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| <p><b>LINC 101 A</b><br/>         Fall 2014<br/>         M/W/F 10:20-11:30am<br/>         Comenius Hall 114</p> | <p><b>Dr. Sandra Aguilar</b><br/>         aguilar@s@moravian.edu<br/>         Office: Comenius Hall 302<br/>         Office hours: T/R 10:30 to 11:30<br/>         and by appointment</p> |
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**FROM LATIN LOVERS TO DRUG DEALERS: US-LATIN AMERICAN HISTORY**



**COURSE DESCRIPTION**

This course explores the relationship between the United States and Latin America in the past two centuries. We focus on politics, economics, society and culture in order to understand the love/hate relationship between Latin America and the U.S. Analyzing our shared history allows us to realize the extent to which the U.S. has shaped Latin America, but also the influence and contribution of Latinos in this country. The course description, objectives, and discussion of writing that follows are common to all first-year seminars.

First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

**OBJECTIVES**

With regard to broad academic and writing skills, by the end of this course, students will:

- Demonstrate a process approach to writing
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.

- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

With regard to transition to college expectations, by the end of this course students will:

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students' success at Moravian College.

### **REQUIRED BOOKS FOR PURCHASE**

Ede, Lisa, *The Academic Writer: A Brief Guide*, 2nd ed., Boston, Bedford/St Martin's, 2011

Gonzalez, José, *Harvest of Empire: A History of Latinos in America*, New York, Penguin Books, 2011.

### **FILMS**

*The Motorcycle Diaries*, directed by Walter Salles, Argentina, Chile, Perú, Francia, 2004.

*El Norte*, directed by Gregory Nava, USA-UK, 1984.

*Harvest of Empire*, directed by Peter Getzels and Eduardo Lopez, USA, 2012.

### **HOW COLLEGE HISTORY COURSES DIFFER FROM HIGH SCHOOL HISTORY COURSES<sup>1</sup>**

Expectations of students in college-level history courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- 100-level classes are not easier or less demanding. On the contrary, as this might be the first time you take a history class at college level you would need to work very hard to both process a vast amount of information and develop the analytical, writing, and presentation skills expected from you in college and beyond.
- You will be expected to read much more, an average of 80 pages per week, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time.
- You can expect to work, on average, 6-7 hours per week outside of class preparing for this course. Some weeks will require less; others (especially before a paper is due or an exam is scheduled) will require more.

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<sup>1</sup> This text is adapted from Dr. Sandy Bardsley's syllabi. I would like to thank her for sharing it with me.

- You may need to work on your note-taking skills both outside and inside the classroom. You will have to take notes based on the assigned reading and take notes during the class. I suggest that you do write down the most important information, arguments, and concepts. If you are having trouble with note-taking, I recommend you to contact Elaine Mara, Assistant Director of Learning Services at 1307 Main Street, or by calling 610-861-1510.
- The aim of my class is not to repeat what you read in preparation for the class, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, do not tune out because a particular topic is also covered in the textbook.
- Compared with high school, you will probably turn in fewer assignments and have fewer tests. Each of these assignments will count for a higher percentage of your grade. Because there are fewer assignments, you will need to retain information longer and make broader comparisons and contrasts across time periods.
- You will receive more detailed feedback on each assignment than most of you will be accustomed to receiving in high school courses. I strongly recommend that you read carefully the comments on each paper and exam and use these to guide you in subsequent assignments. Do not take any criticism on your work as something personal. My aim is to challenge you and help you improve your analytical skills, you can always do better.
- Proper citation of sources is very important in college-level papers. We will discuss how to go about citing both primary and secondary sources. If you happen to miss the class when we discuss citation, please be sure to find that information on the Blackboard site of this course and to check with other students about what you missed.
- Good writing matters a great deal in this course and in other history courses. This process involves revision and editing, and papers which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading. I highly recommend taking drafts of your papers to the Writing Center and asking the tutors there to help you look over them. (Do note that you need to make appointments with the Writing Center in advance.)
- Good Grades, on the whole, will be lower than you are accustomed to receiving in high school courses. Grades of A or A- are rare and are reserved for work of true excellence. Please do not be hurt or offended when a paper or exam which might have received an A in high school receives only a B- here: the standards at Moravian College are considerably higher than at most high schools. I include this information not to scare you but to alert you to the fact that there are some important differences between high school and college-level history courses.

I would be happy to talk with you individually if I can help you in adjusting: please email me to set up a time.

## CLASS REQUIREMENTS AND CLASSROOM POLICIES

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they should be proficient in the following “basic competencies” of information literacy:

- Define a research need
  - Formulate a research topic
  - Determine an information need
- Plan and execute a search for information
  - Identify key terms and concepts
  - Identify the most appropriate sources of information
  - Use Boolean operators and truncation where appropriate
  - Impose limiters (e.g., scholarly vs. popular, date, language)
  - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
  - Determine which sources the library owns or provides access to and retrieve them
  - Request material not owned by the library on Interlibrary Loan
  - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

## WRITING AS A PROCESS

Writing is more than simply a report of what you know and see; it is also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

**Prewriting** (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style to. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

**Writing** (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You are not even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

**Revising** is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you've written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

**Final editing and proofreading** occur as you approach completion of a writing project. For the first time the writer becomes a police officer, inspecting and verifying the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You will not always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start preparing for that moment.

### **A word from your Student Advisor**

Hello, as you may know my name is Tori Danner and I will be your student advisor alongside with Dr. Aguilar-Rodriguez for your First Year Seminar. We will be learning, discussing, and analyzing the relationship between the United States and Latin America. As your Student Advisor I am there to assist you with college life, writing, and any questions about the topic or any questions you may have in general. Some tips I wish I would have had during my first year was the importance of time management. My tip to you all is that it is important to remember that your academics come first, and that time management is method to success.

Another tip that I have for you all is that it is important to get out of your dorm, or the library, and do something that will relieve some stress like going to the gym, participating in a club or activity, playing a sport, etc. As your Student Advisor I will be there to assist you with anything you need, and don't hesitate to contact me at anytime. I am a resource to you all, as well as Dr. Aguilar-Rodriguez, and we are here to help make your transition to college a lot easier and successful.

## **GRADING**

### **10% Participation, classroom work and ungraded writing**

Attendance is not enough; you need to be proactive expressing your ideas and doubts and interacting with other classmates. Participation is essential to generate a rich and stimulating discussion and to keep students involved and motivated. In order to facilitate participation you have to make all the readings and assignments. You should give your opinion about the content and style of each text, and establish connections with what we have read so far and your previous knowledge and experience. Asking questions is also an essential element of the learning process, so do not feel ashamed about having doubts. One of the main goals of college education is to develop a critical mind and be able to see the world from various perspectives, so please do ask questions.

Every class I will randomly ask students to summarize what we discussed the previous class and the content of the due readings. If you fail to provide a complete answer you will lose points towards your participation grade, so please be prepared. You must do the readings selected for each class prior to our meeting and take notes in order to be ready to ask questions, discuss, and reflect about the assigned material. Always bring your textbooks and/or a hard copy of the document discussed on that session. If you decide not to print the documents, you should bring you laptop/Ipad. Remember that you still need to produce notes, either typed or handwritten, so you can locate passages within the text and identify the main ideas easily.

### **20% Readings journals – 11 journals, lowest grade dropped**

There are 11 occasions throughout the semester on which you will need to turn in readings journals. Your lowest grade will be dropped. The others will each count for 2% of your grade. These journals will be graded for thoroughness and thoughtfulness but not for writing.

### **20% Analysis papers based on out-of-class activities (5% each)**

You need to attend the following events outside of class time and write a two-page reflection answering a series of questions I will provide you ahead of time.

1. Visit to the Moravian College Farm Fresh Market  
Friday, September 5th | 11AM to 5PM | PPHAC patio
2. Moving Beyond Borders Dinner with Sarah White '11  
Tuesday, September 23rd | 7:00 PM | HUB; UBC Room
3. Dr. Erica Yozell, "Cartographies of Power: Indigenous Communities in Contemporary Argentina and Chile"

Thursday, October 2nd | 11:45AM to 1PM | HUB; UBC Room

4. Keynote Speaker: Journalist Maria Hinojosa  
“Preparing Our Society for 2043/ Preparando nuestra sociedad para el 2043”  
Wednesday, October 8th | 7:00 PM | Foy Hall

Each of these events and activities is required! If you have a legitimate reason for non-attendance, please see me as soon as possible so we can arrange an alternate assignment. To compensate for these out-of-class sessions, we will cancel class on the following days:

**50 % Research Paper**

**5 % Research Topic and abstracts**

Provide a tentative title, a 400-word description addressing the questions what, why, and how, short abstracts (half a page each), and a bibliography including at least five books or articles (no website information should be used unless I authorize it ahead of time).

**Abstracts:** These are summaries of the main argument of the sources (book chapters and articles) that you have decided to use. You should describe in which way this particular source is useful to your research, in other words, how this book chapter or article is going to help you support your argument.

You will continue researching, reading and adding material for your final paper, however this literature review will be the first approach to your object of study revealing if you should follow a different line or explore other topic. You can change your mind, but you need to do so early in the writing process.

**5% Research project and presentation**

A two-page long project including: title, introduction, outline describing each section of your paper, and a bibliography. Include a bibliography with at least five books or articles. You will present your research project and will receive feedback from your classmates. Presentations should last 10 minutes, followed by a discussion.

**10% First Draft of your final paper**

Length: at least 5 pages including introduction, conclusions and bibliography.

**10% Second Draft of your final paper**

Length: at least 10 pages including introduction, conclusions and bibliography.

**10% Final Paper**

Length: 10-12 pages including introduction, conclusions and bibliography.

**5% Final research presentation**

It should last 15 minutes and will take place the last classes of the semester.

**5% Constructive feedback to others**

The accumulated points will be converted to letter grades using the following scale:

100-93% = A, 92-90% = A-, 89-87% = B+, 86-83% = B, 82-80% = B-, 79-77% = C+, 76-73% = C, 72-70% = C-, 69-67% = D+, 66-63% = D, 62-60% = D- Anything less than 60% is an F.

**Five points will be deducted** from each paper's grade if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the assigned due date.

**Grades and class performance will not be discussed via email**, however, I would be happy to address this. Please send me an email to set an appointment.

#### **About style and sources:**

- Please use Times New Roman font size 12, one-inch margins, and double-space in between lines in all your assignments. The student's name, course number, and submission date should be typed in the upper left corner of the first page with single space in between lines. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the assignment.
- Contractions (don't, can't, he's) should not be used in academic writing. I will deduct two points per each contraction you use.
- Do not use Wikipedia or any other website as a source of your paper. You can look for terms or general information, but the Internet it is not always a reliable source of information. If you find a relevant website, please discuss it with me ahead of time to obtain my approval.
- Citations must be provided in all papers including footnotes following the Chicago Style. See <http://moravian.libguides.com/content.php?pid=59393&sid=436067> or <http://dlib.hamilton.edu/sp/subjects/guide.php?subject=CitingSources#misc>
- Your Student Advisor is here to help you. Please meet with Tori Danner to discuss your ideas, concerns and queries.
- Submit all your work via email. I may ask you to bring a hard copy with in some occasions. I will notify you ahead of time. Deadlines are on the due date by 10am. Late submission will be penalized by deducting five points per day.
- Back up all your work (use google drive and/or a external drive) in order to avoid losing your files.

#### **About the Writing Center**

- At the Writing Center, trained Moravian students work with you to figure out assignments and improve your writing. They can help at any stage of the writing process, whether you have not started the assignment and need help picking a topic, or you are near the end and want to check that everything is in order. Any type of writing can be taken there. The tutors will first work with you to make sure that all the bigger issues are covered, such as proper citation, fulfilling the assignment, and structure of the paper. Then, they can also help you with spelling, grammar, and mechanics. You can sign up for a half-hour or an hour-long appointment. After your appointment, the tutor you work with will send me a progress report, letting me know that you were there. The Writing Center is on the second floor of Zinzendorf Hall. This building is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392. Their hours vary each semester, but they are generally open Monday-Thursday afternoons and evenings, and Sunday evening. Watch your email for an announcement about when the Center opens, generally the third week of the term, which will also include the hours. As part of this class we will visit the Writing Center, so you can learn more about how this resource can help you improve your writing.



### **About attendance and classroom etiquette:**

- The attendance policy for this course is strict. Only TWO unexcused absences are allowed in the semester. To justify an absence you must provide a doctor's note or a written explanation from an athletics coach. An email explaining why you were not there does not suffice. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform me in advance and arrive in a non-disruptive manner.
- I will deduct two points per each additional unjustified absence (after your two allowed unjustified absences). If you miss more than five classes your chances of passing the class will decrease as you might lag behind deadlines and will miss explanations and announcements. You are responsible for finding out important information provided in class if you were unable to attend.
- As a courtesy to the class, please be on time. Lateness will affect your participation grade.
- If you need to go to the restroom, please do so before or after the class. Restrain from leaving the classroom unless it is extremely necessary.
- You should not carry on conversations in class, even if they happen to be related to the topic. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting and rude to the professor. So if you have something to say or ask, please share it with the rest of the class.
- Please turn off your cell phones during class. No texting will be tolerated.
- Contact me at least four days before the due date if you have queries about an specific assignment.
- Deadlines are not negotiable.

### **Students with disabilities**

- Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, which is committed to assisting students in the achievement of academic success. Individual appointments and group workshops are available for students who would like to improve their academic performance. Information and programs on time management, study strategies and other academic and learning skills are available. Students can work with the staff to find a tutor or other resources to enhance academic success. In addition, the Academic Support Center coordinates services and support for students with documented learning disabilities and/or ADHD. Students requesting accommodations should contact the Elaine Mara at 610.861.1510.
- Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Readings and films**

- All readings should be completed before coming to class. It is essential that you bring your book, readings and notes to every class as we will routinely refer to both.
- Films will be watched in class, some may be assigned for homework.
- The required books are available for purchase at the bookstore.

## **Blackboard site and email communication**

- Everyone is responsible for visiting the Blackboard site of this course where you will find:
  - The course syllabus
  - Questions about the films
  - Power point presentations
  - Referencing and writing advice
  - Important announcements and information
- I will send you relevant information and contact you when necessary only through your Moravian email account, so please have a look at it on a daily basis. I also expect you to contact me through your college email rather than your personal email. Please become familiar with Moravian email as this will be the main way to get in touch with your professors.
- Email Etiquette: Whenever you are addressing an email to someone other than a good friend, you need to follow basic email etiquette. Your emails should have a proper greeting (Hello Professor X or Dr. Y, etc.); "Hi there" or just "Hi" is not acceptable. Your message should follow the rules of standard written English (capitalization, spelling, and grammar), and a closing (“Thank you for your help,” or “Thank you for your time”). It is always polite to thank the person for reading the email and trying to assist you. Also, be sure to sign the email with your own first and last name. The subject line of your email should be clear and formal. Messages that do not follow this format will not be addressed.
- I will reply to your email within 24 hours from Monday to Friday. If your query is not urgent, please ask it the following class. Feel free to drop in during my office hours or set an appointment if those times do not work for you.

## **Academic honesty**

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College’s expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor.

- When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.
- It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.
- If you have questions about how to reference others' works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course. Also look at <http://moravian.libguides.com/content.php?pid=59393&sid=436064>
- You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor.
- In each First-Year Seminar class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.
- You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.
- You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.
- You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.
- At Moravian, if a First-Year Seminar instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar Committee, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.
- A student may appeal either a charge of academic dishonesty or a penalty as follows:

1. First, to the course instructor.
2. Next, in the case of First-Year Seminar, to the Chair, First Year Seminar Committee.
3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

**Please do not hesitate to speak directly with me if you have any questions about any of the assignments and/or requirements for the class.**

## SCHEDULE

### I INTRODUCTION

#### 8/25 Course overview

- Introductions
- What do you know about Latin America?
- Analysis of the syllabus

#### 8/27 Academic Writing: Committing to the Process

- Ede, Chapter 2, pp. 20-37.

#### 8/29 FYS Student Affairs Session: Sex Signals

### II COLONIAL PERIOD

#### 9/1 Latin America in 1790

- Gonzalez, Introduction and Chapter 1, pp. 1-27.
- **Journal 1:** please summarize the reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings “summary” and “critique.” Due by 10am.

### III INDEPENDENCE

#### 9/3 The Spanish Borderlands and the Making of an Empire

- Gonzalez, Chapter 2, pp. 27-58.
- **Journal 2:** please summarize the reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings “summary” and “critique.” Due by 10am.
- **Select two possible topics of research.** You can choose a topic out of the list you will find at the end of this syllabus or write about any other aspect of the history of Latin America, Latin America and US relations or Latino/a history.

#### 9/5 FYS Student Affairs Session: Counseling Center, Health Center and Religious Life

#### 9/8 Library Session

We will meet at the library

- You need to have at least two possible topics to take advantage of this library session.
- **Analysis** of the Farm Fresh Market inauguration. Due by 10am

**9/10 Latin America's Place in the Commodity Chain**

- Gonzalez, Chapter 3, pp. 58-81.
- **Journal 3:** please summarize Gonzalez's reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings "summary" and "critique." Due by 10am.
- Ede, Chapter 6, pp. 130-169.

**9/12 FYS Student Affairs Session:** Academic Support Center

**9/15 Doing Research**

- Ede, Chapter 7, pp. 170-232.
- **Research topic and abstracts.** Due by 10am.

**9/17 Individual meetings to discuss your research topics**

**9/19 FYS Student Affairs Session:** International Education & Center for Intercultural Advancement & Inclusion

**9/22 Individual meetings to discuss your research topics**

**IV US EXPANSIONISM**

**9/24 US Expansionism**

- Gonzalez, Chapter 4, pp. 81-95.
- **Journal 4:** please summarize Gonzalez's reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings "summary" and "critique." Due by 10am.
- Ede, Chapter 9, pp. 261-282.

**9/26 FYS Student Affairs Session:** Career Center

- **Analytical paper** based on Sarah White's talk. Due by 10am.

**9/29 Research project presentations Due by 10am**

- Submit your **projects** by 10am and prepare a five minute presentation.

**10/1 Research project presentations continue**

**10/3 FYS Student Affairs Session:** Student Involvement & Leadership

- **Analytical paper** based on Dr. Erica Yozell's talk. Due by 10am.

**10/6 Mexicans: Pioneers of a Different Type**

- Gonzalez, Chapter 5, pp. 96-108.
- **Journal 5:** please summarize Gonzalez's reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings "summary" and "critique." Due by 10am.
- Define teams for peer reviewing.
- Ede, Chapters 11 and 12, pp. 292-318.

**10/8 Analyzing Rhetorical Situations**

- **First draft** due by midnight. Send it to me and to your team member(s).

**10/10 Visit to the Writing Center**

- **Analytical paper** based on Maria Hinojosa's talk. Due by 10am.

**10/13 Fall Recess No classes held**

**10/15 Peer review workshop to discuss first draft**

**10/17 No Class:** Compensation for Farm Fresh Market inauguration.

**V REVOLUTION**

**10/20 Cubans and Dominicans**

- Gonzalez, Chapters 6-7, pp. 108-128.
- **Journal 6:** please summarize Gonzalez's reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings “summary” and “critique.” Due by 10am.
- Ede, Chapter 14, pp. 338-363.

**VI THE COLD WAR ERA**

**10/22 Central Americans: Intervention Comes Home to Roost**

- Gonzalez, Chapter 8, pp. 129-148.
- **Journal 7:** please summarize the reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings “summary” and “critique.” Due by 10am.
- Screening of *The Motorcycle Diaries*.

**10/24 Film**

- Screening of *The Motorcycle Diaries* continues.

**10/27 Colombians and Panamanians: Overcoming Division and Disdain**

- Discussion on *The Motorcycle Diaries*. **Bring answers** to questions posted on Blackboard
- Gonzalez, Chapter 9, pp. 149-163.
- **Journal 8:** please summarize the reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings “summary” and “critique.” Due by 10am.

**VII HARVEST**

**10/29 Latinos and the Remaking of American Politics**

- Gonzalez, Chapter 10, pp. 167-198.
- **Journal 9:** please summarize the reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings “summary” and “critique.” Due by 10am.
- Screening of *El Norte*.

**10/31** Screening of *El Norte* continues.

- **Second draft** due by midnight. Send it to me and to your team member(s).

**11/3 Immigrants Old and New**

- Gonzalez, Chapter 11, pp. 199-224.
- **Journal 10:** please summarize the reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings “summary” and “critique.” Due by 10am.
- Discussion on *El Norte*. **Bring answers** to questions posted on Blackboard.

**11/5 Peer review workshop to discuss second draft**

**11/7 No Class:** Compensation for Sarah White's talk.

**11/10 Individual meetings**

**11/12 Individual meetings**

**11/14 No Class:** Compensation for Erica Yozell's talk.

**11/17 Speak Spanish, You're in America!**

- Gonzalez, Chapter 12, pp. 225-248.
- **Journal 11:** please summarize the reading in 1-1½ pages and critique it in ½-¾ of a page. Write these under the headings “summary” and “critique.” Due by 10am.

**11/19 Free Trade: The Final Conquest of Latin America**

- Gonzalez, Chapters 13, 14 and Epilogue, pp. 249-311.
- Screening of documentary *Harvest of Empire*.

**11/21** Continue the screening of *Harvest of Empire* and discussion.

**11/24 Final Presentations**

- **Final Paper.** Due by 10am.

**11/26-27 Thanksgiving break No classes held**

**12/1 Final Presentations**

**12/3 Final Presentations**

**12/5 No Class:** Compensation for María Hinojosa's talk.

## DEADLINES

| Assignment  | Dates                      |
|---|----------------------------|
| Journal 1   | September 1                |
| Journal 2   | September 3                |
| Select two possible research topics                 | September 3                |
| Analysis of the MoCo Farm Fresh Market Inauguration | September 8                |
| Library session                                     | September 8                |
| Journal 3   | September 10               |
| Research topic and abstracts                        | September 15               |
| Individual meetings                                 | September 17 and 22        |
| Journal 4   | September 24               |
| Analysis of Sara White's talk                       | September 26               |
| Research project                                    | September 29               |
| Research project presentations                      | September 29 and October 1 |
| Analysis of Dr. Erica Yozell's talk                 | October 3                  |
| Journal 5   | October 6                  |
| First draft   | October 8                  |
| Writing Center visit                                | October 10                 |
| Peer review workshop                                | October 15                 |
| Journal 6   | October 20                 |
| Journal 7   | October 22                 |
| Discussion of <i>The Motorcycle Diaries</i>         | October 27                 |
| Journal 8   | October 27                 |
| Journal 9   | October 29                 |
| Second draft  | October 31                 |
| Journal 10  | November 3                 |
| Discussion of <i>El Norte</i>                       | November 3                 |
| Peer review workshop                                | November 5                 |
| Individual meetings                                 | November 10 and 12         |
| Journal 11  | November 17                |



|                                 |                                 |
|---------------------------------|---------------------------------|
| Discussion of Harvest of Empire | November 21                     |
| Final paper                     | November 24                     |
| Final presentations             | November 24<br>December 1 and 2 |

**I reserve the right to modify this syllabus. In those instances, I will give timely notification in class.**

## LIST OF POSSIBLE TOPICS

The Spanish Conquest (Mexico and/or Peru)  
The Evangelization in the New Spain (Mexico)  
Slavery in Brazil and/or Cuba  
Indigenous Rebellions in Peru: Tupac Amaru  
The Haitian Independence  
The Mexican Independence  
Caudillismo in Argentina and/or Mexico  
US Neocolonialism: the case of the Banana Fruit Company  
Mexican-American War  
The US and Central America: the Panama Canal  
Cuban and Puerto Rican Independence  
French Intervention in Mexico  
The Porfirian Era in Mexico  
Peronism in Argentina  
The Dictatorship of Rafael Trujillo in the Dominican Republic  
The Cuban Revolution  
The Mexican Revolution  
The US and the Southern Cone: Operation Condor  
Shining Path in Peru  
The US and Central America: the Contra War in Nicaragua  
The Dirty War in Argentina  
Salvador Allende in Chile  
Liberation Theology in Latin America  
The fight for women's suffrage in Mexico  
The Zapatista Movement in Mexico (EZLN)  
The 1968 Student Movement in Mexico  
US-Mexico Border history

### Public Health

    The Rockefeller Foundation in Mexico  
    The Creation of the welfare state  
Gender and Modernity  
    Motherhood and the state  
    Women as political actors  
    Homosexuality  
Food and foodways  
    Food in Mexico  
    Food in Argentina  
Crime  
    History of crime in nineteenth century Mexico

### Cultural History

    Tropicalia Movement in Brazil  
    Muralism  
    Latin American literary boom  
    Cinema and History  
Latinos in the US  
    The Bracero program  
    The Cuban diaspora  
    Latino Culture:  
    art, music, fiction, cinema  
    Hispanic presence in Bethlehem