Tufts University

Latin American Studies

Interdisciplinary

MAJOR

AND

MINOR

Fall 2010

Course Listing
Latin American Studies Major Requirements
Fall 2010

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 consist of 11 courses as follows:

I. SPN 50/LAS 50 Latin American Civilization

II. HIST 75 Americas

III. One of the following courses in Political Science:
   - PS 127: Latin American Politics
   - PS 138: Political Violence in State and Society
   - PS 170: Seminar: International Human Rights and Humanitarian Law
   - PS 177: America and Democracy Abroad since 1898

IV. One of the following courses in Anthropology or Sociology:
   - ANTH 15: Native Peoples of South America [formerly ANTH 115]
   - ANTH 128: Mesoamerican Archaeology
   - ANTH 132: Myth, Ritual, and Symbol
   - ANTH 184: Festivals and Politics in Latin America
   - SOC 180: Cities of the Global South

V. 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 92-01 Colonial Mexican Art & Architecture
   - FAH 280: Seminar in Latin American Art
   - FAHS 0101-01: A View of 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
   - FAHS-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 the Colonial View
   - FAHS 0170-01: Biting the Hand that Feeds?: A Reassessment of Collecting, Exhibiting, and Marketing Art and Culture
   - FAHS 0037-01: Mexico City: From Floating Gardens to Elevated Highways
   - SPN 91/SPN92: Latin American Topics (in English)

VI. One of the following courses in Literature and/or Culture (all of these courses have an advanced language prerequisite):
   - SPN 34: Survey of Latin American Literature from Pre-conquest through Independence
   - SPN 35: Survey of Latin American Literature from Modernism to the Present
   - SPN 101: Latin American Theatre
   - SPN 102: Latin American Short Story
VII. One of the following courses in History:
- HST 18: Colonial Latin America [formerly HST 77]
- HST 19: Modern Latin America [formerly HST 78]
- HST 115: Revolution in Latin America: Mexico and Cuba [formerly HST 160]
- HST 116: Revolution in Central & South America [formerly HST 161]
- HST 192: Research Seminar in Latin American History [formerly HST 186]

VIII. Three electives from any of the approved courses listed. One of these electives may be a Latino Studies course upon approval of the LAS program director. If a student decides to write a Senior Thesis, one of these electives will be the first semester of the Senior thesis.

IX. One Senior Seminar or a one-semester Independent Research Project LAS 197/198 (in consultation with the Major adviser), or the second semester of a Senior Thesis.

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

The LAS faculty includes:

**From Department of Anthropology**
Professor David Guss, Latin American Anthropology
Associate Professor Deborah Pacini Hernandez, Latin American/Latino Sociocultural Anthropology
Lecturer Lauren A. Sullivan, Mayan Archaeology

**From Department of Art & Art History**
Associate Professor Adriana Zavala, Latin American Art History

**From Department of History**
Professor Peter Winn, Latin American History

**From Department of Political Science**
Associate Professor Consuelo Cruz, Latin American Politics

**From Department of Romance Languages**
Lecturer Cristiane Soares, Brazilian
Associate Professor Nina Gerassi-Navarro, Latin American Literature and Culture
Professor Jose Antonio Mazzotti, Latin American Literature and Culture
Assistant Professor Pablo Ruiz, Latin American Literature and Culture

**From Department of Sociology**
Assistant Professor Ryan Centner, Urban Sociology, Globalization and Latin America

**From Department of Department of Visual and Critical Studies**
Lecturer Eulogio Guzman, Latin American Art

Students may contact any of these professors for advising.

IMPORTANT NOTE: at least one of the requirements must focus on pre-20th century Latin America and at least one of the requirements must focus on indigenous cultures/societies. IMPORTANT NOTE: This list may be incomplete, and the class times are subject to change. Before you register, consult the listings in the course's home department. • Courses listed with an asterisk (*) are not exclusively concerned with Latin American material. Students who wish to count these courses for LAS must first consult with the course instructor, they must focus their course work on appropriate LAS topics, and they must complete a Course Content Certification Form. Students may count no more than one asterisked course for the minor. • Courses listed with a double asterisk (**) are Latino Studies courses. Students may credit no more than one Latino Studies course for the major or minor.
The Latin American Studies Minor
Fall 2010

Program Director: Associate Professor Adriana Zavala, Art and Art History

The Interdisciplinary Minor in Latin American Studies allows students to explore the region from a multidisciplinary perspective. It encourages students to integrate their study of the arts and literature, history, and the 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 the departments of Romance Languages, Anthropology, History, Music, and Political Science. In their senior project, students also have the opportunity to explore a theme of particular interest with the coordinated support of the faculty advisers from different fields.

The Interdisciplinary Minor in Latin American Studies offers students planning to pursue careers in diplomacy, international business, law or graduate study in the humanities and social sciences a solid grounding in the region.

Requirements for the Latin American Studies minor consist of:

I. Study of one of the region's languages for three years (e.g., through Spanish 22) or the equivalent.

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

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

For further information, students interested in pursuing a minor in Latin American Studies should register with:

Associate Professor Adriana Zavala
Art and Art History
11 Talbot Avenue, Medford Campus
Phone 617-627-2423 ¦ Email Adriana.Zavala@tufts.edu
http://ase.tufts.edu/latinamericanstudies/
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>TBA:</th>
<th>Professor</th>
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<tr>
<td>ANTH 17</td>
<td>Latino Popular Music, Migration and Identity</td>
<td>J+ TR</td>
<td>Pacini-Hernandez</td>
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<td>ANTH 128-01</td>
<td>Mesoamerican Archaeology</td>
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<td>ANTH 132-01*</td>
<td>Myth, Ritual, and Symbol*</td>
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<td>The Art of Salsa: Female Section</td>
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<td>EXP-67-F</td>
<td>Understanding Anti-Americanism in Latin America</td>
<td>Mon 6:00-8:30</td>
<td>Zuniga-Espinosa</td>
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<td>FAHS 35</td>
<td>A Critical Perspective of the Americas</td>
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<td>Guzman</td>
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<td>20th Century Mexican Art</td>
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<td>FAHS 133</td>
<td>Maya Art and Architecture from Kings and the Courtly Elite to Modern</td>
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<td>HST 17</td>
<td>The Americas</td>
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<td>MUS 192*</td>
<td>Jazz and Cabaret between the Wars and across the Atlantic*</td>
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<td>POR 001</td>
<td>Elementary Portuguese I</td>
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<td>POR 003</td>
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<td>POR 021</td>
<td>Portuguese Composition &amp; Conversation I</td>
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<td>PS 127</td>
<td>Latin American Politics</td>
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<td>SPN 022-XA</td>
<td>Cine de Latinoamérica y España</td>
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<td>El espíritu de Puerto Rico</td>
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<td>SPN 29/LAS 29</td>
<td>Latino Writing Experience</td>
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<td>SPN 034</td>
<td>Survey of Latin American Literature I</td>
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<td>Latin American Short Story</td>
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<td>SPN191-C</td>
<td>Twentieth Century Latin American Poetry: The Reinventions of a Language</td>
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<td>Zavala</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 in conjunction with an increasing globalization of culture. Departing from the notion that music is a social activity rather than a thing (i.e. a verb rather than a noun), students will explore how Latino ways of music making have been shaped by their historical, social, cultural and spatial contexts over time and across space. In comparing the development and cultural significance of a range of genres such as mambo, salsa, merengue, bachata, corrido, conjunto, cumbia, banda and reggaeton, students will address various issues such as how changing concepts of racial and ethnic identity are articulated musically, the politics of representation, the roles of women, gender and sexuality in musical production, how immigration and economic globalization have 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 prerequisites, and no formal knowledge of music or Spanish required. This course counts towards the Hispanic Cultures and Diaspora Culture Option and the World Civilization requirement.

(Cross-listed as Archaeology 128.) 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.

Various approaches to myth, ritual, and symbol including functionalist, structuralist, and psychological. Topics include dreams, landscape shamanism, and fairy tales, along with issues of performance, representation, authenticity, and history.

Salsa dance techniques and combinations in context of Latino/a culture. Focus on dance proficiency, Afro-Latin roots, and music/dance relationship. Primarily a studio course, some written assignments as well as ethnographic practicum in the field.

The cultures of the Americas have produced some of the most complex visual language, which accommodated multiple cultural perspectives. Before the advent of the Spanish, indigenous arts often referenced their diverse, culturally rich environment. The arrival of the Europeans fused indigenous forms within the more regulated visual vocabulary of the Western world. This productive interaction of forms generated an inventive visual vocabulary that regularly addressed the sensitivities of the indigenous and European populations sharing this continent. What does the art of this American continent convey about this contested and evolving socio-political environment? By focusing principally on the Art of Mexico and Peru from 1400 through the early 1900s this class examines how art was used as a creative, mediating force that accommodated claims and divergent interests of the disparate people who inhabited this continent from Pre-Columbian times through the colonial and modern periods.
Understanding Anti-Americanism in Latin America

Zuniga-Espinoza

Monday, 6:00-8:30 pm

Why is there so much anti-US feeling in Latin America? What are the underlying causes? And what lessons can we learn from our relations with our southern neighbors? This class will analyze the roots of Anti-Americanism as the result of the interaction between Latin American politics and the United States' foreign policy. This class will not only analyze American interventions in Latin America, but also the agency of local elites. To analyze that process, we will examine specific cases such as Cuba, Guatemala, Chile, El Salvador, Nicaragua, and Panama. By the end of the semester, you will be prepared to design creative responses to future challenges in the hemisphere. See PRELIMINARY course syllabus here. This class has been approved by the History Department to count toward the Humanities distribution requirement.

Cristobal Zuniga-Espinoza is a doctoral candidate in history at the State University of New York, Stony Brook, specializing in Foreign Relations between the United States and Latin America. His dissertation is titled "Struggling for Development: The making of the Alliance for Progress from an Inter-American perspective," which he will be presenting at the Society for Historians of American Foreign Relations (SHAFR) 2010 Annual Conference. He received his undergraduate degree from the University of Chile.

FAH 81/181-01 20th Century Mexican Art
Zavala
D+ TR

The dominant art forms of twentieth-century Mexico including post-revolutionary muralism and socially-concerned representational art; movements, artists, and visual genre outside of the mural school including abstraction, surrealism, photography, print culture, and film. The influence of politics, class, race, and gender on the production of art in Mexico. Art by Mexican-American artists in the U.S., and the effects of globalization and the art market on contemporary Mexican art. This course may be used to fulfill the World Civ. Requirement. May be taken at 100 level. 100 level prerequisite: Graduate status or Junior or Senior Art History major.

FAH 133 Maya Art and Architecture from Kings and the Courtly Elite to Modern Day Survivors
Guzman
W 3:30-6:30

For over twenty-five hundred years the Maya have inhabited some of the most inhospitable areas of southern Mexico and Central America. During this long occupation distinct manifestations of this rich cultural tradition have cleverly adapted and forged their social existence among changing governments, both indigenous and foreign. This class examines the diverse cultural traditions of the Maya as manifested in their richly painted, incised, and modeled vessels, meticulously carved monuments, and now abandoned cities within the jungle and highlands of Middle America. What do Maya cultural remains tell us of their glorious past, and how is their culture surviving the ongoing cultural and military assaults of current governments? The class presents some of the ongoing developments in Maya scholarship to gain a deeper understanding of Maya history and the turbulent past of their brilliant kings and ruling elite. An assessment of their art and architecture will be contextualized within modern historical events to allow students to explore not only the Maya past but their current society as well.

HST 05* History of Consumption*
Baghdiantz-McCabe
L+ TR

The socio-political history of the use made of goods, food, and energy by different groups through an analysis of class, race, and gender. The course examines economic factors through social and cultural history in order to understand consumption within a global economy. Analysis of social structures in the Americas, China, Europe, India, and the Ottoman Empire, from the seventeenth century to the present day.
HST 17  The Americas
Winn
10
Latin America and the Caribbean from the colonial period to the contemporary era. A multimedia, interdisciplinary introduction focusing on nation-building, migration, race relations, women's roles, political economy, sovereignty, religion, culture, revolutionary movements, and Latino communities in the United States.

MUS 192*  Jazz and Cabaret between the Wars and across the Atlantic*
Pennington
10 M

Catching the imagination of youth across the Atlantic, Jazz became a way articulate ideas about modernity and racial, national, and political identities. This course examines Jazz and Cabaret in several major transatlantic cities including New York, London, Paris, Berlin, and Havana between the two world wars. Issues the course concerns itself with include what this music meant within different national contexts, how the meanings and musical sounds of Jazz changed as it circulated across countries, and the ways in which Jazz and Cabaret music was involved in the articulation of a new international cosmopolitan youth culture. Course work will include a combination of weekly reading, listening, and viewing with short write-ups, a 10-15 page research paper, and in class presentations.

POR 001  Elementary Portuguese I
Section A - Block A - Staff
Section B - Block I – Soares

Designed to introduce the student with little or no knowledge of the language to the Portuguese-speaking world. Teaches fundamental communications skills-listening, speaking, reading, and writing-and, at the same time, provides exposure to the culture and civilization of Brazil, Lusophone African countries, East Timor and Portugal through media broadcast, literature readings, films, music, and videotapes. Quiz, midterm, oral presentation and compositions. Conducted in Portuguese. No prerequisites.

POR 003  Intermediate Portuguese I
Soares
Block C

A beginning intermediate course for students interested in expanding and strengthening their basic Portuguese linguistic skills. Reading, writing, and conversational competency is emphasized through the study of the Luso-African-Brazilian cultures. The course aims to promote cross-cultural understanding through the use of authentic materials such as literary texts, multimedia, film, music, and videotapes. Students may register for an optional recitation section that consists of a weekly 40 minute conversation group. Quizzes, oral presentation, mid-term exam, final exam. Conducted in Portuguese. Prerequisites: Portuguese 002 or consent.

POR 021  Composition & Conversation I
Soares
Block G

This intermediate course aims to develop the student's ability to speak and write Portuguese, with special focus on contemporary Luso-African-Brazilian culture. The course combines written and oral/aural practice of Portuguese through oral reports, compositions, class discussions and debates on assigned topics, articles, short literary works and films. It offers a review of more advanced grammatical structures with the aim of achieving greater accuracy. Given the focus on oral expression, active participation in class is essential. Students may register for an optional recitation section that consists of a weekly 40 minute conversation group. Conducted in Portuguese. Prerequisite: Por 004 or consent.
PS 127  Latin American Politics
Cruz
I+ MW

This course is intended to deepen our understanding of Latin America and of politics. To that end, we will be concerned with both the political dynamics of Latin America and with significant debates in political science. This course will familiarize students with the rich histories of several Latin American countries and engage social scientific theorizing of such processes as imperialism, colonialism, revolution, regime change, identity politics, and issues in political economy.

SOC 180*  Cities of the Global South*
Centner
11 T

Critical assessment of traditional approaches to the study of cities outside the wealthiest countries. New sociological frameworks to analyze urbanization and urbanism in Global South sites such as Mexico, Argentina, Brazil, South Africa, Egypt, India, and China. Impact of politics, international finance, migration, gender, and the environment on new urban conditions. This course counts toward credit in the Latin American Studies major and minor, as well as some requirements for the International Relations major. Contact the professor for full details. All individual work (papers, presentations, reflections) by students in the seminar seeking LAS credit needs to focus on the Latin American Studies cases and topics in the course. Prerequisite: Sociology 050 or Sociology 113, or consent of instructor. Note: Cross listed as UEP 0294-12

SPN 022-XA  Cine de Latinoamérica y España
Davis
F+tf

The aim of this course is to expand the students' oral and written skills through the study of Latin American and Spanish films by well known directors such as Luis Buñuel, Carlos Sorín, Pedro Almodóvar, María Novaro or Guillermo del Toro. We will read texts related to the movies, and discuss topics such as stereotypes, fate, politics, euthanasia, and the power of imagination, among others. The class includes a review of Spanish syntax, a journal, 3 exams, 3 compositions, 4 grammar quizzes, an oral presentation, and a group project. Prerequisite: Spanish 21 or consent. Texts:Bound packet of readings and activities; Gordon & Stillman, The Ultimate Spanish Review and Practice (McGraw Hill); Pacheco, Las batallas en el desierto (Ediciones ERA).

SPN 022-XC  El espíritu de Puerto Rico
Levy-Konesky
L+

This class takes an interdisciplinary approach to the study of Puerto Rico. While students continue to review grammar and to practice oral and aural skills, they will 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 Puerto Rican cuisine and 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.

SPN 29/LAS 29  Latino Writing Experience
Alonso
H+ TR

Just as most Jewish-American writers write in English and not Hebrew or another European language, so do the majority of Latino writers write in English. There are, however, some who do not, and some who write in both English and Spanish. This course will be conducted principally in English but the writing can be in either language. Enrollment will not be limited to Latinas and Latinos. Professor Juan Alonso is a Latino novelist. See juanalonso.com for more information.
This course traces the development of Latin American literature from the earliest chronicles of discovery and conquest of the 16th century to modernist literature of the late 19th century. We will read key works of prose, poetry and other genres from various cultures of Spanish America as well as see films related to the topics under study. Authors include Hernán Cortés, Sor Juana Inés de la Cruz, Bernal Díaz and Inca Garcilaso. Emphasis is on historical context as well as 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 consent.

This course examines the Latin American short story, drawing upon a comparative approach that explores the influence of European and North American short fiction. Since there is no established “history” of short narrative, we will look at various recurring metaphors for storytelling itself: mirrors, labyrinths, dolls, and circles. In addition to analyzing primary texts, students will read and discuss theory and criticism regarding this genre. Authors include Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Rosario Ferré, and Junot Díaz, among others. Papers, exam, and oral presentations. Prerequisites: Spanish 31 or 34, and 32 or 35, or consent of instructor.

This course combines academic activities such as background readings and analysis with a service-learning component. The curricular content of the course will focus on the Latin American immigration experience as it relates to migration and integration and to the use of the Spanish language in the United States. For the service-learning component, students will be required to perform Spanish-language volunteer activities in Latino community agencies and discuss and evaluate this experience. The course requires a commitment to provide volunteer services in the community in a timely and responsible fashion and to recognize the needs of community agencies and their clients as well as our own objectives. Attendance and participation in all class sessions, weekly volunteer journal, two class presentations, and a five-page final report. Prerequisite: Spanish 121 or 122 or consent.

This course is an introduction to the rich Spanish-American poetic tradition developed throughout the twentieth century. We will read poems by modern and contemporary poets such as Martí, Darío, Vallejo, Neruda, Borges, Palés Matos, Mistral, and Villaurrutia. Students will be also introduced to some of the main concepts and ideas developed to think about poetry. Topics to be discussed will include the diversity of cultural contexts, the avant-garde movements, the larger questions of memory and identity, and the debate on the public role of poets and poetry.
Please see departmental website for specific details. 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. Permission of Instructor.

IMPORTANT NOTE: at least one of the requirements must focus on pre-20th century Latin America and at least one of the requirements must focus on indigenous cultures/societies.

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Students may credit no more than one Latino Studies course for the major or minor. For more information contact should register with:

Associate Professor Adriana Zavala, Art and Art History  
11 Talbot Avenue, Medford Campus Phone 617-627-2423 ◊ Adriana.Zavala@tufts.edu  
web: http://ase.tufts.edu/latinamericanstudies/

The LAS faculty includes:

From Department of Anthropology
Professor David Guss, Latin American Anthropology  
Associate Professor Deborah Pacini Hernandez, Latin American/Latino Sociocultural Anthropology  
Lecturer Lauren A. Sullivan, Mayan Archeology

From Department of Art & Art History
Associate Professor Adriana Zavala, Latin American Art History

From Department of History
Professor Peter Winn, Latin American History

From Department of Political Science
Associate Professor Consuelo Cruz, Latin American Politics

From Department of Romance Languages
Lecturer Cristiane Soares, Brazilian  
Associate Professor Nina Gerassi-Navarro, Latin American Literature and Culture  
Professor Jose Antonio Mazzotti, Latin American Literature and Culture  
Assistant Professor Pablo Ruiz, Latin American Literature and Culture

From Department of Sociology
Assistant Professor Ryan Centner, Urban Sociology, Globalization and Latin America

From Department of Department of Visual and Critical Studies
Lecturer Eulogio Guzman, Latin American Art

Students may contact any of these professors for advising.
This form certifies that a significant portion of a student's coursework (eg. major research paper) in a course not exclusively dedicated to Latin America, was dedicated to a Latin American topic. (These courses are designated with an asterisk* in the Latin American Studies Course semester booklet)

Student name: ________________________________

Major or Minor in Latin American Studies: _____________________________________________

Course taken (Dept, course # and title): _____________________________________________

Semester taken: _______________________

Description of the topic/scope of work completed to certify the course should count toward the student's major/minor (to be filled out by the faculty member teaching the course)

__________________________________________
__________________________________________
__________________________________________
__________________________________________

If a research paper, title of the paper:

__________________________________________
__________________________________________

Course Faculty Signature: ___________________________ Program Director Signature ___________________________

Copy to Student
Copy to Program Director
Copy to CIS/LAS program office