

TUFTS UNIVERSITY

**LATINO
STUDIES**

**INTERDISCIPLINARY
MINOR**

SPRING 2012

**COURSE
LISTING**

THE LATINO STUDIES MINOR

SPRING 2012

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 LATINO STUDIES MINOR 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
 - ANTH16: Introduction to Latino Cultures
 - ANTH17: Latino Migration, Music and Identity
 - ANTH163: Latinos in the Cinematic Imagination
 - DR93-02: Special Topics: Latino Theatre & Film
 - FAH86/186: The Latino Presence in Art and Visual Culture

- II. **One Latin American Survey Course**
 - FAH7: Introduction to Latin American Art
 - HIST17: The Americas
 - SPN34: Survey of Latin American Literature
 - SPN35: Survey of Latin American Literature II

- 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

- CIS-135: Latino Studies Independent Study
- DNC65: Art of Salsa
- DNC66: Intermediate Salsa
- PS119: Politics of US Immigration
- SOC70: Immigration and American Society
- SPN29: Latino Writing Experience

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
- EC62: Economics of International Migration
- 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
- SPN126: 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

Phone 617-627-2423 ♦ Email Adriana.Zavala@tufts.edu ♦ website <http://ase.tufts.edu/latinostudies/>

LATINO STUDIES SPRING 2012 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 16	Introduction to Latino Cultures	F+ TR	Pacini-Hernandez
ANTH163	Latinos in the Cinematic Imagination	7+ W	Pacini-Hernandez
FAH86/186	The Latino Presence in Art and Visual Culture	H+ TR	Zavala

LATIN AMERICAN SURVEY COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
SPN35	Survey of Latin American Literature II	See dept.	See dept.

COMPARATIVE RACE RELATIONS COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
AMER 12	Race in America	Th 430-715	Wu

50% OR MORE LATINO CONTENT COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
CIS-135	Latino Studies Independent Study	ARR	Zavala
DNC66	Intermediate Salsa	I+ MW	Thigpen
SOC70	Immigration and American Society	E+ MW	Marrow
SPN29	Latino Writing Experience	L+ TR	Alonso

CAPSTONE COURSES

COURSE #	COURSE TITLE	BLOCK	PROFESSOR
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
EC62	Economics of International Migration	E+ MW	Hardman
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.

COURSE DESCRIPTIONS

AMER 12 **Race in America** **Wu**

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**

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**

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**

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 163 **Latinos in the Cinematic Imagination** **Pacini-Hernandez**

Since the inception of the American film industry, U.S. Latinos have been (mis)represented in Hollywood feature films intended primarily for non-Latino audiences. In this course, students will examine how images of Latinos and their communities have been constructed in Hollywood films produced from the silent era to the present. Students will contrast these images with those constructed by Latino filmmakers when they began making films in the 1970s, contesting Hollywood stereotypes with more accurate and nuanced constructions of their communities. Weekly film viewings illustrate how filmmakers of different

ethnic/racial/national backgrounds employ cinematic images to express their views on issues relevant to the Latino experience such as immigration, language choice, changing gender roles, racial and ethnic identity, and inter-ethnic relations. Readings will familiarize students with the emergent body of Latino-produced film criticism.

ANTH 183 **Urban Borderlands**
Pacini-Hernandez

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

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 **Race, Ethnicity & Health**
Martinez

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** **Internship****
Martinez

****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 **Latino Studies Internship**
Zavala

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

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

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.

DNC 66
Thigpen

Intermediate Salsa

The practice and ethnology of salsa through an Afro-Cuban lens in interaction with Latin/o culture. Dances taught include antecedent sacred dances, rumba, cha cha cha, and contemporary rueda de casino. Physical understanding of salsa through body movement, vocabulary, and styling as reinforced through the Afro-Cuban roots of salsa. One-half course credit.

DR93-02
Montez

Special Topics: Latino Theatre & Film

Please see Drama Department's website for course description.

EC62
Hardman

Economics of International Migration

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.

EC 91
Hardman

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 **Urban Economics**
Hardman

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

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 **American Women Writers**
Sharpe

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 **Introduction to Latin American Art**
Zavala

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.)

FAH86/186 **The Latino Presence in Art and Visual Culture**
Zavala

Representations of Latinos and by Latinos across a broad range of media, with emphasis on contemporary art and film/television, but including literature and music. Popularity and increase of Latino culture in the U.S. in the context of ongoing debates about immigration, national security, and shifting demographics. Key topics include the cultural politics of representation, the relationship of contemporary Latino artists to the mainstream art world, debates about visual art as a vehicle for the expression of cultural identity, the role of gender, sexuality, class, and ethnicity in creative expression, the relationship between Latino culture and the mainstream, the diversity of the Latino community, how self-representation informs political dissent, and an examination of Latinidad as an affirmative cultural construction for people of Latin American descent in the U.S. No prerequisites. (May be taken at the 100-level.)

FAH280
Zavala

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.)

HIST17
Winn

The Americas

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.

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
Bryan

Internship: Social Change

(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
STAFF

Elementary Portuguese

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
STAFF

Elementary Portuguese II

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
STAFF

Intermediate Portuguese

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
Glaser

Race and Class in American Politics

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
Masuoka

Politics of US Immigration

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
Ennis

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.

SOC70
Marrow

Immigration and American Society

The United States as a lens for understanding the movement of people across nation-state boundaries and their settlement in various receiving societies. Why people migrate across international borders; ability of the nation-state to control migration flows; assimilation and incorporation of foreign "outsiders" into American social life; ways that migrants build and sustain lives across international borders; and challenges to two traditional types of membership: race and ethnicity, and citizenship and national belonging.

SOC110
Aymer

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.

SPN 023
Rosso-O'Loughlin

Advanced Composition for Heritage Learners

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.

SPN29
Alonso

Latino Writing Experience

(Cross-listed as LAS 29). Creative writing course in prose fiction, taught in English. Writing may be in English and/or Spanish.

SPN 126
Klatt

Spanish in the Community

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.

SPN35

Survey of Latin American Literature II

See dept.

Latin American literature from the nineteenth-century Modernist poetry and prose through the groundbreaking trends of the twentieth century, such as Regionalist and Indigenist narrative, Magical Realism, and the "boom" in the Latin American letters of the sixties and seventies. Writers include Rubén Darío, Pablo Neruda, Gabriel García Márquez, and Jorge Luis Borges. Historical context as well as literary analysis. Conducted in Spanish.