunity to explore a theme of particular interest with the coordinated support of the faculty advisors from different fields.

In addition, to providing insight into the culture, economy, history, and politics of our hemispheric neighbors, Latin American Studies offers students planning to pursue careers in diplomacy, international business, and law or graduate study in the humanities and social sciences a solid grounding in the region that will help link theory with Latin American reality and culture with history and politics.

Requirements:

There are three requirements for completing a minor in Latin American Studies:

Study of one of the region’s languages for three years or the equivalent.

Five courses in Latin American Studies, including at least one course from each of three disciplinary areas: Arts and Literature, Social Science, and History.

A senior project (normally done in the second semester of the senior year) that integrates at least two of the three disciplinary areas of the minor. This project may be written work, a photography exhibit, a performance or some other creative work. Students will participate in a monthly senior project seminar taught by the entire Latin American Studies faculty and receive a full course credit for their project.

Courses marked with an asterisk (*) are only partly on Latin America. Students may credit only one of those courses for the minor and only if the student does the written work for the course on a Latin American subject and the instructor testifies to that in writing. Students may count no more than one asterisked course for the minor.

Courses marked with a double asterisk (**) are Latino Studies courses. Students can credit no more than one Latino Studies course for the Latin American Studies minor.

Students are allowed to double-count for the minor no more than two courses that they are also using to fulfill their major.

Students are allowed to count for the minor no more than two courses taken at other institutions, even if they have been accepted for transfer credits. Courses taken at Tufts programs abroad are exempt from this limitation.

For Information:

Students interested in pursuing a minor in Latin American Studies should register with either:

Peter Winn
History Department
East Hall Room 112
Call: x 72314
Email: Peter.Winn@tufts.edu

Claudia Kaiser-Lenoir
Romance Languages
Olin Building Room 214
Call: x 72723
Email: claudia.kaiser-lenoir@tufts.edu
# Latin American Studies
## Spring 2007 Courses

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<td>F+ tr 12:00-1:15</td>
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<td>Mesoamerican Archeology</td>
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<td>*ANTH 149-03</td>
<td>*Involuntary Crossings: Disasters, Refugees and Resettlement</td>
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<td>SPN192F</td>
<td>Literature of Migration in Latin America</td>
<td>T-Th, 6:00–7:15</td>
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<td>CIS 0180</td>
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For more information contact: Professor Peter Winn, History Department at 617-627-2314 or email: Peter.Winn@tufts.edu or contact Associate Professor Claudia Kaiser-Lenoir, Romance Languages at 617- 627-2723 or email: claudia.kaiser-lenoir@tufts.edu
After presenting an overview of the indigenous population of South America and the various theories concerning the continent's settlement, a series of case studies will be presented in order to introduce students to not only the various native peoples inhabiting South America but also to the different approaches that have been employed in their study. Issues of cultural ecology, environmental determinism, warfare, state formation, gender, shamanism, mythology, and art will all be addressed in relation to such hunters and gatherers as the Yanomami, lowland horticulturalists as the Yekuana, Turkana, and Waiwai, and Andean herders and planters as the Quechua and Aymara. Special attention will also be paid to new urban indigenous populations and the cultural forms they are creating in cities such as La Paz, Bolivia. The concluding section of the course will deal with the current political and environmental crisis in the Amazon, discussing different strategies for survival being employed from both within and without. As part of this final discussion, issues of contact and native millennialism will also be addressed. NOTE: Cross-listed as ENVST 115
Prerequisites: None

*ANTH 128  Mesoamerican Archeology
Professor L. Sullivan
Block: M+ M/W 6:00-7:15

An introduction to the archaeology of pre-Columbia Mesoamerican cultures of Belize, Guatemala, Honduras, and Mexico. The focus is on the origins of village life, the development of social complexity, and the emergence of states. Cultures to be studied include the Olmec, the Maya, the Zapotec, the Mixtec, and the Aztec. The rich cultural heritage left behind in the form of artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices will be used to examine Mesoamerican daily life, economy, social and political organization and world view that has survived in many areas to the present day. NOTE: Cross-listed as Arch 128. Prerequisite: Anthropology 30 or consent.

*ANTH-03  Involuntary Crossings: Disasters, Refugees, and Resettlement
Professor Burtner Rangel
Block: G+ M/W 1:30-2:45

Drawing on ethnographic, historical and public policy sources (i.e., government documents, international agency and bank reports), this class will introduce students over a 14 week period to one of the most pressing problems of our day: involuntary displacement and resettlement. Our approach for examining the problem is based on socio-cultural anthropological methods and theory. Using ethnographies and project/program assessments/evaluations written by anthropologists working in the area of international development and aid, we will look at the push/pull factors and experiences of various groups that due to a combination of forces (i.e., economic crises, natural disasters, civil wars, genocide and induced development) find themselves displaced from their homes/communities and seeking refuge, becoming part of their home country's internally displaced populations or entering into the vast network of international migratory routes/destinations (be it temporarily or permanently). While this phenomenon occurs worldwide, we shall focus on those groups who find their temporary or permanent destination for resettlement in the United States of America. We will compare the histories, experiences and trajectories of communities of immigrants from Latin America, Asia, Africa and the Middle East who have immigrated and settled in the U.S. during the 20th and 21st Century. These narratives/histories will be placed within the context of earlier migrations (Continental Europe, China) and the settlement and migratory patterns of what are now considered more embedded U.S. populations (Native Americans, Mexican nationals and Spanish in the SW, Creoles, etc.). In addition to providing thematic background, the course will instruct students on basic techniques in ethnographic research and for evaluating risk and costs involved in voluntary and involuntary displacement and resettlement, the latter of which is based on some of the models currently used by large-scale international institutions (governmental and non-governmental) working in the area. This course will be particularly useful to those students interested in Latino and Latin American communities living in the U.S., anthropological field methods/analysis and interdisciplinary team-based international humanitarian assistance.

*EC 62/ 62WW  Economics of International Migration
Professor Hardman
Blocks: Class K+MW
Workshop IW Wed 3:30 –4:20

Cheap travel and information about opportunities abroad have led to growing flows of migrants across international frontiers. Countries that sent emigrants abroad now receive immigrants, and transnational migrants can maintain ties to their homelands. Latin American countries are both host and home countries for migrants within and beyond the region. The migrants include both migrants seeking work and better employment conditions, and refugees seeking asylum. The migrants cross national borders as temporary or permanent migrants, legally or illegally. The developed world host countries legal barriers are being lowered for skilled would-be migrants and raised for unskilled workers and refugees. Migration (legal and illegal) is a hot political issue both in host countries and at home, where remittances can have significant effects on income distribution and economic development. In this course you will learn about economists' new (and often controversial) insights into causes of migration and its impacts in both home and host countries. The
course aims to make students familiar with the tools economics provides for understanding individuals’ decisions to migrate and hence the resulting international migrant flows. We explore migration’s economic impact and policy implications for home (migrant sending) and host (migrant receiving) economies. We use economic tools to tackle questions like: Who migrates? Who stays and who returns, and why? Which migrants send money home? What impact do their remittances have on economic development? How can economics explain refugee flows and illegal migration? Why do immigrants cluster in ethnic neighborhoods? Why are remittances of money home increasing so steeply? The optional writing workshop is designed to make the course work both easier and more rewarding. The first assignment is a review of a fictional movie dealing with immigration. The idea is to look for the economics of migration portrayed in it. For the next assignment, after brainstorming to find topics, each student develops in stages a research paper on an aspect of the economics of migration. Over the semester, the paper lets you explore a topic of interest to you in more depth as a sequence of writing tasks: topic statement, proposal, draft and final paper and a presentation. The writing workshop in this class gives a small group of students a chance to work more closely on the assignments with me and together: we work together, share and develop ideas, polish drafts, give and get feedback and ideas on the course’s writing assignments, and practice using writing as a tool.

EXP-0111-S  The Making of Modern Mexico
Professor Barbara Corbett
Block: Monday, 6:30-9:00 p.m.

Why do guerilla fighters in southern Mexico today call themselves Zapatistas? The answer can be found in the history of the Mexican Revolution (1910-1920). The Mexican Revolution is considered one of the most pivotal events in modern Mexican history and its meanings and legacies are still very much contested today. This course will examine the histories, myths, and legends of the Mexican Revolution through a series of readings, short videos, songs, film clips, slide shows, and class discussions. It will also explore how the Revolution has helped to shape contemporary Mexican society. */Barbara Corbett/* received her Ph.D. in Latin American History from Princeton University, with specialties in modern Mexico and Brazil. She has twenty years of experience teaching Latin American history to undergraduates at Princeton, Amherst, Harvard, and Lesley. Additionally, she has a first-hand account of Mexican culture from residing in Mexico during the 1980s. One Course Credit, Letter-graded

EXP-0130-S    The Chavez Era: Times of Unrest in Venezuela
Professor Leonardo Vivas
Block: Wednesday, 6:00-8:30 p.m.

What has Hugo Chavez’s advent to power meant for Venezuela? To what extent has the new Venezuelan direction changed power alignments in Latin America and the U.S.? This course will help to provide and discuss responses to these questions for a student audience interested in global affairs. Nobody doubts that Venezuela has changed profoundly after Hugo Chavez’s arrival to power eight years ago. We will also assess the changes that have taken place in Venezuela as well as analyze the circumstances that allow Chavez’s brand of leadership to blossom. */Leonardo Vivas/* is currently the Executive Director of Latin Roots, a non-profit organization dealing with educational aspects and issues of Latinos living in Massachusetts. He has written two books in Spanish regarding both the crisis of democracy in Venezuela and the advent of Hugo Chavez and is currently preparing a third book about the Chavez phenomenon for the American public. One Course Credit, Letter-graded, Call #04007.

EXP-0117-S    Quidnunc: Sustainable Development in Nicaragua
Professor Sarah Licht
Block: Monday, 6:00-9:00 p.m.

This course will provide the members of BUILD (Building Understanding through Learning Development), a student group that travels to Nicaragua over winter break to engage in a community-defined service project, with the opportunity to further their understanding of sustainable developments. The quidnunc will provide students with an interdisciplinary perspective on addressing the health needs of communities in developing nations. Students will develop community-based action plans to address the major health and development issues found in developing nations. Permission of Instructor Required - You should attend the first class meeting in order to be considered. This Quidnunc’s co-facilitators are */Katherine Conway */and/* Sarah Licht*/, both seniors majoring in International Relations at Tufts. Half Course Credit, Pass/Fail, Call #03994.

FAH 81/181-01  20th Century Mexican Art
Professor Zavala
Block: F+TR 12:00-1:15

An examination of art in 20th-century Mexico including post-Revolutionary muralism and socially-concerned representational art; interpretive emphasis is also given to movements, artists and media outside of the mural school including abstraction, surrealism, photography, print culture and film. Attention will be given to the way that politics, class, race and gender have informed the production of art in Mexico. Course concludes with an examination of Chicano and contemporary Mexican art. Prerequisite: introductory Art History course or related course on Mexican or Latin American culture/history.
Seminar: The Cityscape in Latin American Art
Professor Zavala
Block: 13+ R 6-9pm

Latin American cities as products of Old World/1st World expansion but also as sites for the emergence of unique, hybrid identities and experiences have held an important place in the artistic imagination from the conquest to the present. We will study the representation of Latin American cities in visual culture, with emphasis on Mexico City as cosmopolis/megalopolis, as utopia/dystopia; however students will be encouraged to undertake research on representations of other Latin (American) cities (e.g., Havana; Saõ Paulo; Brasilia; Buenos Aires, Tijuana/San Diego, Los Angeles, New York, etc.) In addition to seminar participation, students will be required to give an oral presentation on the topic of a 20-page research paper. Prerequisite: Advanced course in Art History.

Seminar: Brazil and Argentina
Professor Winn
Block: 6+ t

A comparative history of Argentina and Brazil from the colonial to the contemporary era, stressing the interactions between state and society, provinces and capital, landowners and peasants, industrialists and labor, people of color, immigrants and migrants, populism and parties, democracy and dictatorship. A reading knowledge of Spanish or Portuguese is strongly recommended, as is background knowledge of the region. A research seminar requiring a major research paper.

*Seminar: Political Economy and Regional Integration
Professor Chase
Block: 8 R 1:30-4:30

Analyzes the development of regional economic institutions and their interaction with international institutions such as the World Trade Organization. Topics include the North American Free Trade Agreement, the Central American Free Trade Agreement, and other free trade agreements; European integration; and the prospects for regional integration in East Asia.

Survey of Latin American Literature II
Professor Millay
Block: D+ tr

Latin American literature from the nineteenth-century Modernist poetry and prose through the groundbreaking trends of the twentieth century, such as Regionalist and Indigenist narrative, Magical Realism, and the "boom" in the Latin American letters of the sixties and seventies. Writers include Rubén Darío, Pablo Neruda, Gabriel García Márquez, and Jorge Luis Borges. Historical context as well as literary analysis. Conducted in Spanish. Prerequisites: Spn 21 or equivalent. Not for seniors or for students returning from programs abroad.

Survey of Latin American Literature II
Professor Kaiser-Lenoir
Block: E+ mwf

Latin American literature from the nineteenth-century Modernist poetry and prose through the groundbreaking trends of the twentieth century, such as Regionalist and Indigenist narrative, Magical Realism, and the "boom" in the Latin American letters of the sixties and seventies. Writers include Rubén Darío, Pablo Neruda, Gabriel García Márquez, and Jorge Luis Borges. Historical context as well as literary analysis. Conducted in Spanish.

Survey of Latin American Literature II
Professor M. Hernández
Block: G+ mw

This course traces the development of Latin American literature from the modernist literature of the late 19th century to Post-Boom literature of the 1980s and 1990s. We will read key works of prose, poetry and other genres from various cultures of Spanish America. Authors include José Martí, Rubén Darío, Julio Cortázar and Rosario Castellanos. Emphasis is on historical context and literary analysis. Varied writing assignments, oral presentations and exams; class participation is essential. Conducted in Spanish. Not for senior majors or for students returning from programs abroad. Prerequisite: Spanish 21 or equivalent.Texts: Bound packet of readings available at Gnomon Copy, 348 Boston Ave., Medford.
**SPN 35D**  
Survey of Latin American Literature II  
Professor Gerrassi-Navarro  
Block: H+ tr

Latin American literature from the nineteenth-century Modernist poetry and prose through the groundbreaking trends of the twentieth century, such as Regionalist and Indigenist narrative, Magical Realism, and the "boom" in the Latin American letters of the sixties and seventies. Writers include Rubén Dario, Pablo Neruda, Gabriel García Márquez, and Jorge Luis Borges. Historical context as well as literary analysis. Conducted in Spanish. Prerequisites: Spn21 or equivalent. Not for seniors or for students returning from programs abroad.

**SPN 92A**  
Women and Latin American Cinema (in English)  
Professor Gerrassi-Navarro  
Block: D+ tr

This course is a critical study of the representation of women in Latin American cinema. Beginning with Mexico’s edad de oro (1930-1940) to the present, we will explore the positioning of a gendered spectator, the role of melodrama, as well as issues of race and class in the construction of a national identity through film. Special attention will be paid to women directors such as maria Nova, Maria Luisa Bemberg, Sara Gómez, and María Elena Velasco. This course is in English and open to students who have no background in Spanish. Screenings mandatory – Wednesday evening.

**SPN 92B**  
**U.S. - Mexico Borderlands (in English)**  
Professor M. Hernández  
Block: I+ mw

The U.S.-Mexico borderlands—the territory running about 30 miles along either side of the 2,000-miles stretching from Tijuana, Baja California / San Diego, California on the Pacific coast to Matamoros, Tamaulipas / Brownsville, Texas on the Gulf of Mexico—runs through four U.S. states (California, Arizona, New Mexico and Texas) and six Mexican states (Baja California Norte, Sonora, Chihuahua, Coahuila, Nuevo León and Tamaulipas), areas of forbidding desert and urban sprawl, a wide variety of unique cultural landscapes and the fastest-growing industrial belt in Mexico. At their center is the border itself, which as the political scientist Peter Andreas reminds us, is both “the busiest land crossing in the world and one of the most heavily fortified.” The borderlands are at the core of the deepening contradictions of economic integration of the United States and Mexico. Some observers—Mexican cultural critic Carlos Monsiváis among them—claim that they belong more to the domain of global “savage” capitalism than to either country (“Contested Terrain: The U.S. Mexico Borderlands.” NACLA Report on the Americas 33.3 [November-December 1999: 13]). In this interdisciplinary seminar, we will explore the genesis of this region and its salient issues, from the mid-19th century through the late 20th century, as represented in historical narratives and documents, literature, film, music and visual art. Essays, oral presentations and exams; class participation is essential. Conducted in English. A reading knowledge of Spanish will be helpful, as some of the texts under study will include Spanish and Spanglish. Prerequisite: a course in literary, textual or cultural analysis.

Texts:  
Gloria Anzaldúa, Borderlands/La Frontera: The New Mestiza, 2nd Ed. (1999)  
Bound packet of readings available at Gnomon Copy, 348 Boston Ave., Medford

Films:  
Alfonso Arau, Like Water for Chocolate (Mexico 1991)  
María Novaro, El jardín del Edén / Garden of Eden (Mexico 1995)  
Robert Rodriguez, El mariachi (United States 1995)  
John Sayles, Lone Star (United States 1996)  
Orson Welles, A Touch of Evil (United States 1958)  
Robert Young, The Ballad of Gregorio Cortez (United States 1982)

**SPN 0101**  
Latin American Popular Theater  
SP 0101WW  
(Optional Writing Workshop)

Professor Kaiser-Lenoir  
Block: I+ M/W

Development of Latin American theatre from its original European affiliation to its current distinct characteristics in form, theme, and mode of production. Emphasis on the assimilation of the Western dramatic tradition to popular and native modes of performance, including black ritualistic drama, the auto popular, circus plays, and others. Discussion of single-author plays and of collective creation groups. Prerequisites: Spanish 31 or 34, and 32 or 35, or Permission of Instructors.
Migration has been the most important social phenomenon in the 20th century. But it is not new. People in Latin America have been moving around all along, inside and outside their countries. New migratory waves have also enriched the cultural landscape of the region. The course will examine some pivotal colonial texts (Guaman Poma, Inca Garcilaso), and post Independence authors that deal with migration and transterritorialization. Emphasis on Africans in the Caribbean and South America, Japanese and Chinese all over Latin America, indigenous groups in the Andes and Central America, Brazilian migrations, and New Latinos in the U.S. Conducted in Spanish. One oral presentation, constant class participation, mid-term exam, final exam, four short papers, 1-3 pages each). Prerequisite: Any Spanish 30-level course or approval of the instructor.

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