Tufts University

Latin American Studies

Interdisciplinary

MAJOR

AND

MINOR

Spring 2011

Course Listing
The 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 or SPN 150 Latin American Civilization (in Spanish)

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 0145-01: 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
   - SPN 103: Contemporary Latin American Novel
SPN 104: Poetry in Spanish America
SPN 105: The Dictator in the Latin American Novel
SPN 106: Literature and Revolution: Mexico and Cuba
SPN 107: Testimonial Literature of Latin America
SPN 108: Latin American Women Writers
SPN 156: Afro-Latin American Literature
SPN 191/SPN192: Special Topics: Latin American literature or civilization

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. One course may fulfill both of these requirements.

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.

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. Students must also fill out a Course Content Certification Form (attached) demonstrating that they completed substantial work focused on Latin America. Students may count 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
Spring 2011

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 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. Student will work with at least two core LAS faculty advisors from two different disciplines, as project director and second reader. 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. The project will conclude with an oral defense.

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>Block</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 16**</td>
<td>Intro to Latino Cultures**</td>
<td>J+ tr</td>
<td>Pacini-Hernandez</td>
</tr>
<tr>
<td>ANTH 128 /ARCH 128</td>
<td>Mesoamerican Archaeology</td>
<td>M+ mw</td>
<td>L. Sullivan</td>
</tr>
<tr>
<td>ANTH 162*</td>
<td>Art and Aesthetics*</td>
<td>5+ M</td>
<td>Guss</td>
</tr>
<tr>
<td>ANTH 163**/AMER 180**</td>
<td>Seminar: Latinos in the Cinematic Imagination**</td>
<td>7+w</td>
<td>Pacini-Hernandez</td>
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<tr>
<td>DNC 65-01</td>
<td>The Art of Salsa – Female Section</td>
<td>I+ mw</td>
<td>Thigpen</td>
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<tr>
<td>DNC 65-02</td>
<td>The Art of Salsa – Male Section</td>
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<tr>
<td>EC 62-01 *</td>
<td>Economic International Migration*</td>
<td>K+ mw</td>
<td>Hardman</td>
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<td>OEC 62WW</td>
<td>Economic International Migration Optional Writing Workshop</td>
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<tr>
<td>EC 191-2*</td>
<td>Cities in the Developing World*</td>
<td>K+ mw</td>
<td>Hardman</td>
</tr>
<tr>
<td>FAH 0280-04</td>
<td>Seminars in Latin American Art: Latin American Art Exhibition</td>
<td>TR 130-400PM</td>
<td>Zavala</td>
</tr>
<tr>
<td>FAH 0145-01</td>
<td>Mexico City: From Floating Gardens to Elevated Highways</td>
<td>Wed 3:30 - 7pm</td>
<td>Guzman</td>
</tr>
<tr>
<td>FAH 0100 A</td>
<td>Art of Ancient Mexico</td>
<td>Tues 9 am - 12</td>
<td>Guzman</td>
</tr>
<tr>
<td>HST 02*</td>
<td>Globalization*</td>
<td>I+ mw</td>
<td>Winn</td>
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<tr>
<td>HST 192</td>
<td>Contemporary Chile</td>
<td>11+ t</td>
<td>Winn</td>
</tr>
<tr>
<td>POR 2A</td>
<td>Elementary Portuguese II</td>
<td>C</td>
<td>Furtado</td>
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<tr>
<td>POR 2B</td>
<td>Elementary Portuguese II</td>
<td>I</td>
<td>Soares</td>
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<tr>
<td>POR 4A</td>
<td>Intermediate Portuguese II</td>
<td>E</td>
<td>Soares</td>
</tr>
<tr>
<td>POR 22A</td>
<td>Composition &amp; Conversation II</td>
<td>G</td>
<td>Soares</td>
</tr>
<tr>
<td>PS 21*</td>
<td>Introduction to Comparative Politics*</td>
<td>E+ mw</td>
<td>Art</td>
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<tr>
<td>PS 138-02</td>
<td>Political Violence in State and Society</td>
<td>I+ mw</td>
<td>Cruz</td>
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<td>SPN 22XA</td>
<td>Comp &amp; Conv II: México</td>
<td>D+</td>
<td>Cantú</td>
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<td>SPN 22XB</td>
<td>Comp &amp; Conv II: Cine de Latinoamérica y España</td>
<td>E+wf</td>
<td>Davis</td>
</tr>
<tr>
<td>SPN 22 XC</td>
<td>Comp &amp; Conv II: Teatro breve del siglo veinte</td>
<td>H+</td>
<td>Haltom</td>
</tr>
<tr>
<td>SPN 35</td>
<td>Survey of Latin American Literature II</td>
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<td>SPN 107</td>
<td>Testimonial Literature of Latin America</td>
<td>D+</td>
<td>Millay</td>
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<td>SP 121</td>
<td>Advanced Composition &amp; Conversation I</td>
<td>I+</td>
<td>Schulze</td>
</tr>
<tr>
<td>SP 122</td>
<td>Advanced Composition &amp; Conversation II</td>
<td>H+</td>
<td>Simpson</td>
</tr>
<tr>
<td>SPN 124</td>
<td>Spanish-English Translation Workshop</td>
<td>G+</td>
<td>Klett</td>
</tr>
<tr>
<td>SPN 129</td>
<td>Creative Writing in Spanish</td>
<td>L+</td>
<td>Alonso</td>
</tr>
<tr>
<td>SPN 150</td>
<td>Latin American Civilization</td>
<td>N+</td>
<td>Mazzotti</td>
</tr>
<tr>
<td>SPN 192-D</td>
<td>Detective Fiction in Latin America</td>
<td>K+</td>
<td>Ruiz</td>
</tr>
<tr>
<td>CIS 180</td>
<td>Latin American Studies Interdisciplinary Thesis / Capstone Project</td>
<td>ARR</td>
<td>Zavala</td>
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**ANTH 16 ** Introduction to Latino Cultures **
Pacini Hernandez  
J+ tr

This course surveys the social and cultural histories of the various Latino communities currently residing in the United States. Students will analyze a variety of important issues affecting US Latinos, such as immigration, bilingual education, citizenship and political participation, race, class, gender, ethnicity and representations in the media.

**ANTH 0128** Mesoamerican Archaeology
ARCH 0128-01
L. Sullivan  
M+ mw

This course is an introduction to the archaeology of the pre-Columbian cultures of Belize, Guatemala, Honduras, and Mexico. The cultures of Mesoamerica have been studied since the Spanish arrived and this course will examine the history of archaeological research in the region as well as the latest finds and interpretations. The Olmec, the Maya, the Zapotec, and the Aztec will be studied through artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices. We will begin the semester by examining the transition from hunting and gathering to early agriculture and the origins of village life across the region. The focus will then turn to the development of social complexity and the emergence of elites examining their use of ritual and religion in creating and maintaining social inequality. After discussing the rise of the state and the various structures associated with state level society (e.g., political organization, subsistence strategies, different levels of social hierarchies), we will turn to culture collapse and assess some of the latest theories on why/how these great societies declined. This course counts towards the Social Sciences and World Civilizations distribution requirements, although it can only be counted as one or the other. It also counts as a Native American Culture or Hispanic Culture option. Prerequisites: ANTH 0050 Prehistoric Anthropology or permission of instructor.

**ANTH 162 ** Art and Aesthetics **
Guss  
5+ M

This course will concentrate on the way different societies construct the category of “Art.” Recognizing that there are groups for whom no such category exists, the course will begin with a discussion of several cultures for whom art is such an embedded system as to be indistinguishable from any other. We will also look at how and why the “art” of such peoples was labeled “primitive.” We will then investigate how such systems have been disembedded and commodified in our own society. After deconstructing the myth of “art for art’s sake” wherein artistic production is viewed as the autonomous creation of a uniquely gifted and inspired individual, we will relocate it as part of a set of social relations. We will then investigate what occurs when these different systems collide – the appropriation of one by the other and the subsequent problems of representation that ensue. Issues of craft along with the marketing of the ‘primitive’ and the creation of national icons will be investigated with case studies from Australia, Africa, and Latin America. We will also look at current debates over cultural ownership and repatriation. Final sessions will deal with various questions concerning art in the public sphere.

**ANTH 163 ** Seminar: Latinos in the Cinematic Imagination **
AMER 180
Pacini-Hernandez  
7+w

Since the inception of the American film industry, U.S. Latinos have been (mis)represented in Hollywood feature films intended primarily for non-Latino audiences. In this course, students will examine how images of Latinos and their communities have been constructed in Hollywood films produced from the silent era to the present. Students will contrast these images with those constructed by Latino filmmakers when they began making films in the 1970s, contesting Hollywood stereotypes with more accurate and nuanced constructions of their communities. Weekly film viewings illustrate how filmmakers of different ethnic/racial/national backgrounds employ cinematic images to express their views on issues relevant to the Latino experience such as immigration, language choice, changing gender roles, racial and ethnic identity, and inter-ethnic relations. Readings will familiarize students with the emergent body of Latino-produced film criticism. Co-listed as ANTH0163
DNC 65-01  The Art of Salsa – Female Section
DNC 65-02  The Art of Salsa – Male Section
I+ mw
Thigpen

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. One-half course credit.

EC 62-01 *  Economic International Migration *
K+ mw
Hardman

More than half the world's population now lives and works in urban areas. This course looks at cities in the third world as an economic phenomenon. It analyzes cities’ role as a locus of economic productivity and of policy problems. We will review recent theoretical and empirical research on cities by urban and development economists. The goal is to equip students with analytical tools and inform them about policy instruments. The course focuses on urbanization in developing countries in Latin America, Asia and Africa, and will draw parallels from experience and research in middle and upper income countries of Europe, in the Americas and in Asia. Prereq: Ec 13 and 16

EC 191-2 *  Cities in the Developing World *
Hardman
K+mw

More than half the world's population now lives and works in urban areas. This course looks at cities in the third world as an economic phenomenon. It analyzes cities’ role as a locus of economic productivity and of policy problems. We will review recent theoretical and empirical research on cities by urban and development economists. The goal is to equip students with analytical tools and inform them about policy instruments. The course focuses on urbanization in developing countries in Latin America, Asia and Africa, and will draw parallels from experience and research in middle and upper income countries of Europe, in the Americas and in Asia.

FAH 0280-04  Seminars in Latin American Art: Latin American Art Exhibition
Zavala
ARR TR 130 - 0400PM

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. Students interested in this course should contact the instructor. Note: regarding the time block for this course TR 1:30-4:00pm. Class will meet regularly on Tuesdays 1:30-4:00pm. Thursday block is reserved for class meetings as needed.

FAHS 0145-01  Mexico City: From Floating Gardens to Elevated Highways
Guzman
Wed 3:30 – 7 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 entombed within a newly established Spanish “City of Palaces”—to one of the most
distinguished cultural capitals of Modern Latin America. The class examines how the ravages of Colonialism, Independence,
repeated invasions, and Civil War have contributed to this city’s grandeur and investigates how Mexico City’s bustling streets
create a dynamic urban environment where ambulant sellers, performers, poets, artists, and everyday citizens co-exist. At times
the social conditions of these streets make the practice of daily life seem more like an opera set in a circus environment. However,
an examination of the unique urban living conditions of this bustling metropolis—its indigenous roots, colonial heritage, modern
sleek architecture, and contemporary elevated highways—through written and visual exercises, lectures, and discussions will
enable students to explore how their own urban existence parallels the living experience amplified in Mexico City's urban maze.

FAHS 0100 A  Art of Ancient Mexico
Guzman
Tues 9 am - 12 noon

With a cultural history that spans over three and a half millennia, Mexico’s indigenous heritage is rich and varied. This historical
continuum is a result of an enduring occupation of several brilliant civilizations that populated Mexico’s diverse regions including,
the arid northern deserts, the agriculturally rich and temperate climates of Central Mexico, and the lush jungles of the south and
subtropical eastern coast. This upper division course focuses only on the indigenous art and architecture of Mexico and examines how
visual culture manifests many principles such as the cult of the dead; mythical creation and religion; sacrifice; hard and soft power
strategies; and ritual performance among West Mexican, Olmec, Teotihuacan, Zapotec, Huaxtec, Toltec, Mixtec, and Aztec
cultures from a range of methods and theoretical approaches across disciplines. Prerequisites: At least a prior introductory course
in the art/culture of the Americas.

HST 02 *  Globalization *
Winn
I+ mw

The history of Globalization from the fifteenth century to the present day as a process that has brought disparate regions
together and increasingly intensified their involvement with and impact on each other. The economic, political, social and cultural
dimensions of globalization will all be explored, using audio-visual as well as print resources. The course will meet twice a week for
75 minutes of lecture and discussion. Peter Winn

HST 192  Contemporary Chile
Winn
11+ t
See department for course description.

POR 2A  Elementary Portuguese II  Furtado  Block: C
POR 2B  Elementary Portuguese II  Soares  Block: I

Continuation of Portuguese 001. The course advances and completes the study of basic grammar and vocabulary. It provides the
linguistic skills and cultural information needed in a broad range of situations met when studying, working or traveling in a
Portuguese-speaking country. Students are required to register for a recitation section that consists of a weekly 40-minute
conversation group. Conducted in Portuguese.

POR 4A  Intermediate Portuguese II
Soares
E

Continues the review of fundamentals of grammar begun in Portuguese 003 and encourages the development of a large active
vocabulary and a greater awareness of Portuguese-speaking cultures. It aims at developing a level of language proficiency
sufficient for survival in unusual or complicated situations (i.e., coping with an unforeseen event); and at participating in
conversations about practical topics and current events. There will be regular lab assignments, compositions, class discussions,
debates and oral presentations. Students are required to register for a recitation section that consists of a weekly 40-minute
conversation group. Conducted in Portuguese. Writing Workshop Section (WW) - Students will use writing as a means to become
deeper engaged in the readings and films, develop critical thinking, and improve their writing and discussion skills in
Portuguese. No extra graded work will be assigned. The workshop will provide the opportunity to map ideas for compositions,
engage in peer discussion of drafts, and have individual conferences with the instructor. The writing workshop requires an extra
50 minutes of class time each week, and in recognition of the extra time commitment, a record of participation will appear on the
student's transcript. Participants must register for both POR 004 and POR 004WW.

POR 22A Composition & Conversation II
Soares
G

POR 0022 This course continues the grammar review begun in Portuguese 021 with emphasis on written and oral expression of
Portuguese. Course work includes oral and written assignments, video, film, and exams. Readings are drawn from literary texts as
well as topics of general interest. Students are required to register for a recitation section that consists of a weekly 40-minute
conversation group. In Portuguese.

PS 21 * Introduction to Comparative Politics *
Art
E+ mw

Theories and evidence in comparative politics, preparing students for upper-level courses that focus on specific regions, countries,
and themes. Examination and evaluation of competing theoretical approaches to important phenomena in world politics,
including democracy and democratization; revolutions; economic development; and ethnicity and ethnic conflict. Discussion of
illustrative examples from different regions such as Western Europe, Eastern Europe and Russia, East Asia, South Asia, Africa, the
Middle East, and Latin America.

PS 138-02 Political Violence in State and Society
Cruz
I+ mw

This course explores the problem of political violence. It familiarizes students with theories of political violence, and provides
them with the analytical tools to test those theories against empirical evidence from Latin America. The course pays particular
attention to differences in types of political violence, including differences in origins and scale.

SPN 22 XA Comp & Conv II: México
Cantú
D+

How is the Chicano movement in Los Angeles related to the Mexican Revolution? And what does that mean for Mexicans on both
sides of the border? In this course, students will sophisticate their oral expression and formal writing skills in Spanish as they learn
about Mexico's socio-political and cultural reality. They will also explore how that reality impacts Mexican-Americans and shapes
their cultural bridge. Class discussions focus on literary readings, journal articles, art, music, and film. Vocabulary development and
a review of grammar are essential elements of the course. Requirements: exams, compositions, oral presentation, group project.
Taught in Spanish. Prerequisite: Spanish 21 or equivalent, or permission of the instructor.
Texts: Coursepack (available at Gnomon Copy); Ultimate Spanish Review and Practice, Gordon/Stillman, 1999
Recommended: Diccionario bilingüe: Diccionario Oxford Compacto; Diccionario monolingüe: Diccionario usual Larrousse, enciclopédico

SPN 22 XB Comp & Conv II: Cine de Latinoamérica y España
Davis
E+wf

The aim of this course is to expand the students' language skills through the analysis of Latin American and Spanish films by well
known directors such as Buñuel, Almodóvar, Del Toro or Campanella. We will read essays and literary texts related to the
geography, society or historical context of each movie. In the class we will discuss topics such as gender roles, politics, and euthanasia, among others. This course 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: Gordon & Stillman, The Ultimate Spanish Review and Practice (McGraw Hill); Esquivel, Como agua para chocolate (Vintage); Pacheco, Las batallas en el desierto (Ediciones ERA); Bound packet of readings and activities.

SPN 22 XC Comp & Conv II: Teatro breve del siglo veinte
Haltom
H+

The goal of this course is to increase the student's aural/oral fluency and reading/writing competency through the use of theater exercises and short theatrical works while enriching his/her knowledge and appreciation of Hispanic theater and related arts. Various representative Latin American twentieth century one-acts will be studied as well as two peninsular works, Federico García Lorca's Amor de Don Perlimplín con Belisa en su jardín and La cueva de Salamanca by Cervantes, the latter included to provide historical context for the other works. Examples of monolog, poetry and song will also be presented. Coursework will include one ensemble as well as one individual presentation and three examinations covering both grammar and theater work. No previous experience in theater or acting is required. Conducted in Spanish. Prerequisite: Spanish 21 or consent.

SPN 35 Survey of Latin American Literature II
Haltom
H+

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.

SPN 107 Testimonial Literature of Latin America
Millay
D+

Development of this genre from early chronicles of discovery and conquest through New Journalism of the 1960s to more recent testimonial writings. Consideration of questions of form through examination of fictional, journalistic, and historical writings. Readings and discussion of Cuban, Bolivian, Guatemalan, Nicaraguan, and Argentine texts.

SPN 121 Advanced Composition & Conversation I
Schulze
I+

Continued practice in the speaking and writing of Spanish. Study of syntax and stylistics, oral and written reports. Not for native speakers or for those who have studied in Spanish-speaking countries.

SPN 122 Advanced Composition & Conversation II
Simpson
H+

A continuation of Spanish 121. Not for native speakers or for those who have studied in Spanish-speaking countries.
SPN 124  Spanish-English Translation Workshop
Klatt
G+

Techniques to mediate the contrasting communicative strategies of Spanish and English, emphasizing lexical differences and options. Methodical use of mono- and bilingual dictionaries and other reference materials, including web-based tools, to explore the complexity of the lexicon and the background knowledge necessary to a closer reading of Spanish. Translation assignments in literature, humanistic social sciences, and creative journalism exemplified by early Gabriel García Márquez.

SPN 129  Creative Writing in Spanish
Alonso
L+

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. Devoted to the short story. This course is not remedial. Professor Juan Alonso is a Latino novelist. See juanalonso.com for more information. Does not count for the 100-level literature component of the Spanish major; counts for the 120-level component of the Spanish major. Counts for the Fine Arts distribution requirement.

SPN 150  Latin American Civilization
Mazzotti
N+

Examination of the main patterns shaping Latin American civilization and culture at the start of the new millennium. Particular emphasis placed on issues of ethnicity and hegemony as definers not only of all major historical processes of the Latin American past, but also of the main challenges of its present and future. Readings encompass both canonical works as well as cultural production generated from the margins.

SPN 192-D  Detective Fiction in Latin America
Ruiz
K+

In the mid-nineteenth century, the American writer Edgar Allan Poe invented a kind of literary work that would give rise to a new genre, profusely practiced throughout the twentieth century all over the world, and still very much alive today. This course seeks to explore some of the ways detective fiction has been used and modified by major twentieth century Latin American writers. From Borges to Roberto Bolaño, from Virgilio Piñera or Gabriel García Márquez to Juan Carlos Onetti, Sergio Pitol or Ricardo Piglia, all have resorted to the genre and shown an ever-expanding range of possibilities. What makes this genre so appealing to such different writers? What kind of meanings does it help to convey? How does it relate to existential, social, philosophical or anthropological concerns? Students are invited to resort to the detective in them and try to discover the elusive Truth. Oral presentation, four short papers (two pages), final paper (seven pages); all in Spanish. Prerequisites: Spanish 31 or 34, and 32 or 35, or consent.

CIS 180  Latin American Studies Interdisciplinary Thesis / Capstone Project
ARR
Zavala

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. One course may fulfill both of these requirements.

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. Students must also fill out a Course Content Certification Form (attached) demonstrating that they completed substantial work focused on Latin America. Students may count 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.

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 Visual and Critical Studies
Lecturer Eulogio Guzman, Latin American Art

Students may contact any of these professors for advising

Updated: 11/9/2010
This form certifies that a significant portion of a student's coursework (e.g. 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