

LATIN AMERICAN STUDIES 100:
INTRODUCTION TO LATIN AMERICAN STUDIES
FALL 2019

University of Puget Sound
M, W 2:00-3:20
Wyatt Hall 109

Professor: Natasha Bennett
Email: nbennett@pugetsound.edu
Office hours: Tues/ Thurs 11 AM to 1 PM, and by appointment
Office: Wyatt 330

SUMMARY OF THE COURSE:

This course provides an overview of the politics, cultures, and history of Latin American societies. As a region, Latin America is widely diverse with a range of different languages, cultures, political and economic systems, religions, and peoples. This survey course will provide students with exposure to a variety of issues and topics, including history, literature, culture, politics, social inequality, and more. Given the interdisciplinary nature of the course, there will be a series of guest lectures provided by different faculty associated with Latin American Studies on campus. These guest lectures will provide students with a unique opportunity to learn from faculty expertise. By the end of the course, you should have a sense of the historical and contemporary issues that have and continue to shape these diverse societies.

*This course is required for the minor in Latin American Studies

COURSE LEARNING GOALS:

By the end of this course, students should:

1. Have an understanding of Latin American societies, cultures, political events, and phenomena that define the region,
2. be familiar with how historical conditions have shaped Latin America,
3. be familiar with critical contemporary issues that affect the region,
4. feel comfortable reading and analyzing primary sources,
5. recognize how Latin America and its people extend beyond its geographical borders to form part of an interconnected world,
6. be familiar with various pathways to continue their studies of the region,
7. and have improved their writing, reading, and presentation skills.

REQUIRED TEXTS:

As part of this course, you will be required to purchase (or rent) the following two texts:

1. John C. Chasteen, *Born in Blood and Fire*, 4th ed. WW Norton
2. Mario Vargas Llosa, *The Storyteller*, trans by Lane

*All other readings for the course will be made available to you via the course's Canvas website.

GENERAL CONVENTIONS:

1. Please feel free to call me Natasha
2. I will be holding office hours regularly, so please be sure to stop by office hours first.

Most questions and concerns are best discussed in person.

- a. If office hours don't work for you, email me or talk to me to schedule an appointment. I am widely available for students, but please be mindful that I commute from north of Seattle so I may be unable to accommodate last-minute requests.

COURSE REQUIREMENTS:

GRADE BREAKDOWN AND IMPORTANT DATES

Attendance and Participation	10%	
Map Quiz	5%	9/11
Current Event Analysis	10%	
Reading Reflections	15%	Reflections: Fridays 11:59 PM
(including reading quizzes)		Quiz dates: 10/30, 11/6, 11/11
Take-Home Midterm Exam	20%	10/14 @ 3:30PM- 10/16 @ 3:30 PM
Analysis Paper (<i>The Storyteller</i>)	20%	12/2 @ 2PM
In-Class Final Exam	20%	12/16 4:00-6:00 PM

1. Attendance and Participation are required for this course. I will take attendance at the beginning of class. Because I recognize that life happens, you get **3 free absences** to use as you please. You do not need to give me advanced notice of your absence, and I do not require any documentation. This policy is flexible enough to accommodate any of the reasons you might miss class: sick days, cramming, travel plans, mental health days, etc. While you are free to use them however you might like, I would encourage you to **save them for when you genuinely need them**. Also be sure that you are not absent for important course dates (such as the day of the map quiz or the day you're scheduled to present, for example).

*Any additional absences after your first three will affect your overall course grade.

As part of your participation grade, I ask that you **visit me in office hours at least once during the semester. You may do this at any point BEFORE Dec 1. Talking to you one-on-one gives me a chance to get to know a little bit more about you, provide guidance for assignments if needed, and get a sense of your interests. This requirement is also designed to socialize you to going to office hours.

2. Map Quiz: On **September 11th**, I will give you a blank map of Latin America, and you will be required to fill in *the country names and list the capitals*. This quiz is worth 5% of your grade, and I will not administer make-up quizzes.
3. Current Event Analysis: Throughout the semester, you will be asked to write and present an analysis of a current event anywhere in Latin America and the Caribbean. Presentation schedules will be assigned on the first day of class. The instructions are at the end of this syllabus.
4. Reading Reflections: At the end of each week, you will be asked to upload a short reading reflection paper (1-2 pages) to help you digest the readings for that week. The format of the paper is as follows:
 1. Summarize each text in **NO MORE THAN ONE PARAGRAPH**. This format forces you to identify the central argument/ component of each reading and concisely summarize the information. These paragraphs will also come in handy to help you organize your notes and study for exams.
 2. Answer one or more of the following prompts in **NO MORE THAN THREE PARAGRAPHS** to any reading(s) of your choice:
 - What did you find surprising?
 - How does what you read this week connect with what you already knew?
 - How useful is this information for your contemporary understanding of Latin America?
 - Do these readings have a common theme(s)? If so, what is it (are they) and how are they discussed?

***These reflections are due on Fridays no later than 11:59 PM on Canvas**

5. Take-Home Midterm Exam: The midterm exam will be a take-home essay exam. You will be asked to respond to three out of four prompts in essay formats. You will have **48 hours to complete the exam**. The midterm will become available at 5 PM on Monday OCT 16, and the essays will be due on **Wednesday, Oct 18 at 5 PM**- uploaded via Canvas. (We will not have class on Wed. Oct 18).
6. Analysis Paper: The major writing assignment in this class is an analysis paper on the novel *The Storyteller*, due on **Dec 2nd at 2:00 PM** via Canvas. You will have the choice of prompts. Prompts and instructions will be distributed following the midterm.
7. Final Exam: The final exam for this course will be an in-class blue book style exam. While it is cumulative, the exam will emphasize material from the second half of the course. It will consist of a combination of identifications, short answer, and essay questions.

COURSE EXPECTATIONS:

Submission policy: All submission dates and times for the papers and exams are binding. **Late assignments will not be accepted.** It is YOUR RESPONSIBILITY to ensure that any papers/ assignments/ exams uploaded to Canvas can be opened. If I cannot download and open your file, I cannot grade it.

- I prefer Microsoft Word document formats. If you use different software such as Pages, please convert the file.
- To avoid losing work due to computer/ technical difficulties, consider using a cloud-based service (such as Dropbox, Google Drive, iCloud, for your notes and assignments)

Tardiness: If you are late, it is YOUR RESPONSIBILITY to ensure that I have marked you down as present in the attendance sheet. Approach me at the end of the class to do so.

Classroom Emergency Response Guidance

Please review university emergency preparedness, response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Student Accessibility and Accommodation

If you have a physical, psychological, medical or learning disability that may impact your coursework, please contact Peggy Perno, Director of Student Accessibility and Accommodation, 105 Howarth, 253.879.3399. She will determine with you what accommodations are necessary and appropriate. All information and documentation are confidential.

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COURSE SCHEDULE

Week 1- Intro to the course and the region

SEPT 4 Class 1: Introduction to the course/ introduction to area studies

Readings:

1. Chasteen, Born in Blood and Fire Introduction
2. Marshall Eakin, "Does Latin America have a Common History?"
<https://ejournals.library.vanderbilt.edu/ojs/index.php/lusohispanic/article/view/3179/1365>

Week 2- Latin America and its people

SEPT 9 Class 2: Geography, Population, and Climate part 1 (the land)

Readings:

1. Clawson, David L. 2006. "Latin America and The Caribbean: Lands and Peoples," Chapter 1
2. Green, D. 2006. "Faces of Latin America. Chapter 3: Land, City and the Environment"

SEPT 11 Class 1: Geography, Population, Climate part 2 (the people)

Readings:

1. Wade, Peter. 2010. "Chapter 2: Black and Indigenous Peoples in Latin America" in *Race and Ethnicity in Latin America*. Pluto Press.
2. Allen, Catherine J. "To Be Quechua: The Symbolism of Coca Chewing in Highland Peru"
3. Guy, Donna J. "Gender and Sexuality in Latin America" in *Oxford Handbook of Latin American History* ed. Jose C. Mora, 2012.

****Map Quiz****

Week 3- Colonialism and Encounters

SEPT 16 Class 2: Historical Overview Colonial p1

Readings:

1. Chasteen, Born in Blood and Fire Chapters 1-2
2. Matthew Restall and Kris Lane, "Native American Empires" and "The Incomplete Conquest," chapters 5 and 7 in *Latin America in Colonial Times* (Cambridge, 2011)

SEPT 18 Class 1: Colonial History p2

Guest Lecture by Linda Williams- Department of Art History

Readings:

1. Kelly Donahue-Wallace's *Art and Architecture of Viceregal Latin America, 1521-1821* (UNM press 2008)- Chapters 1 and 2

Week 4- Early Nation Building

SEPT 23 Class 2: Historical Overview Modern

Readings:

1. Chasteen, *Born in Blood and Fire*, Chapter 4-5
2. Jose Martí "Our America"

SEPT 25 -Historical State formation (1810-1900)

Guest Lecture by Andrew Gomez- Department of History

Readings: TBD

Week 5: Reform and Revolution

SEPT 30--Class 1- Mexico

Readings:

1. Chasteen, *Born in Blood and Fire*, Chapter 9
2. Thomas Skidmore, Peter Smith and James Green, *Modern Latin America*, from section "Mexican Revolution" of the chapter "Mexico: the Taming of a Revolution."
3. Desmond Rochfort, "[The Sickle, the Serpent, and the Soil: History, Revolution...in the Murals of Rivera, Orozco and Siqueiros.](#)"

OCT 2 Class 2- Cuba

Readings:

1. Thomas Skidmore, Peter Smith and James Green, *Modern Latin America*, from chapter "Cuba: Key Colony and Socialist State"
2. Selections from "Dancing with Cuba"

Week 6: Authoritarianism and Military rule in Chile and Argentina

OCT 7 Class 1- Overview/ Argentina

Readings:

1. Chasteen, *Born in Blood and Fire*, Chapter 10
2. Alison Brysk, Chapter 2 "Historical Background" and Chapter 3 "The Emergence of the Human Rights Movement" in [The Politics of Human Rights in Latin America](#)

Oct 9- Class 2- Chile

Readings:

1. Salvador Allende, "Final Speech" (1973)
2. Augusto Pinochet, "Military Decrees on Seizing Power" (1973)

In-class film: Missing

Week 7: Midterm

Oct 14 Class 1: Finish *Missing*, midterm review

No reading: prepare notes for the midterm exam

Midterm prompts available on Canvas at 3:30 PM on Monday, Oct 14th.

OCT 16 Class 2: MIDTERM (take home- no class)

Midterm exams DUE on Canvas at 3:30 PM on Wednesday, Oct 14th

Week 8: Civil War and Ideological Struggles during the Cold War

OCT 21 FALL BREAK – NO CLASS

OCT 23- Class conflict and inequality

Readings:

1. Selections from Grandin, Greg *The Last Colonial Massacre*. University of Chicago Press, 2011.

In-class film: start Romero

Week 9: Human Rights in Latin America part 1

OCT 28- Class 1: Liberation theology

Readings:

1. Matthew A Shadle, "Liberation Theology in Latin America" in *Interrupting Capitalism: Catholic Social Thought and the Economy*. Oxford University Press, 2018.
2. Vargas Llosa, *The Storyteller* Chapter 1

In-class film: finish Romero

OCT 30- Transitional Justice in Guatemala and Argentina

Readings:

1. Lorena Balardini, "Argentina: regional protagonist of transitional justice" in *Transitional Justice in Latin America* eds Elin Skaar, Jemima Garcia-Godos. Routledge 2016.
2. Jemima Garcia-Godos and Luis Raul Salvado, "Guatemala: truth and memory on trial" in *Transitional Justice in Latin America* eds Elin Skaar, Jemima Garcia-Godos. Routledge 2016.
3. Vargas Llosa, *The Storyteller*, Chapter 2

****Storyteller Reading Quiz chapters 1-2****

Week 10: Human Rights in Latin America part 2

NOV 4- Class 1: Democracy, Rights, Struggles

Readings:

1. Robert Albro, "The Water is Ours, Carajo! Deep Citizenship in Bolivia's Water War" 2006.
2. Selections from: Basta! Land and the Zapatista Rebellion in Chiapas
3. Ejercito Zapatista de Liberacion Nacional, First Message from Lacandon Jungle 1994, in *Sources for Latin America in the Modern World*
4. Vargas Llosa, *The Storyteller*, Chapter 3

NOV 6- Class 2: Gender, Sexuality, Violence against women

Readings:

1. Listen (or read): "Cholitas Luchadoras: The Indigenous Women Wrestlers of Bolivia" by Asa Merritt. WBUR.
<https://www.wbur.org/onlyagame/2016/01/16/cholitas-luchadoras-bolivia-women-wrestlers>
2. Casey Quackenbush, "Costa Rica's Supreme Court Orders Ban on Same-Sex Marriage to Be Struck Down" *TIME* <https://time.com/5363591/costa-rica-supreme-court-gay-marriage-ban/>
3. Alison Brysk, Chapter 6 "The Right to Life: Femicide and Intimate Partner Violence" in *The Struggle for Freedom from Fear*.
4. Vargas Llosa, *The Storyteller*, Chapter 4

****Storyteller Reading Quiz chapters 3-4****

Week 11: Indigenous Politics and Society

NOV 11 Class 1: Celebrating identity, contesting development

Readings:

1. Finish reading Mario Varga Llosa "The Storyteller" Chapters 5 and 6
2. Nietschmann, Bernard. "When the Turtle Collapses, the World Ends"

3. Rigoberta Menchú “I, Rigoberta Menchu: An Indian Woman in Guatemala” in *Sources for Latin America in the Modern World* pp. 338-442
4. Evo Morales “Towards a New World Order for Living Well” Address to the Summit of the Group of 77” 2014 in *Sources for Latin America in the Modern World* pp. 348-355

****Storyteller Reading Quiz, Chapters 5-6****

NOV 13 Class 2: Ecological Justice

Readings:

1. Selections from Sawyer, Suzanna. *Crude Chronicles: Indigenous Politics, Multinational Oil, and Neoliberalism in Ecuador*, 2004.
2. Chapters IV and V from “Deadly Shade of Green: Threats to Environmental Human Rights Defenders in Latin America”

Week 12: Contemporary Politics of Latin America

NOV 18- Politics of Populism in Venezuela

Readings:

1. Richard Gott, “Hugo Chavez and the Bolivarian Revolution, 2000” in *Sources for Latin America in the Modern World*. Pp 355- 357
2. Matthias vom Hau, Jared A. Abbot, Hillel David Soifer, “Inculcating Populist Nationalism? Education and Ideological Change in Venezuela” in *Populist Nationalism in Europe and the Americas*. Eds Fernando Lopez Alves and Diane Johnson. New York: Routledge, 2018
3. Juan Guaido, “Maduro is a usurper. It’s time to restore democracy in Venezuela” Op-ed *The Washington Post*. January 15, 2019.

NOV 20- Politics of Migration

Readings:

1. Selections from Anna Sampaio, *Terrorizing Latina/o Immigrants: Race, Gender, and Immigration Politics in an Age of Security*. (Chapters 2 and 3)

Week 13: Migration and Transborder lives

NOV 25-

Readings:

1. Gonzalez, Juan. *Harvest of Empire*. Chapter 8: Central Americans: Intervention Comes Home to Roost
2. Gloria Andaluzá, “To Live in the Borderlands, Means You” in *Sources for Latin America in the Modern World*.

NOV 27 - NO CLASS- THANKSGIVING BREAK

Week 14: Latin America in a Global World

Dec 2

Guest Lecture by Nila Weisse- Department of Business

Readings: TBD

*****Storyteller Analysis Paper Due*****

Dec 4

Guest Lecture by Monica DeHart- Department of Anthropology

Readings: TBD

Week 15: Review and Final Exam

Dec 9- Catch up and final exam review

Final exam: DEC 16th 4:00-6:00

INSTRUCTIONS FOR CURRENT EVENT ANALYSIS

My partner is: _____

We are scheduled to present on: _____

You and a partner will be asked to analyze a Latin American current event, write a short analytical paper, and present it to your classmates.

Guidelines for choosing a current event:

- The current event **MUST** have taken place within the last 6-12 months. If you have questions about whether something qualifies, feel free to ask. There are several scenarios where an ongoing chronic issue may not have gotten press in the last 6-12 months but is still appropriate.
- Current events **MAY NOT INCLUDE** specific events discussed in class. The crisis in Venezuela, for example, cannot be used because we will discuss it at length in class.
- **NOTE ON SOURCES:** Your source must come from a reputable news outlet. If you have **ANY QUESTIONS ABOUT WHETHER A SOURCE IS RELIABLE**, please **don't hesitate to ask**. Using an unreliable source may be detrimental to your grade for this assignment.
 - You may want to find multiple sources to ensure that the information is reliable.
 - You will be asked to cite your sources.

Short paper (6 points):

In **no more than 750** words, please discuss the following concerning any current of your choosing:

- Briefly summarize the event (1-2 paragraphs)
- Apply the event to 1-2 concepts discussed in class (2-3 paragraphs)
 - Be sure to define/ briefly discuss those concepts and then show how this event relates.
- Briefly discuss what you believe to be factors that have led to this event. (2-3 paragraphs).
 - **NOTE:** these factors should not be purely historical; they should be thematic. For example, if your event that x country held an emergency election, your factors might include a particular political divide over government spending (don't just say that the election is the result of that emergency).
- Be sure to use an appropriate citation format when citing your sources.

Presentation (4 points)

You will have **no more than 10 minutes to present** your current event to your classmates. You have complete freedom in how you wish to do to this. Excellent presentations will be engaging, may rely on the use of videos, images, or audio, artwork, etc. Your goal is to get your classmates to understand why the event is important and why they should care about it. (Ask yourself, "what's at stake here?") Please note, this may or may not include information that you've written about in your paper. Poor presentations will summarize the paper without considering how to convey information across different mediums.

*I strongly recommend that you rehearse your presentation beforehand.

Submission guidelines

The written assignment is due at **5 PM** on the day BEFORE your scheduled presentation day. Please upload your paper via Canvas.

If you are using audio/visual aids, please email your presentation ahead of class time.