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
   - RCD 0050-01 Introduction to Race, Colonialism, and Diaspora ~ Kerri Greenidge*
   - LST 0086-01 / LST 0186-01 (FAH 0086/0186) Latinx Presence in Art and Visual Culture ~ Adriana Zavala**
   - LST 0094-01 (SOC 0072-01) Sociology of Latinxs ~ Helen Marrow

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

3. **One survey course in comparative race relations in the U.S. context**
   - ANTH 185-02 Anthropology of Race and Racism ~ Sarah Luna
   - LST 0094-01 (SOC 0072-01) Sociology of Latinxs ~ Helen Marrow

4. **One course consisting of at least 50% Latino content**
   - LST 0086-01 / LST 0186-01 (FAH 0086/0186) Latinx Presence in Art and Visual Culture ~ Adriana Zavala**
   - LST 0094-01 (SOC 0072-01) Sociology of Latinxs ~ Helen Marrow
   - LST 0193 Independent Study ~ Kendra Field

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)**
   - ANTH 185-02 Anthropology of Race and Racism ~ Sarah Luna
   - CH 185 Health and Human Rights ~ Fernando Ona
   - CH 188 Race, Ethnicity, and Health~ Cecilia A. Flores
   - LST 0094-02/LST 0194-01 (AMER 0094-04) Youth, Revolt, and Resistance ~ Tom Abowd***
   - LST 0146-01 (SPN 0146) Spanish in the Community ~ Nancy Levy-Konesky
   - POR-0002 Elementary Portuguese II ~ Maria Champlin
   - POR-0004 Intermediate Portuguese II ~ Cristiane Soares
   - POR-0022 Composition & Conversation II ~ Viviane Ferreira De Faria
   - SOC 0050 Globalization and Social Change ~ Felipe Dias
   - SOC 0149-21 Race and the Criminal Justice System ~ Daanika Gordon
   - SPN-0001 Elementary Spanish I ~ Staff
   - SPN-0002 Elementary Spanish II ~ Staff
   - SPN-0003 Intermediate Spanish I ~ Staff
   - SPN-0004 Intermediate Spanish II ~ Staff
• SPN-0021 Composition & Conversation I ~ Staff
• SPN-0022 Composition & Conversation II ~ Staff
• SPN-0031 Latin American Literature from Nation Building to the 21st Century ~ Nina Gerassi-Navarro
• SPN-0031 Latin American Literature from Nation Building to the 21st Century ~ Ruiz
• SPN-0033 Latin American Literature from Colonial Times to Nation Building ~ Jose Antonio Mazzotti
• SPN-0033 Latin American Literature from Colonial Times to Nation Building ~ Simpson
• TPS 0194-01 Doing Race, Race-ing Media and Performance ~ Olivia Michiko Gagnon

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

*Required course for students who declare the minor spring 2020 and beyond.

**In the Course Descriptions, “Latinx Presence in Art and Visual Culture” is only listed once as “AMER 0086-01/AMER 0187-01 (FAH 0086/FAH 0186) Latinx Presence in Art and Visual Culture ~ Adriana Zavala.”

***In the Course Descriptions, “Youth, Revolt, and Resistance” is only listed once as “LST 0094-02/LST 0194-01 Youth, Revolt, and Resistance ~ Tom Abowd”.
**Course Descriptions**

**RCD 0050-01 Introduction to Race, Colonialism and Diaspora ~ Kerri Greenidge**  
**TR | 12:00 - 1:15pm**  
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.

**LST 0086-01 / LST 0186-01 (FAH 0086/0186) Latinx Presence in Art and Visual Culture ~ Adriana Zavala**  
**TR | 3:00-4:15pm**  
This course offers a critical introduction to U.S. Latinx art and artists (those of Latin American descent born or living in the United States). It traces the contours of this art history in relation to contemporary cultural and socio-political debates and also considers how art by U.S. Latinx artists puts pressure on mainstream paradigms of “American” and “global” contemporary art history. Emphasis will be given to artists associated with particular social movements and communities, e.g. Chicana/o, Nuyorican/mainland Puerto Rican, Cuban-American, and Dominican-American, but throughout we will consider the intersectionality within and between these communities and other historically underrepresented groups. Our study of Latinx visual art will be contextualized in terms of representation across a wide range of fields and media, including literature, cinema, and popular media, as well as shifting demographics and ongoing debates about civil rights, immigration, contemporary politics, and national security. Key topics include the politics of representation and culture-war debates about visual art as a vehicle of resistance and for affirming non-normative identities, the role of race/ethnicity, gender, sexuality, and class in relation to creative expression and art world representation.

**LST 0094-01 (SOC 0072-01) Sociology of Latinxs ~ Helen Marrow**  
**TR | 3:00-4:15pm**  
Overview of the diverse social, economic, political, and cultural histories of individuals who are now commonly identified as “Hispanics/Latinos” in the United States. Exposure to the political and historical development of the Hispanic/Latino panethnic category and group in the late 20th century, including tension between racialized and immigrant histories. Attention to the range of variables (such as nationality, nativity, generation, class, skin tone, gender) that create diversity within the group. Analysis of Latinxs’ experiences across key social institutions – particularly schools, neighborhoods, the labor market, media, the immigration and criminal justice systems, and the American racial hierarchy. A look forward to how the Hispanic/Latino category may also be moving outside the United States.
LST 0094-02/LST 0194-01 (AMER 0094-02) Youth, Revolt, and Resistance ~ Tom Abowd
MW | 3:00-4:15pm
This interdisciplinary class will explore youth revolts, social movements, and rebellions over the course of US history. We will focus on struggles around issues of war and peace, gender and sexual liberation, class oppression, free speech, anti-racism/racial justice, and anti-colonial politics. Students, workers, artists, and activists have organized in ways that have transformed the worlds that governments, elite institutions, and parental/patriarchal authority have sought to impose on them. In this class we will examine the powerful ways in which young adults have waged battles for social justice, with an emphasis on more contemporary movements like Black Lives Matter, the revolts at Standing Rock, and activist and artistic projects around trans-liberation. The course will emphasize the need to see youth not as “problems” representing threats to “morality” or “law and order,” but instead as those with agency and the capacity to shape their own lives—indeed, as Marx said, “to write their own histories.” Readings include works by: bell hooks, Keeanga-Yamahtta Taylor, Carlos Munoz, Cathy Cohen, C.J Pascoe, Sabina Vaught, and Freeden Oeur.

LST 0146-01 (SPN 0146) Spanish in the Community ~ Nancy Levy-Konesky
R | 8:30-11:30am
Spanish in the Community is a multi-purpose 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.

ANTH 185-02 Anthropology of Race and Racism ~ Sarah Luna
M | 6:30-9:00pm
This upper-division seminar examines race and racism primarily from the perspectives of anthropologists who interrogate how race and racism shapes people’s everyday lives. We will focus especially upon intersections between the ways that race becomes socially meaningful and 1) gender and sexuality 2) violence 3) linguistic forms and 4) social space. We will look at how gender and racial ideologies become relevant to larger political, economic, and social projects and examine how they become differentially manifest in particular local contexts in places such as the United States, Brazil, Papua New Guinea, Kenya, and Thailand. Topics addressed will include: anthropology’s relationship to racism, the meanings attached to whiteness in different contexts throughout the world, and the eroticization of perceived racial difference. We will also examine interdisciplinary work, including that of artists who interrogate some of these questions through their visual and performance practices. This course counts toward the Anthropology upper-level seminar requirement and the Social Sciences distribution requirement. Recommendation: One course in anthropology or permission of instructor.
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. Junior, senior standing

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 course of 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, the ways in which 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. CH 1; sophomore standing.

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. NOTE: See SIS for Recitation schedule.

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. NOTE: See SIS for Recitation schedule.
Continuation of Portuguese 021. Provides an advanced grammar review and further develops oral/aural skills, but its focus shifts to written expression. Readings are drawn from contemporary Portuguese and Lusophone texts. Increasing emphasis is placed on analytical skills and on the presentation of ideas and points of view. Course work includes oral tasks, readings and film discussions, compositions, final project, and exams. Students are required to register for a recitation section that consists of a weekly 40-minute conversation group. Conducted in Portuguese. Recommendations: Portuguese 021 or consent.

SOC 0149-21 Race and the Criminal Justice System ~ Daanika Gordon
MW | 1:30-2:45pm
Criminal justice practices are integral to the creation of racialized experiences in the United States. For many, the connections between race, crime, and criminal justice are so powerful that a conversation about one automatically implicates the others. In this course, we will investigate the co-constitution of ideas of race, crime, and criminal justice. We will begin with a historical approach, asking questions like: how do colonial legacies shape racial hierarchies and criminal justice practices? What role did race science play in constructing “social problems” and the state’s response to these problems? What is the relationship between geographic conquest and mass incarceration? We will then turn to how these historicized power relations inform the current operation of the criminal justice apparatus. We will examine urban policing, criminal courts, imprisonment, and the death penalty. By the end of the semester, we will have a better understanding of how everyday practices of surveillance and punishment respond to and reproduce racial difference and inequality. Sophomore standing or one sociology course or permission of instructor.

SOC 0050 Globalization and Social Change ~ Felipe Dias
MW | 9:00-10:15pm
This course reviews different theories of globalization and provides a general review of the progress and social problems associated with its development. Several important questions are explored including the following: Is globalization a form of modernization or the spread of capitalism? Is the interconnected world becoming more homogenous, heterogeneous, or some complex combination of each? Considering the history of exchange between different parts of the world, what is actually new about globalization? Are there new patterns of inequality? Is poverty growing or easing? Is there such a thing as “world culture”? If so, is it a form of “Americanization” or a more democratic synthesis of elements from different parts of the world? What is the impact of globalization on gender and family structure? Along the way, we will explore a series of specific issues including the distribution of economic and political power, the role of multinational business, the movement of peoples, cultural flows (Hollywood versus “Bollywood”), the intersection of global and local, the “underside” of globalization (such as drug trafficking, the illicit trade in arms, and the reemergence of forms of indentured labor), new forms of global media, and the structure of global cities. The course concludes with a consideration of different models of reform of the global system and the source of “political will” to enact those reforms.

SPN 0001 Elementary Spanish I
(see SIS for multiple offerings)
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 SIS for multiple offerings)
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 SIS for multiple offerings)
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 SIS for multiple offerings)
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 SIS for multiple offerings)
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 and Conversation II
(see SIS for multiple offerings)
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
   A. Nina Gerassi-Navarro, MW | 10:30-11:00am
   B. Pablo Ruiz, 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 and twenty-first centuries, such as Regionalism 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

A. Jose Antonio Mazzotti, TR | 1:30-2:45pm

B. Simpson, 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 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.

TPS 0194-01 Doing Race, Race-ing Media and Performance ~ Olivia Michiko Gagnon

T | 9:00-11:30am

This course takes race and ethnicity as its lens through which to consider performance— theorized in an expanded multimedia sense— and vice-versa, asking: what might race and ethnicity do to our study of performance and what might performance (studies) do to our understanding of race and ethnicity? How have race and ethnicity historically been deployed in and as performance? How might they be understood as both performed and performative? Using an intersectional feminist, queer, and anti-racist theoretical lens, this course mines theater, performance art, dance, performances of everyday life, visual art, new media, fiction, poetry, music, music videos, film, video, and performative/experimental writing for the many ways in which race and ethnicity are enacted, sensed, felt, embodied, sounded, choreographed, textualized, listened to/for, and danced.

Senior Capstone Project (LST 0198) or Option Course

Permission needed to enroll