

HIST 111 Spring 2015 M/W 11:45-12:55am Comenius Hall 305	Dr. Sandra Aguilar aguilar@s@moravian.edu Office: Comenius Hall 302 Office hours: Monday 10:30-11:30 Tuesdays 1:00-3:00 and Wednesdays 2:00-3:00
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MODERN LATIN AMERICA



Course Description

This course explores the creation of modern Latin America from a social, political, and cultural perspective. We study the wars of independence, the difficulties faced by the new nations, social and cultural revolutions, and the influence of the United States in the region. Analyzing how the U.S. has shaped Latin America is extremely important not only because we can see the consequences of U.S. economic and foreign policy in present-day Latin America, but also because these policies have pushed Latin Americans to migrate. We focus on key concepts, such as race, neocolonialism, nationalism, and imperialism. Our journey is based on the analysis of primary and secondary sources which include official documents, essays, fiction, images, art, music, films, and documentaries.

Objectives

- Engage in active learning: a process in which students familiarize themselves with new information, analyze it, create their own interpretation, and express it in clear and well-structured arguments.
- Become critical, creative, and independent thinkers.
- Familiarize with various primary sources.
- Question your previous knowledge about Latin America and expand your understanding of this complex and rich region.
- Learn to value diversity and the need of understanding different cultures in a globalized era.

Required books for purchase

Meade, Teresa A., *A History of Modern Latin America: 1800 to the Present*, Chichester: Wiley-Blackwell, 2010.

Vasconcelos, José, *The Cosmic Race: A Bilingual Edition*, trans. Didier Tisdell Jaén, Baltimore: Johns Hopkins University Press, 1997.

Films

Camila, directed by María Luisa Bemberg, Argentina-Spain, 1984.

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

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

How College History Courses Differ From High School History Courses¹

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 70 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.
- 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 will prepare power point presentations to address some of the most relevant information, theories, and arguments about our topic for the day. I will post these presentations on the Blackboard site of this course, however bear in mind that our exams will go beyond those power point presentations and that you are responsible for taking notes based on your readings outside the classroom. I suggest that you do write down the most important information, arguments, and concepts. If you are having trouble with note-taking, I recommend that you visit the Academic & Disability Support Office and talk with the people there about note-taking strategies. You should bring your notes to class, but do not need to submit them to me.

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

- 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

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 be ready to define the main arguments and ideas addressed in each document, 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. Comments such as: "my classmate already said everything", "I don't have anything else to add", "the main points were already covered", "s/he already summarized everything" or similar statements are not considered a form of participation.

You are not expected to understand everything, quite the contrary. You need to bring your doubts to the class. Asking questions is an essential element of the learning process and a way to show your engagement, 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.

The readings assigned for each class are due prior to the class. You need to take notes in order to be ready to summarize information, ask questions, discuss, and reflect about the assigned material. Always bring your textbooks and/or a hard copy of the primary source document that are being discussed on that session. If you decide not to print the documents or you are working with an electronic version, you should bring you laptop/Ipad to every session. You cannot use your cell phone to read the material. 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.

10% **Quizzes** (Five quizzes, two points each)

Throughout the semester we will have five pop quizzes based on the due reading . Quizzes will be taken via Socrative. You need to download the Socrative app in your cell phone, Ipad or laptop. Socrative should be in the device that you will bring to all sessions. Quizzes will consist of five questions (multiple choice and short answers)

30% **Exams**

15% **Midterm Exam**

15% **Final Exam**

Both exams will be composed of four parts: multiple choice, short answer questions, essay-type questions, and a map quiz or an analysis of a primary source document. We will have a mock exam before the midterm. The final exam is not cumulative, it will only cover the second half of the semester.

4% **Where does your food come from?**

In order to build connections with the on campus community and in collaboration with the Moravian College Farm Fresh Market you will produce a short research (1-2 pages) based on the history of a food product available at the market. This is also relevant to our class since various vegetables present in our diet today come from Latin America (tomatoes, chilies, potatoes, and beans). You will be assigned a food item to write a one-page paper on its history covering the following points:

- Where does this foodstuff come from?
- How was it consumed in the past?
- Which has been its role in history?
- Fun facts
- A simple recipe

From that paper you will draw information to present at the market. You can display this information in index-cards, a brochure, a poster, a video or any other creative way that you can think of. This assignment will be done in teams of two students. To do this research you can use books, encyclopaedias, and/or the Internet. You need to include footnotes and a bibliography in your paper (stating your sources), but you do not need to include that information in your presentation.

16% **Analysis of Primary Source Documents²**

Four workshops

The classroom will be divided into teams of three to four students who will work together throughout the semester. Before the class each student will do the reading assigned and answer the questions previously circulated as "Individual Work in Preparation for History Workshops." This work, as its title imply, should be done on your own and you must submit it the night before our workshop (by midnight). You will upload your assignment in Blackboard. Points will be deducted in case of late submission.

You will need to bring a hard copy or your laptop/Ipad to have access to this work in class. During the class you will work in teams analyzing the source, crafting a thesis and writing a two-page paper supporting your argument. One student will be in charge of writing the paper, rotating this role so every person in the team perform this task at least once. You can bring your laptop and type your paper if you decide to do so, but you need to send it to me as soon as the class is over. You are not expected to keep working on it after class as this is an in-class assignment. In your paper you can only make reference to your textbook and the primary source itself. No other secondary sources should be used.

If you fail to attend a class in which we have scheduled a workshop you need to submit your individual work and a two-page paper supporting your thesis by the due date.

² If you are majoring in Spanish and would like to practice and improve your language skills you can read the primary sources in Spanish and write your Individual work and final paper in Spanish too. Depending on the quality of your work you could get one extra credit per workshop and two extra credits per assignment in the case of your final paper. These credits will be added to your final grade. You need to let me know ahead of time if you decide to follow this path.

However, I encourage you to attend our workshops since they will allow you to understand what is a historical thesis and how to craft a strong argument. This will allow you to write a strong final paper and succeed in future workshops and your final exam.

Grading

Individual work
Paper: one per team

Percentage

2% out of 4%
2% out of 4%

Workshop Dates and Readings

2/25 Francisco Bulnes, *The Whole Truth About Mexico* 🗄

3/18 José Carlos Mariátegui, *The Problem of the Indian* 🗄

3/25 *The Cosmic Race*, Chapter I (pp. 7-22)

4/1 *The Cosmic Race*, Chapters II and III (pp. 23-40)

30% Individual paper based on *The Cosmic Race* by José Vasconcelos

5% One page summary of the "Introduction" to *The Cosmic Race* (pp. IX-XXXIII.)

5% Summary, questions and thesis (one page)

Provide a summary of the main argument, at least three questions that you can answer with this document, and two key concepts that will help you in your analysis.

A thesis is an interpretation based on an informed analysis of the primary source and that you can support with the actual document. A thesis offers new insights into the document, and elaborates on its content to make a point. It helps us understand better the author and historical period in which this document was created. Your thesis should not be a summary nor the main idea of Vasconcelos. Your thesis should be introduced by stating "I argue" or "This paper shows"

In order to fully comprehend this source you must read the Notes located at the end of the book (pp. 81-97). Without reading the notes it will be very hard to understand the context of the author, and therefore to draft a historical thesis.

10% First draft: At least three pages including a clear introduction, your revised thesis, and half of your analysis, and a bibliography. Bibliography does not count towards the overall number of pages.

Bear in mind that the analysis of a primary source goes beyond summarizing the information. It implies making connections between what we have discussed in class and what you have read in our textbook/introduction to the source and the content of the primary source. You need to analyze the primary source by posing the following questions:

1. What can this document tell us about the moment in which it was created or about his/her author?
2. In which ways is this primary source helping me understand better the past?

3. How can I use the concepts I have learned in class to make sense of this source?

All primary sources have biases; however, the analysis of those personal perspectives is also valuable in writing history.

Throughout the class you will learn the skills to analyze primary sources, but if you need any help you need to meet with me at least three days before the deadline.

10% Final paper: Five pages including introduction, conclusion and bibliography. Bibliography does not count towards the overall number of pages. You need to include an **explanation of changes**. One page in which you describe how you addressed the content comments, from the professor. You need to state the page number in which the change or revision was made and a brief description. Only content revisions should be included in this report. The explanation of changes should be at the end of this document and upload as one file into Blackboard. I will not grade papers without an explanation of changes.

Referencing to the material you use in preparing for your paper is essential, so please include footnotes in your work using the Chicago Style.

<http://moravian.libguides.com/content.php?pid=59393&sid=436067>

You must submit all your work before the class on the due date (no later than 11:30am).

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.

Extra-Credits

- Throughout the semester you will be offered the opportunity to earn extra credits towards your final grade by attending the History Club meetings taking place on Thursdays at 11:45am in the History Commons. Usually the History Club gets together every other week and organize short talks in which students and professors share their current research projects. You need to submit a one-page reflection addressing the main idea or thesis of the presenter, how is he/she approaching the topic, and your personal opinion about it. In addition you should pose at least one question to our speaker.
- There is no limit in the number of extra-credit reflections that you can submit, but you have to do so no later than a week after the event takes place. Upload that to Blackboard under Extra Credits.

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. You do not need to add a cover page.
- Contractions (don't, can't, he's) should not be used in academic writing. I will deduct two points per each contraction you use.
- You should not use any secondary sources apart from your textbooks in writing your assignments. Do not use Wikipedia, as it is not a reliable source of information. Most assignments are based on the analysis of primary source documents that you will find in the Blackboard site of this course and in the book *The Cosmic Race*.
- 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>
- Submit all your work via Blackboard. I may ask you to bring a hard copy with in some occasions. I will notify you ahead of time. You must upload your work before the class on the due date (11:40pm). Late submission will be penalized by deducting five points per day.
- Back up all your work (ideally use Google drive) in order to avoid losing your files. Computers fail, and having your work backed up elsewhere will allow you to use another computer to work on your assignments if necessary.

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.

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.
- Cell Phones: Please turn off the volume of your cell phones during class or leave them on airplane mode. No texting will be tolerated. If you need to make an urgent call or send a message, please leave the classroom. I assume that those situations would be extraordinary and not happening every class. I will send you warning email the first time I see you using your cell phone in class, apart from when answering a quiz. After the first email, you will lose one point per incidence towards your final grade.
- Contact me at least three days before the due date if you have queries about an specific assignment.
- Deadlines are not negotiable. If you foresee any issue that will interfere with meeting a deadline, please talk to me ahead of time.

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 610.861.1401
- 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 available in the Blackboard site of this course, but you should be on campus to access them so plan accordingly. If you have troubles streaming the films, please go to the library and look for them. You cannot borrow the DVDs, but you can watch them at

Reeves. You are responsible for watching assigned films outside class hours and be prepared to discuss them in class. I will post questions for you to answer beforehand.

- The required books are available for purchase at the bookstore. There is a copy of our textbook on reserve at the library (Meade, *A History of Modern Latin America*). You can read it at the library or make copies of the first chapters if you are still waiting for your book. You are responsible for reading, therefore not having the book yet should not be an excuse for not doing your homework.

Blackboard site and email communication

- Everyone is responsible for visiting the Blackboard site of this course where you will find:
 - The course syllabus
 - All the readings marked with a “📖”
 - Questions about the films
 - Power point presentations
 - Referencing and writing advice
- 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 Aguilar or Dr. Aguilar); "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 make my best to reply to your emails within 24 hours from Monday to Friday. If your query is not urgent, please ask it the following class. I will not reply to emails after 5:00pm or over weekends, so please plan ahead of time.
- Office hours: Feel free to drop in during my office hours or set an appointment if those times do not work for you. It is very important to meet with me in case you have queries about assignments or if you have any concern about the class. Do let me know if you are coming so I can schedule you in and set enough time to spend with 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.
- 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 professor 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, 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, to the Chair.
 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

1/19 Course overview

- Syllabus and grading
- Introductions
- What do you know about Latin America?

1/21 Land and Its People

- Write a reaction to the course syllabus including two similarities and two differences between this class and other classes you have taken at Moravian College. Add at least two comments that can be in the form of doubts, suggestions, or any typos/mistakes that you found.
- Meade, Chapter 1, pp. 1-21.

1/26 Analyzing primary sources

- Marti, *Our America* 📄
You must bring a hard copy of the primary source and/or your laptop/Ipad along with your notes and questions.

II COLONIAL PERIOD

1/28 Latin America in 1790

- Define teams for workshops.
If you are unsure about with whom to work, I can assign you somebody. You will stay in the same team throughout the semester unless your team members withdraw from the class, if so I will assign you another group to work with.
- Meade, Chapter 2, pp. 23-47.

III INDEPENDENCE

2/2 Slavery and Freedom

Meade, Chapter 3, pp. 49-79.

2/4 **Haiti and the Dominican Republic**

Black in Latin America (documentary to watch in class). Write a one page reflection to submit next class

IV NATION-STATE FORMATION

2/9 **Fragmented Nationalism**

- Submit one page reflection on *Black in Latin America*.
- Meade, Chapter 4, pp. 81-104.

2/11 **Mock workshop**

- Sarmiento, *Civilization vs Barbarism* 📖
Answer *Individual Questions in Preparation for History Workshop* and submit via Blackboard before class. Bring a hard copy or your laptop/Ipad to access your work and the primary source. In class we will work in teams briefly comparing your answers, discussing the text, crafting a thesis and writing a two-page paper per team.

2/16 **Latin America's Place in the Commodity Chain**

- Discussion based on the film *Camila*. Bring answers to questions posted on Blackboard.
- Meade, Chapter 5, pp. 105-133.

V NEOCOLONIALISM

2/18 **Progress**

- Mock exam
- Meade, Chapter 6, pp. 135-155

2/23 **Mid-term exam**

2/25 **Workshop 1**

- Francisco Bulnes, *The Whole Truth About Mexico* 📖
Answer *Individual Questions in Preparation for History Workshop* and submit via Blackboard before class. Bring a hard copy or your laptop/Ipad to access your work and the primary source. In class we will work in teams briefly comparing your answers, discussing the text, crafting a thesis and writing a two-page paper per team.

VI REVOLUTION

3/2 **Revolution from Countryside**

- Meade, Chapter 7, pp. 157-174.

3/4 **The Cosmic Race**

- Introduction to *The Cosmic Race* (IX-XXIII)
- Submit summary (one page) and bring Vasconcelos's book to class.

3/9-11 **Spring break**

3/16 **The Left and the Socialist Alternative**

- Meade, Chapter 8, pp. 175-191.

3/18 Workshop 2

- José Carlos Mariátegui, *The Problem of the Indian* 📖
Answer *Individual Questions in Preparation for History Workshop* and submit via Blackboard before class. Bring a hard copy or your laptop/Ipad to access your work and the primary source. In class we will work in teams briefly comparing your answers, discussing the text, crafting a thesis and writing a two-page paper per team.

3/23 Populism and the Struggle for Change

- Meade, Chapter 9, pp. 194-211.

3/25 Workshop 3

- *The Cosmic Race*, Chapter I (pp. 7-22)
Answer *Individual Questions in Preparation for History Workshop* and submit via Blackboard before class. Bring a hard copy or your laptop/Ipad to access your work and Vasconcelos's book. In class we will work in teams briefly comparing your answers, discussing the text, crafting a thesis and writing a two-page paper per team.

VII THE COLD WAR ERA

3/30 Post-World War II Struggles for Sovereignty

- Meade, Chapter 10, pp. 213-233.

4/1 Workshop 4

- *The Cosmic Race*, Chapters II and III (pp. 23-40)
Answer *Individual Questions in Preparation for History Workshop* and submit via Blackboard before class. Bring a hard copy or your laptop/Ipad to access your work and Vasconcelos's book. In class we will work in teams briefly comparing your answers, discussing the text, crafting a thesis and writing a two-page paper per team.

4/6 Cuba: Guerrillas Take Power

- Discussion on *The Motorcycle Diaries*. Bring answers to questions posted on Blackboard.
- Meade, Chapter 11, pp. 235-249.

VIII MILITARY REGIMES

4/8 The War on Democracy

- Summary, questions and thesis based on *The Cosmic Race*
- *The War on Democracy* (documentary to watch in class).

4/13 Progress and Reaction

- Guest speaker: Dr. Javier Puente, Lehigh University
- Meade, Chapter 12, pp. 252-275.
- Continue watching *The War on Democracy*

4/15 The School of the Americas

- **First draft due**
- Screening of the documentary *Father Roy in the School of the Americas*. Write a one page reflection to submit next class.

4/20 Revolution and its alternatives

- Meade, Chapter 13, pp. 277-303.
- Submit one page reflection based on Father Roy and be prepared to discuss the film in class.

IX GLOBALIZATION

4/22 The Americas in the Twentieth-first Century

- Discussion based on the film *Harvest of Empire*. Bring answers to questions posted on Blackboard.
- Meade, Chapter 14 pp. 305-334.

4/27 The Harvest

- *The Harvest/La cosecha* (documentary to watch in class)

4/29 Final paper due

- Continue watching *The Harvest/La cosecha*

5/4 Final Exam at 8:30am

DEADLINES

Assignment	Dates
Write a reaction to the syllabus	January 21
Marti, <i>Our America</i>	January 26
Reflection based on <i>Black in Latin America</i>	February 9
Sarmiento, <i>Civilization vs Barbarism</i>	February 11
Discussion based on the film <i>Camila</i>	February 16
Mock Exam	February 18
Mid-term Exam	February 23
Workshop 1	February 25
Summary of "Introduction" to <i>The Cosmic Race</i>	March 4
Workshop 2	March 18
Workshop 3	March 25
Workshop 4	April 1
Discussion based on the film <i>The Motorcycle Diaries</i>	April 6
Summary, questions and thesis based on <i>The Cosmic Race</i>	April 8
First draft	April 15
Reflection based on <i>Father Roy in the School of Assassins</i>	April 20
Discussion based on the film <i>Harvest of Empire</i>	April 22
Final paper	April 29
Final exam	May 4 at 8:30am

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