

HIST 111
Spring 2015
M/W 11:45-12:55am
Comenius Hall 305

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Office: Comenius Hall 302
Office hours: M-W 10:10-11:30am
and by appointment

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 different kinds of primary sources and learn to analyze them.
- 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.

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.

Readings, assignments and technology

- The required **book** is available for purchase at the bookstore. Other **readings** will be on the Blackboard site of this course. You need to complete all due readings prior to class. You should print them and bring them to class along with detailed notes. Alternatively, bring your Ipad, tablet or laptop to access the reading along with detailed notes so you can locate passages within the text and identify the main ideas easily.
- All **assignments** should be submitted via Blackboard before 8:55am on the due date. If for any reason you were unable to upload it, please send it via email prior to class or bring a hard copy on the due date.
- **Films**: All films will be on reserve at the Reeves Library's main desk. In addition *The Motorcycle Diaries* and *Harvest of Empire* are available to stream from Blackboard. *Camila* so far is available in DVD format only. This copy could not be taken out of the library. I encourage you to organize in groups of two and watch it. Please plan ahead of time so the whole group can watch the movie before the deadline. For each film you have to answer a series of questions posted on Blackboard. Submit your answers prior to class and come prepared to discuss your work.
- You should bring your **laptop or Ipad** to all classes and have access to your homework in order for you to comment on it in class. You cannot work with your phone.
- **Students will work in teams of two.** I assigned teams with the objective of having students with different majors and at different stages working together (for instance a freshman with a sophomore). I hope this will generate a richer and complex discussion and will allow more advanced students share their experience with incoming students. I understand that teamwork might be a challenge, but once you graduate from college working in teams will be the norm rather than the exception and most likely you will not be able to choose your colleagues.
- Use **Google calendars** to keep track of assignments and deadlines.
- If there is a problem with Blackboard do let me know ahead of time. If you do not find the reading, the film, or the folder to submit an assignment do send me an email before 5pm.

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 exam 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.
- 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

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

(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.
- If you aim to get an A or A- you need to do all the readings. This is a very intense course, so please organize your study time so you can finish readings before the due date.

20% Quizzes (ten quizzes, two points each)

Throughout the semester we will have ten 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 multiple choice questions.

15% Midterm Exam

Multiple choice, short answer questions, essay-type questions, and a map quiz. We will have a mock exam before the midterm.

5% Extracurricular activity

As part of the Hispanic Heritage Month there will be various events relevant to our class. As part of this class you should attend to Sarah White's talk and write a two-page reflection due the following week.

"Moving Beyond Borders" by Sarah White '11 on Thursday, **October 8th at 7pm** in the UBC Room - Sarah will join us for an intimate dinner in which she will analyze and combat stereotypes on immigration based on her research and time spent on the border between the United States and Mexico. Registration is required; a registration link will be sent by email on September 21st.

I do understand that this event will take place outside of our class hours, however it takes time at 7pm so most of you should be able to attend. If for any reason you cannot make it, you should attend either Sonia Nazario's presentation on Monday, September 28th at 7pm

in Prosser Auditorium or the discussion panel "Being the Other" on Tuesday, September 22 from 11:45 to 12:45 at Prosser Auditorium. Submit your two-page reflection the following class adding "In lieu of Moving Beyond Borders" in the title, so I can grade it properly.

50% Digital Storytelling

Race in Mexico: Identity and Nationalism at the Rise of the XX Century

- **Digital storytelling** describes the new practice of ordinary people who use digital tools to tell their story or present an idea. Digital stories often present in compelling and emotionally engaging formats, and can be interactive. The storyteller sees knowledge and meaning of a topic as co-created within a community of others who are also interested in his/her topic. Digital stories feature multiple voices; they are participatory; and they have shared authority.
- Throughout the semester we will work on a digital storytelling project as a group exploring different primary sources to understand race in modern Mexico. The outcome of that research will be an **online book**. This work will be divided in stages, most of the analysis and writing is going to happen outside of the classroom, but we will do work in class too.
- We will work with **Scalar**. Scalar is a free, open source authoring and publishing platform that is designed to make it easy for authors to write long-form, born-digital scholarship online. Scalar enables users to assemble media from multiple sources and juxtapose them with their own writing in a variety of ways, with minimal technical expertise required. You need to explore the website <http://scalar.usc.edu/>, watch the introductory video and open an account.
- We will have five **research laboratories**. The first two will be dedicated to analyze primary sources provided by me. This will allow you to understand the kind of analysis required for this project. The third lab will be dedicated to locating and identifying sources and the fourth one will focus on the analysis and the interface we will use. You will submit an eight-page long paper that will be the basis of your section on our online book.
- We will work **in teams of two students**, each team will select one of these subtopics and will be in charge of locating relevant sources, analyzing them and creating a subsection of our online book. Your research should be connected with our topic: race, identity and nationalism in Mexico (1890-1940).
 1. Photography and Cinema
 2. Painting, Sculpture and Music
 3. Literature (fiction)
 4. Intellectuals
 5. Politician, Policy Makers and State documents
 6. Foreigners and International Policy

- This work focuses on **primary sources** so keep in mind the following questions:
 1. What can a document/image/clip/song/piece of art 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 better understand the past?
 All primary sources have biases; however, the analysis of those personal perspectives is also valuable in writing history.

8% Research Lab 1 & 2

- Before the class each student will do the reading assigned and answer the questions previously circulated as "**Individual Work in Preparation for Research Lab.**" This work, as its title implies, should be done on your own and you must submit it before class. 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 class** you will work in teams comparing your work, analyzing the source, crafting a thesis and planning on how to contextualize this work for our online book. At the end of class you will submit your thesis and plan. You can bring your laptop and type your work 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.
- **If you fail to attend a class** in which we have scheduled a lab you need to submit your individual work and a paper (thesis and plan). However, I encourage you to attend our laboratories since they will allow you to understand what kind of work we will be doing for our online book.

Grading

Individual work

Paper: one per team

Percentage

2% out of 4%

2% out of 4%

6% Research lab 3&4 (3% each)

These research labs are designed to help you locate relevant websites, identify primary and secondary sources, and analyze information. In addition, we can work on technical queries about how to use Scalar. After each lab you will submit a **one-page report** per team.

Research lab 5: Working with Scalar

18% Research paper

This paper should be the outcome of your research on the subject using secondary sources and your analysis of primary sources. It will be broken down in stages:

2% Bibliography

Submit a list of six scholarly books and articles relevant to your topic. Each student is in charge of reading and summarizing three.

4% Summaries

Submit a two-page summary of each source. Each student should submit six pages (three sources). Please include reference to page numbers and quotes so you can exchange this material with your team member and work together.

6% First draft

It should be done in group and be five pages long. You should include a bibliography page, which will not count toward the five pages, so five pages plus bibliography.

6% Final paper

An eight-page long paper, plus bibliography. Including introduction and conclusions.

15% Digital storytelling (online book) using Scalar

3% Final presentation

Schedules

- In order to help you organize, improve your time-management skills and generate a positive group dynamic I will ask you to **submit a schedule** with a clear description of the tasks and deadlines each team member will follow. You need to submit your schedules on set dates, if you fail to submit your schedule I will not grade your next assignment.
- Each team has **freedom to organize** so you could define tasks for each member and work online or side by side. I suggest you divide the readings and produce detailed notes for your team member to read. Once you start writing your paper, you should decide if you want to write together or divide your paper in sections for each member to write. Of course, at some point you need to revise what your team member wrote to see if both of you agree and to generate a coherent piece of writing with a uniform style.
- You will create a **Google docs folder** under the Google docs folder of our class. You will upload all your work on that folder. This will allow you to facilitate coordination, keep your work safe, and keep track of the work each student is doing.
- You are also responsible for **keeping track of all your exchanges** (emails or texts), so if any problem arises we can address it. Please let me know as soon as possible if you are having trouble with your team member, if he or she is not responding to your emails or not doing his or her share. In extreme cases, I will compare the submitted schedule against the work on Google docs folder, emails and texts you have exchanged to determine who followed the agreed deadlines and who did not. This will affect the grade of the student who is not doing his or her part.

Referencing to the material you use in preparing for your storytelling project is essential, so please include footnotes in your research paper 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 8:55am).

Extra Credits

There will be various extra credit opportunities this semester, however most of them take place in September and October, please do not wait until the end to find out how you can boost your grade, no other extra credits will be added. If you decide to attend any of these events you should submit a two-page reflection within a week via Blackboard. There is no limit in the number of extra credits. Please keep in mind that for some of these events you need to register ahead of time.

- **Mexican Independence Day Festival in Philadelphia** on Sunday, September 13th at 11am: Take a road trip to the Mexican Independence Day Festival in Philadelphia to celebrate Mexican independence with music, food, dancing, and more. Discover traditional arts and crafts, dance with Mexican rock bands and enjoy face painting and giveaways during the popular event at Penn's Landing. Advanced sign-up at HUB desk is required.
- The Latino Student Union presents "**Code Switching: English + Spanish = Spanglish**" on Thursday, September 17th at 4pm in the Laros Room. What is it like to live in two cultural worlds and when would one know it is time to switch? Join us for a provoking discussion about the cultural and linguistic phenomenon known as "code-switching."
- **Hispanic Heritage Month Community Dinner** on Sunday, September 20th at 5pm: Celebrate the month with food, music, and fellowship in the Saal Bahnson Center. Registration for the dinner is required; a registration link will be sent by email on September 7th.
- "**Voices of Diversity: Moravian College Faculty and Staff Speak**" Tuesday, September 22 from 11:45 to 12:45.
A discussion in which faculty and staff share experiences regarding what it has been like living within the dominant "white" American culture.
- **Sonia Nazario**, HHM Keynote Speaker on Monday, September 28th at 7pm in Prosser Auditorium: Sonia Nazario, author of "Enrique's Journey," will be our keynote speaker. Ms. Nazario's national bestselling book recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States.
- The Spanish Club presents "**Hungry for Heritage**" on Monday, October 5th at 3pm at Dean Hunt's house (1132 Main Street - directly across from the Hall of Science). Sign-up in advance at any Spanish Club meeting on Mondays at 3pm in the HUB. Bring a dish to "Hungry for Heritage" and share and discuss the cultural heritage of the cuisine.
- **History Club Talks** usually take place every other week. Day and place TBA.

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.

Research sources

- In preparing for your paper you should use secondary sources (books and scholarly articles). No internet sources will be accepted as secondary sources. The following are exceptions to this rule and may be used, since they are clearly of scholarly nature:
 - Articles from full-text databases like JSTOR and Project Muse
<http://www.jstor.org/> and <http://muse.jhu.edu/>
 - Newspapers and magazines could be use as primary sources if they were published at the historic time we are analyzing. However, they are not scholarly sources. Most content does not state its author and if so, it does not include references to its sources. Although it could be helpful to give you a general understanding on a topic, newspaper and magazine articles are not adequate for academic research. Be mindful about your searches, EBSCO or Academic Search Elite for instance, include references to many newspapers and magazines, so pay attention to where your information comes from.
 - Only Internet pages that I have approved well in advance, at least one week before turning in the assignment could be used as sources.
- Wikipedia is not a reliable source of information, so it is not acceptable to base your academic papers or presentations on it. Using Wikipedia will result in an “F”.
- Take advantage of the library collection and of the interlibrary loan, which have to be ordered at least a couple of weeks before the date you need to read them, so please plan ahead of time.

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.
- Citations must be provided 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. You must upload your work before the class on the due date (8:55am). Late submission will be penalized by deducting five points per day.
- Back up all your work by creating a Google folder under the Google folder for this class.

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.
- Please turn off your cell phones during class. Close your Facebook and/or any other social media website as well as any non-relevant site. You should be able to concentrate while in class. No texting or chatting will be tolerated. If I find you texting or browsing the Internet I will send you an email reminding you of this policy. If you disregard it, I will deduct two points of your final grade after each recurrence.
- I do understand that emergencies happen, so if for any reason you need to have your cell phone on please turn it to vibrate mode. If you need to make a call or reply to a message, please do it outside of the classroom.
- Contact me at least three days before the due date if you have queries about a specific assignment. If your query is not urgent, please ask it the following class. Chances are that other students also have the same doubt.
- 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 610.861.1401
- 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.
- Most films will be available in the Blackboard site of this course. 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 book is 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 COLONIAL PERIOD

8/31 Course overview

- Introductions
- Syllabus and grading

9/2 Land and Its People

- Write a reaction to the course syllabus including at least two comments that could be in the form of doubts or suggestions. Also point out any typo or mistake you identify. Meade, Chapter 1, pp. 1-21.

9/7 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.

9/9 Latin America in 1790

- Meade, Chapter 2, pp. 23-47.

II INDEPENDENCE

9/14 Slavery and Freedom

Meade, Chapter 3, pp. 49-79.

9/16 Haiti and the Dominican Republic

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

III NATION-STATE FORMATION

9/21 Fragmented Nationalism

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

9/23 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.

IV NEOCOLONIALISM

9/28 Progress

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

9/30 Mid-term exam

10/5 Porfirian Mexico

- Jürgen Buchenau, "Liberal Modernization" in *Mexican Mosaic: A Brief History of Mexico* (Harlan Davidson Inc, Illinois, 2008), pp. 60-77. 📖
- Submit bibliography along with schedule

10/7 Research lab 1

- Francisco Bulnes, *The Whole Truth About Mexico* 📖
Answer *Individual Questions in Preparation for Primary Source Analysis* and submit via Blackboard before class. Bring a hard copy or your laptop/Ipad to access your work and the primary source.

10/8 "Moving Beyond Borders" 7pm in the UBC Room Registration is required

10/12 Fall recess, no classes

V REVOLUTION

10/14 Revolution from Countryside

- Meade, Chapter 7, pp. 157-174
- Submit reflection based on "Moving Beyond Borders"

10/19 The Mexican Revolution

- Jürgen Buchenau, "Liberal Modernization" in *Mexican Mosaic: A Brief History of Mexico* (Harlan Davidson Inc, Illinois, 2008), pp:78-104. 📖
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10/21 José Vasconcelos

- Introduction to *The Cosmic Race*, (Baltimore: Johns Hopkins University Press, 1997), pp. IX-XXIII 📖

10/26 Research Lab 2

- José Vasconcelos, *The Cosmic Race*, Chapter I (pp. 7-22) 📖
- Answer *Individual Questions in Preparation for Primary Source Analysis* and submit via Blackboard before class. Bring a hard copy or your laptop/Ipad to access your work and the primary source.

10/28 The Left and the Socialist Alternative

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

11/2 Populism and the Struggle for Change

- Discussion on *The Motorcycle Diaries*. Bring answers to questions posted on Blackboard.
- Meade, Chapter 9, pp. 194-211.

11/4 Research Lab 3

Locating and identifying primary sources

VI THE COLD WAR ERA

11/9 Post-World War II Struggles for Sovereignty

- Meade, Chapter 10, pp. 213-233
- Submit report on research lab 3 and schedule

11/11 Race in Puerto Rico and the Dominican Republic

Guest speaker Dr. Carmen Phillips, Postdoctoral Fellow in Africana Studies at Lehigh University

- Silvio Torres Saillant, "The Tribulations of Blackness: Stages in Dominican Racial Identity" in *Callaloo*, volume 23, number 3, summer 2000, pp. 1086-1111

11/16 Research Lab 4

Analyzing Primary Sources and Creating a Narrative

- Submit draft of your research paper

11/18 Cuba: Guerrillas Take Power

- Meade, Chapter 11, pp. 235-249.
- Submit report on research lab 4 and schedule

11/23 Research Lab 5: Working with Scalar

11/25 Thanksgiving Recess, no classes

VII MILITARY REGIMES

11/30 Progress and Reaction

- Meade, Chapter 12, pp. 252-275.

12/2 Revolution and its alternatives

- Meade, Chapter 13, pp. 277-303.
- Submit research paper and schedule

VIII GLOBALIZATION

12/7 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.

12/9 Final presentations

DEADLINES

Assignment	Dates
Write a reaction to the syllabus	September 2
Marti, <i>Our America</i>	September 7
Reflection based on <i>Black in Latin America</i>	September 21
Discussion based on the film <i>Camila</i>	September 23
Mock Exam	September 28
Mid-term Exam	September 30
Bibliography and schedule	October 5
Research lab 1	October 7
Moving beyond borders reflection	October 14
Research lab 2	October 26
Summaries and schedule	October 28
Discussion based on the film <i>The Motorcycle Diaries</i>	November 2
Research lab 3	November 4
Submit report on research lab 3 and schedule	November 9
Research lab 4 and first draft due	November 16
Submit report on research lab 4 and schedule	November 18
Research lab 5	November 23
Final paper	December 2
Discussion based on the film <i>Harvest of Empire</i>	December 7
Final presentations	December 9

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

Team members

Ideally we should have teams of two. If our numbers change a student could be added or removed from your team, but this would likely happen at the beginning of the semester. Please exchange cell phone numbers and emails so you are ready to work.

Sarah Baiardi, Michael J. Olivo and Joseph D'Emilio
Gavin D. Bailey and Clare E. McIntyre
Nelson Feliciano and Ashton M. Galasso
Jacob J. Heaton and Alyssa M. Limbaugh
Kirsten A. Kleintop and Brittany Legreaux