

TUFTS UNIVERSITY

**LATINO
STUDIES**

**INTERDISCIPLINARY
MINOR**

FALL 2011

**COURSE
LISTING**

THE LATINO STUDIES MINOR

FALL 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 FOR THE LATIN AMERICAN STUDIES MAJOR CONSIST OF 6 COURSES AS FOLLOWS (see next section for current semester’s course offerings):

- I. **One Latino Survey Course:** if a student takes more than one of these courses, they can count towards the 50%+ category
 - ANTH 16: Introduction to Latino Cultures
 - ANTH 17: Latino Migration, Music and Identity
 - DR93-02: Special Topics: Latino Theatre & Film

- II. **One Latin American Survey Course**
 - FAH7: Introduction to Latin American Art
 - SPN34: Survey of Latin American Literature

- III. **One survey course in comparative race relations in the U.S. context**
 - AMER12: Race in America
 - AMER0194-06: Junior Seminar on Researching Race: Family, Nation, Place
 - CH55: Race, Ethnicity & Health
 - ED162: Class, Race and Gender in the History of US Education
 - PS13: Race and Class in American Politics
 - SOC10: American Society
 - SOC110: Racial & Ethnic Minorities

IV. One course consisting of at least 50% Latino content

- DNC65: Art of Salsa
- PS119: Politics of US Immigration
- CIS-135: Latino Studies Independent Study

V. One elective course relevant to Latino studies with substantial and/or relevant Latino content

- AMER141/ELS141: Innovative Social Enterprises
- CD182/CH190: Social Policies for Children and Families
- EC91: Economics of Public Health
- EC127: Urban Economics
- ENG155: American Women Writers
- FAH280: Latin American Art in Exhibition
- MUS78: Jazz Improvisation Ensemble
- PJS99: Internship-Social Change
- POR1-3: Portuguese
- SPN23: Advanced Composition for Heritage Learners
- SPN26: Spanish in the Community

VI. 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.

- ANTH183: Urban Borderlands
- CH180: Community Health Internship**can only be counted towards the Latino Studies minor if project focuses on Latinos
- CIS99-LST: Latin Studies Internship
- CIS135: Latino Studies Independent Study

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.

Students interested in pursuing a Latino Studies Minor should register with:

Associate Professor Adriana Zavala
Art and Art History
11 Talbot Avenue, Medford Campus

LATINO STUDIES FALL 2011 COURSES

LATINO SURVEY COURSES

Note: if a student takes more than one of these courses, they can count towards the 50%+ category

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
ANTH 17	Latino Migration, Music and Identity	J+ tr	Pacini-Hernandez
DR 93-02	Special Topics: Latino Theatre & Film	K+ mw	Montez

LATIN AMERICAN SURVEY COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
FAH 7	Introduction to Latin American Art	D+ tr	Zavala
SPN34	Survey of Latin American Literature	See dept.	See dept.

COMPARATIVE RACE RELATIONS COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
AMER 12	Race in America	Th 430-715	Wu
AMER0194-06	Junior Seminar on Researching race: Family, Nation and Place	Tu 4:30-7:15	Wu
CH55	Race, Ethnicity & Health	2 w	SpragueMartinez
ED 162	Class, Race and Gender in the History of U.S. Education	12+ w	Staff
PS 13	Race and Class in American Politics	W 9:00-11:30	Glaser
SOC 010	American Society	I+ mw	Ennis
SOC110	Racial & Ethnic Minorities	H+ tr	Aymer

50% OR MORE LATINO CONTENT COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
DNC65	Art of Salsa	I+ mw	Thigpen
PS119	Politics of US Immigration	7 w	Masuoka
CIS-135	Latino Studies Independent Study	ARR	Zavala

CAPSTONE COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
ANTH 183	Urban Borderlands	W 4:00-6:30	Pacini-Hernandez
CH 180**	Internship** <i>can only be counted if project focuses on Latinos, Community Health majors only</i>	ARR	Martinez
CIS 99-LST	Latino Studies Internship Capstone	ARR	Zavala
CIS-135	Latino Studies Independent Study	ARR	Zavala

ELECTIVE COURSES*

*Classes on this list will count towards the elective only if they have substantial Latino content.

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
AMER 141/ELS 141	Innovative Social Enterprises	6+ t	Staff
CD 182 / CH 190 UEP 182	Social Policies for Children and Families	6+ t	Jacobs
EC 91	Economics of Public Health	E+ mw	Hardman
EC 127	Urban Economics	K+ mw	Hardman
ENG 155	American Women Writers	E+ mw	Sharpe
FAH 280	Latin American Art in Exhibition (for Art History majors only)	6+ t	Zavala
MUS 78	Jazz Improvisation Ensemble MUS78-01, MUS 78-02, MUS78-03	See dept.	See dept.
PJS 99	Internship-Social Change	ARR	Bryan
POR1-POR3	Elementary/Intermediate Portuguese	See dept.	See dept.
SPN 23	Advanced Composition for Heritage Learners	G+ mw	Rosso-O'Loughlin
SPN 126	Spanish in the Community	13	Klatt

COURSE DESCRIPTIONS

AMER 12 **Race in America**
Wu
Thurs 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 Social Enterprises**
Staff
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.

AMER0194-06 **Junior Seminar on Researching Race: Family, Nation, Place**
Wu
Tu 4:30-7:15

Prerequisite: Race in America, Asian America or permission of instructor, Juniors only, Seniors with permission. A critical examination of researching race and racing research. Students will be expected to conduct a qualitative research project of their choice. Examples of projects include oral histories, community-based research, historical events, contemporary phenomena, etc. Note: This course is high demand; please contact professor Wu to be added to the roster.

ANTH16 **Introduction to Latino Cultures**
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.

ANTH 17 **Latino Migration, Music and Identity**
Pacini-Hernandez
J+ tr

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 audiovisual 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 option.

ANTH 183
Pacini-Hernandez
W 4:00-6:30

Urban Borderlands

This community-based research seminar integrates academic and experiential learning in an ongoing (since 2001) project documenting the history and development of Cambridge and Somerville's Latino communities, and their interactions with other resident and new immigrant groups. In collaboration with arts-related and/or immigrant-centered agencies, Tufts students will explore various forms of Latino/a cultural production (e.g. murals, music and dance) taking place in Somerville in order to interpret how and to what extent Latinos/as are contributing to maintaining their cultural heritage, and at the same time, creating opportunities for them to participate in Somerville's active arts environment. Students working independently or in teams will identify and design an oral history-based project related to Latino/a arts-related activities; conduct and transcribe in-depth interviews with relevant individuals; and document, via photography, tape recording or video, the variety of artistic expression being created by Somerville' Latinos/as. After analyzing and interpreting and their findings, they will present their findings to the community in a public event, and add their reports to the growing Urban Borderlands oral history archives.

CD 182/UEP 182/CH190 Social Policies for Children and Families/Jacobs
Jacobs

6+ t

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

CH55
Martinez
2 w

Race, Ethnicity & Health

Examination of racial and health disparities. The nature of racial and ethnic categories, data issues, current health status of various populations, and approaches to resolving disparities including the concept and practice of cultural competence.

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.

CIS 99-LST
Zavala
ARR

Latino Studies Internship

Students who wish to do internships under Latino Studies should enroll in CIS 99 for their internship for course credit. Normally, these internships are for Latino Studies minors. Internships are available in a wide range of public and private organizations and institutions (e.g., media, museums, social service agencies). In most cases, the student will make the arrangements with the organization so that one person will be supervising the student and overseeing the internship work. It is expected that the student will be working a minimum of 12 hours per week. The supervised fieldwork will provide the student with the opportunity to better understand the work environment and issues facing the particular organization. The student should meet approximately three times with the Director of Latino Studies (or another Tufts faculty member selected in consultation with the Director) to discuss the fieldwork, goals, and effectiveness of the organization. (E-mailing the director or faculty member several times during the semester is an acceptable alternative to meeting in person.) If a student wishes to receive a letter grade instead of Pass/Fail, he/she must keep a journal, and write a 10-page paper which will be submitted for a grade to the Tufts faculty member overseeing the internship

CIS 135
Zavala
ARR

Latino Studies Independent Study

Students wishing to do an independent study project for their Latino Studies minor and/or capstone project must consult with the director and/or select an appropriate faculty advisor in consultation with the director. No more than one Independent Study course can count towards the minor.

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.

DR93-02
Montez
K+mw

Special Topics: Latino Theatre & Film

Please see Drama Department's website for course description.

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 162
Staff
12+ mw

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 155
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.

FAH7
Zavala
D+ tr

Introduction to Latin American Art

Art and visual culture of Mexico and Latin America from the colonial era to the present. The role of art in the development of cultural identities in different Latin American contexts; the role of art in sustaining real and imagined historical narratives including the revival of prequest and contemporary indigenous/folk culture; the struggle between religious and secular, nationalist, and international avant-garde artistic currents. The social and ideological uses of art and the representation of race, ethnicity, class, and gender (This course may be used to fulfill an elective for the Art History major and fulfills the World Civ. requirement.)

FAH280
Zavala
6+ t

Latin American Art in Exhibition

Since the 1980s several major exhibitions in the United States 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 practices have changed as a result of critical pressures brought to bear by the groups they claim to represent. (This course may be used to fulfill the post-1700 requirement for the Art History major.)

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.

PJS99 **Internship: Social Change**
Bryan
ARR

(Cross-listed with CIS 0099). Supervised fieldwork in a wide range of community, peace, justice, and social change organizations. Readings, guided group discussions, and written reports to integrate analysis and experience.

POR1 **Elementary Portuguese**
STAFF

Uses the communicative approach to teach listening comprehension, speaking, reading, writing and culture. In particular, it promotes the development of oral-aural skills and the practical use of language in a variety of social situations. Language laboratory attendance is required. Conducted in Portuguese.

POR2 **Elementary Portuguese II**
STAFF

A continuation of Portuguese 001. The course advances and completes the study of basic grammar and vocabulary. It provides the linguistic skills and cultural information needed in a broad range of situations met when studying, working or traveling in a Portuguese-speaking country. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Portuguese.

POR3 **Intermediate Portuguese**
STAFF

A review of Portuguese grammar with stress on the four skills: listening, speaking, reading and writing. Using the communicative approach, the course emphasizes the development of fluency and the functional use of language. Discussion will be based on literary texts as well as newspaper and magazine articles on contemporary issues in Portuguese-speaking societies. Several compositions, debates and weekly lab attendance are required. Conducted in Portuguese.

PS13 **Race and Class in American Politics**
Glaser
W 9-11:30

Race and class cleavages in the US and their effect on our politics. Emphasis on how race has impeded a class-based politics in this country. Origins and decay of the Jim Crow South, American political attitudes toward race and class issues, and urban and social welfare policy. A methodologically focused sophomore seminar.

PS119 **Politics of US Immigration**
Masuoka
7 w

The US is in the midst of the most significant influx of immigrants in its history. More than one in ten Americans is foreign born, and together with their children make up almost a quarter of the US population. How will these newcomers impact the form and function of American democracy? Yet, while this topic is timely given our current political context, those well versed in the literature would note that, as a nation of immigrants, the debates surrounding today's hot-button issue are neither novel nor unique, but rather reflect a larger story of American political development. Indeed, immigration has not only been responsible for the changes in the country's demographic makeup but has also presented continuing political challenges to our notions of equality, citizenship, pluralism and racial formation. Throughout this semester we will examine the central question: what are the political causes and consequences of immigration policy on American politics?

SOC 010 **American Society**
Ennis
I+ mw

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 **Racial & Ethnic Minorities**
Aymer
H+ tr

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.

SPN 023 **Advanced Composition for Heritage Learners**
Rosso-O'Loughlin
G+ 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 126 **Spanish in the Community**
Klatt
13

An advanced "activity-based learning" course. Spanish will be taught not just in a regular class environment, but also in direct contact with local organizations and individuals whose mother tongue is Spanish. The course also aims at serving the Latino community in many possible ways: e. g., voluntary work; translations; integration of the Latino community into the academic life of Tufts; dissemination of the local Latino cultural expressions; etc.

SPN34 **Survey of Latin American Literature**
See dept.

Latin American literature from the pre-Hispanic and colonial eras through the period of national emancipation in the first half of the nineteenth century. Major trends in prose, poetry, and other genres from various cultural traditions in Latin America. Historical context as well as literary analysis. Conducted in Spanish.