

Latino Studies

Spring 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 0094-01 (HIST 0082-01) Introduction to Latino/a history ~ Melissa Castillo-Garsow
- LST 0194-01 (FAH FAH280/FAH198) Decolonial Aesthetics in Latin(x) American Art ~ Adriana Zavala

2. One Latin American Survey Course

- LST 0094-06 (SPN 0031-A) Latin American Literature from Nation Building to the 21st Century ~ Amy Millay
- LST 0094-07 (SPN 0031-B) Latin American Literature from Nation Building to the 21st Century ~ Nina Gerassi-Navarro
- LST 0094-08 (SPN 0033-A) Latin American Literature from Colonial Times to Nation Building ~ Staff

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

- LST 0094-02 (SOC 0030-01) Sex and Gender in Society ~ Freeden Oeur
- LST 0094-03 (HIST 0036) Communities and Diversity in U.S. History ~ Reed Ueda
- LST 0094-04 (SOC 0094-16) The American Labor Movement ~ Cedric de Leon
- LST 0094-05 (AMER 0010-01) Human Rights in the U.S. ~ Tom Abowd
- LST 0194-02 (AMER 0180-06) Racing Research: The Politics of Knowledge Making ~ Jean Wu
- LST 0194-03 (PS 0119-01) American Racial Politics ~ Natalie Masuoka
- LST 0194-04 (SOC 0149) Racial Identity in Historical Perspective ~ Orly Clerge
- LST 0194-05 (SOC 0188-09) Youth of Color ~ Orly Clerge
- LST 0194-06 (HIST 0193-01) Family Histories and American Culture ~ Kendra Field
- LST 0194-07 (SOC 01887) Race and Politics ~ Cedric de Leon
- CH 0188 -05 Race, Ethnicity & Health ~ Adolfo Cuevas

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

- LST 0094-01 (HIST 0082-01) Introduction to Latino/a history ~ Melissa Castillo-Garsow
- LST 0194-01 (FAH FAH280/FAH198) Decolonial Aesthetics in Latin(x) American Art ~ Adriana Zavala

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)

- CH 0002-01 Health Care in America ~ Alecia J. McGregor
- CH 0002-01 Health Care in America ~ Michelle Stransky
- CH 0030-01 Community Health Methods ~ Shalini Tendulkar
(Approved for LST elective credit if student paper(s) are focused on race/ethnicity as relevant to Latino communities)

- CH 0104-01 Women & Health ~ Michelle Stransky
(Approved for LST elective credit if student paper(s) are focused on race/ethnicity as relevant to Latino communities)
- CH 0188-02 Health and Human Rights ~ Fernando Ona
- CH 0188-04 Substance Use, Addiction & Policy ~ Andrea Acevedo
- CH 188-06 Community Mental Health ~ Carolyn A. Leung
- CH 0188-08 Stress and Health in Communities ~ Adolfo Cuevas
- ED-0001-01 School and Society ~ Steve Cohen
- ED 161-01 Anthropology and Sociology of School ~ Rocio Sanchez-Ares
- POR-0002 Elementary Portuguese II ~ Soares
- POR-0004 Intermediate Portuguese II ~ Champlin
- POR-0021 Composition & Conversation I ~ Soares
- POR-0023 Portuguese for Spanish & Romance Languages Speakers ~ Champlin
- SPN-0001 Elementary Spanish I ~ Haltom
- SPN-0001 Elementary Spanish I ~ Staff
- SPN-0002 Elementary Spanish II ~ Oppenheim
- SPN-0002 Elementary Spanish II ~ Haltom
- SPN-0002 Elementary Spanish II ~ Oppenheim
- SPN-0002 Elementary Spanish II ~ Haltom
- SPN-0002 Elementary Spanish II ~ Paolini
- SPN-0002 Elementary Spanish II ~ Tano
- SPN-0002 Elementary Spanish II ~ Smith
- SPN-0002 Elementary Spanish II ~ Tano
- SPN-0003 Intermediate Spanish I ~ Older
- SPN-0003 Intermediate Spanish ~ Pedemonte
- SPN-0003 Intermediate Spanish I ~ Older
- SPN-0003 Intermediate Spanish I ~ Pedemonte
- SPN-0003 Intermediate Spanish I ~ Fernandez-Garcia
- SPN-0003 Intermediate Spanish I ~ Talaya-Manso
- SPN-0003 Intermediate Spanish I ~ Mederos
- SPN-0004 Intermediate Spanish II ~ Risse
- SPN-0004 Intermediate Spanish II ~ de Laire Mulgrew
- SPN-0004 Intermediate Spanish II ~ Castro
- SPN-0004 Intermediate Spanish II ~ de Laire Mulgrew
- SPN-0004 Intermediate Spanish II ~ Fernandez-Garcia
- SPN-0004 Intermediate Spanish II ~ Mederos
- SPN-0004 Intermediate Spanish II ~ Malinowska
- SPN-0021 Composition and Conversation I ~ Cantu
- SPN-0021 Composition and Conversation I ~ Berte
- SPN-0021 Composition and Conversation I ~ Talaya-Manso
- SPN-0021 Composition and Conversation I ~ Cantu
- SPN-0021 Composition and Conversation I ~ Talaya-Manso
- SPN-0021 Composition and Conversation I ~ Watson
- SPN-0021 Composition and Conversation I ~ Watson
- SPN-0021 Composition and Conversation I ~ Castro
- SPN-0022 Composition and Conversation II ~ Millay

- SPN-0022 Composition and Conversation II ~ Marcelin
- SPN-0022 Composition and Conversation II ~ Rincon
- SPN-0022 Composition and Conversation II ~ Marcelin
- SPN-0022 Composition and Conversation II ~ Marcelin

- LST 0193 Independent Study ~ Adriana Zavala (permission needed)

6. Senior Capstone Project or Option Course

There are two options to complete this requirement:

- i. Complete a senior capstone project, which is an independent study developed in consultation with the capstone advisor or LST Program Director. To receive credit, the student must enroll in LST 0198 (Latino Studies Capstone Project) and consult with the capstone advisor or LST Program Director about his or her plans for the project a least one semester before enrolling.
- ii.
- iii. Take a sixth course from any one of the lists of approved courses above

Course Descriptions

LST 0094-01 (HIST 0082-01) Introduction to Latino/a history ~ Melissa Castillo-Garsow **TR | 4:30-5:45pm**

This course introduces scholarship on the histories of Latinos and Latinas in the United States, a field of critical importance to Ethnic Studies, American Studies, Latin American Studies, African American Studies, and US History. Assigned readings and discussions focus on Mexican American, Puerto Rican, Dominican, Central American, South American, and Cuban communities. Taken together, these histories argue for a more international approach to studies of the United States, for a better reckoning of “the south in the north”, and for an analysis of Latin American history more fully attentive to the Latino/a diaspora. Key themes include the nature and legacies of conquest and colonialism; the politics of sexuality in the late-19th and early-20th century Caribbean; patterns of past and present immigration; the changing face of border enforcement, of US naturalization policy, and of US citizenship; trans-border connections with 20th-century revolutions in Latin America; the importance of race and social class in defining politics and culture; the development of “barrios” and urban enclaves; postwar youth cultures and student politics; and the rise of ethnic nationalisms

LST 0094-02 (SOC 0030-01) Sex and Gender in Society ~ Freeden Oeur **MW | 10:30-11:45am**

What are sex and gender? How are they related? This course invites students to address these questions through a sociological lens. We will consider various approaches to studying gender: gender as an accomplishment and a feature of micro-interactions; how gender embeds laws and regulations, institutions such as families, schools, and the economy; and how gender is expressed through configurations of femininity and masculinity. Throughout the course, we will be attentive to how gender signifies power, and how it shapes and is shaped by other markers of difference, including race, sexuality, age, and disability. By exploring gender as a dynamic process, we will investigate how gender is oppressive and transformative; marginalizing and transgressive; and a site of both labor and pleasure. No prerequisites.

LST 0094-03 (HIST 0036) Communities and Diversity in U.S. History ~ Reed 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.

LST 0094-04 (SOC 0094-16) The American Labor Movement ~ Cedric de Leon **MW | 9:00-10:15am**

Want to know more about unions?
Worried about class inequality?
Ever wondered what you can do about it?
Well, this course is for you.

LST 0094-05 (AMER 0010-01) Human Rights in the U.S. ~ Tom Abowd

MW | 10:30-11:45am

This interdisciplinary course will explore a range of topics related to human rights in the United States. We will examine debates about human rights across various fields of studies and at particular historical moments. Participants will, for instance, examine human rights concerns in related to genocide, slavery and Jim Crow, the privatization of prisons, racial politics and urban space, gender-based forms of violence, and the politics of labor and the machinations of capital—regional and global—that impinge on the rights of workers. It will be one of the crucial challenges of this course to look critically at some of the taken-for-granted ideas about rights discourse and security, notions of freedom and liberty, and discipline and punishment. Visual culture, ethnographic films, and documentary films will be important parts of this course. By exploring themes of power and resistance, we will acquire insights into how people and communities in various places make sense of their lives and strive for justice. In doing so, the course will seek to discover the richness of human diversity and the human potential for political and social transformation.

LST 0094-06 (SPN 003-A) Latin American Literature from Nation Building to the 21st Century ~ Amy Millay

TR | 12:00-1:15pm

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 Darío, 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.

LST 0094-07 (SPN 0031-B) Latin American Literature from Nation Building to the 21st Century ~ Nina Gerassi-Navarro

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 Darío, 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.

LST 0094-08 (SPN-0033-B) Latin American Literature from Colonial Times to Nation Building ~ Staff

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 Inés de la Cruz, Inca Garcilaso, Bernal Díaz 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.

LST 0193 Independent Study ~ Adriana Zavala

Contact Adriana.zavala@tufts.edu for permission to enroll in course.

**LST 0194-01 (FAH FAH280/FAH198) Decolonial Aesthetics in Latin(x) American Art ~ Adriana Zavala
F | 9:00-11:30am**

This seminar explores the role of visual art in countering colonial power and in delinking from coloniality. It is built around the exhibition *A Decolonial Atlas: Strategies in Contemporary Art of the Americas* (on view in the Tufts University Gallery, January 18 – April 15, 2018), and will center US Latinx, Indigenous, Caribbean, and Latin American artists whose de-colonial projects/aesthetics delink from modernity/coloniality by enacting radical epistemological shifts that affirm the reconstitution of subjectivities, experience, histories, lives, and worlds that dwell in the “borders” of imperial/colonial difference. The class will include close readings of history, theory and art works in a variety of mediums. This course may be used to fulfill the post-1700 requirement for the Art History major, and the Latino Studies minor (50%, elective, or option course). *Suggested requirements:* graduate student status, advanced work in art history or in any of the majors/minors in the Consortium of Studies in Race, Colonialism, and Diaspora.

**LST 0194-02 (AMER 0180-06) Raced Research: The Politics of Knowledge Making ~ Jean Wu
TR | 4:30-7:15pm**

Knowledge making is raced and political. This course asks participants to consider how individual positionalities and structural power operate in the process of creating knowledge. Participants will learn to write critical auto/ethnography as well as explore anti-racist and decolonizing research methods. The course is designed with juniors in mind but open to sophomores and seniors, especially if they are undertaking knowledge making projects, be these research papers, creative writing or mixed media projects, capstones or senior theses. Students will complete a critical autoethnography as well as design a final project of their choice. Prerequisite: Race in America or Asian America or Critical Pedagogies of Race in Diaspora or a course that centers the study of race/colonialism/diaspora.

**LST 0194-03 (PS 0119-01) American Racial Politics ~ Natalie Masuoka
W | 09:00AM-11:30AM**

This seminar course will address the state of racial politics in the United States by discussing the unique identities, ideologies and approaches to government found within Asian American, black and Latino communities. Content will primarily cover contemporary American politics from 1964 to the current. An introductory course on American government is recommended but not required.

**LST 0194-04 (SOC 0149) Racial Identity in Historical Perspective ~ Orly Clerge
TR | 1:30-2:45pm**

How individuals, groups and communities define themselves in racial terms has been at the center of sociological inquiry since the 19th century. Although racial categories are often imposed upon populations, they are also interpreted, reconstructed and negotiated by social actors in everyday life. This course will examine how racial categories are contested, managed and redefined by racial groups. The primary focus of the course will be on black identity social and political movements both preceding and resulting from the Civil Rights movements. We will begin with the works of the first American sociologist, W.E.B. DuBois and end with contemporary perspectives on racial formation in America's increasing multiracial and multi-ethnic landscape. By the end of the course, students will be able to theoretically and empirically analyze the ways in which racial identity has changed overtime and across space and provide sociological perspectives on America's racial future. *Prerequisites:* Two courses in sociology and/or Africana Studies, or one course in each

LST 0194-05 (SOC 0188-09) Youth of Color ~ Orly Clerge

T | 9:00-11:30am

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. *Prerequisites: 2 Sociology, Africana, Asian American, and/or American Studies Classes*

LST 0194-06 (HIST 0193-01) Family Histories and American Culture ~ Kendra Field

M | 1:20 – 4:20 pm

Explores diverse experiences of family and kinship in U.S. history, especially in the context of racial slavery, Indian removal, and transnational migration. Contextualizes the recent groundswell in scholarly approaches to family history, as well as the popularization of DNA testing and genealogical research in American culture. Allows students to develop skills and perspective necessary for the production of scholarly research based on family histories, including their own. Readings will include family histories, micro-histories, and memoir.

LST 0194-07 (SOC 01887) Race and Politics ~ Cedric de Leon

M | 1:30-4:00pm

Why should you care about race and politics? So much of what we think of as “political” has a racial dimension, from voting and social movements, to citizenship and democracy. On the flipside much of what we think of “racist” can be traced to politics, including police brutality, xenophobia, and segregation. The racial is political, and the political is racial. What’s weird is that so few scholars actually see it that way. Political sociologists are typically not sociologists of race and vice versa. In this course, we put these camps in conversation in order to make sense of the leading issues of our time: Black Lives Matter and the rise of white ethnic nationalism. *Prerequisite: Two Sociology courses*

CH 0002-01 Health Care in America ~ Alecia J. McGregor and Michelle Stransky

MW | 04:30PM-05:45PM

In this course, we examine the structure, history, and future directions of the U.S. health care system. Our inquiry is guided by three questions: How is the health care system designed? How did we get here? And, where are we headed? We begin by discussing the major characteristics and the beliefs and values underpinning health care in order to develop the systems-level approach that will guide us throughout the course. Next, we delve into the history of the system, describing both the initial development of the system and the impetus for and structure of the Patient Protection and Affordable Care Act. After a grounding in the history and systems approach to the health care system, we learn about each of the components of the system, including finance and reimbursement, managed care, and behavioral health services. Throughout the course, we will review how the health care system developed into what it is today and the reasons for the structure of the PPACA as well as discuss what is happening on the cutting edge of health care policy. We end the semester by pulling together what we have learned and discuss the future of health care policy and delivery. Finally, we compare the future of our health care system to those of other developed nations. This course will provide students with a background on the depth and breadth of the system, the interconnections between system components, and the goals underpinning

the system, while developing students' critical thinking skills regarding potential changes in the health care system to make them well-informed consumers of health care.

NOTE: This syllabus is not a contract. The instructor reserves the right to alter the course content or requirements based on new evidence, class discussions, or other pedagogical objectives.

CH 0030-01 Community Health Methods ~ Shalini Tendulkar
TR | 10:30AM-11:45AM

This introductory research course is designed to enable students to develop knowledge and skills to access, generate, critically evaluate, adapt and implement evidence in public health practice ("evidence-based public health" or EBPH) to improve community health. The practice of evidence-based public health incorporates the best available evidence supporting public health interventions with consideration of community preferences, values, resources and assets. In this course, my goal is for students to gain an appreciation for the value and power of research as a tool to improve community health. In that effort, the course will be divided into three units:

Unit 1: In this unit, we will focus on defining EBP, discuss why EBPs are critical to improving community health and learn where one can access information about EBPs.

Unit 2: In this unit, we will gain skills to both generate evidence and evaluate currently existing EBPs.

Unit 3: In this unit, we will discuss how to implement and adapt EBPs in community settings. Specific topics will range from a basic introduction to ethical considerations in research, sample and study design, a basic introduction to qualitative and quantitative methodologies and an introduction to program evaluation. There will a particular emphasis on facilitating the acquisition of practical research and evaluation skills including an introduction to grant writing.

Note: This course does not presume any prior research or evaluation experience nor does it presume a background in research methods.

NOTE: Approved for LST elective credit if student paper(s) are focused on race/ethnicity as relevant to Latino communities

CH 0104-01 Women & Health ~ Michelle Stransky
R | 09:00AM-11:30AM

This course examines women and facets of women's health through an interdisciplinary perspective. We set the stage for the rest of the semester by first examining why we need to examine women's health. Next, we describe the women's movement and the implications of public health and research policy on women and their health and health care. We then examine contemporary movements of women's health to investigate the strengths and weaknesses of such movements for promoting health and survivorship. During the middle of the semester, we examine women's bodies as objects of beauty and sexuality/pregnancy. Finally, the end of the semester focuses on LGBTQ health and the status of women internationally. Throughout the course, special attention is given to populations of minority women, including women who are racial/ethnic minorities and women with disabilities.

TWO NOTES

1. *This syllabus is not a contract. The instructor reserves the right to alter the course content or requirements based on new evidence, class discussions, or other pedagogical objectives.*

2. *Approved for LST elective credit if student paper(s) are focused on race/ethnicity as relevant to Latino communities*

CH 0188-02 Health and Human Rights ~ Fernando Ona

M | 09:00AM-11:30AM

The right to health is a contested idea. Is there a right to health? Even if we do agree that health should be considered a human right, disagreements abound about what the human right to health might mean, who should bear the responsibility to protect it, how to protect it, and how we, as concerned citizens might work together to enable its protection far more widely. This seminar aims to cultivate a serious discussion about some key problems that animate right to health discourse. We will discuss progress (or lack thereof) of advancing the right to health globally, and gain the perspectives of a wide variety of experts, scholars, practitioners, policy makers, and patients in an effort to better enable students to be able to contribute to the future of the right to health movement. We will then build a set of skill and a “right to health toolkit” that will enable students to analyze current policy, draft new policy proposals, and consider their role as citizen activists with a stake in the global health equity project.

CH 0188-04 Substance Use, Addiction & Policy ~ Andrea Acevedo

T | 09:00AM-11:30AM

Pre-requisite: CH 1; Senior standing or consent.

Substance abuse is a growing public health concern in the United States. This course will provide an overview of the research on substance use disorders (tobacco, alcohol, and other drugs), including the antecedents and consequences of different types of addictions. We will examine the impact of substance use disorders on the individual, family, community, and society at-large. Students will consider how substance use disorders are influenced by factors such as age, gender, culture, race/ethnicity, sexual identity, and socio-economic status. Additional topics may include issues related to prevention, treatment approaches, and past and current policies associated with drug control and treatment, particularly as they relate to social inequalities.

CH 0188-05 Race, Ethnicity & Health ~ Adolfo Cuevas

M | 01:30PM-04:00PM

Senior standing or consent

Despite advances in medicine, education, and technology, racial and ethnic minorities in the United States carry an unequal burden of chronic disease and have higher mortality rates compared to their white counterparts. The causes of these inequities are thought to reflect a complex interaction of social, situational, and structural influences. This course is designed to review theories and research that describe the multiple pathways by which race and ethnicity influence health and produce disparate health outcomes. During the semester, students will critically examine the health status of major racial/ethnic minority groups in the United States. Attention will be focused on the patterned ways in which the health of these groups is embedded in the social, cultural, political, and economic contexts and arrangements of U.S. society. Students will also explore community-based approaches for addressing health inequity, including health care inequities. Topics covered include the meaning and measurement of race/ethnicity, the historic uses of minorities in medical research, how socioecological factors currently influence health and healthcare, how acculturation and migration affect health, and an examination of the ideas for reducing health disparities among racial/ethnic minorities.

At the end of the course, students will be able to:

- Describe how race and ethnicity have been defined and conceptualized in the U.S.
- Discuss how race/ethnicity both directly and indirectly influence health
- Critique at least three pathways by which race and ethnicity can impact health

- Explain how race/ethnicity interact with acculturation to affect health
- Be conversant on strategies that address health and health care disparities

CH 188-06 Community Mental Health ~ Carolyn A. Leung

T - 09:00AM-11:30AM

Pre-requisite: CH 1 and CH 30; Senior standing or consent

Community mental health is a growing and dynamic field. It is a movement to provide care to mental health consumers/peers in community-based settings. It also encourages us to understand mental health from an ecological perspective and examine the social determinants of mental health, considering potential causes, treatment and prevention strategies at the individual, family and community level. Students will examine the complex factors that contribute to mental health, and the effects of community and family support and culture. Using this lens, this class will look at the experiences of specific populations such as racial and ethnic minorities, immigrants, and LGBTQ youth. This course highlights resilience and community-based strategies for health promotion and overall community wellness. This class centers the perspective and voices of mental health consumers/peers in this work and what innovative strategies are being developed for those in recovery. Interactive, experiential, art-based learning activities will be used throughout the course to promote reflection and dialogue about current, critical issues in the field. Students will be expected to be active participants in class discussion and write a research paper about a topic in the community mental health field.

CH 0188-08 Stress and Health in Communities ~ Adolfo Cuevas

T - 01:30PM-04:00PM

Senior standing or consent

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 main 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.

ED-0001-01 School and Society ~ Steve Cohen

TR | 10:30-11:45am

Role and purpose of schooling in the United States. Focus on the desegregation and resegregation of schools in the last fifty years; proposals for school reform.

ED 161-01 Anthropology and Sociology of School ~ Rocio Sanchez-Ares

T | 4:30-7:20pm

Explores educational institutions and the various external and internal societal forces that shape them. Attention to critical, ethnographic studies of schooling. Emphasis on dynamics of gender, race, class, and sexuality as organizing forces of schooling and society.

POR-0002 Elementary Portuguese II ~ Cristiane Soares

Mon., Wed., Fri. 1:30-2:20

A continuation of Portuguese 001. The course continues 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. Conducted in Portuguese. Recitation is mandatory. Prerequisite: Portuguese 001 or consent.

POR-0004 Intermediate Portuguese II ~ Maria Champlin

Tues., Thurs., Fri. 12:00-12:50

This course continues the grammar review begun in POR 3 and promotes the acquisition of a large active vocabulary. Aims to develop language proficiency sufficient for conversations on practical and current events while expanding students' knowledge of the Lusophone cultures. The course is structured to have class discussions, debates and oral presentations. Recitation is mandatory. Conducted in Portuguese. Prerequisite: Portuguese 003 or consent.

POR-0021 Composition & Conversation I ~ Cristiane Soares

Mon., Wed., Fri. 10:30-11:20

This course aims to develop students' ability to speak and write in Portuguese, with special focus on contemporary Brazilian culture. The course combines written and oral/aural practice of Portuguese through oral reports, compositions, class discussions and debates on assigned topics, articles, short literary works and films. It offers a review of more advanced grammatical structures with the aim of achieving greater accuracy. Given the focus on oral expression, active participation in class is essential. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Portuguese. Prerequisite: Por 004 or consent.

POR-0023 Advanced Portuguese for Spanish & Romance Languages Speakers ~ Maria Champlin

Tues., Thurs. 1:30-2:20; Fri. 2:30-3:20

This course was developed having in mind the advantages and difficulties faced mainly 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 and other Romance languages 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.

Spanish 0001-Elementary Spanish I

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-0001 Elementary Spanish I ~ Haltom
Mon., Wed. 8:30-9:20; Thurs. 9:30-10:20
SPN-0001 Elementary Spanish I ~ Staff
- Tues., Thurs., Fri. 12:00-12:50

Spanish 0002-Elementary Spanish II

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-0002 Elementary Spanish II ~ Oppenheim
Mon., Wed. 8:30-9:20; Thurs. 9:30-10:20
- SPN-0002 Elementary Spanish II ~ Haltom
Tues., Wed., Fri. 9:30-10:20
- SPN-0002 Elementary Spanish II ~ Oppenheim
Mon. 9:30-10:20; Tues., Thurs. 10:30-11:20
- SPN-0002 Elementary Spanish II ~ Haltom
Mon., Wed., Fri. 10:30-11:20
- SPN-0002 Elementary Spanish II ~ Paolini
Mon., Wed., Fri. 10:30-11:20
- SPN-0002 Elementary Spanish II ~ Tano
Mon. 4:30-5:20; Tues., Thurs. 3:00-3:50
- SPN-0002 Elementary Spanish II ~ Smith
Mon., Wed., Fri. 1:30-2:20
- SPN-0002 Elementary Spanish II ~ Tano
Mon., Tues., Thurs. 6:00-6:50

Spanish 0003- Intermediate Spanish I

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-0003 Intermediate Spanish I ~ Older
Mon., Wed. 8:30-9:20; Thurs. 9:30-10:20
- SPN-0003 Intermediate Spanish ~ Pedemonte
Tues., Wed., Fri. 9:30-10:20
- SPN-0003 Intermediate Spanish I ~ Older
Mon. 9:30-10:20; Tues., Thurs. 10:30-11:20
- SPN-0003 Intermediate Spanish I ~ Pedemonte
Mon., Wed., Fri. 10:30-11:20
SPN-0003 Intermediate Spanish I ~ Fernandez-Garcia
Tues., Thurs., Fri. 12:00-12:50

- SPN-0003 Intermediate Spanish I ~ Talaya-Manso
Mon., Wed., Fri. 1:30-2:20
- SPN-0003 Intermediate Spanish I ~ Mederos
Mon., Tues., Thurs. 6:00-6:50

Spanish 0004- Intermediate Spanish II

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-0004 Intermediate Spanish II ~ Risse
Mon., Wed. 8:30-9:20; Thurs. 9:30-10:20
- SPN-0004 Intermediate Spanish II ~ de Laire Mulgrew
Tues., Wed., Fri. 9:30-10:20
- SPN-0004 Intermediate Spanish II ~ Castro
Mon., Wed., Fri. 10:30-11:20
- SPN-0004 Intermediate Spanish II ~ de Laire Mulgrew
Tues., Thurs., Fri. 12:00-12:50
- SPN-0004 Intermediate Spanish II ~ Fernandez-Garcia
Tues., Thurs. 1:30-2:20; Fri. 2:30-3:20
- SPN-0004 Intermediate Spanish II ~ Mederos
Mon., Wed. 3:00-3:50; Fri. 3:30-4:20
- SPN-0004 Intermediate Spanish II ~ Malinowska
Mon. 9:30-10:20; Tues., Thurs. 10:30-11:20

Spanish 0021 – Composition and Conversation I

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-0021 Composition and Conversation I ~ Cantu
Mon., Wed. 8:30-9:20; Thurs. 9:30-10:20
- SPN-0021 Composition and Conversation I ~ Berte
Tues., Wed., Fri. 9:30-10:20
- SPN-0021 Composition and Conversation I ~ Talaya-Manso
Mon. 9:30-10:20; Tues., Thurs. 10:30-11:20
- SPN-0021 Composition and Conversation I ~ Cantu
Mon., Wed., Fri. 10:30-11:20
- SPN-0021 Composition and Conversation I ~ Talaya-Manso
Mon. 4:30-5:20; Tues., Thurs. 3:00-3:50
- SPN-0021 Composition and Conversation I ~ Watson
Mon., Wed., Fri. 1:30-2:20
- SPN-0021 Composition and Conversation I ~ Watson
Tues., Thurs. 1:30-2:20; Fri. 2:30-3:20
- SPN-0021 Composition and Conversation I ~ Castro
Mon., Wed., Fri. 10:30-11:20

Spanish 0022 – Composition and Conversation II

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-0022 Composition and Conversation II ~ Millay
Tues., Thurs. 10:30-11:45
- SPN-0022 Composition and Conversation II ~ Marcelin
Mon., Wed. 10:30-11:45
- SPN-0022 Composition and Conversation II ~ Rincon
Tues., Thurs. 12:00-1:15
- SPN-0022 Composition and Conversation II ~ Marcelin
Mon., Wed. 1:30-2:45
- SPN-0022 Composition and Conversation II ~ Marcelin
Tues., Thurs. 1:30-2:45