# Latino Studies
## Fall 2020 Courses

**Minor requirements:** [https://as.tufts.edu/latinostudies/requirements](https://as.tufts.edu/latinostudies/requirements)

### RCD DEPARTMENT FOUNDATION COURSE:
(Required course for students who declare the minor in Fall 2020 and beyond):

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Title</th>
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<th>Block</th>
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<th>Time</th>
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</thead>
<tbody>
<tr>
<td>RCD 0050-01</td>
<td>Introduction to Studies in Race, Colonialism, and Diaspora*</td>
<td>Kerri Greenidge and Sarah Fong</td>
<td>Hybrid</td>
<td>5</td>
<td>M</td>
<td>1:30-4:00pm</td>
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### LATINO STUDIES CORE & AFFILIATED COURSE OPTIONS (FALL 2020):

<table>
<thead>
<tr>
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</tr>
<tr>
<td>RCD 0094-01 (SOC 0011-01)</td>
<td>Sociology of Race and Ethnicity*</td>
<td>Adrian Cruz</td>
<td>Virtual</td>
<td>H+</td>
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<tr>
<td>RCD 0094-02 (WGSS 73)</td>
<td>Introduction to Queer Studies</td>
<td>Kareem Khubchandan</td>
<td>Virtual</td>
<td>E+</td>
<td>MW</td>
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<tr>
<td>RCD 0094-03 (HIST 10-01)</td>
<td>Colonialism in Global Perspective</td>
<td>Kris Manjapra</td>
<td>Hybrid</td>
<td>D+</td>
<td>TR</td>
<td>10:30-11:45am</td>
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<tr>
<td>LST 0193</td>
<td>Independent Study (Department consent required)*</td>
<td>Staff</td>
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<td>ARR</td>
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<tr>
<td>LST 0198</td>
<td>Senior Capstone Project (Department consent required)*</td>
<td>Staff</td>
<td>Virtual</td>
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### Latin American Survey Options (one required for minor):

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<tr>
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<td>Hybrid</td>
<td>5</td>
<td>M</td>
<td>1:30-4:00pm</td>
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<tr>
<td>SPN 0031</td>
<td>Latin American Literature from Nation Building to the 21st Century*</td>
<td>Staff</td>
<td>See SIS. Multiple Sections.</td>
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<tr>
<td>SPN 0033</td>
<td>Latin American Literature from Colonial Times to Nation Building*</td>
<td>Dean Simpson</td>
<td>In-Person</td>
<td>L+</td>
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<td>LST 0198</td>
<td>Capstone Project (Department Consent</td>
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<td>AMER 0167-01</td>
<td>Critical Race Theory</td>
<td>Shameka N. Powell</td>
<td>Virtual</td>
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<tr>
<td>LST 0023-01</td>
<td>Spanish for Heritage Learners</td>
<td>Maria Juliana Berte</td>
<td>Virtual</td>
<td>D+(1)</td>
<td>TR</td>
<td>10:30-11:45am (1) or 3:00-4:15pm(2)</td>
</tr>
<tr>
<td>LST 0062-01</td>
<td>Childhood Across Culture</td>
<td>Jayanthi Mistry</td>
<td>Hybrid</td>
<td>E+</td>
<td>MW</td>
<td>10:30-11:45am</td>
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<tr>
<td>LST 0146-01</td>
<td>Spanish in the Community</td>
<td>Nancy Levy-Konesky</td>
<td>Hybrid</td>
<td>ARR</td>
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<td>8:00-10:20am</td>
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<tr>
<td>PHIL 0125-01</td>
<td>Racism &amp; Social Inequality</td>
<td>Lionel McPherson</td>
<td>Hybrid</td>
<td>G+</td>
<td>TR</td>
<td>1:30-2:45pm</td>
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<tr>
<td>POR 0001</td>
<td>Elementary Portuguese I</td>
<td>Maria Champlin</td>
<td>Hybrid</td>
<td>E</td>
<td>MWF</td>
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<td>POR 0003</td>
<td>Intermediate Portuguese I (See SIS for recitation schedule)</td>
<td>Cristiane Soares</td>
<td>Hybrid</td>
<td>E</td>
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<td>10:30-11:20am</td>
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<td>POR 0011</td>
<td>Portuguese for Spanish Speakers I* (See SIS for recitation schedule)</td>
<td>Maria Champlin</td>
<td>Hybrid</td>
<td>X+</td>
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<td>POR 0021</td>
<td>Composition &amp; Conversation I* (See SIS for recitation schedule)</td>
<td>Cristiane Soares</td>
<td>Hybrid</td>
<td>I+</td>
<td>MW</td>
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<tr>
<td>SOC 0113-01</td>
<td>Urban Sociology</td>
<td>Anjuli Fahlberg</td>
<td>Hybrid</td>
<td>E+</td>
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<td>SPN 0002</td>
<td>Elementary Spanish II</td>
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<td>Multiple Sections</td>
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<tr>
<td>SPN 0022</td>
<td>Composition &amp; Conversation II</td>
<td>Staff</td>
<td>Multiple Sections</td>
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<td>Course Code</td>
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<td>Latin American Literature from Colonial Times to Nation Building</td>
<td>Dean Simpson</td>
<td>In-Person</td>
<td>L+</td>
<td>TR 4:30-5:45pm</td>
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<tr>
<td>SPN 0091-A</td>
<td>Sugar and Nation in the Hispanic Caribbean</td>
<td>Barbara Corbett</td>
<td>Virtual</td>
<td>11</td>
<td>T 6:30-9:00pm</td>
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<tr>
<td>SPN 0148</td>
<td>Health in the Spanish Speaking World</td>
<td>Amy Millay</td>
<td>In-Person</td>
<td>D+</td>
<td>TR 10:30-11:45am</td>
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<tr>
<td>TPS 0093-01</td>
<td>Race, Ethnicity, and Gender on the American Stage</td>
<td>Heather Nathans and Mia Levenson</td>
<td>Hybrid</td>
<td>E+</td>
<td>MW 10:30-11:45am</td>
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*Courses are options for core Latino Studies content requirements*
Course Descriptions

RCD FOUNDATION COURSE:

RCD 0050-01 Introduction to Studies in Race, Colonialism and Diaspora ~ Kerri Greenidge
5 | M | 1:30-4:00pm (HYBRID)
What is meant by the terms “race,” “colonialism,” and “diaspora”? How are these terms shaped by historical and cultural context? How do scholars across American, Africana, Asian American, Latinx, Colonialism, and Native American and Indigenous Studies use these terms as the basis for intellectual inquiry? Introduction to Race, Colonialism, and Diaspora is designed to familiarize students with interdisciplinary scholarship across the new Department of Studies in Race, Colonialism, and Diaspora. The course is designed to expose students to a broad range of relevant scholarship in preparation for future engagement in one of the six tracks in the department of Race, Colonialism, and Diaspora. Each class meeting will pair a work of literature and cultural production - novels, short stories, and film - with the historical moment or site under study. The final project allows students to apply the methods, scholarship, and skills that they have acquired to specific topics and modes of inquiry relevant to their particular research interests.

LATINO STUDIES CORE & AFFILIATED COURSE OPTIONS (FALL 2020):

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RCD 0094-01 (SOC 00011) Sociology of Race and Ethnicity ~ Adrian Cruz
H+ | TR | 1:30-2:45 pm (VIRTUAL)
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.
RCD 0094-02 (WGSS 73-01) Intro to Queer Studies ~ Kareem Khubchandani
E+ | MW | 10:30-11:45am (VIRTUAL)
Introduction to the interdisciplinary field of queer studies through an examination of key texts and practices. Course will interrogate notions of normality; binary systems of sex, gender, and sexuality; and cultural representations of personhood, citizenship and family. It will examine the application of queer theory in fields such as economics, anthropology, literature, cultural studies, and film studies. Of particular concern will be ways gender and sexuality intersect with race, ethnicity, nationality, and class.

RCD 0094-03 (HIST 0010-01) Colonialism in Global Perspective ~ Kris Manjapra
D+ | TR | 10:30-11:45am (HYBRID)
Introduction to basic themes, contexts and sites in the study of colonialism across the Americas, Africa and Asia from 1490 to the present. Topics include militarization, indigenous dispossession, slavery, settler colonialism, cultural domination, labor regimes and migration, environmental extractivism, and geopolitical strategy.

LST 0193 Independent Study
ARR (VIRTUAL)
Independent studies must be completed under the direction of a Latino Studies core or affiliated faculty in order to count toward the major. Approval to count an Independent Study toward the Latino Studies minor must be granted by the advisor and track director.

LST 0198 Capstone Project
ARR (VIRTUAL)
The senior capstone project is an independent study (LST198) developed in consultation with the director of the Latino Studies program or a faculty member associated with the program. It may, for example, involve independent research, a creative project, or work in one of Boston’s Latino communities.

The capstone project must culminate in a written paper, performance or oral presentation, which integrates the knowledge and methodologies of the disciplines represented by a student’s courses toward the minor. The capstone may also be based, in part, on a documented internship. In the case of an internship or creative project, the capstone must include a written component reflecting on and/or analyzing the internship or creative work. The internship may fulfill a requirement for a student’s major but in that case, a separate paper will be completed as the LST capstone and will be evaluated by the program director and an associated program faculty member.

Latin American Survey Options (one required for minor):

RCD 0050-01 Introduction to Studies in Race, Colonialism and Diaspora ~ Kerri Greenidge
5 | M | 1:30-4:00pm (HYBRID)
What is meant by the terms “race,” “colonialism,” and “diaspora”? How are these terms shaped by historical and cultural context? How do scholars across American, Africana, Asian American, Latinx, Colonialism, and Native American and Indigenous Studies use these terms as the basis for intellectual inquiry? Introduction to Race, Colonialism, and Diaspora is designed to familiarize students with interdisciplinary scholarship across the new Department of Studies in Race, Colonialism, and Diaspora. The course is designed to expose students to a broad range of relevant scholarship in preparation for future engagement in one of the six tracks in the department of Race, Colonialism, and Diaspora. Each
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**SPN 0031 Latin American Literature from Nation Building to the 21st Century ~ Staff**
*(Multiple Sections. Visit SIS for more information)*

A survey of Latin American literature from the early nineteenth century to the twenty-first. From nationbuilding texts (Bolivar, 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 Dario, 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 ~ Dean Simpson**

L+ | TR | 4:30-5:45pm (In-Person)

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 9 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.

**ADDITIONAL ELECTIVE COURSES:**

**ED 0167-01 Critical Race Theory ~ Shameka N. Powell**

ARR | M | 4:30-7:30pm (VIRTUAL)

Examines foundational writings of CRT in Legal and Educational Studies, considering their application to educational questions including, but not limited to: political economies of schooling; governance; policy; curriculum; and, pedagogy. Junior/Senior and graduate students only. Junior, Senior, Grade, or consent of instructor.

**LST 0023-01 (SPN 0023) Spanish for Heritage Learners ~ Maria Juliana Berte**

D+(1) or J+(2) | TR | 10:30-11:45am(1) or 3:00-4:15pm(2) (VIRTUAL)

This course develops and expands reading and writing skills for students with ability to comprehend and speak Spanish due to their heritage or to extensive non academic experience with the language. It includes the study of grammar and stylistics, differences in regional dialects, vocabulary expansion and effective communication based on literary and cultural readings as well as films. Students will read the novel "Cien años de soledad", do oral presentations, compositions, quizzes and exams. Conducted in Spanish. **Prerequisite: Spanish 21 or consent.**
LST 0062-01 (CSHD 0062-01) Childhood Across Culture ~ Jayanthi Mistry
E+ | MW | 10:30-11:45am (HYBRID)
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 0146-01 (SPN 0146) Spanish in the Community ~ Nancy Levy-Konesky
ARR | R | 8:30-11:30am (HYBRID)
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 as they work on a volunteer basis for a minimum of four hours per week with organizations that serve Latino communities. Placements include multi-service organizations, Spanish language newspapers and TV/radio stations, health centers, public schools, and law firms or legal aid agencies. Weekly class meetings focus on the history, literature, and politics of Puerto Ricans on the island and the mainland as well as the situation of Salvadorans and Mexicans both in their native countries as well as in the U.S. Writing assignments, oral presentations, active participation, attendance to all class meetings, and a sincere commitment to an internship are essential. Course conducted in Spanish. Recommendations: At least one course above Spanish 22 or consent. This course is not open to native Spanish speakers without consent.

PHIL 0125-01 Racism & Social Inequality ~ Lionel McPherson
G+ | TR | 1:30-2:45pm (HYBRID)
Contrary to hope, the U.S. does not appear to be approaching a "post-racial" society. Of course, this perspective raises the question as to what would count as such a society. A place where so-called "racial" differences are hardly noticed? A place where these differences might be noticed but make little difference to the quality of our lives and life prospects? Less ideally, at least a place where social policy and criminal justice are racially impartial?

POR 0001 Elementary Portuguese I ~ Maria Champlin
E | MWF | 10:30-11:20am (HYBRID)
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.

NOTE: This is a hybrid course: Students will meet with the instructor three times a week via Zoom and will have the opportunity to meet once a week face-to-face for “tutorias”, drop-in hours to get help and ask questions.

POR 0003 Intermediate Portuguese I ~ Cristiane Soares
E | MWF | 10:30-11:20am (HYBRID) (See SIS for recitation schedule)
Continuation of POR 002. This is a beginning intermediate course for students interested in expanding and strengthening their basic linguistic skills in Portuguese. 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 and 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 024, POR 002 or
consent. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group.

NOTE: This is a hybrid course: Students will meet with the instructor three times a week via Zoom and once face-to-face for recitation. Students who are not able to attend recitation on Campus will attend a remote recitation section.

POR 0011 Portuguese for Spanish Speakers I ~ Maria Champlin
X+ | MW | 12:00-1:15pm (HYBRID) (See SIS for recitation schedule)
Development of listening, speaking, reading, and writing skills for Spanish students without formal training in Portuguese. Study of grammar and stylistics, vocabulary, and effective communication based on short readings, clips, and music. Emphases on the differences between Portuguese and Spanish with special focus on pronunciation and oral production. Designed as an intensive introduction for native speakers and advanced speakers of Spanish. Conducted in Portuguese. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group. Recommendation: SPN 021 or 022 or consent.

NOTE: This is a hybrid course: Students will meet with the instructor three times a week via Zoom and once face-to-face for recitation. Students who are not able to attend recitation on Campus will attend a remote recitation section.

POR 0021 Composition & Conversation I ~ Cristiane Soares
I+ | MW | 3:00-4:15pm (HYBRID) (See SIS for recitation schedule)
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.

NOTE: This is a hybrid course: Students will meet with the instructor three times a week via Zoom and once face-to-face for recitation. Students who are not able to attend recitation on Campus will attend a remote recitation section.

SOC 0113-01 Urban Sociology ~ Anjuli Fahlberg
E+ | MW | 10:30-11:45am (HYBRID)
Did you know that over 80% of the US population lives in cities? These numbers are even higher for Latin America, while the percent of urban populations is growing steadily in Europe, Asia, and Africa. But what, after all, accounts for such dramatic global urbanization patterns? How does the concentration of diverse groups of people affect group relations, access to resources, and inhabitants’ overall quality of life? How do historic forms of inequality get (re)configured in urban areas? And, importantly, how can inequality and injustice be addressed in this context? This course aims to tackle these questions as we consider contemporary dynamics of inequality and social change in cities in the US and across the globe. We will examine how economic, political, social, and symbolic forms of inequality and exclusion have helped to shape the lived realities of diverse urban populations and how governments and civic actors have attempted to address these. The course will draw heavily from ethnographic perspectives of the city, using the stories of individuals and communities to understand how broader social issues affect the
urban experience. Students will also be asked to conduct their own small ethnographic research project in an organization in Boston or Somerville and use these observations to reflect on course readings and discussions.

**SPN 0001 Elementary Spanish I (Multiple Sections. Visit SIS for more information)**
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 Sections. Visit SIS for more information)**
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 (Multiple Sections. Visit SIS for more information)**
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 (Multiple Sections. Visit SIS for more information)**
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 & Conversation I (Multiple Sections. Visit SIS for more information)**
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 (Multiple Sections. Visit SIS for more information)**
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 an 8 recitation section that consists of a weekly 40-minute conversation group. Conducted in Spanish. Prerequisite: Spanish 021 or consent.

**SPN 0091 Sugar and Nation in the Hispanic Caribbean ~ Barbara Corbett**
11+ | T | 6:30-9:00pm (VIRTUAL)
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 0148 Health in the Spanish Speaking World ~ Amy Millay**
D+ | TR | 10:30-11:45am | In-Person

This course considers the social determinants of health in Latin America. We will explore the impact that a variety of factors, including social status, sex, age, education, and culture have on an individual’s access to health services. Students will examine health systems in several Latin American countries, including Cuba, the Dominican Republic, and Peru. Special attention will be paid to such topics as women and health, nutrition and child and infant health, pesticide use, and HIV-AIDS. Texts include scholarly articles, narrative, poetry, and film. Oral presentations, 3 short papers, final project, and an exam. Conducted in Spanish. Prerequisite: Two courses above 22 or consent.

**TPS 0093-01 Race, Gender, and Ethnicity on the American Stage ~ Heather Nathans and Mia Levenson**
E+ | MW | 10:30-11:45am (HYBRID)

The 2015 smash musical Hamilton fundamentally reconfigured the way many audiences "picture" U.S. history. But in the centuries before Hamilton’s debut, how did artists represent race, gender, and ethnicity on U.S. stages and in other types of performance? Whose identities were included and whose were marginalized? This class questions how artists embraced the many challenges of representing “nation” in performance, exploring both their triumphs and their failures. We will explore works by those who challenged gender norms or fought racial and ethnic biases to share their stories.