

TUFTS UNIVERSITY

**LATINO
STUDIES**

**INTERDISCIPLINARY
MINOR**

SPRING 2009

**COURSE
LISTING**

THE LATINO STUDIES MINOR

SPRING 2009

Program Director:

Associate Professor Deborah Pacini-Hernandez, Anthropology

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 Deborah Pacini-Hernandez

Anthropology, 126 Curtis Street

Phone: 617-627-2463

Email: deborah.pacini@tufts.edu

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

Latino Studies Spring 2009 Courses

Core Courses

Course #	Course Title	Block:	Professor
AMER 0186-01/ ED 167*	Critical Race Theory Seminar: Issues in Urban Education*	Mon 4:30-7:15	Vaught
ANTH 0017-01	Latino Pop Music, Migration, and Identity	I+ MW	Pacini-Hernandez
ANTH 0137-01	Language and Culture	J+ TR	Benaion
ANTH 0149-03	Involuntary Crossings	K+ MW	Burtner
CH 0055	Race, Ethnicity and Health	F+TF	Martinez/Perea
CD 0153-01	CD 0153-01 Culture & Learning: Issues for Education	E+ MW	Mistry
EC 0062-01	Economic International Migration	K+ MW	Hardman
EC 0062WW	Economic International Migration Optional Writing Workshop	W 3:00-0350	Hardman

Elective Courses

Course #	Course Title	Block:	Professor
AMER 0012-01*	Race in America*	W 4:30-7:15	Wu
CD 0164-01	Cultural Diversity in Child & Family Services	T 9:00 11:30	Garcia-Sellers
PS 188-18	Topics In Internl Relations: Migration, Refugees, & Citizenship In Globalized World	L+ TR	Greenhill/Shevel
REL 0040-01/ HIST 0031-01	History of Religion in America	I+ MW	Curtis
SOC 0186/ CH 186	Seminar In International Health Policy	TBA	Taylor
ED 0249	Multicultural Issues In Counseling And Psychotherapy	8+ R	Pinto / Silas
DNC 0092-02	Intermediate Salsa: Female Part	K+ MW	Thigpen
DNC 0092-03	Intermediate Salsa: Male Part		
EC 0191-4	Cities in the Developing World	E+ MW	Hardman
ED 0001-01	School And Society	D+ TR	Cohen
ED 0162-01	Class, Race, and Gender in the History of U.S. Education	M 4:30 – 7:15	Worrell
ED 0279	Multicultural Issues In Counseling And Psychotherapy	8+ R	Pinto / Silas
FAH 0084/0184-01**	Latin American Cinema**	10+ M	Zavala
FAH 0280-01	Seminar: Mexico City in the Creative Imagination	8+ R	Zavala
HST 01.25	Anticolonialism in Global Perspective (Foundation Seminar)	5+ M	Manjapra
HST 186.02	Contemporary Chile in Comparative Perspective	6+ T	Winn
HST 75**	The Americas**	10+M	Winn
HST 99.04/ CR040	History of Religion in America	TBA	Curtis
MUS 004201	History Of Jazz	G+ MW	Ullman
MUS 0077 / 77NC	Tufts Jazz Orchestra	TR 4:30 – 6:30	Smith
MUS 007801/78N1	Jazz Improvisation Ensemble	M 6:45 – 9:45	Ahlstrand
MUS 007802/78N2	Jazz Improvisation Ensemble	W 6:45 – 9:45	Aruda
MUS 013001	Jazz Arranging & Composition	J+ TR	Smith
SOC 0130/ PJS 130	Wealth, Poverty And Inequality	F+ TR	Ostrander
SPN 35**	Survey of Latin American Literature II** Section A Section B Section C Section D	E+mw G+ Q+ B+	Millay Gerassi-Navarro Simpson Pollakowski
CIS 99-LST	Latino Studies Internship	ARR	Pacini-Hernandez
CIS 135	Latino Studies Independent Study	ARR	Pacini-Hernandez

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:
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Latino Studies Website at: <http://ase.tufts.edu/latinostudies/>

AMER 0012-01: Race in America*

Wu

Wed 4:30-7:15pm

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 0186-01: Critical Race Theory Seminar: Issues in Urban Education*

Cross-List ED 0167-01

Vaught

M 4:30-7:15

This class will be organized around thematic investigations of the political policies and socio-economic 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.

ANTH 17-01: Latino Pop Music, Migration, and Identity

Pacini-Hernandez

I+ MW

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. Departing from the notion that music is a social activity rather than an object, students will analyze how Latino ways of music making have been shaped by historical, social, cultural and spatial contexts, comparing the development and significance of a range of genres such as mambo, salsa, merengue, bachata, corrido, conjunto, cumbia, banda and reggaeton. Other issues covered include the cultural politics of representation, how changing concepts of racial and ethnic identity are articulated musically, 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 formal knowledge of music or Spanish required. This course counts towards the Social Sciences and World Civilizations distribution requirements, although it can only be counted as one or the other. It also counts as a Hispanic Culture culture option.

ANTH 137-01: Language and Culture

Benaion

J+ TR

The course offers an overview of the main topics of sociolinguistics and the sociology of language, with an emphasis on power and identity formation. It explores the relationship between ideologies of language and language learning, discourses of immigration and belonging, and the actual lived experiences of individual language learners. We will discuss how questions of educational access, economic stability, and social membership are all influenced by a range of social, political, and historical factors. We will examine, in particular, the situation of Brazilian and Hispanic immigrants who attend bilingual education programs in the United States. The lectures will also address topics and notions such as speech community, dialect, code, variation, pidgins and creoles, bilingualism, multilingualism, language maintenance, and language shift.

ANTH 149-03: Involuntary Crossings**Burtner****K+ MW**

Drawing on ethnographic, historical and public policy sources, this class will introduce students over a 14 week period to one of the most pressing problems of our day: involuntary displacement and resettlement. Our approach for examining the problem is based on socio-cultural anthropological methods and theory. Using ethnographies and project/program assessments/evaluations written by anthropologists working in the area of international development and aid, we will look at the push/pull factors and experiences of various groups that due to a combination of forces (i.e., economic crises, natural disasters, civil wars, genocide and induced development) find themselves displaced from their homes/communities and seeking refuge, becoming part of their home country's internally displaced populations or entering into the vast network of international migratory routes/destinations (be it temporarily or permanently). While this phenomenon occurs worldwide, we shall focus on those groups who find their temporary or permanent destination for resettlement the United States of America. We will compare the histories, experiences and trajectories of communities of immigrants from Latin America, Asia, Africa and the Middle East who have immigrated and settled in the U.S. during the 20th and 21st Century. These narratives/histories will be placed within the context of earlier migrations (Continental Europe, China) and the settlement and migratory patterns of what are now considered more embedded U.S. populations (Native Americans, Mexican nationals and Spanish in the SW, Creoles, etc.). In addition to providing thematic background, the course will instruct students on basic techniques in ethnographic research and for evaluating risk and costs involved in voluntary and involuntary displacement and resettlement, the latter of which is based on some of the models currently used by large-scale international institutions (governmental and non-governmental) working in the area. This course will be particularly useful to those students interested in Latino and Latin American communities living in the U.S., anthropological field methods/analysis and inter-disciplinary team-based international humanitarian assistance. This course counts towards the Social Sciences distribution requirement. Junior or senior standing or permission of instructor required

CD 0153-01: Culture & Learning: Issues for Education**Cross-List EP 157****Mistry****E+ MW**

This interdisciplinary course addresses issues raised by the increasing cultural diversity of children in schools and human-service settings. Focus on the analytic tools and theoretical frameworks for understanding and bridging differences between children's culturally acquired learning styles and the culture of schools or other human-service settings.

CD 0164-01 07096: Cultural Diversity in Child & Family Services**Cross-list EP 163****Garcia-Sellers****T 9:00-11:30**

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.

CH 55: Race, Ethnicity and Health**Martinez/Perea****F+ TF**

Eliminating the disparities experienced by racial and ethnic minority populations in six areas of health status is the cornerstone of the Department of Health and Human Services' Race and Health Initiative, and is also integral to Healthy People 2010, the Nation's health agenda for the first decade of the 21st century. This course examines racial and ethnic categories, relevant data issues, the current health status of minority populations, and contemporary approaches to address these disparities. The concept and practice of cultural competence will be explored in some detail. At the conclusion of this course students will understand and be able to apply knowledge about minority health data collection, analysis, and dissemination; the impact of ethnocentrism, racism, and classism on health status and service delivery; and effective approaches to enhance minority health status and eliminate disparities.

DNC 0092-02: Intermediate Salsa: Female Part

DNC 0092-03: Intermediate Salsa: Male Part

Thigpen

K+ MW

Need Description

EC 0062-01: Economic International Migration - K+ MW

EC 0062WW: Economic International Migration Optional Writing Workshop - W 3:00-3:50PM

Hardman

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. Prereq: EC 1, 5, or consent. **Opt WW Rct Also Reg for Ec 62-01***

EC 0191-4: Cities in the Developing World

Hardman

E+ MW

Intermediate Selected Topics. Lectures on intermediate topics in economics. Topics to be announced. Credit as arranged. Prereq: Ec 11, 12, or 13.

ED 0001-01: School And Society

Cohen

D+ TR

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 0162-01: Class, Race, and Gender in the History of U.S. Education

Worrell

M 4:30 - 7:15PM

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.

ED 0249: Multicultural Issues In Counseling And Psychotherapy

Pinto / Silas

8+ R

Culture and ethnicity as psychological variables and as factors in human development. Impact of a counselor's ethnicity on the delivery of professional mental health services. Problems encountered by helping professionals in cross-cultural settings.

FAH 0084/0184-01: Latin American Cinema****Zavala****10+ M**

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 forms articulations of cultural and political identity. Course consists of weekly film screening outside of class and in-class discussion and film screening. Students taking the course at the 100-level are required to write an additional research paper incorporating both contextual and comparative analysis of two films selected in consultation with the instructor. Prereq: Art History or course with Latin American content. May be used to fulfill the World Civ requirement and the Latin American/Latino Studies req.

FAH 0280-01: Seminar: Mexico City in the Creative Imagination**Zavala****8+ R**

This course will examine Mexico City as a source of inspiration in art and cultural production from the conquest to the present. Emphasis will be on contemporary art produced in and about Mexico City since the 1990s, and we will examine Mexico City's growing importance as a global art center. We will study artists like Melanie Smith, Francis Alÿs, Rafael Lozano Hemmer and Teresa Margolles, as well as filmmakers like Alejandro González Iñárritu "Amores Perros," and Marisa Sistach "No One is Listening: Perfume de Violetas," whose work engages with Mexico City as metropolis/megalopolis, utopia/dystopia. As a reading course, this seminar will examine representations of Mexico City across disciplines, visual, literary, theoretical, architectural, and socio-political.

Prerequisite: Advanced coursework in Art History or considerable background in modern Latin American history/studies.

HST 01.25: Anticolonialism in Global Perspective (Foundation Seminar)**Manjapra****5+ M**

The techniques of transnational history writing are explored in this class, as we investigate global movements of anticolonial struggle during the early twentieth century. Using examples from the South Asian experience, students will track the interlinked activities of Indian revolutionary groups traveling throughout South Africa, East Asia, the Americas and Europe. We will uncover the technologies that allowed travel routes to develop, and consider how long-distance friendship and collaboration were sustained. The effect of counterinsurgency surveillance and international politics on the formation of anticolonial networks will also be studied.

HST. 186.02: Contemporary Chile in Comparative Perspective**Winn****6+ T**

The history of Chile since World War II, years in which it was a laboratory for successive economic, social and political experiments. Populism, reform revolution, counter-revolution, authoritarianism, neo-liberalism and the restoration of democracy. The experience of Chile will be compared to that of other countries of the region; comparative research papers are encouraged. Students research papers should be based on primary as well as secondary sources; a reading knowledge of Spanish is strongly recommended.

HST 75: The Americas****Winn****10+ M**

Latin America and the Caribbean from the colonial period to the contemporary era. A multimedia, interdisciplinary introduction focusing on nation-building, migration, race relations, women's roles, political economy, sovereignty, religion, culture, revolutionary movements, and Latino communities in the United States

HST 99.04: History of Religion in America

Cross-List CR0040-01

Curtis

Block TBA

This course is about religion in America from the arrival of European immigrants in the 16th and 17th centuries to the present. We will study major figures, events and issues that have helped to shape American religious history, while paying particular attention to the ways that social and cultural contexts have influenced religious experience in different times and places. Throughout, we will ask how religion has impacted the history of the United States, and, conversely, how religious traditions have been transformed by American culture. Key topics and themes include encounter and colonization; revivalism and reform; church and state; gender and women's history; spirituality and devotional life; slavery and race relations; immigration and ethnicity; innovation and secularization; and pluralism and diversity.

MUS 004201: 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 0077: Tufts Jazz Orchestra

MUS 0077NC

Smith

TR 4:30PM - 6:30PM

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. Smith.

MUS 007801: Jazz Improvisation Ensemble

MUS 007801

Ahlstrand

M 6:45 - 9:45

MUS 0078N1

Ahlstrand

M 6:45 - 9:45

MUS 007802

Aruda

W 6:45 - 9:45PM

MUS 0078N2

Aruda

W 6:45 - 9:45PM

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.

MUS 013001: Jazz Arranging & Composition

Smith

J+ tr

Techniques of arranging jazz and popular compositions for ensembles of various sizes and types. Intensive work on student compositions.

PS 188-18: Topics In International Relations: Migration, Refugees, & Citizenship In Globalized World

Greenhill & Shevel

L+ TR

This course focuses on the explosion of migration that has occurred around the world over the past few decades. The increasing world-wide movement of peoples across national boundaries in search of employment, better wages, and a higher standard of living, and away

from persecution and violence has transformed all major western countries into multi-racial and multi-ethnic societies. In this course--which will employ concepts and theories from both IR and comparative politics--we will analyze the causes and consequences of modern population movements. The lectures and readings will address the following themes: the political, economic, social, and security determinants of refugee and migration flows; the political and social responses of receiving governments and societies; the security and crime-related issues engendered by international migration; changing conceptions of citizenship and nationality in receiving states; the role played by the international institutions in influencing state policies towards refugees and immigrants, and the moral and ethical issues for public policy posed by international population movements. Cases to be examined will be drawn from throughout the world, but with emphasis on the situation in the US and Eastern and Western Europe.

REL 0040-01: History of Religion in America

Cross-List HIST 0031-01

Curtis

I+ MW

This course is about religion in America from the arrival of European immigrants in the 16th and 17th centuries to the present. We will study major figures, events and issues that have helped to shape American religious history, while paying particular attention to the ways that social and cultural contexts have influenced religious experience in different times and places. Throughout, we will ask how religion has impacted the history of the United States, and, conversely, how religious traditions have been transformed by American culture. Key topics and themes include encounter and colonization; revivalism and reform; church and state; gender and women's history; spirituality and devotional life; slavery and race relations; immigration and ethnicity; innovation and secularization; and pluralism and diversity. This course meets the Humanities distribution requirement.

SOC 0130: Wealth, Poverty And Inequality

Cross-List PJS 130

Ostrander

F+ 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

SOC 0186: Seminar In International Health Policy

Cross-List CH 186

Taylor

TBA

Health-related dilemmas faced by nations in the postwar period. Strategies developed to deal with infectious diseases and comparison with those used to combat mortality and morbidity from chronic illnesses. Case studies may include such topics as heart disease, infant mortality, hazardous waste, and AIDS. Also analyzes the health-care system problems of access, quality, and cost. Focus on how resource allocation, political institutions, and cultural myths about health and illnesses affect policy construction.

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

Millay

E+mw

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 include José Martí, Rubén Darío, Gabriel García Márquez and Elena Poniatowska. Varied writing assignments, oral presentations, exams. Conducted in Spanish. Not for seniors or for students returning from programs abroad.

Prerequisite: Spanish 21

Texts: Bound packet of readings available at Gnomon Copy, 348 Boston Ave., Medford.

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

Gerassi-Navarro

G+

This course explores the diversity of cultures and writings of Latin America, from Modernismo (late 19th century) through the 21st century. We will examine major authors and literary movements of modern Latin America in historical and cultural contexts. Readings will include José Martí, Julio Cortázar, Clarice Lispector, Rosario Ferré, among others. Class discussions, oral presentations, and assigned papers based on literary analysis and research.

Conducted in Spanish. Not for seniors or for students returning from junior-year programs abroad. Taught in Spanish. Prerequisite: Spanish 21.

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

Simpson

Q+

This course will examine the literary developments in prose and poetry in Latin America from the Modernist era into the 21st century. Readings will provide an historical understanding of cultural identity, regionalism and issues of race and gender. We will examine major authors and literary movements of modern Spanish America in historical and cultural contexts. Authors include José Martí, Rubén Darío, Gabriel García Márquez, and Rosario Ferré. Varied writing assignments, oral presentations, exams. Conducted in Spanish. Not for seniors or for students returning from junior-year programs abroad. Taught in Spanish. Prerequisite: Spanish 21.

Texts: *Literatura hispanoamericana*, David Foster. Routledge.; *Ficciones*. Jorge Luis Borges *Residencia en la tierra*. Pablo Neruda. Cátedra.

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

Pollakowski

B+

This course traces the development of Latin American literature from the Modernist literature of the late 19th century through the Avant-Garde period of the 1920s and 1930s to the explosive "boom" of the novel during the latter part of the 20th century. In our study of key works of poetry, prose and theater, we will focus on both their literary value and on the historical context in which they were written.

Among the authors to be included are Alfonsina Storni, Pablo Neruda, Nicolás Guillén, Gabriel García Márquez and Rosario Ferré.

Varied writing assignments, two papers, midterm and final exam. Class participation is essential. Conducted in Spanish. Not for senior majors or for students returning from programs abroad. Prerequisite: Spanish 21 or equivalent.

Texts: Chang-Rodríguez, Raquel and Malva E. Filer. *Voces de Hispanoamérica*, 3rd ed. (Thomson and Heinle); Bound packet of readings available at Gnomon Copy, 348 Boston Ave., Medford.

CIS 99-LST: Latino Studies Internship

Pacini-Hernandez

ARR

Permission of Instructor.

CIS 135: Latino Studies Independent Study

Pacini-Hernandez

ARR

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

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