

TUFTS UNIVERSITY

**LATINO
STUDIES**

**INTERDISCIPLINARY
MINOR**

SPRING 2011

**COURSE
LISTING**

THE LATINO STUDIES MINOR

SPRING 2011

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, SPN21 or higher, 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 ♦ website <http://ase.tufts.edu/cis/latinostudies/>

LATINO STUDIES SPRING 2011 COURSES

CORE COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
ANTH 16	Introduction to Latino Cultures	J+ TR	Pacini-Hernandez
ANTH163/ AMER180	Seminar: Latinos in the Cinematic Imagination	6+ t	Pacini-Hernandez

ELECTIVE COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
AMER 12*	Race in America*	Tues, 4:30-7:15 PM	Wu
ANTH 20	Global Cities	J+	Stanton
CH 99	Issues in Global Health (for CH majors)	Multi sections	staff
CH 180	Community Health: Internship <i>can only be counted towards the Latino Studies Minor if project focuses on Latinos</i>	ARR	Martinez
CD 164*	Cultural Diversity in Child and Family*	TBD	Sellers
DNC 65	The Art of Salsa	I+ mw	Thigpen
EC62	Economics of International Migration	K+mw	Hardman
EC 191	Cities in the Developing World	E+ MW	Hardman
ED 001	School and Society	D+ tr	Cohen
ED 161	Sociology of School	5+ M	Vaught
ED 162	Class, Race & Gender in the History of U.S. Education	11+	Wright
ED0167/ AMER 186	Seminar: Issues in Urban Education	6+	Vaught
ED 249	Issues in Multicultural Theory, Research & Practice in Schools	8+ r	Pinto
FAH280	Latin American Art in Exhibition-(Students interested in this course should contact the instructor)	TR 1:30-4:00p	Zavala
HST 03	World in Motion: Global History & U.S. Immigration	I+ MW	Ueda
HIST 192	Contemporary Chile	11+ T	Winn
MUS 42-01	History of Jazz	G+ MW	Ullman
MUS 77-01	Tufts Jazz Orchestra	Mult. Sections	See Dept. List
MUS 78-01	Jazz Improvisation Ensemble	Mult. Sections	See Dept. List
MUS 104-01	Jazz Theory I	F+ TR	Smith
PHIL 141-01	Global Justice	D+TR	McPherson
SOC 130	Wealth, Poverty & Inequality	D+	Ostrander
SOC 187	Immigrant Children	5	Aymer
SPN 22 XA	Comp & Conv. II: Temas de hoy	E+wf	Mulgrew
SPN 22 XB	Comp & Conv. II: El espíritu de Puerto Rico	L+	Levy-Konesky
SPN 035**	Survey of Latin American Literature II**	Mult. Sections	See Dept. List
SPN 150**	Latin American Civilization	N+ tr	Mazzotti
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 ◇ Email: Adriana.Zavala@tufts.edu ◇ web: <http://ase.tufts.edu/cis/latinostudies/>

ANTH16 Introduction to Latino Cultures

J+ TR

Pacini Hernandez

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.

ANTH163 Latinos in the Cinematic Imagination

6+ T

Pacini Hernandez

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, complex and positive 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; in Spring 2010, the selected films and readings will focus primarily on the theme of Borders, Borderlands and Border Crossings.

AMER 12-01* Race in America*

Wu

Tues, 4:30-7:15 PM

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. Pre-reqs: none (High Demand-Please email instructor to register)

ANTH 20 Global Cities

Stanton

J+

Introductory-level urban anthropology class exploring cities as intersections of people, ideas, capital, and the physical environment. Themes include anthropological understandings of space and place-making; utopic and dystopic urban visions of the city; urban mobility; cities as nodes in global environments, economies, and networks of people and production; sensory experience and expressive culture in cities; urban "nature" (e.g., parks); difference and inequality in urban landscapes; the growth of urban populations and megacities; and tensions between the city as planned or conceptualized and the city as a lived experience.

CH 99

Issues in Global Health

Multi sections

staff

Global health is the study of the biological, social, and environmental contributors to health and disease in populations around the world. This introduction to the study of global health will follow a public health approach to the health of populations. A major goal of the global public health structure is to identify modifiable risk factors within populations that help explain the complex interactions between behavior, context, and genetics, and a disease outcome. We will examine the ways in which this approach offers opportunity for population-based interventions that improve the health status of individuals. Lectures are designed to illuminate persistent and emerging global health issues within this context and examine potential strategies to address them. Topics to be presented throughout the semester include; health inequalities and the social context of disease, maternal and child health, the spread of infectious disease including HIV/AIDS, Malaria and TB, malnutrition and food security, environmental health, the structure of the health systems in the world, and the effects of globalization on health. There will be a series of guest lectures by Tufts faculty who specialize in each of these areas of global health. After completion of this course, students will be able to: identify common causes of morbidity and mortality by world region; describe the various causes of disease, such as infection, malnutrition, and genetics; explain the socioeconomic factors that contribute to health inequalities; identify the health needs of special population groups like women and children; identify infectious diseases of global importance, including HIV/AIDS, malaria, and TB, and describe their modes of transmission, methods for prevention, and other characteristics; explain the effects of poor nutrition on health and describe some of the major issues in global nutrition (like cultural aspects of eating, food security, and food safety); and explain how water, sanitation, air quality and other aspects of environmental health relate to human health. Student evaluation will be based on a midterm exam, a final comprehensive exam, several short (one page) writing assignments, and class participation.

CH 180

Community Health: Internship

ARR

Martinez

The internship a one-credit field placement (CH 180) accompanied by a one-credit academic seminar (CH 181) is an integral part of the Community Health Program. The internship offers juniors and seniors "hand-on" experiences in health care and health-related settings. Placements are available in diverse agencies that allow students to apply and evaluate classroom theory in real life situations. Students may intern at hospitals, hospices, neighborhood health centers wellness centers, government organizations at the local, state, or federal levels. Internships are also available at schools, day care centers, non-profit organizations, health advocacy, public interest groups and others. Placements offer students valuable opportunities to interact with professionals and clients/consumers in the health field. Requirements- a 180-hour field placement pre-arranged by student with approval of internship coordinator and supervisor. Pre-requisites: Program students only; and taken CH 1 and 2
HIGH DEMAND. MUST REGISTER AT 112 PACKARD. **Can only be counted towards the Latino Studies Minor if project focuses on Latinos.**

CD 164*

Cultural Diversity in Child and Family*

Sellers

TBD

Review of theoretical and applied approaches for providing services to young children and families from culturally diverse backgrounds, particularly families who have recently immigrated from non-Western countries. Topics include early intervention, comprehensive assessment, health care, and school integration. Students have the opportunity to visit programs and acquire focused experience with infants, young children, and parents.

DNC 65

The Art of Salsa

I+ MW

Thigpen

See department website for course description

EC62

Economics of International Migration

Hardman

K+mw

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' decision 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

Cities in the Developing World

E+mw

Hardman

See department website for course description

ED 001

School and Society

Cohen

D+ tr

Role and purpose of schooling in the United States. Focus on the desegregation and resegregation of schools in the last fifty years; proposals for school reform.

ED 161

Sociology of School

Vaught

5+ M

Educational institutions as social systems and the various external and internal social forces that shape them. Representative ethnographic studies of schooling with an emphasis on ethnicity, class, and gender as organizing categories of student experience and school social organization.

ED 162

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

Wright

11+

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.

ED0167/ AMER 186

Seminar: Issues in Urban Education

Vaught

6+

This class will be organized around thematic investigations of the political policies and socioeconomic processes that contain and inform urban schooling. Students will explore a political economy of schooling related primarily to race and class, with opportunities to explore gender, language, and so on. Specifically, we will examine the ways in which policies and practices, such as the racialization of welfare and the legalization of Whiteness, inform school policies and practices, including funding, governance, and so on. Students will engage an interdisciplinary body of scholarship framed by Critical Race Theory.

ED 249

Issues in Multicultural Theory, Research & Practice in Schools

Pinto
8+ r

Culture and ethnicity as psychological variables and as factors in human development. Focus on multicultural and cross-cultural considerations with emphasis on theory, research, and practice in mental health service.

FAH280 **Latin American Art in Exhibition**
ARR
Zavala

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 1:30-4:00p. Class will meet regularly on Tuesdays 1:30-4:00pm. Thursday block is reserved for class meetings as needed.

HST 3 **World in Motion: Global History and US Immigration**
Ueda
I+ mw

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

HIST192 **Contemporary Chile**
11+ T
Winn

See department website for course description.

MUS 42-01 **History of Jazz**
Ullman
G+ MW

Major figures and schools of this American music approached primarily through detailed study of recordings dating from about 1914 through the present. Artists include Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, John Coltrane, and many others.

MUS 77-01 **Tufts Jazz Orchestra**
Mult. Sections

Jazz instrumental and ensemble improvisation skills developed through performance of classical jazz compositions and recent works for big band. Elements of jazz, including rhythms, blues, and other traditional song forms; jazz melody and harmony. One-half course credit.

MUS 78-01 **Jazz Improvisation Ensemble**
Mult. Sections

Focus on a practical knowledge of jazz improvisation in small combo settings; includes blues and AABA structures, turnarounds, construction of chords, phrasing, scale and chord relationships, and rhythmic pulse. One-half course credit.

MUS 104-01 Jazz Theory I

Smith

F+ TR

Harmonic and melodic techniques of jazz and popular music. Extended chords (ninths, elevenths, thirteenth) and substitutions; modulations and free melodic treatment of dissonance. Song forms. Written exercises and analysis; emphasis on student composition. Continuation of aural and keyboard skills.

PHIL 141-01 Global Justice

D+TR

McPherson

PHIL0141 (Cross-listed as Peace and Justice Studies 141.) A philosophical study of justice in a global context. Topics selected from the following: nationalism, identity and group rights, political resistance and revolution, the conduct of war, human rights and duties of aid, population control, and environmental justice. Theoretical discussions of cultural pluralism and the requirements of justice, universalism vs. relativism, and the limits of partiality.

Soc 130 Wealth, Poverty & Inequality

Ostrander

H+ tr

Socioeconomic class in U.S. with some global comparison. Intersections with race and gender. Social analysis of distribution of economic, social, political resources. Alternative visions and strategies for change. Opportunity for field placements in local community organizations. (Cross-listed as Peace and Justice Studies 130.)

SOC 187 Immigrant Children

5

Aymer

See department website for course description

SPN 22 XA Comp & Conv. II: Temas de hoy

Mulgrew

E+wf

The goal of this course is to improve student's oral and written skills through the study of issues that confront today's world. We will read articles and editorials on several issues such as immigration, education, the environment, and health care as they pertain to the Spanish-speaking world as well as the US. Music videos as well as documentaries will be incorporated into the course, along with some review of advanced grammatical topics. Conducted in Spanish. Prerequisite: Spanish 21 or consent.

Texts: Gordon and Stillman, *Ultimate Spanish Review and Practice* (McGraw-Hill); handouts.

SPN 22 XB Comp & Conv. II: El espíritu de Puerto Rico

Levy-Konesky

L+

This class takes an interdisciplinary approach to the study of Puerto Rico. While students continue to review grammar and to practice oral and aural skills, they will study the history, literature, politics, music, cuisine, art and religions of Puerto Rico and Puerto Ricans on the island as well as on the mainland. They debate the possible political destinies of Puerto Rico: Statehood, Independence or a continuance of the present status of ELA (Free Associated State, or Commonwealth). Students view two-three films during the semester, sample 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.

SPN 35** **Survey of Latin American Literature II****

Mult. Sections

- A Block E+mw Gerassi-Navarro
- B Block F+tr Millay
- C Block G+ Ruiz
- D Block N+ Simpson
- E Block Q+ Simpson

This course traces Latin American literature from modernist prose and poetry of the late 19th century through post-boom literature of the last three decades of the 20th century. We will examine major authors and literary movements of modern Spanish America in historical and cultural contexts. Authors may include José Martí, Rubén Darío, Gabriel García Márquez, Elena Poniatowska, Pablo Neruda, César Vallejo, and others. Varied writing assignments, oral presentations, exams. Conducted in Spanish. Not for seniors or for students returning from programs abroad. Prerequisite: Spanish 21 or consent. Texts: see instructor for details.

SPN 150** **Latin American Civilization**

Mazzotti

N+ tr

This course will examine the main determinants shaping Latin American civilization and culture at the start of the new millennium. Particular emphasis will be placed on issues of ethnicity and hegemony as definers not only of all major historical and cultural processes of the Latin American past, but also of the main challenges of its present and future. Reading materials will cover both canonical works as well as cultural production generated from the margins. This course counts towards the culture option, International Relations major, Latin American Studies and Africa and the New World minors, and the World Civilization requirement.

CIS 99-LST **Latino Studies Internship**

Zavala

ARR

Humanities majors may pursue an internship at an approved arts agency that works with Latino artists and/or serves Latino Communities. Students must also produce a project analyzing the experience. Permission of Instructor.

CIS 135 **Latino Studies Independent Study**

Zavala

ARR

The capstone project required of students electing the interdisciplinary minor. Permission of Instructor.

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

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