Faculty and Staff

Adriana Zavala - Program Director and Consortium Director; Art & Art History

Noe Montez, Assistant Professor - Drama

Nina Gerassi-Navarro, Associate Professor - Romance Languages

Anna Hardman, Lecturer - Economics

Helen Marrow, Assistant Professor - Sociology

Natalie Masuoka, Associate Professor - Political Science

José Antonio Mazzotti, Professor - Romance Languages

Deborah Schildkraut, Professor - Political Science

Sabina Vaught, Associate Professor - Education
Courses in Fulfillment of Minor

Latino Survey Course
(If a student takes more than one of these courses, they will count towards the 50%+ category)

LST 0194-01 (HIST 0082): U.S. Latina/Latino History ~ Rodolfo Fernandez
MW | 1:30pm-2:45pm

LST 0194-03 (SOC 0094-04): Latinos in the United States ~ Helen Marrow
TR | 3:00pm-4:15pm

Latin American Survey Course

SPN-0031: Latin American Literature from Nation Building to the 21st Century ~ Amy Millay
MW | 10:30-11:45am

SPN-0031: Latin American Literature from Nation Building to the 21st Century ~ Nina Gerassi-Navarro
MW | 1:30-2:45pm

SPN-0033: Latin American Literature from Colonial Times to Nation Building ~ Pablo Ruiz
MW | 1:30-2:45pm

SPN-0033: Latin American Literature from Colonial Times to Nation Building ~ José Antonio Mazzotti
TR | 3:00-4:15pm

Comparative Race Relations

AMER 0012: Race in America ~ Jean Wu
TH | 4:30pm-7:15pm

Permission of instructor

AMER 0180-06: Racing Research: Family, Nation, Place ~ Jean Wu
TH | 1:30pm-4:15pm

Prerequisite: Race in America

CD 0177: Bilingual Studies ~ Calvin L Gidney
MW | 4:30-5:45pm

LST 0194-04 (SOC 0188-09): Youth of Color ~ Orly Clerge
W | 9:00-11:30AM

SOC 0010-01: American Society ~ Katherine Sirles Vecitis
TR | 9:00-10:15am
50% or more Latino Content Courses

LST 0193: Independent Study ~ Adriana Zavala
ARR

LST 0194-02 (SOC 70): Immigration and American Society ~ Helen Marrow
TR | 4:30pm-5:45pm

LST 0198: Capstone Project ~ Adriana Zavala
ARR

Elective Courses*
(*With the exception of the language-study courses, classes on this list will count towards the elective only if they have substantial Latino content or if a student is able to do a project or write a paper including substantial Latino content; please consult with the course faculty member and the Director of Latino Studies)

CD 0177: Bilingual Studies ~ Calvin L Gidney
MW | 4:30-5:45pm

EC 0062: Economics of International Migration ~ Anna Hardman
MW | 4:30pm-5:45pm
Prereq: Ec 5 or equivalent

EC 0127: Urban Economics ~ Anna Hardman
MW | 10:30am-11:45am
Prereq: Ec 11 and 13 or consent

ENG 0069-01: Contemporary Multi-Ethnic Literature ~ Christina Sharpe
MW | 1:30-2:45PM

SOC 0010-01: American Society ~ Katherine Sirles Vecitis
TR | 9:00-10:15am

POR-0023: Advanced Portuguese for Spanish & Romance Languages Speakers ~ Cristiane Soares
See dept. website for days/times

POR-0024: Portuguese for Spanish Speakers II ~ Maria Champlin
See dept. website for days/times

SPN-0001: Elementary Spanish I
See dept. website for days/times/staff

SPN-0002: Elementary Spanish II
See dept. website for days/times/staff

SPN-0003: Intermediate Spanish I
See dept. website for days/times/staff
SPN-0004: Intermediate Spanish II
See dept. website for days/times/staff

SPN-0021: Composition and Conversation I
See dept. website for days/times/staff

SPN-0022: Composition and Conversation II
See dept. website for days/times/staff

SPN-0031: Latin American Literature from Nation Building to the 21st Century ~ Amy Millay
MW | 10:30-11:45am

SPN-0031: Latin American Literature from Nation Building to the 21st Century ~ Nina Gerassi-Navarro
MW | 1:30-2:45pm

SPN-0033: Latin American Literature from Colonial Times to Nation Building ~ Pablo Ruiz
MW | 1:30-2:45pm

SPN-0033: Latin American Literature from Colonial Times to Nation Building ~ José Antonio Mazzotti
TR | 3:00-4:15pm

SPN-0192: Special Topics: Puerto Rican Literature ~ Amy Millay
TR | 10:30-11:45am

Capstone Courses

LST 0193: Independent Study ~ Adriana Zavala
ARR

LST 0198: Capstone Project ~ Adriana Zavala
ARR
AMER 0012: Race in America ~ Jean Wu

TH | 4:30pm-7:15pm

Permission of instructor

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.

AMER 0180-06: Racing Research: Family, Nation, Place ~ Jean Wu

TH | 1:30pm-4:15pm

Prerequisite: Race in America or consent of instructor

Race is pervasive in our lived experiences, yet race — of researchers and research populations — is not subjected to consistent and significant consideration and analysis in many research contexts. This course studies what it means to be race-cognizant in relation to research. Discussion includes ethical, emotional, analytical, and methodological dilemmas generated by racial subjectivities, ideologies, and disparities and power asymmetries. Students will propose and complete a research project. This can serve as a head start for students wishing to connect their work in the course to their senior capstone projects. Seniors can work on the research they must conduct for their honors theses or senior special projects.

AMER 0194-12 (ENG0069): “How to Read the World”: Contemporary Multi Ethnic Literature ~ Christina Sharpe

MW | 1:30-2:45pm

In this course we will read a selection of late twentieth to current twenty-first century novels coming from the U.S. and Canada. What are the concerns of these authors? These texts? What are they writing into and out of? The seminar will consider how these texts map and navigate the social world, how that social world is constituted and represented, and how the bodies in and the body of the texts are located in this historical moment. The texts are: How to Read the Air - Dinaw Mengestu, The Secret History of Las Vegas – Chris Abani, What We All Long For – Dionne Brand, Never Let Me Go - Kazuo Ishiguro, The Round House – Louise Erdrich, The Gangster We Are All Looking For - lê thi diem thúy, These Dreams of You – Steve Erickson, Their Dogs Came With Them – Helena Maria Viramontes. This course fulfills the post-1860 requirement.
**CD 0177: Bilingual Studies (LING 0177) ~ Calvin L Gidney**

MW | 4:30-5:45pm

Relationship of culture and language, including macro-level focus on issues related to linguistic and cultural integration of immigrant children and families, such as language and ethnic identity, language and nationalism. Topics will also include theoretical perspectives on second-language learning, bilingualism, and bilingual education. These topics will be examined using case studies from multilingual nations.

**EC 0062: Economics of International Migration ~ Anna Hardman**

MW | 4:30pm-5:45pm

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. Recommendations: EC 5, or permission of instructor. Prereq: Ec 5 or equivalent

**EC 0127: Urban Economics ~ Anna Hardman**

MW | 10:30am-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.

Prereq: Ec 11 and 13 or consent

**LST 0194-01 (HIST 0082): U.S. Latina/Latino History ~ Rodolfo Fernandez**

MW | 1:30pm-2:45pm

This class introduces students to the complex histories of Latinos in the United States. The first section of the class will focus on the historical roots of Latino communities, particularly along the region that today is the U.S.-Mexico border. The second part of this class analyzes the histories, cultures, and current socio-political realities of Latino communities in the United States beyond the border. The last segment of the class will also focus on current issues affecting Latinos. By approaching the subject from these different perspectives and methodologies, and by using readings and texts that range from historical documents to television programs, this class will serve as a general introduction while avoiding homogenizing the rich and complicated details of Latino histories.

**LST 0194-02 (SOC 70): Immigration and American Society ~ Helen Marrow**

TR | 4:30pm-5:45pm

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.
The Hispanic/Latino population in the United States currently numbers 53 million people, or roughly 17% of all Americans. By the year 2060, it is estimated to grow to 129 million people, or roughly 31%. This course examines the diverse social, economic, political, and cultural histories of individuals who are now commonly identified as — Hispanics/Latinos in the United States, paying special attention to the three largest ethnic subgroups among them (Mexicans, Cubans, and Puerto Ricans) but also to other Caribbean, Central, and South Americans, too.

A central goal of the course is to introduce students to the great diversity that exists within this growing U.S. minority group – diversity that is evident by social class, language and accent, gender and sexuality, geographic location, religion, race/ethnicity and skin color, citizenship and legal status, national origin, immigrant generation and immigrant cohort, among other variables. A second goal is to understand how the Hispanic/Latino panethnic category developed in the late 20th century in the first place, so that students can wrestle with the central question of how and why Latinos are often thought of and treated as one single racial/ethnic group, despite having so much internal diversity and a range of lived experiences. Finally, the course will examine Latinos’ experiences across several key social institutions – particularly schools, neighborhoods, the labor market, media, the immigration and criminal justice systems, and the American racial hierarchy.

Students will exit this course with a fuller understanding of who Latinos are in the 21st century and how they constitute, have contributed to, and have been shaped by U.S. society.

This seminar takes a sociological approach to understanding the lives of youth of color. Through an exploration of the experiences of non-white youth and the ways in which they negotiate and redefine the identities imposed upon them at birth, this course outlines their social development across the life course, as they progress from children to young adults. Through a comparative examination of the social implications of race, ethnicity and gender, we will also consider the impact of social institutions such as the family, school, and the law on the life chances of youth of color. Significant class time will be dedicated to analyzing real world data on black youth and the opportunities and challenges they negotiate as they come of age in the 21st century.

This course was developed having in mind the advantages and difficulties faced by Spanish speakers learning Portuguese. Students without formal training in Portuguese but with the ability to comprehend the language due to their proficiency in Spanish will quickly become familiarized with basic vocabulary and grammar, while pronunciation exercises and communicative tasks will help them to develop language proficiency sufficient to converse about practical concerns and to narrate in past, present, and future time. Conducted in Portuguese. Prerequisite: Spanish 21 or 22. Subject to instructor’s approval.
POR-0024: Portuguese for Spanish Speakers II ~ Maria Champlin

See dept. website for days/times

Continuation of POR 23 (Portuguese for Spanish Speakers I). This course was designed for advanced speakers of Spanish who have taken an elementary Portuguese course before. Reading, writing, and conversational competency is emphasized through the study of the Luso – African – Brazilian cultures. Special attention is given to pronunciation/communication. The course aims to promote cross-cultural understanding through the use of authentic materials such as literary texts, multimedia, film, music, and videos. Students may register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Portuguese. Prerequisites: Portuguese 023 or consent.

SOC 0010-01: American Society ~ Katherine Sirles Vecitis
TR| 9:00am-10:15am
Sociological perspectives and social policy implications of current issues, such as poverty, education, mental health, crime, environmental pollution, and corporations. Analysis of selected social, political, economic, and legal institutions. Recent trends in American society

SOC 0113-01: Urban Sociology ~ Orly Clerge
MW | 1:30-02:45pm
Sociology of cities as global phenomena, studied with classic texts on U.S. urban social life and transnational comparisons. Analysis of economic globalization, redevelopment, and landscape formation in cities. Case studies of local politics and planning, socioeconomic inequality, urban cultural change, and citizenship struggles

SPN-0001: Elementary Spanish I
See dept. website for days/times/staff
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
See dept. website for days/times/staff
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 dept. website for days/times/staff
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 dept. website for days/times/staff
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.

SPN-0021: Composition and Conversation I
See dept. website for days/times/staff

SPN-0022: Composition and Conversation II
See dept. website for days/times/staff
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.

SPN-0031: Latin American Literature from Nation Building to the 21st Century ~ Amy Millay
MW | 10:30-11:45am
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-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 Dario, Pablo Neruda, Gabriel García Márquez, Jorge Luis Borges, and others. Historical context as well as literary analysis. Conducted in Spanish. Recommendations: Spanish 22, equivalent or consent. Not for seniors or for students returning from programs abroad.

SPN-0031: Latin American Literature from Nation Building to the 21st Century ~ Nina Gerassi-Navarro
MW | 1:30-2:45pm
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-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 Dario, Pablo Neruda, Gabriel García Márquez, Jorge Luis Borges, and others. Historical context as well as literary analysis. Conducted in Spanish. Recommendations: Spanish 22, equivalent or consent. Not for seniors or for students returning from programs abroad.

SPN-0033: Latin American Literature from Colonial Times to Nation Building ~ Pablo Ruiz
MW | 1:30-2:45pm
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, films, and other genres from various cultures of Spanish America (including indigenous). 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, equivalent or consent.
SPN-0033: Latin American Literature from Colonial Times to Nation Building ~ José Antonio Mazzotti
TR | 3:00-4:15pm
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, films, and other genres from various cultures of Spanish America (including indigenous). 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, equivalent or consent.

SPN-0192: Special Topics: Puerto Rican Literature ~ Amy Millay
TR | 10:30-11:45am
(Conducted in Spanish.) Courses on various topics in Spanish peninsular or Latin American literature or civilization. Topics may include Don Juan; Latin American women writers; testimonial literature of Latin America; and others. Please see departmental website for specific details. Recommendations: SPN 31 or 34, and 32 or 35, or permission of instructor.
Latino Studies Minor Requirements

The Latino Studies minor is designed to offer students a strong foundation to understand the history and contributions of Latinos/as in the United States. All courses taken for the Latino Studies minor program must be taken for a letter grade. Courses with a letter grade of C- or lower will not be accepted toward the minor. A maximum of two credits from the minor may be counted toward a major or majors (exceptions may be allowed upon petition to the program director). Up to two credits may be used for distribution requirements.

**Minors fulfill six requirements:**

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

2. One Latin American Survey Course

3. One survey course in comparative race relations in the U.S. context

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

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).

6. Senior Capstone Project (LST198)