

Introduction to Latin America**LAS2001****Spring 2017****TUR2342****Tue: 7, Thu: 7-8**

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Office hrs: Tu: 3-4 p.m., W: 1-3 p.m.
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Course Description:

Making up the bulk of the Western Hemisphere, Latin America is a region as diverse as it is fascinating. With over half billion inhabitants and ever-growing economic power, the region that only recently overcame its “lost decade” now enjoys renewed global respect that extends beyond its musical and athletic achievements. What has been conceived of in the U.S. as “America’s backyard” now demands a seat at the table of global power as weighty bloc. Nevertheless, many problems persist that distinctly set Latin America apart from more developed regions. Economic development on national scales often privileges the few over the many along traditional hierarchies and new power players. And do such diverse peoples and cultures warrant being labeled under one umbrella?

This course offers an introduction to Latin America by exploring the history, cultures, and contemporary issues facing this multifaceted region as a whole, as well as individual nations. Part of the course will focus on U.S.-Latin America relations and interactions—both as states and as people. Throughout the semester, we will attend to race, class, and gender as inequalities that are important dimensions for understanding social life and communities.

Course Format:

As a survey course, we will explore many facets of Latin America rather than delve into one area in particular. Readings will be drawn from social sciences and humanities and classes will consist mainly of lectures and discussions. Films and videos will be used in class as well as assignments. When feasible, we will have guest lecturers presenting on topics related to course material. Finally, although this is primarily a lecture-based course, participation is required in both informal and formal discussion settings.

Course Objectives:

- ❖ To provide a broad introduction to Latin America, its peoples, cultures, and customs
- ❖ To explore and critique the role of ideologies and stereotypes about national subjects
- ❖ To develop an understanding of hemispheric relations and how the U.S. has influenced and been influenced by Latin America
- ❖ To further student competence in international and social studies

*The content of this syllabus may be modified to suit course needs.

Texts and Readings:

All reading is to be done prior to class for the day it is listed.

Required Texts

- ❖ Hillman, Richard S. 2011. *Understanding Contemporary Latin America* 4th edition
- ❖ Livingstone, Grace. 2009. *America's Backyard: The United States and Latin America from the Monroe Doctrine to the War on Terror*.
- ❖ **Additional Materials:** Posted on Canvas or linked on this syllabus.

Course Evaluation:**Attendance and participation:**

Attendance is mandatory. Each student is expected to attend class (and attend *to* class), and participate actively in discussions. Students will randomly be called on to summarize readings or answer questions. All unannounced quizzes will count toward the participation grade. One point will be deducted per absence after more than one unexcused absence.

Discussion Cafés: Discussion Cafés are semi-structured small group discussions around certain themes. Prior to each, students will be asked to prepare a short assignment and develop discussion questions (see Canvas for guidelines).

*Please note: one of the discussion cafés requires you to attend at least 3 Latin America/Caribbean/Latinx-focused academic or cultural events. Attendance at each event must be documented with an event attendance form within 48 hours of the event. These take place throughout the semester and will be regularly announced through Canvas and in class. We are not able to provide an exhaustive list of events, however, so students are encouraged to find events of interest and obtain the instructor's or TA's approval.

Quizzes:

Quizzes will assess content assimilation and require interpreting readings, lectures, and discussions. These are not cumulative.

Case Study and Screen Capture presentation:

Beginning with Week 4, you will begin researching one country in particular as it pertains to specific themes and preparing a case study using guidelines posted in Canvas. This way, students can develop a more complete understanding of one nation by examining it across multiple themes and topics covered in the class. This will culminate in a 15-minute screen capture presentation, complete with voiceover, about your Case Study nation. Presentations have three parts: overview, three in-depth topics, and final reflections.

Attendance and participation:	15%
Discussion Cafés:	20%
Quizzes:	20%
Case Study	20%
Presentation:	25%
Total:	100%

Grading Scale:

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A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D+ 67-69 D 63-66
D- 60-62 E 59 and below

COURSE POLICIES

ATTENDANCE and PARTICIPATION: Being present and engaged count as an important part of your grade. During the class time, students have the instructor's undivided attention. The same is expected in return. It will be impossible for you to get an "A" if you are repeatedly absent or disengaged from the course.

TARDINESS: Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. **No extra time** will be allotted to complete quizzes if you are late.

COMMUNICATION:

We do our best to give all information needed through means accessible to all—this syllabus, Canvas announcements, and posted assignment guidelines. However, in the case that something is not clear, follow these guidelines when determining your next steps.

For matters of course policies, attendance, late work, assignment guidelines and deadlines: **SEE THIS SYLLABUS.** If you have consulted the syllabus and still have a question about the matters above, contact the TA via email, allowing a 24-hour response time during the week, 48 hours during the weekend/holidays. If the TA is unable to resolve your issue, as much as possible, students should strive to communicate about the course in person with the professor during office hours (at top of syllabus), reserving email/Canvas mail as a last resort. We trust you to use your judgment.

BTW, if we are in class when the unclear matter comes up, raise your hand and ask a question (there, that's easy!) That way your peers can hear it and the answer, reducing the number of requests for information we have to field individually. Collective wisdom!

We use Canvas announcements often to communicate with students but also notify students verbally, in class; sometimes the notice only goes out in one of these settings so be sure to check Canvas, course powerpoints, and class notes to stay up to date.

WRITTEN ASSIGNMENT FORMAT: All written assignments are due by the beginning of the class period on which they are due. Unless otherwise specified, all written assignments should be typed in Times New Roman 12 with default margins and can be submitted through Canvas or brought as a hard copy to class.

LATE ASSIGNMENTS:

ALL STUDENTS: Discussion Café assignments will not be accepted late. Case Study assignments and the presentation will receive a 10% penalty every 24 hours.

THE COMPUTER ATE MY HOMEWORK: Problems with technology are not an acceptable excuse for late submission of your assignments. You should assume that technology will fail you at some point. It is incumbent upon you to **PLAN AHEAD** and not leave your work for the last possible moment.

EXTRA CREDIT: Students can earn up to 2 points on their final average by tagging (when appropriate) the Center for Latin American Studies on social media using #UFLAS. Each post is worth a ½ point and up to 4 posts can count (submit relevant screenshot to EC tabs in Canvas).

TECHNOLOGY POLICY: Given the scientific evidence on technology in the classroom (see: https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?utm_term=.22a14bdaea9f) showing that it hinders learning, technology use is **banned** during class time. This includes laptops, cell phones, and tablets. Students requiring exceptions to this rule must obtain the instructor's permission.

MAKE-UP POLICY: Unannounced quizzes cannot be made up. For scheduled quizzes, only university-approved documented excuses will be accepted. Make-up quizzes are a different format than the original, combining an oral and written essay portion.

INCOMPLETES: In accordance with UF policies, an incomplete may be assigned at the **discretion of the instructor** as an **interim** grade for a course in which:

- 1) the student has completed a major portion of the course with a passing grade, AND
- 2) been unable to complete course requirements before the end of the term because of extenuating circumstances, AND
- 3) obtained written agreement from the instructor and arranged for resolution of the incomplete grade.

UNIVERSITY POLICIES:

Academic Honesty:

Anyone caught cheating on exams or submitting work authored by another will receive an "E" grade, and be referred to the dean's office. For the University's policy on academic honesty, please visit <http://www.dso.ufl.edu/judicial/procedures/academicguide.php#3>

Students with Disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office, who will provide documentation to the student. This documentation must be presented to the Instructor as soon as possible in order to arrange for the accommodations.

Confidentiality:

Student records are confidential. Only information designated "UF directory information" may be released without your written consent. Please see University Regulation 6C1-4.007 for a list of the categories of information designated as "UF directory information." UF views each student as the primary contact for all communication. For more information: www.registrar.ufl.edu/ferpahub.html

Counseling and Wellness:

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

NOTE: Please see the following page for the class calendar. Readings, guest lectures, and assignment dates are subject to change.

Course Outline

*ALL ITEMS marked **DUE** are due on **CANVAS BY 11:59 p.m.** on the date specified

Week 1

Jan 5: Course overview and expectations

Week 2

Jan 10: Why Latin America?
Hillman: Preface and Ch. 1 Introduction (Richard S. Hillman)

Jan 12: Geographical Overview
Hillman: Ch. 2 Latin America: A Geographic Preface (Marie Price)

Week 3

Jan 17: Hillman: Ch. 3 The Historical Context (René de la Pedraja)

Jan 19: Latin American Politics
Hillman: Ch. 4 Latin American Politics (Thomas J. D'Agostino)

DUE: **QUIZ:** Map quiz (in Canvas)
Country Selection (in Canvas)

Week 4* *You should attend at least one LAS-themed event by the end of this week and submit an event attendance form through Canvas.

Jan 24: Military
Hillman Ch. 5 The Military (Paul W. Zagorski)
Livingstone Ch. 1

DUE: Case Study Assignment #1 (History, Politics, or Military)

Jan 26: **Discussion Café 1**—Latin American through the years.
Discussion Prep: Using your chosen Latin American or Caribbean nation. Select *news* articles about it from 3 distinct decades, give a brief and briefly analyze (in a paragraph) how its portrayal in the media has changed (or not.) Recognized news media sources only: Reuters, UPI, TIME, Newsweek, BBC, Fox, Economist, AP, New York Times, etc.

Week 5

Jan 31: Economic Realities
Hillman Ch. 6 The Economies of Latin America (Scott G. McKinney)

Feb 2: **QUIZ**
U.S. Interventions in Latin America: Monroe Doctrine-1960
Livingstone Ch. 2, 3

Week 6

Feb 7: U.S. Interventions in Latin America: 1960-1980
Livingstone Ch. 4, 5

Feb 9: U.S. Interventions in Latin America: Closing out 20th Century
Livingstone Ch 6, 7 Film: *Americas in Transition* (in Class)

Week 7* *You should have attended at least two LAS-themed events and submitted event attendance forms for each by the end of this week.

Feb 14: Space and Place in L.A.
Hillman, ch. 8 The Environment, Population, and Urbanization (Jacquelyn Chase and Susan E. Place)

Feb 16: **Discussion Café 2** –US in Latin America
Discussion Prep: DUE: Case Study Assignment #2 on US intervention in Latin America **and** a 250-word essay linking your Case Study nation to Livingstone's book.

Week 8

Feb 21: Education
Hillman, ch. 11 Education and Development (Stephen Franz and Robert F. Arnove)

Feb 23: Gender and Labor
Mannon: *Love in the Time of Neo-Liberalism: Gender, Work, and Power in a Costa Rican Marriage* (on Canvas)

Week 9

Feb 28: Gender and Labor
Hillman, Ch. 10: Women, Work, and Politics (Susan Tiano)

Mar 2: **QUIZ**

Spring Break: March 4-12

Week 10* *You should have attended at least three LAS-themed events and submitted event attendance forms for each by the end of this week.

Mar 14: Religion and Faith
Hillman, ch. 12 Religion in Latin America (Hannah Stewart-Gambino)
DUE: Case Study Assignment #3 (Economics, Urbanization, Education, or Gender)

Mar 16: Articulating Difference
Hillman, ch. 9 Patterns of "Race," Ethnicity, Class, and Nationalism (Kevin A. Yelvington)

Week 11

Mar 21: Neoliberalism and Globalization
Livingstone Ch 10

Mar 23: **Discussion Café 3** – Manifesting Latin America
Discussion Prep: In order to complement what you are learning about Latin America in this course, you have been required to attend three local cultural or academic events focusing on Latin America, the Caribbean, or Latinx

communities in the U.S. Gather your three EVENT ATTENDANCE forms into one document and write a brief reflection (300-400 words) connecting the events to content or ideas raised in our course or your case study research.

Week 12 (This week: Center for Latin American Studies on Cuba)

Mar 28: Evaluating Tourism

Babb: Theorizing Gender, Race, and Cultural Tourism in Latin America: A View from Peru and Mexico (on Canvas)

Mar 30: Social movements and resistance

Stahler-Sholk: Resisting Neoliberal Homogenization: The Zapatista Autonomy Movement (on Canvas) Film: *Zapatista* (in class)

DUE: Case Study Assignment #4 (Religion, Race, Social Movements, or Tourism)

Week 13

Apr 4: **QUIZ**

Apr 6: Drugs and Violence

Livingstone Ch 9

Johnson:

<http://news.nationalgeographic.com/news/2014/07/140723-immigration-minors-honduras-gang-violence-central-america/>

Week 14

Apr 11: Immigration

Chomsky:

http://www.salon.com/2014/05/28/aviva_chomsky_is_anyone_truly_serious_about_immigration_reform/

Golash-Boza: Dropping the Hyphen? Becoming Latino(a)-American through Racialized Assimilation

DUE: Case Study #5 (Immigration or Drugs and Violence)

Apr 12:

DUE: (on Canvas, by 11:59 p.m.) A five-minute draft presentation of your outline to test out audio-visual technical issues associated with screen capture presentation.

Apr 13: Discussion Café/Presentation Workshop

Print and bring all previous case studies to class, along with supplemental materials on your chosen country and any **specific** questions re: technical issues. We will share favorites in small groups and workshop your presentation, which will use three of the case studies.

Week 15

Apr 18: Looking ahead
Hillman Ch. 14

APR 19

DUE: Presentations

