

**TUFTS UNIVERSITY**

**LATINO  
STUDIES**

**INTERDISCIPLINARY  
MINOR**

**FALL 2008**

**COURSE LISTING**

# **THE LATINO STUDIES MINOR**

## **FALL 2008**

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

Eaton Hall

Phone: 617-627-2463

Email: [deborah.pacini@tufts.edu](mailto:deborah.pacini@tufts.edu)

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

## Latino Studies Fall 2008 Courses

### Core Courses

Course #	Course Title	Block:	Professor
ANTH 149-06	Growing Up Latino	E+ mw	Burtner
ANTH 183-01 AMER 183	Urban Borderlands	M 4:00-6:30 PM	Pacini-Hernandez
AMER 143 FAH92/192-04	Latinos/as in U.S. Visual Culture	J+ tr	Zavala
PS 19-03	Soph seminar: The Politics of Ethnicity and American Identity	6	Schildkraut
SPN 22X	Hispanic Theater: Readings and Performance	J+	Cantú
SPN 022XC	El espíritu de Puerto Rico: Un seminario	L+	Levy-Konesky
SPN 23A	Advanced Composition for Heritage Learners	F+	Cantú

### Elective Courses

Course #	Course Title	Block:	Professor
AMER 0012	Race in America	7+	Wu
CD 62*	Childhood across Cultures	E+ mw	Mistry
CH 181**	Internship Seminar** **This course can only be counted if project focuses on Latinos	ARR	Martinez
CH 182**	Internship Seminar** **This course can only be counted if project focuses on Latinos	ARR	Martinez
DNC 91	The Art of Salsa Sec. 01-Female Sec. 02-male	M/W 1:30-2:45	Thigpen
EC 127EC 127WW	Urban Economics Urban Economics Optional Writing Workshop	K+ mw Block I	Hardman Hardman
ED 011	Observing Theory in Action	mw 1:30-2:45	S. Cohen
ED 162	Class, Race, and Gender in the History of U.S. Education	M 4:30-7:15	TBA
ENG 0155-01	American Women Writers	K+ mw	Sharpe
ENG0069-01	Contemporary Multi-Ethnic Literature	G+ mw	Sharpe
FAH007	Introduction to Latin American Art	I+ mw	Zavala
MUS 5	Elements of Jazz Improvisation	H+tr	Smith
MUS 69-01 MUS 69-NC	Jazz Big Band One-half course credit Jazz Big Band. No credit	T/TH 4:30-6:30	Smith
MUS 70-01 MUS 70-NC	Jazz Improvisation Ensemble Jazz Improvisation Ensemble No credit	Mon 6:45-9:45	Okoshi
MUS 70-02	Jazz Improvisation Ensemble	Wed. 6:45-9:45	Aruda
MUS 111	Jazz Composition & Arranging	F+tr	Smith
SPN34	Survey of Latin American Literature I Section A - Block E+ Claudia Kaiser-Lenoir Section B - Block D+ Claudia Kaiser-Lenoir Section C - Block F+ Amy Millay Section D - Block G+ Nina Gerassi-Navarro Section E - Block N+ José Antonio Mazzotti		
SPN 91 A	The Latino Writing Experience (Creative Writing)	L+	Alonso
SOC 110	Racial and Ethnic Minorities	K+ mw	TBA
SOC 113	Urban Sociology	M+ mw	Centner
CIS 99 LST	Latino Studies Internship	ARR	Pacini-Hernandez
CIS 0135	Latino Studies Interdisciplinary Thesis	ARR	Pacini-Hernandez

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**AMER 0012 Race in America**

Professor Wu

Block 7+

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.

**ANTH 149-06 Growing Up Latino**

Professor Burtner

Block E+ MW 10:30-11:45

Drawing on contemporary ethnographic, popular culture (films, art & music), demographic and public policy texts, we begin this course by exploring contemporary theories of Latino/a diversity and family studies, trends in transnational migration, and the macro and microeconomic factors which are influencing community resource bases and social networks, linking families here with those abroad. We then look at the experiences of young girls and boys as they acquire multiple languages and cultural repertoires, and of young women and men as they enter adolescence and begin to develop separate youth cultures and a distinct sense of their own sexuality. These deeply personal experiences merge with competing societal norms and the often startling reality of daily survival/economics, setting the stage for the drama of family life which includes issues related to motherhood, fatherhood, intergenerational differences, the household economy, domestic cohesion and division, building families and identities through multigenerational kin networks and multilingual & interracial households. The icons and representations that emerge from these daily dramas are rapidly changing as individuals, families and communities confront, adapt and resist the pressures of an ever-shifting landscape of formal and informal institutions. The course concludes with six session overview of how Latinos/as are interfacing with U.S. institutions, inserting themselves into the labor market, labor organizations, religious institutions, politics and political parties, the educational system, immigration, health, welfare, the military and correctional institutions, community organizations, sports and gangs - all an effort to gain "rights" and find the right balance between "rebellion" and "re-integration."

**ANTH 183-01 Urban Borderlands**

Cross-list: AMER 183

Professor Pacini-Hernandez

Block M 4:00-6:30 PM

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 Fall 08 student research will concentrate on the arts and cultural (re)production, an aspect of Somerville's Latino community that has not yet been documented. 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. (See <http://dca.tufts.edu/features/urban/>) Cross-listed as AMER 183. Prerequisite: Junior standing, one previous anthropology course, or instructor's permission. Deborah Pacini-Hernandez M 4:00-6:30 PM. Cross-listed as AMER 183. Prerequisite: Junior standing, one previous anthropology course, or instructor's permission Cross-listed as AMER 183. Prerequisite: Junior standing, one previous anthropology course, or instructor's permission

Professor Mistry  
Block E+ mw

Intermediate-level study of child development, with emphasis on cultural perspectives integrating psychological and anthropological theory. Children's development examined across cultures and in the context of the various social institutions and settings within which they live.

**CH 181\*\* Internship Seminar**

Professor L Martinez  
Block ARR

*\*\*This course can only be counted if project focuses on Latinos*

CH 182

Professor L. Martinez  
Block ARR

This seminar is a year-long research study examining immigrant access to health and social services in Somerville Massachusetts (you will receive .5 credit for each semester). The study is based on a research study (The Process of Social Insertion of Migrants and Refugees in the Context of Health and Social Services) which was originally conducted in Geneva Switzerland by the International Centre for Migration and Health. During the course of the year, students will learn about community-based participatory research methods, research ethics, fieldwork, data management and analysis. Because the focus of the class is the implementation of a community-based research study, students will work collaboratively with community members and organizations on recruitment, interview, analysis and dissemination. Year long commitment .5 credit each semester.

**DNC 91 The Art of Salsa**

Sec. 01-Female Sec. 02-male

Professor Thigpen  
Block M/W 1:30-2:45

For all students who have little to no salsa dance experience. Basic salsa dance techniques taught from a social-cultural perspective. Students practice class combinations as well as creating their own sequences with the salsa vocabulary. Class trip to a Boston-area salsa club. Jackson Dance Lab. 0.5 course credit

**EC 127 Urban Economics**

Professor Hardman  
Block K+ mw

127 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.

**EC 127WW Urban Economics Optional Writing Workshop**

Professor Hardman  
Block I W 3:00 p.m.

Writing Workshop  
pass/fail only

**ED 011 Observing Theory in Action**

Professor S. Cohen  
Block mw 1:30-2:45

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 162**            **Class, Race, and Gender in the History of U.S. Education**  
**Professor TBA**  
**Block M 4:30-7:15**

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 0155-01**    **American Women Writers**  
Professor Sharpe  
Block K+ mw

The texts in this course will emphasize the heterogeneity of American literature. We will read a variety of texts that trace and retrace the contours and concerns of race, nation, belonging, and representation from the end of the nineteenth-century to the present. In addition to reading novels we may also see a number of films and view other visual arts as we think through "American women writing" and the practice and politics of representation. This is a seminar. Class will be run on a discussion basis and active student participation is required. Texts may include but are not limited to: Gertrude Stein, *Three Lives*; Kate Chopin, *The Awakening*; Toni Morrison, *Beloved*; Helen Maria Viramontes, *Under the Feet of Jesus*; Gwendolyn Brooks, *Maud Martha*; Sylvia Plath, *The Bell Jar*; Anna Julia Cooper, *A Voice From the South*, among others.

**ENG0069-01**    **Contemporary Multi-Ethnic Literature**  
Professor Sharpe, C  
Block G+ mw

In this class we will read and view contemporary novels, autobiography, memoir, and film that focus on space, place, questions of "identity" and representation. We will, for example, examine these authors and filmmakers use of various forms to produce alternative kinds of histories and identities. And, we will consider, among other things, the ways that various gendered, national, linguistic, racial, and sexual identifications impel these writers and filmmakers toward experimentation. Among other texts we may read: *Down These Mean Streets*, *What We All Long For*, *The Kiss*, *Caucasia*, and *The Gangster We Are All Looking For*. Class will be run on a discussion basis and active student participation is required.

**FAH007**            **Introduction to Latin American Art**  
Professor Zavala  
Block I+ mw

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 pre-conquest 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.

**FAH92/192-04** **Latinos/as in U.S. Visual Culture**  
Cross-list AMER 143  
Professor Zavala  
Block J+ tr

Examines representations of the Latina/os in art and popular media in the U.S. In the midst of debates about immigration and national security, the popularity of Latina/o culture in the U.S. imagination is on the upswing. Films, advertisements, music, and food, as well as various forms of commodification in popular culture attest to this phenomenon. We will undertake a critical examination of Latinidad as appealing yet different. We will analyze how difference (racial, ethnic, gender), though seeming natural, is linked to power relations and structural inequalities. We will also consider self-

expression and radical articulations of difference as forms of political dissent. Combines approaches and readings in Latina/o Studies, Art and Visual Culture Studies, Media Studies and Gender and Women's Studies. Prereqs: course work in Art History or Latino, Latin American or American history or studies Cross-listed as AMER 143.

**MUS 5 Elements of Jazz Improvisation**

Professor Smith  
Block H+tr

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

**MUS 69-01 Jazz Big Band** One-half course credit

**MUS 69-NC. Jazz Big Band. No credit.**

Professor Smith  
Block T/TH 4:30-6:30 pm

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.

**MUS 70-01 Jazz Improvisation Ensemble**

Monday, 6:45-9:45 pm

**MUS 70-NC Jazz Improvisation Ensemble No credit**

Professor Okoshi

**MUS 70-02 Jazz Improvisation Ensemble**

Wed. 6:45-9:45 pm

Professor Aruda

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. Okoshi (Monday credit and non-credit sections), Aruda (Wednesday section).

**MUS 111 Jazz Composition & Arranging.**

Professor Smith  
Block F+TR

Techniques of arranging jazz and popular compositions for ensembles of various sizes and types. Intensive work on student compositions. Prerequisite: Music 48 or consent.

**PS19-03 Sophomore seminar: The Politics of Ethnicity and American Identity**

Professor Schildkraut  
Block 6

This sophomore seminar examines current political issues that stem from the nation's changing ethnic composition, especially with regard to the growing Latino and Asian populations. Particular attention is paid to the meaning of American national identity, how it has changed over time, and what role it plays in shaping ethnicity-related policy debates. Topics covered include: immigration policy, political participation and representation, racial and ethnic profiling, language policy, the U.S. census, bilingual education, and dual citizenship. **Open to sophomores only.**

**SOC110 Racial and Ethnic Minorities**

Professor TBA

Block K+ mw

Sociological perspectives on majority-minority relations. Racial myths and realities. Nature and consequences of prejudice, discrimination, and racism. Patterns of accommodation and conflict; impact of social, economic, and legal change. Historical and recent patterns of immigration. Special focus on the history and current situation of white-black relations, the civil rights and black-power movements, and recent public policy debates and enactments.

**SOC 113          Urban Sociology**

Professor Centner

Block M+ mw

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

Prerequisite: Sociology 1 or 10

**SPN22X          Hispanic Theater: Readings and Performance**

Anne Cantú

Block J+

The purpose of this course is to further develop speaking and writing skills in Spanish through the reading, analysis and performance of Spanish, Latin American and Chicano plays. Students acquire an appreciation for theater from a variety of historical periods and theatrical trends. Coursework includes an oral presentation, compositions, in-class dialogues and discussions, and the dramatization of a one-act play. Complex grammatical functions and vocabulary-building are emphasized. Conducted in Spanish. Prerequisite: Spanish 21 or equivalent. Texts: Rojas & Curry, Gramática esencial. Second edition. Coursepack, available at Gnomon Copy

**SPN 022XC      El espíritu de Puerto Rico: Un seminario**

Nancy Levy-Konesky

Block L+

This class takes an interdisciplinary approach to the study of Puerto Rico. While students continue to review grammar and to practice oral and aural skills, they will study the history, literature, politics, music, cuisine, art and religions of Puerto Rico and Puerto Ricans on the island as well as on the mainland. They debate the possible political destinies of Puerto Rico: Statehood, Independence or a continuance of the present status of ELA (Free Associated State, or Commonwealth). Students view two-three films during the semester, sample and learn to prepare Puerto Rican cuisine, and if possible, visit one of the major Puerto Rican neighborhoods of Boston: Villa Victoria and Plaza Betances. There is an optional opportunity for interested students to work on a volunteer basis with various Hispanic organizations in the Cambridge and Boston areas. Texts: Course pack: Includes a brief history of Puerto Rico and a collection of literary selections from major Puerto Rican and Nuyorican authors, such as Jacobo Morales, Pedro Juan Soto, José Luis González, Luis Palés Matos, Julia de Burgos, Tato Laviera, Miguel Algarín, Miguel Piñero, Pedro Pietri, Piri Thomas, Ana Lydia Vega, Luis Rafael Sánchez and Martín Espada; René Marqués, La carreta; Rojas and Curry, Gramática esencial, 2nd ed. (Houghton-Mifflin).

**SPN 23A          Advanced Composition for Heritage Learners**

Anne Cantú

Block F+

Development and expansion of reading and writing skills for students without formal training in the language but with ability to comprehend and speak Spanish due to their heritage. Study of grammar and stylistics, differences in regional dialects, vocabulary expansion and effective communication based on literary and cultural readings. Students will do oral presentations, four compositions with rewrite option, grammar quizzes, four exams on the readings and a 5-7 page research paper. Conducted in Spanish. Prerequisite: Spanish 21 or consent.

**SPN91 A          The Latino Writing Experience (Creative Writing)**

Juan Alonso

Block L+

Just as most Jewish-American writers write in English and not Hebrew or another European language, so do the majority of Latino writers write in English. There are, however, some who do not, and some who write in both English and Spanish. This course will be conducted principally in English but the writing can be in either language. Enrollment will not be limited to Latinas and Latinos. Professor Juan Alonso is a Latino novelist. See [juanalonso.com](http://juanalonso.com) for more information.

**CIS 99-LST: Latino Studies Internship**

Professor Pacini-Hernandez

Block ARR

Permission of Instructor.

**CIS 135: Latino Studies Independent Study**

Professor Pacini-Hernandez

Block 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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