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 a 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.*
Intro to Latin America  
Spring 2016

Texts and Readings:
All reading is to be done prior to class for the day it is listed.

Required Texts
- Livingstone, Grace. 2009. *America’s Backyard: The United States and Latin America from the Monroe Doctrine to the War on Terror.*
- Additional Readings: Posted on Canvas or linked on this syllabus.

Course Evaluation:

Attendance and participation:
Attendance, while not recorded, 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.

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.

Take-home Final Essay:
Final Essay: Prior to the last class period, students will prepare a final essay (1200-1400 words) answering a summative question. Students are expected to demonstrate both breadth and depth of knowledge of material covered throughout the semester. There will be a voluntary peer review process (in-class) for students seeking feedback on their essay. Guidelines for essay and peer review will be posted on Canvas.

Attendance and participation: 15%
Discussion Cafés: 15%
Quizzes: 15%
Case Study 20%
Presentation: 20%
Final Essay 15%
Total: 100%
Grading Scale:

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: As much as possible, students should strive to communicate about the course in person during office hours with either the instructor or the TA. When that is not feasible, students should contact the TA as a first point of contact for questions about the course, assignment clarifications, and grading. Either the student or the TA can resolve to bring in the instructor if needed after that.

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.

EXTRA CREDIT: Students may earn up to 2 extra points on their final average by attending Latin America related events and lectures on campus and in Gainesville. Students are to take (or have taken) a photo that shows you at the event, along with 2-3 sentences describing some interesting or surprising thing you learned or witnessed. Each submission counts for $\frac{1}{2}$ point on your final grade.

LATE ASSIGNMENTS:

ALL STUDENTS: Discussion Café assignments will not be accepted late. Case Study assignments, including the presentation, will receive a 10% penalty every 24 hours. The final essay is due on April 20 by the BEGINNING of class period. Students who miss this deadline will receive a 15% deduction for the first 24 hours and a 10% deduction each subsequent day.

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.

TECHNOLOGY POLICY: Given the increasing scientific evidence that technology use in the classroom hinders, rather than helps learning, technology use is conditionally banned during class time. This includes laptops, cell phones, and tablets. Exceptions to this rule may be granted at the instructor’s discretion.
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

Week 1
Jan 5: Course overview and expectations

Jan 7: Why Latin America?
Hillman: Preface and Ch. 1 Introduction (Richard S. Hillman)

Week 2
Jan 12: Geographical Overview
Hillman: Ch. 2 Latin America: A Geographic Preface (Marie Price)
QUIZ: Map/geography quiz

Jan 14: Hillman: Ch. 3 The Historical Context (René de la Pedraja)

Week 3
Jan 19: Latin American Politics
Hillman: Ch. 4 Latin American Politics (Thomas J. D’Agostino)
DUE: Country Selection

Jan 21: 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, etc.

Week 4
Jan 26: Military
Hillman Ch. 5 The Military (Paul W. Zagorski)
Livingstone Ch. 1
DUE: Case Study Assignment #1 (History, Politics, or Military)

Jan 28: Economic Realities
Hillman Ch. 6 The Economies of Latin America (Scott G. McKinney)

Week 5
Livingstone Ch. 2, 3

Feb 4: QUIZ
Livingstone Ch. 4, 5
Film: Americas in Transition (in Class)

Week 6
Livingstone Ch 6, 7
Feb 11: **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 to Livingstone’s book.

### Week 7

- **Feb 16:** Lived Space
  Hillman, ch. 8 The Environment, Population, and Urbanization (Jacquelyn Chase and Susan E. Place)

- **Feb 18:** Education
  Hillman, ch. 11 Education and Development (Stephen Franz and Robert F. Arnove)

### Week 8

- **Feb 23:** Gender and Labor

- **Feb 25:** QUIZ
  Gender and Labor
  Hillman, Ch. 10: Women, Work, and Politics (Susan Tiano)

### Week 9

***Spring Break: February 27-March 6***

### Week 10

- **Mar 8:** Religion and Faith
  Hillman, ch. 12 Religion in Latin America (Hannah Stewart-Gambino)

  **DUE:** Case Study Assignment #3 (Economics, Urbanization, Education, or Gender)

- **Mar 10:** Articulating Difference
  Hillman, ch. 9 Patterns of “Race,” Ethnicity, Class, and Nationalism (Kevin A. Yelvington)

### Week 11

- **Mar 15:** Neoliberalism and Globalization
  Livingstone Ch 10

- **Mar 17:** Social movements and resistance
  Stahler-Sholk: Resisting Neoliberal Homogenization: The Zapatista Autonomy Movement (on Canvas)

### Week 12

- **Mar 22:** Evaluating Tourism
  Babb: Theorizing Gender, Race, and Cultural Tourism in Latin America: A View from Peru and Mexico (on Canvas)

- **Mar 24:** **Discussion Café 3** – Latin America in a Globalized World
**Discussion Prep:** Examine one type of tourism in Latin America by how it is packaged and sold abroad. Write a critical evaluation of the materials used to promote it and the implications found throughout.

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

**Week 13**
Mar 29: **QUIZ**

Mar 31: Drugs and Violence
Livingstone Ch 9

**Week 14**
Apr 5: Immigration
Chomsky: [http://www.salon.com/2014/05/28/aviva_chomsky_is_anyone_truly_serious_about_immigration_reform/](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

Apr 7: Discussion Café/Case Study Workshop
Bring all previous case studies to class, along with supplemental materials on your chosen country. We will share favorites in small groups and workshop your presentation which will use three of the case studies

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

**Week 15**
Apr 12: Looking forward
Hillman Ch. 14

Apr 14: Course summation

**DUE:** Presentations

**Week 16**
Apr 19: **Final Essay** DUE. Blind Peer Review available in-class (revised essays due within 48 hours.)