

HIST 111 B
Spring 2015
T/R 10:20-11:30am
Comenius Hall 305

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Office: Comenius Hall 302
Office hours: T/R 11:30am-12:30pm
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.
- Improve team work skills.
- 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*, 2nd edition, 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.

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 class 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. **Upload or send them as Word documents or PDFs.**
- **Films:** All films will be on reserve at the Reeves Library's main desk, in addition they are available to stream from Blackboard. 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.
- **Team work:** students will work in teams of two or three in all our workshops and to write the final paper. 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. The final paper is the only assignment that will require you to meet outside class.
- 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

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

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.
- 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 previous class . 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.

30% Midterm and final exam (15% each)

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

5% Extracurricular activity

You need to attend to one of the events organized as part of the **Black History Month** and write a two-page reflection, not a summary, due within one week of the event.

**Activism Then and Now: the Mississippi Freedom Struggle - Lunch & Learn
Tuesday, February 2nd at 12pm**

Shelby Morgan '16 will present her SOAR research on the Mississippi freedom struggle during the Civil Rights Movement in the 1960's (HUB UBC Room).

**Black Women in America Lunch and Learn
Thursday, February 11th at 12pm**

Monica Richardson '18 will give a presentation and lead a discussion on topics related to historical black women's issues in America. **Attend this program to be entered into a lottery to purchase a ticket (\$20) to see The Color Purple on Broadway on February 21st (HUB UBC Room).

**A True Revolutionary Pioneer: Diane Nash
Wednesday, February 17th departing campus at 6:15pm**

The Moravian College community is invited to see civil rights pioneer and Black Heritage Month keynote speaker, Diane Nash, at Lafayette College (Colton Chapel)

**The Works of Jacob Lawrence
Tuesday, February 23rd at 12pm**

The Introduction to African Art class will facilitate a Lunch & Learn on the works of Jacob Lawrence, one of the most widely acclaimed African-American artists of the 20th century. (HUB UBC Room)

**Activism Then and Now by Dr. James Peterson
Thursday, February 25th at 7:30pm**

Dr. James Peterson, Associate Professor and Director of Africana Studies at Lehigh University will speak to our community on the history and evolution of social activism in the United States. (Foy Auditorium).

**African Americans in the Lehigh Valley
Monday, February 29th at 12pm**

Dr. Akbar Keshodkar and students from Intro to African Studies will screen their documentary of the history of African Americans in the Lehigh Valley (HUB UBC Room).

20% Analysis of Primary Source Documents²

Four workshops

The classroom will be divided into teams of two to three students who will work together throughout the semester. Before the class each student will do the reading assigned and answer the questions previously circulated. This work is individual and should be done on your own. You must submit it before our class. Please upload your assignment in Blackboard. Points will be deducted in case of late submission.

You will need to bring a hard copy of the document analyzed or your laptop/Ipad to access the pdf in class. During class you will work in teams analyzing the source and crafting a thesis. One student will be in charge of writing, rotating this role so every person in the team perform this task at least once. You can bring your laptop and type analysis, 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 analysis 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 analysis by the due date. However, I encourage you to attend our workshops since they will allow you to understand what is a historical analysis and how to write a thesis. This will help you to write a strong final paper and succeed in future workshops and your final exam.

Grading

Individual work

Group work

Percentage

2% out of 5%

3% out of 5%

Workshop Dates and Readings

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

3/15 José Carlos Mariátegui, *The Problem of the Indian* 📖

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

3/24 *The Cosmic Race*, Chapters II and III (pp. 23-40)

15% Paper based on *The Cosmic Race* by José Vasconcelos. Group work

5% Draft: At least three pages including a clear introduction, your thesis, half of your analysis, and a bibliography. Bibliography does not count towards the overall number of pages.

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

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 in Spanish too. Depending on the quality of your work you could get up to two extra credits per assignment. These credits will be added to your final grade. You need to let me know ahead of time if you decide to do this.

be a summary nor the main idea of Vasconcelos. Your thesis should be introduced by stating "We 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.

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 written or about his/her author?
2. In which ways is this primary source helping us understand better the past?
3. How can we use what we 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.

Your grade will be 5 points if your draft fulfils these requirements. You will receive comments and a tentative grade for you to have a better sense of what you need to revise and change in preparation of your final paper.

10% Final paper: Five pages including introduction and conclusion. In addition your paper should have a bibliography and explanation of changes. This is a report to give account of how you addressed the comments received in your draft. Please state the page number in which the change or revision was made and a brief description of what you did. 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>

- Each team has **freedom to organize** so you could define tasks for each member and work online or side by side. 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.

- I 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, save your work, 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.

You must submit all your work before the class on the due date either as a Word document or as a PDF (no later than 10:20am).

Extra Credits

These are activities related to History or our class. The History Club organizes talks every other week either on Tuesdays or Thursdays at 11:45am in the History Commons (Commenius Hall 300). You will receive an all-campus email inviting you. You need to attend, participate, and write a two-page reflection, not a summary, and submit it via Blackboard within one week. You will receive one extra point towards your final grade per assignment, there is no limit in the number of extra credits that you can submit.

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.

If you submit your work after the deadline, you will lose five points 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 should be typed in the upper left corner of the first page or as a header. 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>

- You should not use any secondary sources apart from your textbook or the Introduction to *The Cosmic Race* in writing your final paper. 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.
- Submit all your work via Blackboard. You must upload your work before class on the due date. 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.
- Laptops and Ipads should be used for class purposes only. If you need to reply emails, make other class's assignments, check your social networks or do anything non-related to this class I will ask you to please leave the class. It is very important to focus on class, take notes and be ready to engage in the conversation.
- 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, located on the first floor of Monocacy Hall (extension 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 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 Welcome to Modern Latin America!

- Introductions

1/21 Course overview

- Syllabus and grading

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 answers to questions posted on Blackboard.

1/28 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.

II INDEPENDENCE

2/2 Latin America in 1790

- Meade, Chapter 2.

2/4 Competing Notions of Freedom

- Meade, Chapter 3.

III NATION-STATE FORMATION

2/9 Haiti and the Dominican Republic

- *Black in Latin America* (documentary to watch in class). Write a one page reflection, not a summary, and submit next class

2/11 Fragmented Nationalism

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

IV NEOCOLONIALISM

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.

2/18 Immigration, and Urban and Rural Life

- Mock exam
- Meade, Chapter 6.

2/23 Mid-term exam

2/25 Workshop 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.

V REVOLUTION

3/1 Revolution from Countryside

- Meade, Chapter 7.

3/3 The Left and the Socialist Alternative

- Meade, Chapter 8.

3/8-10 Spring recess, no classes

3/15 Workshop 2

- José Carlos Mariátegui, *The Problem of the Indian* 📖
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.

3/17 José Vasconcelos and The Cosmic Race

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

3/22 Workshop 3

- 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.

3/24 Workshop 4

- José Vasconcelos, *The Cosmic Race*, Chapters II and III (pp. 23-40)
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.

VI THE COLD WAR ERA

3/29 Populism and the Struggle for Change

- Meade, Chapter 9.

3/31 Post-World War II Struggles for Sovereignty

- Meade, Chapter 10.

4/1 Last Day for Withdrawal with W

4/5 Cuba: Guerrillas Take Power

- Discussion on *The Motorcycle Diaries*. Bring answers to questions
- Meade, Chapter 11.

4/7 Peer-review workshop

- Submit first draft of final paper

4/12 Vasconcelos and the Mexican identity

- Dr. Miguel Pillado, Lehigh University, guest speaker

VII MILITARY REGIMES

4/14 Progress and Reaction

- Meade, Chapter 12.

4/19 Revolution and its alternatives

- Meade, Chapter 13.

VIII GLOBALIZATION

4/21 The Americas in the Twentieth-first Century

- Meade, Chapter 14.

4/26 A Future of Sustainable Cooperation?

- Discussion based on the film *Harvest of Empire*. Bring answers to questions posted on Blackboard.
- Meade, Chapter 15.

4/28 Latinos in the USA

- Juan Gonzalez, "Introduction" in *Harvest of Empire*, New York: Penguin Books, 2011, pp. XI-XXIV 📖

4/29 Submit final paper by midnight

5/6 Final exam 8-10am

DEADLINES

| Assignment | Dates |
|--|--------------|
| Marti, <i>Our America</i> | January 26 |
| Write a reaction to the syllabus | January 28 |
| Reflection based on <i>Black in Latin America</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 |
| Workshop 2 | March 15 |
| Workshop 3 | March 22 |
| Workshop 4 | March 24 |
| Discussion based on the film <i>The Motorcycle Diaries</i> | April 5 |
| Paper draft | April 7 |
| Discussion based on the film <i>Harvest of Empire</i> | April 26 |
| Final paper | April 29 |
| Final Exam | May 6 at 8am |

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