Latino Studies
Fall 2018 Courses

1. **One Survey Course focused on US Latinos**: if a student takes more than one of these courses, it can count towards the 50%+ category
   - LST 0051-01 (DR 0051-01) Latino Theatre and Film ~ Noe Montez

2. **One Latin American Survey Course**
   - SPN-0031 Latin American Literature from Nation Building to the 21st Century ~ Jose Antonio Mazzotti
   - SPN-0031 Latin American Literature from Nation Building to the 21st Century ~ Nina Gerassi-Navarro
   - SPN-0033 Latin American Literature from Colonial Times to Nation Building ~ Amy Millay

3. **One survey course in comparative race relations in the U.S. context**
   - LST 0012-01 (AMER 0012-01) Race in America ~ Jean Wu
   - LST 0062-01 (CSHD 0062-01) Childhood Across Cultures ~ Jayanthi Mistry
   - LST 0094-01 (AMER 0010-01) Racial Politics and Urban Space ~ Tom Abowd
   - HIST 0036 Communities and Diversity in U.S. Social History ~ Reed T Ueda
   - PS 0013 Sophomore Seminar: Race & Class in American Politics ~ James Glaser
   - SOC 0011-01 Sociology of Race and Ethnicity ~ Daanika Gordon
   - SOC 0190 (Seminar) Public Opinion, Politics, and Media of Immigration ~ Helen Marrow
   - Note: Students must discuss with professor and frame their independent work accordingly

4. **One course consisting of at least 50% Latino content**
   - LST 0051-01 (DR 0051) Latino Theatre and Film ~ Noe Montez
   - LST 0193 Independent Study (Permission needed to enroll)

5. **One elective course relevant to Latino studies with substantial and/or relevant Latino content (an independent study with a Latino Studies faculty on a Latino topic may also count)**
   - LST 0023-01 (SPN-0023) Spanish for Heritage Speakers ~ Juliana Berte
   - LST 0094-02 (DR 0093-08) Pocahontas & Other Myths: Performing the Indigenous Americas ~ Lily Mengesha
   - LST 0146-01 (SPN-0146) Spanish in the Community ~ Nancy Levy-Konesky
   - CH 0001 Introduction to Community Health ~ Jennifer Allen
   - CH0002 Heath Care in America ~ Michelle Stransky
   - CH 0188-18 Special Topics: Stress & Health in Communities ~ Adolfo Cuevas
   - EC 0127 Urban Economics ~ Anna Hardman
   - HIST 0093 North America: Our Road to DACA and the Wall: JFK's Nation of Immigrants ~ Reed Ueda
   - HIST 170 Advanced Special Topics, World/Transregional: Colonialism, Decolonization & the Body
     Kris Manjapra & Bo Forbes
   - MUS 0135 Afro-Latin Rhythms ~ Joel Larue Smith

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• POR 0001 Elementary Portuguese I ~ Maria Champlin
• POR-0003 Intermediate Portuguese I ~ Cristiane Soares
• PSY 0115-01 Social Identity, Stigma & Coping ~ Jessica Remedios
• SPN 0001 Elementary Spanish I (multiple days/times)
• SPN 0002 Elementary Spanish II (multiple days/times)
• SPN 0003 Intermediate Spanish I
• SPN 0004 Intermediate Spanish II
• SPN 0005 Intermediate Spanish for Heritage Speakers ~ Juliana Berte
• SPN 0021 Composition & Conversation I
• SPN 0022 Composition & Conversation II
• SPN 0091 Sugar and Nation in the Hispanic Caribbean ~ Barbara Corbett
• SPN 0121 Advanced Composition and Conversation I ~ Juliana Berte and Ester Rincon
• SPN 0122 Advanced Composition and Conversation II ~ Dean Simpson

6. Senior Capstone Project (LST 0198) or Option Course
   Permission needed to enroll
Course Descriptions

LST 0012-01 (AMER 0012-01) Race in America ~ Jean Wu
R | 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. Note: This course is high-demand AMER majors have priority; please contact Professor Wu at Jean.Wu@tufts.edu to be added to the roster.

LST 0023-01 (SPN-0023) Spanish for Heritage Speakers ~Juliana Berte
TR | 10:30-11:45am
This course develops and expands 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 7 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 quizzes and exams. Conducted in Spanish. Prerequisite: Spanish 21 or consent.

LST 0051-01 (DR 0051-01) Latino Theatre and Film ~ Noe Montez
MW | 10:30-11:45am
An introduction to Latino theatre, film, and performance as a potent creative and political force in the United States. Representative works by Latino playwrights, performance artists, and filmmakers will be discussed in light of issues such as labor and immigration, gender and sexuality, generation gaps in Latino culture, hybridized identities, interculturalism, and the United States' relationship with Latin American nations. May be taken at the 100 level with consent.

LST 0062-01 (CSHD 0062-01) Childhood Across Cultures ~ Jayanthi Mistry
TR | 10:30-11:45am
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.

LST 0094-01 (AMER 0010-01) Racial Politics and Urban Space in the US ~ Tom Abowd
This course will highlight the radical changes that US urban centers have undergone historically and the role that race, racism, and racial politics have played in these transformations. As global and national economic trends and capitalist modernity began to make city life the majority experience in the US in the late 19th Century, a range of formidable forces intersected in the construction of these expanding places. Participants will examine these shifting and fluid racial and racialized realms not simply as
cartographic places frozen on maps but also as ideas and myths that have helped construct US nationalism. How can the history of racism in this country be understood through both the actions of urban-based social movements as well as policing technologies and governing assumptions that have made racial segregation and racial violence possible? This course will feature examinations of Boston, New York, Detroit, Chicago, and Los Angeles, to name but a few.

LST 0094-02 (DR 0093-08) Pocahontas & Other Myths: Performing the Indigenous Americas~ Lily Mengesha
MW | 1:30-2:45 pm
This course will address both the realities and myths of Native representations through an exploration of contemporary Indigenous theater and performance in the Americas. The selection of works offer a rejoinder to legacies of misrepresentations by looking to creative re-imaginings of historical moments and figures, such as Pocahontas. This course includes performance-based, creative, and written assignments.

LST 0146-01 / SPN-0146 Spanish in the Community ~ Nancy Levy-Konesky
8:30-11:30am
Spanish in the Community is a multipurpose course designed to give students the opportunity to apply their academic study of Spanish language and Hispanic cultures to real-life bilingual situations. This course helps participants to improve their oral and aural proficiency, and deepen their understanding of the culture and experiences of various Latino communities in the Greater Boston area. Students work on a volunteer basis for a minimum of four hours per week in various offices and organizations that serve the Latino communities. This class provides them the opportunity to combine their field of interest or expertise with their Spanish language skills while offering help and support to the organizations that they service. The course focuses on the experience of Latinos in the US from North and Central America and the Caribbean. Placements may include multi-service organizations, Spanish language newspapers and TV/radio stations, hospitals, public school systems and law firms or legal aid agencies. Students keep a weekly diary of their internship experience, prepare various reaction papers and in class oral presentations, participate actively in discussions based on readings and videos, and hand in a final paper.

*Attendance to all class meetings and a sincere commitment to an internship are essential.*

*Prerequisite: At least one course above 22 or consent.*

This course is not open to native Spanish-speakers without consent.

CH 0001 Introduction to Community Health ~ Jennifer Allen
MW | 10:30-11:45am
Recitation Sections: Section A (F, 9:30-10:20), Section B (F, 10:30-11:20) and Section C (F, 11:30-12:20)
If health is a human right, what does this mean for our collective responsibility for creating the conditions that will enable people to achieve and maintain their optimal state of health? This introductory survey course in public health (designed for freshman and sophomores) examines the complex constellation of political, social, environmental, economic and biological factors that determine health outcomes across populations. We examine a variety of strategies to promote health, prevent disease and prolong life among populations and communities, including policy change, mass media approaches, and community-based interventions. Special attention will be given to the unequal distribution of health risks and outcomes across racial/ethnic groups, socio-economic levels, and geographic locations.
CH 0002 Health Care in America: Policies & Politics ~ Michelle Stransky
TR | 12:00-1:15pm

Recitation Sections: Section A (LR, 4:30-5:20), Section B (AR, 5:30-6:20), Section C (FF, 12:00-12:50)
Section D (EF, 10:30-11:20)

In this course we examine the components and goals of the U.S. healthcare system, defined as the finance, regulation, organization and delivery of healthcare. We begin the course with a big picture view of our own system through the lens of other countries’ systems. After a brief history of healthcare policy in the U.S., we launch into the massive Patient Protection and Affordable Care Act, alternative policy proposals, and the next generation of reforms unrolling in the states. Throughout our systems-level discussion, we highlight the problems and solutions that reform is trying to address: how to maximize access and quality while minimizing cost. In the second part of the class, we focus on the details of healthcare and medicine in the U.S. including the practices and roles of the actors and institutions with special attention to the efforts to measure and improve quality and outcomes. We examine death, drugs and evidenced-based care, and take a look at mental health and veteran’s care. This course will help students get a solid grounding in the facts and give them opportunities to develop their own perspectives on the controversies in healthcare related to clinical practice, ethics, politics, and money.

CH 0188-08 Special Topics: Stress & Health in Communities ~ Adolfo Cuevas
M | 1:30-4pm

The biggest health challenge facing the world in the twenty-first century is from the effects of stress on individuals and communities. Stress-related diseases, such as cardiovascular disease, diabetes, and hypertension, are one of the biggest contributors to early mortality and our overall health. The term “stress” carries a negative connotation. However, stress is a human’s response to changing circumstances in the environment and a part of everyday life. To understand why stress can have such damaging effect to our health, we must ask, how does stress cease to become toxic to the body? What are the underlying pathways the link stress and health? Are all stressful experiences created equal? What can we do today to buffer the effects of stress on health?

This course is designed to review theories and research examining the role of stress in health. The course will review basic concepts and models of stress and the mechanisms by which stress may influence health outcomes. Through these concepts and models, this course will cover a range of topics, including the neurobiological underpinnings of stress and health and socio-ecological stressors and their influence on racial/ethnic health disparities. A key aspect of the class will be to critically evaluate and discuss the research of stress and health through the critique of studies’ methods, data, and conclusions. This course will foster an interdisciplinary approach to comprehensively understand stress and health in communities.

By the end of the course, students will be able to:
• Describe the basic concepts and models of stress
• Understand the various sources of stress and their responses influence to the mind and body
• Identify and critique mechanisms that link stress and health
• Identify the gaps in the existing literature and detect new areas for future research
• Learn stress management techniques and other coping strategies that can help buffer effects of stress on health.

Pre-requisites: CH 1 and one of the following: CH 55, CH 104, CH/CEE 154, CH 56
EC 0127 Urban Economics ~ Anna Hardman  
MW | 10:30-11:45am  
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 and either Economics 13 or ES 56.

HIST 0036 Communities and Diversity in U.S. Social History ~ Reed T Ueda  
M | 9:00 -11:30 am  
The historical construction of U. S. democratic pluralism in a civil society of diverse communities including comparisons with pluralism in other countries. Ethnicity, class, gender, race, nationalism, regionalism, religion, consumerism, and popular media in this process.

HIST 0093 Seminar: North America: Our Road to DACA and the Wall: JFK’s Nation of Immigrants  
Reed Ueda  
T | 9:00 am – 11:30 am  
John F. Kennedy called the U. S. “a nation of immigrants,” while criticizing its long record of restrictionist and exclusionary gatekeeping. Throughout history, nativist movements limited and controlled Asian, Hispanic, European, and global immigration, however they could not stop the U. S. from growing into the world’s primary immigrant destination country.

HIST 0170 - Advanced Special Topics, World/Transregional: Colonialism, Decolonization & the Body ~  
Kris Manjapra & Bo Forbes  
T | 1:30-4:20 pm  
This interdisciplinary course explores comparative histories of colonialism, race, gender and sexuality as they converge on bodies and embodiments. We also study the historical role of embodiment in decolonizing practices and social transformation. Our study connects the humanities, science and technology studies, gender and sexuality studies, dance and performance studies, public health, and medical sciences. Case studies drawn from the Americas, Africa, Asia, Europe, and Oceania.

MUS 0135 Afro-Latin Rhythms ~ Joel Larue Smith  
TR | 3:00-4:15pm  
In-depth study of Afro-Latin jazz and popular music idioms of the Caribbean and South America with emphasis on musical rhythm. Study of rhythms according to their names, musical identify, and categorization. Exploration of how ensembles and individuals use rhythms in composing, arranging, and soloing. Inquiry into the musical history, gradual change, and innovation of various styles of music that are associated with specific rhythms, i.e., the Merengue from Haiti and the Dominican Republic, or Leonard Bernstein’s use of Mexican and Cuban Rhythms in Westside Story. Examples from musical scores, sound recordings, films, and television. For music majors and graduate students. Prerequisite: Music 101 or permission of the instructor

POR-0001 Elementary Portuguese I ~ Maria Champlin  
TWF | 9:30-10:20am  
Designed to introduce the student with little or no knowledge of the language to the Portuguese-speaking world. Teaches fundamental communication skills in listening, speaking, reading, and writing. Provides exposure to the culture and civilization of Brazil, Lusophone African countries, and Portugal through media broadcast, literature readings, films, and music. Quizzes, midterm, oral presentation and compositions. Conducted in Portuguese. No prerequisites.
POR-0003 Intermediate Portuguese I ~ Cristiane Soares
MW F | 10:30-11:20am
Recitation: Monday, 12-12:40pm | Wednesday, 12:45 -1:25pm
Continuation of POR 002. This is a beginning intermediate course for students interested in expanding and strengthening their basic Portuguese linguistic skills. Listening, reading, writing, and conversational competency is emphasized through the study of authentic materials. Continued study of grammar and syntax with emphasis on more advanced structural principles. More extensive readings on cultural, social, and literary topics. Students may register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Portuguese. Prerequisite: POR 24 or POR 02 or consent.

PS 0013 Sophomore Seminar: Race & Class in American Politics ~ James Glaser
T | 1:30-4pm
Race and class cleavages in the U.S. 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. Sophomore Seminar. Please see departmental website for specific details.

PSY 0115-01 Social Identity, Stigma & Coping ~ Jessica Remedios
T | 1:30-4pm
People who are targeted by stereotypes and prejudice experience the world in unique ways. This course investigates the psychological consequences of stereotypes for victims and examines how targets of prejudice actively cope with being members of devalued social groups. We will discuss short- and long-term outcomes for people who possess devalued social identities, including the development of strategies to protect well-being in the face of discrimination. In addition, we will discuss situational and interpersonal factors that facilitate versus undermine victims' efforts to speak out about discrimination. This course will place an emphasis on empirical research and on teaching students how to interpret and critique research in social psychology.

SOC 0011-01 Sociology of Race and Ethnicity ~ Daanika Gordon
TR | 3-4:15pm
This course provides an introduction to sociological perspectives on race, ethnicity, and racism. It will help you think critically about issues related to race and ethnicity in American society and globally. The course begins with theories of race and racism. Topics include the social construction of racial and ethnic categories; prejudice, discrimination, and racial domination; and racial ideologies. The course then examines racial inequalities in several institutional contexts, including neighborhoods, schools, the labor market, and the criminal justice system. Finally, the course explores racial progress, with particular attention to the role of social movements in constructing the meaning of race and fighting for racial justice.

SOC 0190 Seminar: Public Opinion, Politics, and Media of Immigration ~ Helen Marrow
M | 1:30-4:00pm
This upper division undergraduate seminar provides a detailed look at immigration and immigrant integration, honing in specifically on complex interrelationships between public opinion, politics and policymaking, and the media. The first part of the seminar is devoted to an overview of the basic research and debates in U.S. immigration research. Here we briefly overview the determinants of post-1965 immigration flows; U.S. immigration policy and legislation; contexts of reception and modes of incorporation; undocumented immigration; major theories of assimilation; and debates over the impacts of immigration on the economy and labor market as well as on national identity,
culture, and security. Once students have this working knowledge, we will then bring in (in turn) American public opinion, its links with the political process, and media’s roles in reflecting and shaping American public opinion on this topic. Students will be exposed to two key research methods in this field (surveys of public opinion, content analyses of media portrayals), plus to results from key studies of traditional media (newspapers, magazines, network TV) and new media (cable TV, internet). By the end of the seminar, students will have a strong foundation from which to pursue other areas of immigration research in both academic and policy environments. They will also have a better understanding of how the transition from traditional to new media intersects with growing political polarization and stalemate over immigration policy. Prerequisite: Two Sociology and/or Political Science courses, or consent of instructor. Sociology seniors are given priority for this course to fulfill their seminar requirement.

Depending on student work and the research project focus, this course may also fulfill a requirement in Asian American Studies, Latin American Studies, or Latino Studies.

SPN-0001 Elementary Spanish I
See schedule for days/times
This course 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. Conducted in Spanish. No prerequisites.

SPN-0002 Elementary Spanish II (multiple days/times)
See schedule for days/times
Continuation of Spanish 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 Spanish-speaking country. Students must also register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Spanish. Prerequisite: Spanish 001 or consent.

SPN-0003 Intermediate Spanish I
See schedule for days/times
Improvement of listening comprehension, speaking, reading, and writing of Spanish. Class discussions, compositions, and journaling to increase practical vocabulary and awareness of Spanish-speaking cultures. Review of elementary grammatical structures and vocabulary. Conducted in Spanish. Prerequisite: Spanish 002 or consent.

SPN-0004 Intermediate Spanish II
See schedule for days/times
Develops Spanish language proficiency sufficient for conversations on practical and cultural topics and current events. Class discussions, compositions, and journaling to increase vocabulary and awareness of Spanish-speaking cultures. Continuing grammar review. Students must register for a recitation. Conducted in Spanish. Prerequisite: Spanish 0003 or consent.

Spanish 0005 Intermediate Spanish for Heritage Speakers — Juliana Berte
TWF | 9:30-10:20am
An introduction to Spanish grammar created specifically for heritage Spanish speakers. Designed to provide ample practice in writing, vocabulary expansion and grammatical awareness as well as an understanding of the sociocultural diversity of the Spanish-speaking world. Strong focus on the development of reading and writing skills. Discussions based on cultural topics to improve cultural competency, listening and speaking skills. Conducted in Spanish. Prerequisite: Spanish 003 or consent
SPN-0021 Composition & Conversation I  
*See schedule for days/times*

The course combines written and oral/aural practice of Spanish through oral reports, compositions, class discussions and debates on assigned topics, articles, songs, short literary works, and films. It offers a review of more advanced grammatical structures with the aim of achieving greater accuracy. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Spanish. Prerequisite: Spanish 004 or consent.

SPN-0022 Composition & Conversation II  
*See schedule for days/times*

This course continues the grammar review begun in Spanish 021 with emphasis on written and oral expression of Spanish through compositions, oral reports and class discussions. Material for discussions includes literary texts, films, and topics of general interest. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Spanish. Prerequisite: Spanish 021 or consent.

Spanish 0031 Latin American Literature from Nation-Building to the 21st century  
*Jose Antonio Mazzotti | MW | 1:30-2:45pm*  
*Nina Gerassi-Navarro | MW | 10:30-11:45pm*

A survey of Latin American literature from the early nineteenth century to the twenty-first. From nation-building texts (Bolívar, Sarmiento) and Modernist poetry and prose through the groundbreaking trends of the twentieth and twenty first-century, such as Regionalist and Indigenist narrative, Magical Realism, the "boom" in the Latin American letters of the sixties and seventies, and more recent and postmodern texts. Writers include Rubén Darío, Pablo Neruda, Gabriel García Márquez, Jorge Luis Borges, and others. Historical context as well as literary analysis. Conducted in Spanish. Not for seniors or for students returning from programs abroad. Recommendations: SPN 22 or equivalent.

SPN 0033 Latin American Literature from Colonial Times to Nation Building ~ Amy Millay  
*TR | 10:30-11:45am*

Traces the development of Latin American literature from the earliest chronicles of discovery and conquest of the 16th century to nation-building literature of the early 19th century. Reading of key works of prose, poetry and other genres from various cultures of Spanish America (including indigenous) as well as see films related to the topics under study. Authors include Sor Juana Ines de la Cruz, Inca Garcilaso, Bernal Diaz among others. Emphasis on historical context as well as literary analysis. Varied writing assignments, oral presentations and exams; class participation is essential. Conducted in Spanish. Not for senior majors or for students returning from programs abroad. Recommendations: Spanish 22 or consent.

SPN 0091 Sugar and Nation in the Hispanic Caribbean ~ Barbara Corbett  
*T | 6:00-9:00pm*

From its beginning as a plantation crop on the island of Hispaniola in the 1490’s, sugar has played a major role in the historical development of the societies, cultures, and literatures of the Spanish Caribbean. Through the reading of influential historical studies and documents in conjunction with important essays, slave testimonies, novels, poetry, music and paintings, this course will examine the discourses of nation and national identity in the Spanish Caribbean of the 19th and 20th centuries. Close attention will be paid to the ways that sugar production and consumption has helped shape the
languages of race, gender, culture and citizenship on the island nations of Cuba, Puerto Rico and the Dominican Republic.

**SPN 0121 Advanced Composition and Conversation I**
**TR | 12:00-1:15pm Juliana Berte**  
**MW | 4:30-5:45pm Ester Rincon**

In this course the students will practice and improve their oral and written skills in Spanish in a variety of contexts and situations, both formal and informal. There will be daily texts to serve as a backbone for the in-class activities. It covers different literary genres: poetry, drama (in practice), and prose, as well as other forms of art (film, photography, comics, etc.). Creative and analytical writings will follow and reflect upon these genres. There is a grammar review, organized by A Handbook of Contemporary Spanish Grammar. Three tests, one short video project in groups, an oral exam, one project on poetry, four short reflections/creative writing and a final paper. No final exam. Not for native speakers or for those who have studied in Spanish-speaking countries. Prerequisites: SPN 22 or consent.

**SPN 0122 Advanced Composition and Conversation II ~ Dean Simpson**
**TR | 4:30-5:45pm**

This course aims to improve the student's written and oral expression. The focus of the course will be four-fold: the discussion and critique of daily reading assignments; the creation of creative and analytical work; the study of key grammar points; and the study of colloquial expressions in Spanish. Seven one-page reflections, four longer creative/analytical papers (2-3 pages), grammar and activities in class, two skits, two grammar quizzes, and a project-based midterm and final. Conducted in Spanish. Prerequisite: Spanish 121 or 23, or equivalent.