Latin American Studies

Interdisciplinary
MAJOR
AND
MINOR

Spring 2014
Course Listing
LAS Faculty

From Department of Anthropology
Professor David Guss, Latin American Anthropology
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 Drama & Dance
Assistant Professor Noe Montez, Contemporary Latin American Performance

From Department of Economics
Associate Professor Marcelo Bianconi

From Department of History
Professor Christopher Schmidt-Nowara, Spanish Culture & Civilization
Professor Peter Winn, Latin American History

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

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

From Department of Sociology
Assistant Professor Helen Marrow, Latin American Migration, Race and Ethnicity, Sociology

From Department of Department of Visual and Critical Studies
Lecturer Eulogio Guzman, Pre-Columbian and Latin American Art and Architectural History

Students may contact any of these professors for advising.
MAJOR in Latin American Studies

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

I. Spanish 150 or 50/ LAS 50 Latin American Civilization
   - 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

II. 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

III. 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

IV. 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)

V. 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 150/155: Latin American Civilization
   - SPN 156: Afro-Latin American Literature
   - SPN 191/SPN192: Special Topics: Latin American literature or civilization

VI. One of the following courses in History:
   - HIST 17: The Americas [formerly HST. 75]
   - HIST 18: Colonial Latin America [formerly HST 77]
   - HIST 19: Modern Latin America [formerly HST 78]
   - HIST 115: Revolution in Latin America: Mexico and Cuba [formerly HST 160]
   - HIST 116: Revolution in Central & South America [formerly HST 161]
   - HIST 192: Research Seminar in Latin American History [formerly HST 186]

VII. Four 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.

VIII. 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. 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 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:

Spring 2014 Interim Director
Professor Peter Winn
History Department, East Hall, Medford/Somerville Campus
Phone: x72314  Email: Peter.Winn@tufts.edu  Web: http://ase.tufts.edu/latinamericanstudies/
## Latin American Studies Spring 2014 Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Block</th>
<th>Professor</th>
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<tbody>
<tr>
<td>ANTH 17</td>
<td>Latino Music, Migration and Identity</td>
<td>F + tr</td>
<td>Pacini</td>
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<tr>
<td>ANTH 20</td>
<td>Global Cities</td>
<td>MW 4:30-5:45</td>
<td>Stanton</td>
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<tr>
<td>ANTH 128</td>
<td>Mesoamerican Archaeology</td>
<td>M+ mw</td>
<td>L. Sullivan</td>
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<tr>
<td>ANTH 132 *</td>
<td>Myth, Ritual &amp; Symbol</td>
<td>G+ mw</td>
<td>Guss</td>
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<tr>
<td>ANTH 163</td>
<td>Latinos in the Cinematic Imagination</td>
<td>W 1:30-4:00</td>
<td>Pacini</td>
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<tr>
<td>EC 62 *</td>
<td>Economics of International Migration</td>
<td>E+mw</td>
<td>Hardman</td>
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<tr>
<td>EC 191-3 *</td>
<td>Economics of Cities &amp; Urbanization in the Developing World</td>
<td>I+mw</td>
<td>Hardman</td>
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<tr>
<td>FAH 7</td>
<td>Introduction to Latin American Art</td>
<td>F+ tr</td>
<td>Zavala</td>
</tr>
<tr>
<td>FAH84/184</td>
<td>Latin American Cinema</td>
<td>4 Fri 9-11:30</td>
<td>Zavala</td>
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<tr>
<td>FAHS 01-02</td>
<td>Space, Place &amp; Ritual: Approaches in Defining the Built Landscape in Ancient Americas</td>
<td>Tues 9-12:00</td>
<td>Guzman</td>
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<td>FAHS 145-01</td>
<td>From Floating Gardens to Elevated Highways: Mexico City, the Roaring Megalopolis</td>
<td>Wed 3:30-7</td>
<td>Guzman</td>
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<td>HIST 02</td>
<td>Globalization</td>
<td>ARR - See Dept.</td>
<td>Winn</td>
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<tr>
<td>HIST 82 **</td>
<td>U.S. Latino/Latina History</td>
<td>I+mw</td>
<td>Fernandez</td>
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<tr>
<td>HIST 192</td>
<td>Brazil &amp; Argentina</td>
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<td>Winn</td>
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<td>POR 02</td>
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<td>Portuguese for Spanish and other Romance Languages Speakers</td>
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<td>Soares</td>
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<td>POR 192</td>
<td>Images of Brazil: Contemporary Brazilian Cinema</td>
<td>11+</td>
<td>Gontijo</td>
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<td>SOC 70 *</td>
<td>Immigration and American Society</td>
<td>J+ r</td>
<td>Marrow</td>
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<tr>
<td>SPN 22-XC</td>
<td>El Espiritu de Puerto Rico</td>
<td>T/Th 4:30-5:45</td>
<td>Levy-Konesky</td>
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<td>SPN 35</td>
<td>Survey of Latin American Literature II</td>
<td>Mult. Sections</td>
<td>See Dept.</td>
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<tr>
<td>SPN 121-A</td>
<td>Advanced Composition/Conversation I</td>
<td>Mult. Sections</td>
<td>See Dept.</td>
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<tr>
<td>SPN 122</td>
<td>Advanced Composition II</td>
<td>Mult. Sections</td>
<td>See Dept.</td>
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<tr>
<td>SPN 124-A</td>
<td>Spanish to English Translation Workshop</td>
<td>M+ mw</td>
<td>Klatt</td>
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<tr>
<td>SPN 148-A</td>
<td>Health in the Spanish Speaking World</td>
<td>E+</td>
<td>Millay</td>
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<tr>
<td>SPN 192-A</td>
<td>Women's Voices of Spain and Latin America</td>
<td>F+</td>
<td>Pollakowski</td>
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<tr>
<td>SPN 192-B</td>
<td>Encounters of Death &amp; Reason in Latin American Fiction</td>
<td>G+</td>
<td>Ruiz</td>
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<tr>
<td>SPN 192-C</td>
<td>Democracy &amp; Literature in Mexico</td>
<td>I+</td>
<td>Palou</td>
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<td>LAS 180</td>
<td>Latin American Studies Capstone Project</td>
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<td>LAS 190</td>
<td>Latin American Studies Independent Study</td>
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<td>LAS 198</td>
<td>Latin American Studies Senior Thesis (year-long)</td>
<td>ARR</td>
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For more information contact Professor Nina Gerassi-Navarro, Romance Languages Phone: x72755 ◊ Email: Nina.Gerassi@tufts.edu ◊ Website: [http://ase.tufts.edu/latinamericanstudies/](http://ase.tufts.edu/latinamericanstudies/)
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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 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 toward the Social Sciences distribution requirement, the World Civilization requirement, and the Hispanic Culture and Diasporas option. Cross-listed: CLS AMER 194-03.

As the world continues to become more urbanized, cities take on increasingly important roles as nodes in global flows of people, capital, and images. Using theory and case studies from anthropology and other disciplines, this course will examine how shared identities are shaped, contested, memorialized, and erased in urban spaces, and how those spaces relate to their “natural” contexts. The course will introduce students to some of the ways that social scientists have thought about issues of urban place-making, social cohesion and conflict, and mobility. We will focus on the tensions between planned and lived urban space, on the intersection of “the global” and “the local” in urban experience, and on ethnography as a set of methods for investigating the embodied and inherently political realities of life in cities. This course counts toward the Social Sciences distribution requirement.

An introduction to the archaeology of pre-Columbian Mesoamerican cultures of Belize, Guatemala, Honduras, and Mexico. The focus is on the origins of village life, the development of social complexity, and the emergence of states. Cultures to be studied include the Olmec, Maya, Zapotec, Mixtec, and Aztec. The rich cultural heritage left behind in the form of artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices will be used to examine Mesoamerican daily life, economy, social and political organization, and world view that has survived in many areas to the present day. The readings and assignments in this course are designed to introduce you to building an argument and conducting scientific analysis in archaeology, understanding diverse cultures, critical thinking, as well as collaborating with one another to evaluate different approaches to Mesoamerican archaeology. Cross-list: CLS /ARCH 128

Myth, ritual, and symbol exist in all human societies and play key roles in helping people to comprehend, function within, and reshape their worlds. This course will explore some of the specific ways in which myths, rituals, and symbols serve to organize societies, integrate individuals, facilitate change, and explain and maintain our connection to the world. Along the way, we will examine some of the ways in which anthropologists and others have explained myth, ritual, and symbol, including functionalist, historical-geographic, psychoanalytical, feminist, discursive, semiotic, and ecological approaches. Drawing on the work of Victor Turner and Carl Jung among others, we will investigate liminality, shamanism, initiation, dreams, fairy tales and performance. We will also ask how myths and rituals become located in bodies and landscapes, and, recognizing their generative power, how they can also challenge the status quo, negotiating and affecting change. This course counts towards the Social Sciences or Humanities distribution requirement and the World Civilization requirement. Cross-listed CLS REL 134

Since the inception of the U.S. film industry, Latinos have been (mis)represented in Hollywood feature films intended primarily for non-Latino audiences. In the first part of this course, students will analyze images of Latinos constructed in Hollywood films, from the silent era to the present; subsequently students will analyze contemporary work (1980-present) by Latino directors, producers, screenwriters and actors, who have produced films about their own communities contesting the negative stereotypes typical of Hollywood films with more accurate and complex images of their histories and cultures. Weekly viewings of films by and about Latinos will introduce students to the most important historical and cultural milestones in Latino film making, demonstrating how film-makers of different ethnic/national backgrounds have used cinematic images to express their views on selected issues relevant to the Latino experience. This course counts toward the Social Sciences distribution requirement and the Hispanic Culture and Diasporas option. Prerequisite: Junior standing. Cross Listed: CLS AMER 180-03.
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<tbody>
<tr>
<td>EC 62 *</td>
<td>Economics of International Migration</td>
<td>Hardman</td>
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Exploration how economists tackle the questions: Who migrates? Who stays and who returns? 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 cluster in neighborhoods like Chinatown or the North End of Boston? Is migration a substitute for or a complement to international trade? The course first develops economic tools for understanding both individuals' decisions to migrate across international borders and the resulting migrant flows. It then explores the economic impact and policy implications of migration for home (migrant sending) and host (migrant receiving) countries' economies. Prerequisite: Economics 5, or consent.

| EC 191-3 *  | Economics of Cities & Urbanization in the Developing World | Hardman         | I+mw     |

This course looks at cities in the third world as an economic phenomenon. It explores their role as a locus of policy problems and of economic productivity. The course will start with a brief description of urbanization across the world. We will examine the data on urbanization, and how seemingly inconsistent numbers may reflect different definitions and cultural assumptions. The course then introduces economic models of how and why cities form and grow. The last part of the semester will focus on urban markets and problems: housing, squatters and land, transportation and street vending, water and sanitation.

| FAH 7       | Introduction to Latin American Art                | Zavala          | F+tr     |

Description: Art and visual culture of Mexico and Latin America from the colonial era to the present. The role of art in the development of cultural identities in different Latin American contexts; the role of art in sustaining real and imagined historical narratives including the revival of preconquest and contemporary indigenous/folk culture; the struggle between religious and secular, nationalist, and international avant-garde artistic currents. The social and ideological uses of art and the representation of race, ethnicity, class, and gender.

| FAH84/184   | Latin American Cinema Course                     | Zavala          | 4 F      |

The development of cinema in distinct Latin American contexts with emphasis on Mexico, Brazil, Cuba and Latinos in the U.S. Emphasis on how film form supports stories focused on cultural and political identity. Course will consist of weekly film screening and assigned readings outside of class and in-class discussion and film screening.

| FAHS 01-02  | Space, Place and Ritual: Approaches in Defining the Built Landscape in the Ancient Americas | Guzman         | Tues.-9-12 |

Amerindians are known for the innovative ways their built environments incorporated nature. However, their cities and settlements did more than that. Through a blend of architectural approaches that accommodated both everyday activities and specialized rituals and professions, Amerindians designed space and engaged with the landscape in a variety of ways. What kind of planning and architectural solutions did Amerindians devise to demarcate and imbue their spaces with socio-economic, political and cultural meaning? The lectures, discussions, exercises, field trips and readings for this course introduce students to ways space can convey and promote the socio-historical, religious, functional and political ideals of their designers. Although class readings concentrate on conceptual methods used to understand the meaning of architectural forms and space, students in this class will participate in analytical spatial exercises that will examine the built environment through case study investigations and project presentations. 

**NOTE:** This course is taught at the School of the Museum of Fine Arts and held in room B311.

| FAHS 145-01 | From Floating Gardens to Elevated Highways: Mexico City, the Roaring Megalopolis | Guzman         | Wed 3:30-7:00 |

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. 

**NOTE:** This course is taught at the School of the Museum of Fine Arts and held in room B311.
HIST 02  Globalization  ARR-See Dept.  Winn
Five centuries of globalization, including the age of reconnaissance, the Columbian Exchange, the industrial revolution, and the globalization of economies, technologies, war, politics, and popular culture in the 20th century. Includes resistance and alternatives to globalization.

HIST 82**  U.S. Latino/Latina History  I+mw  Fernandez
This class introduces students to the complex histories of Latinos in the United States. The first section of the class will focus on the historical roots of Latino communities, particularly along the region that today is the U.S.-Mexico border. The second part of this class analyzes the histories, cultures, and current socio-political realities of Latino communities in the United States beyond the border. The last segment of the class will focus on current issues affecting Latinos. By approaching the subject from these different perspectives and methodologies, and by using readings and texts that range from historical documents to television programs, this class will serve as a general introduction while avoiding homogenizing the rich and complicated details of Latino histories.

HIST 192  Brazil & Argentina  6+T  Winn
A research seminar on Argentina and Brazil that surveys their history and historiography from the colonial era to the present day. Colonialism and imperialism, race and ethnicity, export economies and industrialization, democracy and dictatorship, reform and reaction are among the themes that will be explored, as will gender, class and culture. Most of the seminar will focus on student research papers and will culminate in the presentation of student research projects to the class. A reading knowledge of Spanish or Portuguese is strongly recommended. Instructor's permission required.

POR 02  Elementary Portuguese II  Mult. Sections  See Dept.
A continuation of POR 1. 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. Prerequisites: POR 1 or equivalent.

POR 04  Intermediate Portuguese II  Mult. Sections  See Dept.
Continues the review of fundamentals of grammar begun in POR 3 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 more deeply 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 23  Portuguese for Spanish and other Romance Languages Speakers  C  Soares
Development and expansion of reading and writing skills for students without formal training in the language but with the ability to comprehend and speak Portuguese due to their proficiency in Spanish and/or other Romance languages. Study of grammar and stylistics, differences in regional dialects, vocabulary expansion and effective communication based on literary and cultural readings. Conducted in Portuguese. Prerequisite: Spanish 21 or 22, or French 21 or 22, or Italian 21 or 22, and oral proficiency in any Romance language, subject to the approval of the instructor. Development and expansion of reading and writing skills for students without formal training in the language but with the ability to comprehend and speak Portuguese due to their proficiency in Spanish and/or other Romance languages. Study of grammar and stylistics, differences in regional dialects, vocabulary expansion and effective communication based on literary and cultural readings. Conducted in Portuguese. Prerequisite: Spanish 21 or 22, or French 21 or 22, or Italian 21 or 22, and oral proficiency in any Romance language, subject to the approval of the instructor.
This course examines major Brazilian films in their historical, political, and social context, offering both a theoretical and a practical approach to contemporary Brazilian cinema (from the 1980s on). Students will become familiar with relevant concepts in analysis, theory, and cultural studies. The class will be conducted in Portuguese and films are shown in Portuguese with English subtitles. In-depth textual and visual analysis, vocabulary building, reflections on the similarities and differences of the oral and written Portuguese will lead students to achieve a high level of competency. Students will also explore different modalities of Brazilian film in relation to the already established tradition of the 1960s "Cinema Novo".

**SOC 70 * Immigration and American Society**

The United States as a lens for understanding the movement of people across nation-state boundaries and their settlement in various receiving societies. Why people migrate across international borders; ability of nation-states to control migration flows; assimilation and incorporation of foreign “outsiders” into American social life; ways that migrants build and sustain lives across international borders; and challenges to two traditional types of membership: race and ethnicity, and citizenship and national belonging.

**SPN 122 Advanced Composition II**

This course aims to improve the student's written and oral expression in Spanish. The focus of the course will be four-fold: the discussion and critique of daily reading assignments; the creation of creative and analytical work; the study of key grammar points; and the study of colloquial expressions in Spanish. Ten one-page reflections on readings, three two-page book reviews, short writing assignments, communicative activities in class using different teaching and learning tools, two skits, presentations, a collaborative project-based midterm, and an oral final exam. Conducted in Spanish. Open to heritage students who have studied Spanish-speaking countries. Prerequisite: Spanish 121 or consent.

**SPN 124-A Spanish to English Translation Workshop**

The theory and practice of translation as applied to the contrasting communicative strategies of Spanish and English, emphasizing lexical, grammatical, and stylistic differences as well as culturally-specific references. The methodical use of reference materials to explore language usage and the background knowledge necessary to more closely understand the source text and to produce a faithful translation. Conducted in Spanish. Course Requirements: Active participation in class discussions and workshop activities. Weekly readings on translation and Spanish to English translation assignments in literature, humanistic social sciences, and creative journalism. Midterm exam. Final translation project including commentary and class presentation.
**SPN 148-A Health in the Spanish Speaking World**  
E+ Millay  
This course considers the social determinants of health in Latin America and among Latino communities in the United States. We will explore the impact that a variety of factors, including social status, sex, age, education, and culture have on an individual's access to health services. Students will examine health systems in several Latin American countries, including Cuba, the Dominican Republic, and Peru. Special attention will be paid to such topics as women and health, nutrition and child and infant health, pesticide use, and HIV-AIDS. Texts include scholarly articles, narrative, poetry, and film. Oral presentations, 2 short papers, final project, and an exam. Conducted in Spanish. Prerequisite: Spanish 31 or 34, and 32 or 35, or consent.

**SPN 192-A Women's Voices of Spain and Latin America**  
F+ Pollakowski  
This course focuses on the emerging voices of women in 20th century Latin America and Spain through a representative sampling of essays, poetry, and narrative. We will consider the diversity of focus and style of the texts in addition to the historical context in which these voices took shape, beginning with the efforts to achieve equal rights for women during the early 1900's. Class discussion, oral presentations, two papers, two exams. Prerequisites: Spanish 31 or 34, and 32 or 35, or consent.

**SPN 192-B Poetics of Song in South America**  
G+ Ruiz  
Latin America has produced an immensely rich body of songs, belonging to a range of different genres like bolero, tango, salsa, rancheras, samba, son, candombe or bossa nova, among many others. From that fertile ground of popular song, important artists have emerged in the last few decades. In this class, we will study the production of three major South American songwriters from the second half of the twentieth century, artists working with what can be called the post-Beatles song in very personal and sophisticated ways. They are Caetano Veloso from Brazil, Luis Alberto Spinetta from Argentina, and Jaime Roos from Uruguay. Musically, they draw from the rich traditions of local genres and rhythms, but also from the Anglo tradition of rock and pop. At the same time, their lyrics are informed by avant-garde poetry, contemporary thought, as well as historical, ethical or political concerns. In addition to exploring the aesthetic and intellectual forces driving them, we will also pay attention to the history of song in the West, to some of the ways it has been thought or conceptualized, to the functions of song in contemporary life and society, as well as broader issues related to the circulation of cultural productions or different aspects of identity.

**SPN 192-C Democracy & Literature in Mexico**  
I+ Palou  
In this course we will study the process of democratization in the second half of the XXth Century by reading the mayor works of the period and discussing them actively according to cultural history perspectives. We will read La noche de Tlatelolco, by Elena Poniatowska, Escenas de pudor y liviandad by Carlos Monsiváis, La muerte de Galio de Héctor Aguilar Camín and Testigo, de Juan Villoro among other novels and urban chronicles and also focus on poems, short stories and essays. We will also complement those literature readings with the "manifestos" of the Zapatistas in Chiapas and other political discourses that will present a broader perspective of Mexican Life and the struggle with democratic institutions.

**LAS 180 Latin American Studies Capstone Project**  
ARR Staff  
A one-semester 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 is required of all LAS minors. It 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 as well regularly scheduled meetings with their project advisor(s). They will receive a full course credit for their project. REQUIRED OF ALL LAS MINORS. PERMISSION OF INSTRUCTOR/DIRECTOR

**LAS 190 Latin American Studies Independent Study**  
ARR Staff  
Guided individual study of an approved topic. Before pursuing such study, the student is expected to have taken regular courses related to the topic. Credit as arranged. No more than one Independent Study course may be applied to the Latin American Studies major/minor. Students signing up for LAS198 should also consult with the program director or their major advisor to confirm that the project will fulfill a requirement or be accepted as an elective for the major. PERMISSION OF INSTRUCTOR/ DIRECTOR

**LAS 198 Latin American Studies Senior Thesis**  
ARR Staff  
PERMISSION OF INSTRUCTOR/ DIRECTOR. YEAR-LONG.
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:
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Program Director Signature
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