Tufts University
Latin American Studies
Interdisciplinary
Major and Minor

Spring 2008
Course Listing
NEW MAJOR IN LATIN AMERICAN STUDIES
(11 courses + a 5-semester language prerequisite)

The new major in Latin American Studies offers students the opportunity to combine the approaches of several academic disciplines in a focused study of the region. In recent decades, Latin America has become a field of rapid development in the arts, humanities and social sciences. The major's interdisciplinary approach integrates historical, social, political, economic and cultural perspectives at both national and regional levels. The program of study culminates in an original interdisciplinary project on a Latin American subject.

Requirements for the Latin American Studies major are 11 courses as follows:

1. SPN 50/LAS 50 Latin American Civilization

2. HIST 75 Americas

3. One of the following courses in Political Science:
   PS 21 Introduction to Comparative Politics, PS 127 Latin American Politics, PS 133 The Political Economy of Latin America, PS 134 Seminar: Democratization in Latin America, PS170: Seminar: International Human Rights and Humanitarian Law, PS 177: America and Democracy Abroad since 1898

4. One of the following courses in Anthropology:
   ANTH 115 Native Peoples of South America, ANTH 132 Myth, Ritual, and Symbol, ANTH 162 Anthropological Approaches to Art and Aesthetics, ANTH 184 Festivals and Politics in Latin America

5. One of the following courses in Art History and/or Culture
   FAH 7 Introduction to Latin American Art, FAH 81/181 Twentieth-Century Mexican Art, FAH 83/183 Gender in Latin American Art, FAH 84/184 Latin American Cinema, FAH 280 Seminar in Latin American Art, FAHS 0101-01 A View to the Ancient Middle and South America, FAHS 0035-01 A Critical Perspective of the Americas, FAHS 0133-01 Maya Art and Architecture from Kings and the Courtly Elite to Modern Day Survivors; FAHSS-100 A: Art of Ancient Mexico, FAHS 0131-01 The Art of Building Empire: An Examination of Hegemonic Strategies, FAHS 0001-02 Space, Place, and Ritual: Theories and Approaches in Understanding Architecture in Ancient America, FAHS 0142-01 Imagining and Possessing America: The Complexities of Colonial Views, FAHS 0170-01 Biting the Hand that Feeds?: A Reassessment of Collecting, Exhibiting, and Marketing Art and Culture, FAHS 0036-01 Modernism and the Americas: A History of Modern Architecture 1900-2000, FAHS 0037-01 Mexico City: From Floating Gardens to Elevated Highways, FAHS 0038-01 Icons of Latin America; FR 46 Masterpieces of Caribbean Literature (in English); MUS 23 Spain, Portugal, and Latin America; SPN 91/SPN92 Latin American Topics (in English)

6. One of the following courses in Literature and/or Culture (all of these courses have an advanced language prerequisite):

7. One of the following courses in History:
   HIST 77 Colonial Latin America, HIST 78 Modern Latin America, HIST 160 Revolution in Latin America: Mexico and Cuba, HIST 161 Revolution and Counterrevolution in Central and South America, HIST 186 Research Seminar in Latin American History

8. One elective (from the list above or a course with a Latino Studies content)

9. One elective (from the list above)

10. One field-related course from a different Department (as long as it includes a comparison to Latin America) or the first semester of a Senior Honors Thesis.

11. One Senior Seminar or a one-semester Research Project (in consultation with the Major advisor) or the second semester of a Senior Thesis (see requirement 10)

Important note: at least one of the requirements should be focused on pre-20th century Latin America and at least one of the requirements should be focused on indigenous cultures/societies.

Rationale:

The proposed major in Latin American Studies expands the current LAS minor (the six courses used for the minor may be applied to the major). Students may use up to five courses to overlap in double major of LAS and SPN (or other major). The faculty of the Latino minor and the Latin American Studies Program interact without reference to strict geographic borders. The LAS faculty include [from Romance Languages] Professor Jose Antonio Mazzotti, Latin American Literature and Culture; Associate Professor Nina Gerassi-Navarro, Latin American Literature and Culture; Associate Professor Claudya Kaiser-Lenoir, Latin American Literature and Culture; Assistant Professor Mark Hernandez, Mexican and Border Region Literature and Culture; [from History] Professor Peter Winn, Latin American History; [from Political Science] Associate Professor Consuelo Cruz, Latin American Politics; [from Anthropology] Professor David Guss, Latin American Anthropology; Associate Professor Deborah Pacini Hernandez, Latin American/Latino Sociocultural Anthropology; Lecturer Eulogio Guzman, Latin American Art; [from Art & Art History] Assistant Professor Adriana Zavala, Latin American Art History. Students may contact any of these professors for advising.
The Latin American Studies Minor
Spring 2008

Program Director
Professor David Guss, Anthropology 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 more information contact:
Professor David Guss, Anthropology Department • 126 Curtis Street • Phone: 617-627-2509 • Email: David.Guss@tufts.edu or, visit the Latin American Studies Website at: http://ase.tufts.edu/cis/LAS.htm
# Latin American Studies Major and Minor
## Spring 2008 Courses

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<td>Section B (Block H+): Amy Millay</td>
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<td>Section C (Block E+ mw): Mark Hernández</td>
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This course focuses on the relationship between US Latino musical practices and the formation of Latino social and cultural identities in the context of continuing immigration from Latin America. Departing from the notion that music is a social activity rather than an object, students will analyze how Latino ways of music making have been shaped by historical, social, cultural and spatial contexts, comparing the development and significance of a range of genres such as salsa, merengue, bachata, corrido, conjunto, cumbia, banda and reggaeton. Other issues covered include the cultural politics of representation, how changing concepts of racial and ethnic identity are articulated musically, the roles of women, gender and sexuality in musical production, how globalization has affected the circulation of music, and how the music industry employs ethnicity to market their products. Assignments and classroom discussions include audio-visual materials. No formal knowledge of music or Spanish required. No prerequisites. Counts towards the Hispanic Cultures and Diaspora Culture Option and World Civilization requirement.

ANTH 128/ARCH 128: Mesoamerican Archaeology
Professor L. Sullivan
Block M+ mw

An introduction to the archaeology of pre-Columbian cultures of Belize, Guatemala, Honduras, and Mexico. Focus is on the origins of village life, the development of social complexity, emergence of states, ritual, religion, and culture collapse. Cultures studied include the Olmec, the Maya, the Zapotec, and the Aztec through artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices.

ANTH 185-03*: Involuntary Crossings: Disasters, Refugees, and Resettlement
Professor Burtner
Block Wed. 4:30-7:00

Drawing on ethnographic, historical and public policy sources, 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 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 inter-disciplinary team-based international humanitarian assistance.

EC62*: Economics of International Migration K+ block, MW
EC 62WW*: Optional Writing Workshop I block, W 3-3:50
Professor Hardman

What it's about: Cheap international travel, easier communication and access to information about job opportunities abroad, as well as changes in legal barriers have led to growing migrant flows worldwide. Growing numbers of workers, professionals, students and refugees are crossing national borders to become temporary or permanent migrants (legal and illegal). Countries that used to send migrants are now receiving immigrants, and transnational migrants can keep closer ties to their homelands. Illegal migration is a hot political issue in the US and in Mexico. Similarly, the European Union makes legal migration easier within its borders, and many EU member countries recruit highly skilled immigrants abroad. At the same time the EU tries to limit the admission of asylum seekers from outside the EU and to stop illegal migration from Africa and Asia. Economists have developed new (and sometimes contentious) insights onto both labor migration and forced migration across international frontiers.

In this course you will learn about those insights. The course develops economic tools for understanding both individuals’ decisions to migrate and the resulting international migrant flows. We then explore the economic impact and policy implications of migration for home (migrant sending) and host (migrant receiving) countries’ 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 those remittances have on economic development? How can economics help us understand refugee flows and illegal migration? Why do immigrants from individual sending countries cluster in ‘enclave’ neighborhoods like Chinatown or in specific towns like Framingham, whose Brazilian immigrant population has been growing rapidly? Why are migrants’ remittances of money home increasing so steeply, and what impact do remittances have on economic development in migrants’ home countries? Why are recent immigrants to the US moving to places far beyond their traditional ‘ports of entry’? Early in the
semester, students review of a piece of fiction or a fictional movie dealing with immigration. The review will look for the economics of migration as it is portrayed in the book or movie. After a brainstorming session to identify possible topics, students develop and write a research paper on an aspect of the economics of migration. Over the course of the semester, the paper assignment lets you explore a topic of interest to you in more depth. The optional writing workshop for Economics of International Migration is an opportunity to practice using writing as a tool - a way to polish your skills for the research paper and other writing assignments for this course. We work together in a smaller group setting to share and develop ideas, polish drafts and give and get feedback and support on the course writing assignments. The course's writing assignments are intended to give students practice with professional writing and presentation skills. Early in the semester, after students select a topic for their term paper they develop it through a sequence of written proposals, draft and final papers and finally present it to the class. Prereq: EC1 or EC 5

FAH 81/181: 20th-Century Mexican Art
Professor Zavala
Block I+ mw3-4:15

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 contemporary Mexican art.

FAH 280: Seminar: Latin American and Latino Art in Exhibition
Professor Zavala
Block Tues. 1-4:20

Since the 1980s several major exhibitions in the United States have responded to and promoted the burgeoning interest in Latin American art. These exhibitions raise questions/polemics ranging from what constitutes "authenticity," to who gets included and who doesn't, and the accuracy of characterizing Latin American art as "Hispanic" versus "Latino," as "exotic" and "fantastic." In addition to examining how these culture categories have been produced by museum exhibitions, we will interrogate the logic of isolating Latin American art from the "mainstream." We will also consider how exhibition and collecting practices have changed as a result of critical pressures brought to bear by the groups they claim to represent. Please Note: This is an advanced seminar directed mainly toward advanced art history majors or graduate students.

HST 78: Modern Latin America
Professor Barbara Corbett
Block TBA

This course examines the history of Latin America from the late 19th century to the present, and is designed to give students a critical understanding of contemporary Latin America from an historical perspective. Course readings and lectures will focus on the most significant social and political movements in the region, from the Cuban struggle for independence in the 1890's to the politics of globalization in the region today. Using a wide variety of primary and secondary sources, as well as film, music, poetry and other forms of cultural expression, students will explore sources of change and continuity in modern Latin America, paying special attention to the intertwining of local, national, and international developments.

HST 99.01**: Latinos in U.S. History
Professor Driscoll
Block TBA

The Latino population of the United States is now the country’s largest ethnic minority but the community has been an integral part of the nation since the 19th century. In this course, we will examine how each Latino group (Cuban Americans, Mexican Americans, Puerto Ricans, among many others) came to be part of the United States, where they settled, and how they have dealt with their incorporation into society. Among the issues we will discuss are immigration, education, politics and political empowerment, civil rights, prejudice, leadership, among many others. We will also explore the evolution of the notions of "Latino" and "Hispanic" as they relate to distinct Spanish-surnamed groups.

PS 138-07: Social Movements, Identities, and Politics in the Atlantic World
Professor José Antonio Lucero
Block Th 6-8:30 pm

Facing often dangerous and difficult conditions, ordinary people have been able to do extraordinary things through collective action. This course introduces students to the main theoretical approaches to social movements and contentious politics (from economics, sociology, political science, and anthropology) and explores important cases of collective struggle in Latin America, North America, and Africa. Case studies will include the U.S. civil rights movements, Afro-Brazilian mobilization, indigenous movements in the Andes, the mothers and
grandmothers of the disappeared in Argentina, animal rights movements in the U.S., as well as some disturbing cases of collective action including white extremist groups in the U.S. and the genocide in Rwanda.

**SPN 22X: El espíritu de Puerto Rico: Un seminario**
Professor Levy-Konesky
Block TBA

In this class students continue to review grammar and to practice oral and aural skills while they study the history, literature, politics, music, cuisine, art and religions of Puerto Rico and Puerto Ricans on the island as well as on the mainland. They debate the possible political destinies of Puerto Rico: Statehood, Independence or a continuance of the present status of ELA (Free Associated State, or Commonwealth). Students view two-three films during the semester, sample and learn to prepare Puerto Rican cuisine, and if possible, visit one of the major Puerto Rican neighborhoods of Boston: Villa Victoria and Plaza Betances. There is an optional opportunity for interested students to work on a volunteer basis with various Hispanic organizations in the Cambridge and Boston areas. Taught in Spanish. Texts: ° Grammar book TBA o Course pack includes a brief history of Puerto Rico and a collection of literary selections from major Puerto Rican and Niurican authors including Jacobo Morales, Pedro Juan Soto, José Luis González, Luis Palés Matos, Julia de Burgos, Tato Laviera, Miguel Algarín, Miguel Piñero, Pedro Pietri, Piri Thomas, Ana Lydia Vega, Luís Rafael Sánchez and Martín Espada. o La carreta by René Marqués

**SPN 35: Survey of Latin American Literature II (In Spanish)**
Section A (Block D+): Amy Millay
Section B (Block H+): Amy Millay
Section C (Block E+ mw): Mark Hernández
Section D (Block Q+): Dean Simpson

Latin American literature from the 19th-century Modernist poetry and prose and through the groundbreaking trends of the 20th century, such as the 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, Jorge Luis Borges, among others. Emphasis on historical context and on literary analysis. Not for seniors or for students returning from programs abroad. Prerequisite: Spanish 21 or equivalent.

**SPN 50/LAS 50: Latin American Civilization**
Professor Mazzotti
Block N+

This course will examine the main determinants shaping Latin American civilization and culture at the start of the new millennium. Particular emphasis will be placed on issues of ethnicity and hegemony as definers not only of all major historical and cultural processes of the Latin American past, but also of the main challenges of its present and future. Reading materials will cover both canonical works as well as cultural production generated from the margins. This course counts towards the culture option, International Relations major, Latin American Studies major and minor, and Africa and the New World minor, and the World Civilization requirement. Taught in English.

**SPN 92A/ANTH 149-08: Gendered Lives: The Cultural Politics of Gender and Sexuality in Latin America**
Professor Maria Elena Garcia
Block 8

This seminar explores the ways in which the cultural construction of gender and sexuality structure the lives of Latin American men and women. In Latin America, ideas about what it means to be a man and a woman have powerful consequences. These ideas are challenged, turned upside down, negotiated, and accepted in a variety of ways that make up the cultural politics of gender in the Americas. While this course focuses on Latin America, it also examines the lives of women and men who migrate and live in complex hybrid territories like the borderlands between Mexico and the U.S. Some of the themes students will interrogate in this seminar are the intersections of gender, race, and class; power and sexuality; war and gender; and the gendered dimensions of community life and migration. A few of the specific case studies include the deployment of motherhood as a political tool of resistance in Argentina, the politics of masculinity in Mexico City, the history of the gay movement in Brazil, violence against women in Guatemala and Ciudad Juárez, and indigenous women's struggles in the Andes. This course is open to all interested students. Taught in English.

**SPN 192A: Chicano Literature & Culture: Communities and Identities**
Professor M. Hernández
Block E+ mw

With the signing of the Treaty of Guadalupe Hidalgo in 1848, Mexico ceded to the United States the territories of its northern frontier, which included the states of Arizona, California, Colorado, New Mexico and Texas. This territory became a borderlands that has been forged as a result of its diversity, comprised of Native Americans, Spanish conquistadors, and later, Mexican immigrants. Collectively, these groups have endured a history of cultural, political and economic domination at the hands of Anglo immigrants to the region. In this seminar we will investigate the history of the uncomfortable and, at times, violent co-existence of its constituent groups and analyze the cultural expressions by Mexican Americans/Chicanos. We will study the ways in which ordinary people from the Mexican American/Chicano communities--students, community activists, families, literary writers, filmmakers, and visual artists--challenged the status
quoto to shape their own lives and futures. We will examine how such Mexican American/Chicanos have represented themselves and their communities and how their writings and art intervene to achieve social and political change. Essays, oral presentations and exams; class participation is essential. Conducted in Spanish. Prerequisites: Spanish 31 or 34, and 32 or 35, or consent. Taught in Spanish.

Texts:
- Gloria Anzaldúa, Borderlands/La Frontera: The Forging of a Mestiza Consciousness
- Tomás Rivera, ...y no se lo tragó la tierra
- Luis Rodríguez, La vida loca: El testimonio de un pandillero and others....

Bound packet of readings available at Gnomon Copy, 348 Boston Ave., Medford

SPN 192-C: Puerto Rican Literature and Culture: The Floating Nation and the Flying Bus
Professor Millay
Block F+ tr

This course explores Puerto Rico, an island that has produced a diverse national literature despite its prolonged status as a Spanish colony, and its current political association with the United States. We will examine classic interpretations of Puerto Rican identity, described by Antonio Pedreira (1934), and José Luis González (1980), looking at how these paradigms unfold in literary texts of their respective periods; and how metaphors of national identity evolved over the course of the past century. We will extend the concept of Puerto Rican culture beyond the island when we study the narrative of immigration and the emergence of Nuyorican writers. Writers include Luis Palés Matos, René Marqués, Magali García Ramis, Ana Lydia Vega, Rosario Ferré, Luis Rafael Sánchez, Mayra Santos-Febres, Tato Laviera, Pedro Pietri, and Pedro Juan Soto. Texts include novels, plays, short stories, essays, poetry, and film. Taught in Spanish.

SPN 192-E: From Floating Gardens to Elevated Highways: Mexico City, the Roaring Megalopolis
Professor Guzman
Block Mon. 6:30-9:00 pm

This class explores the evolving socio-political history of Mexico City, the oldest city in the Americas from a multidisciplinary perspective that includes the fields of history, art history, literature, anthropology, film, and urban studies. Through the examination of texts and images (fixed and moving) students will study the city's makeover from an indigenous settlement, once surrounded by floating gardens that later became entombed within a newly established Spanish “City of Palaces,” to one of the cultural capitals of Spanish America that has never lost its indigenous heritage. The class will examine how despite being ravaged by Colonialism, Independence, American and French invasions, and a Civil War the city has maintained its grandeur over the years making it today one of the biggest most important cities of Latin America. This investigation of Mexico City's urban environment will show how its bustling streets provide an urban environment where ambulant sellers, street performers, poets, artists and its other citizens mingle in daily exchanges that rival a circus environment and how its indigenous roots, colonial heritage, modern sleek architecture and contemporary elevated highways have at times turned this city of palaces into an urban maze. Taught in Spanish.

CIS 180: Latin American Studies Interdisciplinary Thesis
Professor Guss
Block ARR

The project required of students electing the interdisciplinary minor option. Either one-half or one course credit will be given at the discretion of the faculty members involved. Note: Permission of Instructor.

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