

**TUFTS UNIVERSITY**

**LATINO  
STUDIES**

**INTERDISCIPLINARY  
MINOR**

**FALL 2009**

**COURSE  
LISTING**

# **THE LATINO STUDIES MINOR**

## **FALL 2009**

### **PROGRAM DIRECTOR**

Associate Professor Adriana Zavala, Art and Art History

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 sociopolitical context. The minor thus 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.

NOTE All courses taken for the Latino Studies minor program must be taken for a letter grade and may not be used toward the fulfillment of the foundation requirements. A maximum of two credits from the minor may be counted toward a major or majors; up to two credits may be used for distribution requirements. Also, one language course above the intermediate level or Spanish for Heritage Speakers (Spanish 23) can count as either one of the Core or Elective courses.

**Students interested in pursuing a Latino Studies Minor 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](mailto:Adriana.Zavala@tufts.edu) ♦ website <http://ase.tufts.edu/cis/latinostudies/>

# LATINO STUDIES FALL 2009 COURSES

## CORE COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
ANTH 5-01	Freshman Seminar Immigrant Cities	L+ tr	Burtner
SPN 091-02	The Latino Writing Experience	H+	Alonso
SPN 191-G	Spanish in the Community	13	Klatt

## ELECTIVE COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
AMER 0012-01	Race in America	W 430-715	Wu
AMER 141/ELS 141	Innovative Nonprofits Nurturing Social and Civic Good	6+ t	Wilson
CD 182 / CH 190 UEP 182	Social Policies for Children and Families	6T 130-4	Jacobs
CH 99	Social Movements in Public Health	G+ mw	Irwin
CH 180	Internship** <i>can only be counted towards the Latino Studies Minor if project focuses on Latinos</i>	ARR	Martinez
DNC 65	Art of Salsa	I+ mw	Thigpen
EC 91	Economics of Public Health	E+mw	Hardman
EC 127	Urban Economics*	K+ mw	Hardman
ED 001	School and Society	T R 1030-1145	Cohen
ED 11	Observing Theory in Action	G+ mw	Cohen
ED 162	Class, Race and Gender in the History of U.S. Education	430-715 PM	Worrell
ENG 0045	Non-Western Women Writers	G+ mw	Roy
ENG 0155	American Women Writers	E+ mw	Sharpe
FAH 81/181	Twentieth Century Mexican Art	D+ tr	Zavala
HIST 03	The World in Motion Migration as a Force for Historical Change	7 w	Ueda
HST. 170	Advanced Special Topics, World/Transregional Development as History	Mon 130-400	Ekbladh
MUS 78	Jazz Improvisation Ensemble MUS78-01 MUS 78-02 MUS 78-03	Mon. 645-945 Wed. 645-945 Tues. 645-945	Ashtrand Aruda Smith
MUS 128	Elements of Jazz Improvisation	F+ tr	Smith
PHIL 125	Racism and Social Inequality	F+tr	McPherson
SOC 010	American Society	I+ mw	Ennis
SOC110	Racial & Ethnic Minorities	J+ tr	Aymer
SOC113	Urban Sociology	K+ mw	Centner
SOC 187	Seminar Immigrant Children and Children of Immigrants	Mon. 11-1230 Wed 1-230	Aymer
SPN 022-XC	El espíritu de Puerto Rico Un seminario	L+	Levy-Konesky
SPN 023	Advanced Composition for Heritage Learners	E+ mw	Cantú
SPN 191-B	Contemporary Latin American Literature	I+	TBA
SPN 191-E	Latin American Documentary Workshop	10	Birri
CIS 99-LST	Latino Studies Internship	ARR	Zavala
CIS 135	Latino Studies Independent Study	ARR	Zavala

Courses marked with (\*) count towards the comparative race relations requirement. Courses marked with (\*\*) count towards the Latin American survey requirement. Students interested in pursuing a Latino Studies Minor should register with Associate Professor Adriana Zavala, Art and Art History, 11 Talbot Avenue, Medford Campus Phone 617-627-2423 ♦ [Adriana.Zavala@tufts.edu](mailto:Adriana.Zavala@tufts.edu) ♦ <http://ase.tufts.edu/cis/latinostudies/>

**AMER 0012-01**

**Race in America**

**Wu**

**W 430-715**

In 1903, the famous African American scholar and activist W.E.B. DuBois said, "The problem of the 20th century is the problem of the color line." Many people today believe that race will continue to be "the" issue of the 21st century. In this course, we will examine the meanings of race in modern America, analyze the root causes and consequences of racist ideologies, and discuss current and future activist approaches to the issues raised by racist theories and practices. Our study will be multicultural in focus, with attention being given to Asian American, Native American, African American, European American, and Latino/a perspectives. Questions we will ask will include How is race defined in the USA? Who defines it? How is it experienced? Who experiences it? What is its role in our lives as individuals, members of groups and of society at large? The course will be interdisciplinary, emphasizing in particular social science and arts/humanities approaches; and active student participation will be an important component.

**AMER 0141-01/ELS 141**

**Innovative Nonprofits Nurturing Social and Civic Good**

**Wilson**

**6+ t**

In this course you will learn how to apply business skills to the solution of public problems. You will learn how to find new solutions; communicate effectively with clients and funders; build a strong organization; turn idealism into action; and develop a business plan to address a public problem of your choosing. The course will feature case studies and meetings with prominent social entrepreneurs who will offer their perspectives on how to create revolutionary change.

**ANTH 5-01**

**Freshman Seminar Immigrant Cities**

**Burtner**

**L+ tr**

In a small, discussion-based class setting, first year students will explore the phenomenon of the immigrant city. Immigrants play a fundamental role in the economic and cultural identities of the cities that they live and work in. This class will introduce basic anthropological methods and utilize a variety of media. Open to freshman students only.

**CD 182/UEP 182**

**Social Policies for Children and Families/Jacobs**

**CH 190**

**6T 130-4**

Intersection of child development and social policy. Case studies of processes through which social problems are defined, policies formulated and implemented. Models for analyzing existing and proposed policies and for interpreting program evaluation results. Topics may include child abuse and neglect, family leave, maternal and child public-health policy, child care, early-childhood education. Special attention to policies affecting disadvantaged and minority populations. Prerequisites CD 1 or Psych 1 and senior or grad standing

**CH 99**

**Social Movements in Public Health**

**Irwin**

**G+ mw**

Population health is shaped by intersecting systems of medical, legal, governmental, scientific, and corporate authority and control. In this course we explore the wide range of forms that health social movements take as collective efforts to alter these systems and redress the unequal distribution of resources that enable or constrain health vulnerabilities and capabilities. These include the access to and provision of health services, forms of legitimate knowledge, the prioritization, politicization and translation of science into policies and practices, and related forms of social justice. We will consider the types of goals, resources, strategies and tactics that have been deployed by a number of health movements. This semester we will especially focus on women's health movements, the Community Health Center movement, HIV/AIDS-related movements, and alliances with the environmental movement. Course includes materials on Latina Women's Health organizing, the Migrant Health Movement, and HIV/AIDS related activism in the Latino community. Prerequisites: CH majors

**CH 180**  
**Martinez**  
**ARR**

## **Internship**

**\*\*This course can only be counted towards the Latino Studies Minor if project focuses on Latinos**

The internship, a one-credit (180 hour) field placement accompanied by a one-credit academic seminar (CH 181), is an integral part of the Community Health Program. It is designed to offer students the opportunity for "hands-on" experience in the health care, public health and health policy professions. Placements are available in diverse settings that allow the theories of the classroom to be applied and evaluated in real-life situations. Internships are available in hospitals, health centers, government agencies at the city, state and federal levels, consulting firms, non-profit agencies, as well as advocacy, health law and public interest groups. The internship is designed to enable both agency and student to benefit from the experience. Placements offer students valuable opportunities for interacting with professionals and clients/consumers in the health field. PrereqCH 1 and CH 2, must be a CHP major  
HIGH DEMAND, must register first with department.

**DNC 65**  
**Thigpen**  
**I+ mw**

## **Art of Salsa**

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 91**  
**Hardman**  
**E+mw**

## **Economics of Public Health**

This course will apply and extend the theoretical and empirical tools that you have learned in other economics courses. It is an introduction to the use of economics as a tool for understanding policy questions and evaluating policy alternatives. Markets and public policies both give incentives to economic agents – individuals and firms. The course starts with a review of the way economists look at markets and their interaction with the public sector. For example, governments play an important role in assigning and enforcing property rights, and the assignment of property rights is an essential prerequisite for well-operating markets. This year for the first time, the UN estimates that more than half the world's population is now living in cities. We will explore policy issues associated with urban growth, health and the environment and how economics can help understand and address them. How are the tools of economics used (and useful) in identifying and addressing policy problems that follow from urbanization and economic growth (such as pollution and congestion on urban roads)? What models and tools have economists developed to understand and to help solve those problems? One example of a tool is cost-benefit analysis and project evaluation. Another is the implementation of user charges that may vary with consumers' ability to pay as well as their willingness to pay. It's also important to consider the criteria used in evaluating policy and projects: how do we measure both efficiency and equity, for example? Some of the most serious public health issues around the globe are associated with lack of clean water and of adequate sanitation. What can economics and economists contribute? What signals do households in the US and in cities in the rest of the world get from water prices and charges for sanitation? Why do some regions of the US such as the Texas colonias (semi-legal housing) and parts of rural West Virginia, still lack adequate infrastructure? What impact do communities and neighborhoods have on the education, health and employment of their residents and in particular does it matter if those neighborhoods are segregated by income or by race? How do cities or nations pay for investments in infrastructure like water, sanitation, roads and highways? How can we evaluate proposals for such investment? Economists have developed methods for evaluating and estimating costs and benefits. The course will provide an introduction to cost-benefit analysis and more generally, to the project evaluation techniques developed and used by economists. How do market and non-market economies deal with uncertainty and risk? What role does access to information play in markets with uncertainty? In particular, what can economics tell us about the value of and market for insurance against risks including health insurance? How does an insurance based system deal with risk from the point of view of providers and consumers as compared to a single-payer system? Health care is an important facet of public policy in which uncertainty and therefore insurance is an important topic. That insurance can be primarily private (as in the US) or public (as in most of Western Europe). The course will explore the economics of health insurance and the issues of uncertainty (for providers as well as for consumers) associated with health care.

**EC 127**  
**Hardman**  
**K+ mw**

**Urban Economics**

Development of modern urban areas and the application of economic analysis to the problems of location, transportation, housing, racial discrimination, public services, and finances. Prerequisites Economics 11.

**ED 001**  
**Cohen**  
**T R 1030-1145**

**School and Society**

Role and purpose of schools the historical development of the U.S. education system; struggles for access to education by excluded groups in the United States; theories of multicultural and women's education.

**ED 11**  
**Cohen**  
**G+ mw**

**Observing Theory in Action**

Examination of the current issues facing schools, such as the achievement gap, equity in school finance, and high stakes testing. Focus on public and independent schools in the metropolitan area. Project component will involve observations in local schools and/or educational institutions.

**ED 162**  
**Worrell**  
**430-715 PM**

**Class, Race and Gender in the History of U.S. Education**

History of education in the United States as a struggle over access and control. Relation to class reproduction, social mobility, the maintenance of and resistance to racial boundaries and gender issues, emphasizing the struggles of disempowered groups to gain access to schooling in the nineteenth and twentieth centuries.

**ENG 0045**  
**Roy**  
**G+ mw**

**Non-Western Women Writers**

An introduction to post-World War II women authors from the non-West, a problematic term used here as a starting point for discussion about the impact of colonization and the effects of decolonization on the social and political construction of women as a category. Writers include Ama Ata Aidoo, Bessie Head, Buchi Emecheta, Mahasweta Debi, Anita Desai, and Nawal al-Saadawi.

**ENG 0155**  
**Sharpe**  
**E+ mw**

**American Women Writers**

The complex and rich tradition of women writers of fiction and poetry in America from a multicultural perspective major figures; important lines of influence; areas of challenge to the traditional canon; and reconstruction and discovery of neglected literary traditions.

**FAH 0081/0181-01**

**Twentieth Century Mexican Art**

**Zavala**

**D+ tr**

An examination of art in twentieth-century Mexico including post-Revolutionary muralism and socially-concerned representational art; interpretive emphasis is also given to movements, artists, and media outside of the mural school including abstraction, surrealism, photography, print culture, and film. Attention will be given to the way that politics, class, race and gender have informed the production of art in Mexico. Course concludes with an examination of Chicano and contemporary Mexican art. Fulfills World Civ. requirement. May be taken at 100 level. Prerequisite Course in Art History or related course on Mexican or Latin American culture/history, or instructor's approval. Adriana Zavala

**HIST 03**

**The World in Motion Migration as a Force for Historical Change**

**Ueda**

**7 w**

Migration as a factor in historical studies. Examines the role of migrations in empires, frontiers and borderlands, slavery and indentured labor, oceanic history, industrialization, urbanization, intra-state conflict, and globalization.

**HIST 170**

**Advanced Special Topics, World/Transregional Development as History**

**Ekbladh**

**Mon 130-400 PM**

This course explores the evolving concept of development and how it can serve as a means to execute, support, or justify various ideological, state, and geopolitical programs. Development is a notoriously vague concept. It can be synonymous with progress or simply social, cultural, or economic change. "Development" in this context describes an intentional action, not merely a "natural" process of social or economic evolution. We will not use the term as social scientists of the last century who sought to define a universal paradigm of "modernization." Rather, the course will examine the multiple, changing, and contested meanings of the concept in different times and places by different historical actors.

**MUS 78**

**Jazz Improvisation Ensemble**

MUS78-01

Mon. 645-945 PM

Ashtrand

MUS 78-02

Wed. 645-945 PM

Aruda

MUS 78-03

Tues. 645-945 PM

Smith

Jazz improvisation, instrumental and ensemble skills are developed through instrumental performance of classic jazz compositions and recent works. The elements of jazz, including swing rhythms, blues and other traditional song forms, and jazz melody and harmony, are introduced. One-half course credit.

**Music 128-01**

**Elements of Jazz Improvisation**

**Smith**

**F+ tr**

The fundamental musical language of jazz, including scales, modes, chords, and the primary vocabulary of rhythm and melody. Examination of characteristic jazz patterns in rhythm, melody, harmony, and form. Consideration of various styles of jazz improvisation including blues, swing, bebop, and Afro-Cuban. Pedagogy combines study of theory, history, and meaning of improvisation with practice-based learning. Prerequisite ability to play a musical instrument (including voice), and consent. One course credit.

**PHIL 125**

**Racism and Social Inequality**

**McPherson**

**F+tr**

This course will divide its focus between conceptual and practical issues concerning race. We will begin by asking whether race is essentially a biological category and what difference this might make. We will then set the conceptual questions in a more practical context, with an emphasis on the function of race and ethnicity in the U.S. Some attention will be paid to current policy debates surrounding affirmative action, reparations, and racial/ethnic group recognition. Readings will include DuBois, Gould, Appiah, West, and Loury. Prerequisite: 1 Phil Course, or 1 Political Science Course.

**SOC 010**  
**Ennis**  
**I+ mw**

### **American Society**

This course is about social differences and inequalities in contemporary U.S. society. Some of these differences are relatively fixed (age, gender, ethnicity), some changeable (e.g. education, occupation, class, religion, region), while others can be fleeting (e.g. tastes, attitudes). We'll explore which differences 'make a difference' for Americans' outlooks, experiences, and life chances. Such differences form a patterned system, i.e. a social structure. That structure has a lot to do with 'social problems' as well. I aim to have you think sociologically about American Society. This first involves understanding your own position(s) in American social structure, i.e. where you stand in the groups, and on the issues that matter. We'll explore how where you stand affects what you see and feel and choose. Grasping this pattern of social influence challenges you to think about the constraints on your choices, and your relative freedom within those constraints. Which Americans have a wider range of choice, or a narrower one? Why? Thinking sociologically necessarily involves making systematic comparisons. It requires transcending one's individual, personal outlook, by comparing how different groups shape and influence their members. To do so, you need systematic and detailed information, and that's what this course offers. It differs from others you may have taken in being exploratory and data-based. The data come from a number of nationally representative surveys. The exploration involves our formulating questions in conversation, and using the data to answer them. Having done this exploring, you'll be better able to understand patterns of change in the U.S., your place in them, the problems we face, and what can be done about them. Although you will be using high quality, empirical data, this is not a methods course, and I presume no previous experience with statistics or computers.

**SOC110**  
**Aymer**  
**J+ tr**

### **Racial & Ethnic Minorities**

Nativism, Inferior Races, Racism, Prejudice, Ethnicity, Minorities, Reparations, and Affirmative Action can be fighting words in a racialized society. Is there not only one kind of human being – homo sapiens? Are the terms race and ethnicity synonymous? This course will examine how concepts of race and ethnicity influence the methods used in the United States to structure socio-economic inequalities. Popular social change and reactionary movements in the United States organized to perpetuate or ameliorate racial and ethnic divisions will be compared with strategies being used by other countries to deal with racial and ethnic issues. Prerequisite Sociology 001, 010, junior standing, or consent.

**SOC113**  
**Centner**  
**K+ mw**

### **Urban Sociology**

Historical development and social structure of cities. Urbanization as a major social trend. Sociological perspectives on the nature and organization of life in cities. Role of urban planning and grassroots participation. Case studies in community analysis. Selected problems of the modern American city. Research or fieldwork in various urban settings. Prerequisite Sociology 1 or 10

**SOC 187**  
**Aymer**  
**Mon. 1100-1230, Wed 100-230**

### **Seminar Immigrant Children and Children of Immigrants**

Millions of children have accompanied parents and relatives into exile and settlement in host countries throughout the world. Researchers are just beginning to examine the issues of parenting, childhood, transnationalism, and identity that immigrant children face. The course will focus on refugee and immigrant communities in the United States and East Africa to highlight the unique parenting patterns that are evident cross culturally, and issues of childhood and adolescence that affect children who arrive as part of immigrant families or rejoin immigrant parents through family reunification policies. Attitudes of citizens in receiving countries, institutional processes that help or hinder assimilation, and policies that encourage or discourage settlement of immigrant children in host countries will be studied. Prerequisite Junior standing, Sociology 001, or consent

**SPN 022-XC**                      **El espíritu de Puerto Rico Un seminario**  
**Nancy 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 and learn to prepare Puerto Rican cuisine, and if possible, visit one of the major Puerto Rican neighborhoods of Boston Villa Victoria and Plaza Betances. There is an optional opportunity for interested students to work on a volunteer basis with various Hispanic organizations in the Cambridge and Boston areas.

*Texts Course pack Includes a brief history of Puerto Rico and a collection of literary selections from major Puerto Rican and Nuyorican authors, such as Jacobo Morales, Pedro Juan Soto, José Luis González, Luis Palés Matos, Julia de Burgos, Tato Laviera, Miguel Algarín, Miguel Piñero, Pedro Pietri, Piri Thomas, Ana Lydia Vega, Luis Rafael Sánchez and Martín Espada; René Marqués, La carreta; Rojas and Curry, Gramática esencial, 2nd ed. (Houghton-Mifflin).*

**SPN 023**                              **Advanced Composition for Heritage Learners**  
**Cantú\***  
**E+ mw**

This course develops and expands the reading and writing skills for students without formal training in the language but with ability to comprehend and speak Spanish due to their heritage. It includes the study of grammar and stylistics, differences in regional dialects, vocabulary expansion and effective communication based on literary and cultural readings as well as films. Students will do oral presentations, compositions, and a research paper. Conducted in Spanish. Prereq Spanish 21 or consent.

**SPN 091-02**                      **The Latino Writing Experience**  
**Alonso**  
**H+**

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](http://juanalonso.com) for more information.

**SPN 191-B**                              **Contemporary Latin American Literature**  
**TBA**  
**I+**

See Department for course description.

**SPN 191-E**                              **Latin American Documentary Workshop**  
**Birri**  
**10**

This workshop is aimed at familiarizing students with the basic skills and techniques necessary to produce a social documentary. The class will be organized in different teams with individual projects that will focus on the audiovisual richness of the local Latino community and the diverse Latin American cultural traditions. Fernando Birri, one of the most important Latin American filmmakers, will supervise the weekly sessions, screenings and discussions. Conducted in Spanish. Prerequisites Spanish 31 or 34, and 32 or 35, or consent.

**SPN 191-G**  
**Klatt**  
**13**

**Spanish in the Community**

This course combines academic activities such as background readings, discussion, 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 as well as our own. Attendance and participation in all class sessions, weekly volunteer journal, one exam, one class presentation, and a five-page final report. Prereq SPN121, 122 or consent.

**CIS 99-LST**  
**Zavala**  
**ARR**

**Latino Studies Internship**

Permission of Instructor.

**CIS 135**  
**Zavala**  
**ARR**

**Latino Studies Independent Study**

The capstone project required of students electing the interdisciplinary minor option will be given at the discretion of the Permission of Instructor.

Courses marked with (\*) count towards the comparative race relations requirement. Courses marked with (\*\*) count towards the Latin American survey requirement.

Students interested in pursuing a Latino Studies Minor 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](mailto:Adriana.Zavala@tufts.edu)

<http://ase.tufts.edu/cis/latinostudies/>