The First Year Experience

Before Edna Gonzalez & Ariana Matias excitedly discussed their plans for the next four years, they described their lives before arriving to the hill: as a Mexican-American surrounded by people with a common ethnic background or as a Puerto Rican among the very few (so few she counted them on her hands) Latinas in an all-girls Catholic high school.

Ariana’s plans to attend Tufts University began in second grade as a result of an expressed interest in becoming a veterinarian. Her goal was so concrete that Ariana applied to only one other institution besides Tufts, a safety school. Ariana took her first semester here at Tufts to explore the campus, having visited only once before for April Open House. Edna’s plans were formulated after an impressive all-expense paid Telescope trip. Although it was her first time at Tufts and in the New England area, Edna said, “I felt at home. I loved it!” Edna enjoyed the high academics and the helpful nature of the upperclassmen. Since matriculation, Edna has felt “welcomed.” Both Ariana and Edna described Tufts as “laid back.”

Edna plans to major in International Relations or Political Science with a minor in Latino Studies. Ariana plans to major in sociology or anthropology, in addition to the pre-veterinary studies needed to fulfill her long established career goal.

Diversity represents an important necessity for many students at Tufts, especially when faced with a culture shock their first days on campus. Tufts did not present any new cultural challenges for Ariana, mostly because of her high school’s similar demographics. The Chicago private school was comprised of a predominantly

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Faculty Perspective

Growing up on the Texas-Mexican border, Professor Jennifer Burtner never short of any Latino influences. A self-proclaimed army brat, Professor Burtner’s interest in Socio-Anthropology grew out of this environment. Being an Anglo in a predominantly Latino community made her feel like she was a part of the majority while also a part of the minority. She was encouraged to speak Spanish and viewed it as something “you had to do.”

As an undergraduate student at the University of Vermont where she studied Latin American Studies and Socio-Anthropology, Professor Burtner was compelled to study abroad. She chose Quito, Peru and Colombia where she studied the influence

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- Breakdown of Latinos in the Freshman Class
- Student Submissions
- Latino Center Events and Heritage Month Pictures
- Latino Studies Minor and Spring 2007 Courses
- Get Involved!
- Did You Know?
Freshman, Continued from pg. 1
Irish study body, with the exception of a few students Ariana could precisely remember. She displayed an enthusiasm for the past and upcoming Latino events, both on and off campus. Ariana also expressed that she notices the same small group of students staying active within the Latino community. While the small collective of these dedicated students fosters unity, Ariana still has hopes for a bigger community.

Edna’s experience with culture and the Latino community differed from Ariana’s. Born in Mexico, Edna moved to “a small Los Angeles” at age three: Las Vegas, Nevada. She maintains strong ties with her native country by visiting every summer. As a recent International Orientation participant, Edna commented that while there aren’t that many Latinos at Tufts, there is a high international student population. “I’m learning,” she says as she describes her plans to minor in Latino Studies. Edna also talked about her Ex-College course: Latinos, Racism & the Media, mentioning how the class has showed her how stereotypes multiply because Latinos are almost “invisible in media.” She lauded the Latino Heritage Month for featuring Yo Soy Latina because she had never seen a play on Latinas. Edna’s only criticism was that the play focused more on Caribbean Latinas than Mexicans.

Edna works with the STAIR coalition dealing with immigration rights, while Ariana has committed herself to the year-long program, Tufts Literacy Corps, devoting her morning hours to read to Winter Hill Elementary students. The Latino Center wishes the best for both young women in their other endeavors on campus and in the next four years at Tufts.

Burtner, Continued from pg. 1
“You have to be clear about your identity and say you have the perspective for understanding,” she states. Professor Burtner’s perspectives are reflected in her teaching methodology. Her current class, Growing Up Latino, although “really diverse”, stresses that it isn’t about identity politics. She encourages her students to “push boundaries” and integrate their backgrounds into readings and coursework. Overall, she has been really impressed by students at Tufts.

Her experiences living and working in Guatemala and Mexico doing international development work and researching issues such as women in post conflict situations are reflected in the course she is teaching in the spring semester, Involuntary Crossing: Disasters, Refugees and Resettlement. This class will be focusing on Latin American, Asian, African and Middle Eastern populations dealing with civil war and natural disasters that force them to be displaced to the United States. Push/Pull factors will be studied as well as media portrayal and allegiances and coalitions built within migrant communities.

With Professor Burtner’s knowledge and expertise, this course promises to be an exciting and innovative class.
82 Total
46 Female
36 Male

Ethnicity Breakdown

Central/South American 26
Hispanic (country not specified) 18
Mexican 12
Cuban 8
Puerto Rican (Island) 8
Dominican 5
Puerto Rican (US) 4

Latinos in Class of 2010

Argentina –1
Brazil– 1
Colombia– 1
England– 1
Puerto Rico –7
Latino Center Events

Freshmen smiles at the Open House

Latino peer Advisors

Lunch at El Embajador Restaurant
Jamaica Plain Trip

Merienda at La Casa

Latino Peer Advisors

Thompson Island Retreat
Latino Heritage Month

Opening Reception

Latino Food Fair

Yo Soy Latina!

LMC Dinner at La Casa

Salsa Night at Hotung

Poetry Cafe

Immigration Panel
Latino Studies Minor

Latino Studies, like Latinos themselves, resides at the intersection of what is Latin American and what is “American.” The minor in Latino Studies allows students to emphasize either Latinos’ connections with Latin America or their location within the U.S. racial and socio-political context. The minor serves as a “bridge” that encourages students to connect the theories, methodologies and content of the two supporting programs in new, intellectually exciting, and productive ways.

The minor has been designed to serve the general population of Tufts students, Latino and non-Latino alike, who are interested in learning about cultural difference in general, and within the U.S. in particular. While a minor in Latino Studies will be attractive to social science and humanities majors, it will also be useful to those students intending to enter professions in which knowledge of the various Latino communities will be a valuable resource, such as medicine, community health, dentistry, education, child development, urban and environmental planning, business, and international relations.

Requirements:
- One Introductory Survey Course
- One Latin American Survey Course
- One Survey Course in comparative race relations in the U.S. context
- One Core Course consisting of at least 50% Latino content
- One Elective Course relevant to Latino Studies with substantial and/or relevant Latino content
- One community-based Capstone Experience—A project, thesis, performance, or an oral presentation that must follow the guidelines of the Interdisciplinary Minor Program, integrating the knowledge and methodologies of the disciplines involved. In addition, humanities majors may fulfill this requirement by interning at an approved arts agency that works with Latino artists and/or serves Latino communities and then producing a project analyzing the experience.

Students interested in pursuing a Latino Studies Minor should register with:
Program Director: Deborah Pacini-Hernandez, Department of Sociology, x 7-2463

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<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Block</th>
<th>Professor</th>
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<tbody>
<tr>
<td>ANTH 50</td>
<td>Fresh. Sem: Latin/o Music, Race and Place</td>
<td>7 W 1:30-4:00</td>
<td>Pacini</td>
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<tr>
<td>ANTH 149-03</td>
<td>Involuntary Crossings: Disasters, Refugees &amp; Resettlement</td>
<td>G+ mw 1:30-2:45</td>
<td>Burtner Rangel</td>
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<td>ED 192-13</td>
<td>Urban Schooling and Immigrant Children</td>
<td>L+N+ 4:30-7:15</td>
<td>S. Vaught</td>
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<td>*EC 62/ EC 62WW</td>
<td>Economics of International Migration &amp; Writing Workshop</td>
<td>K+ MW</td>
<td>Hardman</td>
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<tr>
<td>HST 99.01</td>
<td>Introduction to Latino History: 1848 to the Present</td>
<td>G+ mw</td>
<td>Driscoll</td>
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<tr>
<td>SPN 92B</td>
<td>U.S. - Mexico Borderlands (in English)</td>
<td>I+ mw</td>
<td>M. Hernandez</td>
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<tr>
<td>CH 0055</td>
<td>Race, Ethnicity &amp; Health</td>
<td>Mon. 4:30-7:00</td>
<td>TBA</td>
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<td>CD 0153</td>
<td>Culture and Learning: Issues for Education</td>
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<td>CD 0164</td>
<td>Cultural Diversity in Child &amp; Family Services</td>
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<td>ED 0162</td>
<td>Class, Race &amp; Gender in the History of U.S. Education</td>
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<td>Multicultural Teaching and Learning</td>
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<td>FAH 81/181-01</td>
<td>20th Century Mexican Art</td>
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<td>FAH 0280-01</td>
<td>Seminar: Cityscape in Latin American Art</td>
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<td>Urban Society in the U.S.</td>
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<td>MUS 0048</td>
<td>Jazz Theory I</td>
<td>F+ TR</td>
<td>J. Smith</td>
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<tr>
<td>MUS 0069</td>
<td>Jazz Big Band</td>
<td>TR 4:30-6:30</td>
<td>J. Smith</td>
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<td>PS 104</td>
<td>Race, Sex, Class and Law</td>
<td>TR 9-11:30am</td>
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<td>PSY 0136</td>
<td>Stereotypes, Prejudices &amp; Discrimination</td>
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<td>SOC 110</td>
<td>Racial and Ethnic Minorities</td>
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<td>SPN 35</td>
<td>Survey of Latin American Literature II</td>
<td>Various</td>
<td>Various</td>
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<td>SPN 92A</td>
<td>Women and Film in Latin America</td>
<td>D+ TR</td>
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<td>SPN 192F</td>
<td>Literature of Migration in Latin America</td>
<td>TR 6-7:15pm</td>
<td>J. Mazzotti</td>
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<td>Internship Social Change</td>
<td>TBA</td>
<td>Pacini</td>
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<td>CIS 135</td>
<td>Latino Studies Interdisciplinary Thesis</td>
<td>TBA</td>
<td>Pacini</td>
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* Courses not exclusively concerned with Latin American material. Students who wish to count these course for the LAS minor must consult with the instructor first, must focus independent work on appropriate LAS topics and have the instructor to testify to that in writing, and secure the approval of the program’s director. Students may count no more than one asterisked course for the minor.

** Latino Studies Courses. Students may credit no more than one Latino Studies course for the Latin American Studies minor.
ALAS Culture Show 2007!
The Association of Latin American Students (ALAS) is proud to present its third annual Latino Culture Show. The extravaganza will feature dancers, singers, live music, good food and most importantly, la novela! Sign up and get involved—you don’t have to be on stage to contribute!

The show will take place in the spring!

For more information, contact:
Nicolas Ojeda at Nicolas.Ojeda@tufts.edu or Monica Clavijo at Monica.Clavijo@tufts.edu

Live in La Casa Next Year!
La Casa Latina offers any sophomore, junior, or senior the opportunity of living with others who are interested in Latino culture. Residents are required to coordinate and participate in house projects and activities in conjunction with any campus organization, academic department or the Latino Center.

The deadline to apply is:
February 8th, 2007
Interviews: January 24—February 15
Roster Announced: February 16

For more information visit:
ase.tufts.edu/latinocenter or call x73363

Apply to Become a Latino Peer Advisor!
The Latino Peer Advisor Program was created to support first year students. Latino Peer Advisors organize fun and helpful activities and programs designed to help first year Latino students make their transition to college life a success.

Applications will be available in late March 2007!
For more information on the program visit: ase.tufts.edu/latinocenter or call x73363
Did You Know...?

- **Got Milk? Campaign** launched a “Sabor Latino” Recipe Book in celebration of Hispanic Heritage Month this year.

- ABC’s “**Ugly Betty**” is based upon the hit Colombian telenovela “Yo Soy Betty La Fea”

- MTV en Español – the 15 year old all Spanish video juke box – was replaced by **MTV Tr3s**.

- Recently released U.S. Census Bureau findings indicates a 31 percent increase in the number of **Hispanic-Owned Businesses** in 1997-2002, the majority in the following counties: Los Angeles (CA), Miami-Dade (FL), Harris (TX), and Bronx (NY).


- Recently elected New Jersey Senator **Robert Menendez** is Cuban.

- Peruvian actress **Roberta Valderama** is one of the stars of TBS’s new hit show **10 Items Or Less**

- A recent study of **Puerto Ricans** in the Boston area found that 58% of middle aged women and 38% of middle aged men suffer from depression.

- Gael Garcia Bernal, one of the stars of the new film **Babel**, started out as a childhood actor in telenovelas before his breakout roles in **Amores Perros** and **Y Tu Mama Tambien**.

Director/Editor:
Rubén Salinas Stern

Staff Editors:
Giselle-Marie Roig
Lourdes Laguna
Jose Roque

Are you interested in submitting articles, pieces of art or pictures for NOTICIAS? If so, contact: The Latino Center at ext. 7-3363 or email latinocenter@tufts.edu