Course Description:
This is a wide-ranging interdisciplinary course intended to introduce students to the region of Latin America and to the field of Latin American Studies. This course will familiarize students with the physical, political, and cultural boundaries of the region and including its historical context - with an emphasis on the 20th century. The course is designed to engage both the shared experiences that have shaped Latin America, and to reveal the immense diversity within the two American continents and numerous island nations that comprise the region broadly designated as “Latin America.” By surveying different types scholarship on Latin America (e.g. anthropology, sociology, Public Health, history, and cultural studies) as well as by exploring film, literature, texts, and policy produced within the region, students will be exposed to numerous ways to think about Latin America culture and society, and will observe how Latin American artists, writers and intellectuals represent their nations and cultures to themselves and to the world.

Course Objectives:
The objectives of this course are to introduce students to the region, institutions, and cultures of Latin America and to the field of Latin American Studies. Students will become familiar with the physical, political, and cultural boundaries of the region and will examine modern Latin America using case studies, primary source materials, discussion and analysis.

- To survey some salient points in the general history, culture and geography of Latin America;
- To examine the ethnic, political, and cultural diversity within Latin America;
- To discuss, debate, and —hopefully—inspire a lasting interest in contemporary issues in Latin America and Latin American Studies;
- To develop the critical vocabulary necessary to understand and discuss the historical structure and contemporary conditions of Latin America;
- To introduce various forms of “knowledge”—local and foreign; scholarly and popular—that contribute to a broad understanding of Latin American culture and society;
- To learn to interpret and evaluate historic documents, testimonials, and academic scholarship;
- To explore the differences and relations between academic disciplines and the basic methods scholars employ to study Latin America.

Conceptions of Interdisciplinary Themes
In addition to following the historical trajectory of the region, the course is structured around four themes: encounter, identity, nation, and welfare. We will use case studies from diverse countries in the region to explore these themes in the context of
Latin America.

Course Assessment (Total = 300 Points)

- **Attendance/quizzes (30 points)**

- **Map Quiz (20 points):** Students will demonstrate their knowledge of Latin America’s physical features, languages, and political boundaries on a map quiz.

- **Leadership & Participation (70 points):** Students will hone their understanding of modern Latin America through classroom discussion, debate, and exercises. Students will team-lead discussion, providing questions for the whole class, on one week’s readings during the semester. All variety of questions, ideas, and discussion are expected and encouraged in this class.

- **Four 2-page critical response papers (15 points each = 60 points):** Students will write four short response papers (approximately 2 pages) based on our class readings. Summarize the authors’ arguments, give a brief critical reaction to the weeks’ readings and ask a few questions directed to the author(s) and/or the class. Ask yourself – what are these readings about and how do they relate to the unit we are studying? Is something particularly interesting? Explain why. Is it problematic in some sense? Does it conflict with the way you see the world? You choose which weeks you want to write on (one from each unit).

- **Final (60 points):** Students will demonstrate their mastery of this semester’s class material on one take-home final exam.

- **Service Learning (60 points):** Students will serve 20 hours at a community site during the semester and complete several assignments. These include attending an orientation and a training session, writing a one-page proposal and four reflection papers, keeping a brief electronic log of your activities, and attending two “rap” sessions.

**Leading Discussion**

Students will take turns leading discussion on one set of readings. In order to do this, you must read the assigned articles in your set, meet with the other students in your group, develop ten to fifteen questions (or an activity for the class) total for all of the readings in your set, and bring photocopies for the whole class on your leadership day. **Good leaders will identify the most important points in the readings and actively lead class on their assigned day. Excellent leaders will go beyond this, making connections with the themes of the course and other readings from class.** Superficial/general questions, poor preparation, and weak leadership will receive a low grade. These questions should help your classmates focus in on the important themes in the readings each week.
Course Schedule:

Week 1: First Day Intros
Course, Instructor, and student introductions

Week 2:
Two class periods
Readings:
- *Born in Blood and Fire* Ch. 1 & 2
- “A View From the South” Ch. 1 *Americas* Winn
- “Area Studies in a Global Age” Smith
- Chile *Global Studies*

Film: The Mission (125 minutes)

UNIT I - ENCOUNTER

Week 3: Encounter
Two Class periods
MAP QUIZ
Readings:
- *Born in Blood and Fire* Ch. 3 & 4
- *Guns, Germs, and Steel: The Fates of Human Societies* Jared Diamond Prologue, Ch’s 3, 4, & 18
- “The Discovery and Conquest of Mexico” Bernal Díaz del Castillo
- Peru *Global Studies*

Week 4: Encounter
Two Class periods
Readings:
- *Born in Blood and Fire* Ch. 5
- “The World of the Slaves” Ch. 10 Rogozinski
- “Runaways and Rebels” Ch. 12 Rogozinski
- “Cuba” from *Santería: African Spirits in America* Joseph M. Murphy Ch. 2
- Cuba *Global Studies*
Week 5: Encounter – contemporary case study

Two class periods

Readings:

- *What’s Love Got to Do With it? Transnational Desires and Sex Tourism in The Dominican Republic* Denise Brennan (entire book)
- Dominican Republic *Global Studies*

**UNIT II - NATION**

Week 6: Nation

Two Class Periods

Guest Lecturer, Political Science

Readings:

- Born in Blood and Fire Ch. 6
- “Latin America, The United States, and The World” *Modern Latin America* Ch. 11 Skidmore & Smith
- *Why the Cocks Fight* “The Massacre River” Wucker
- Haiti *Global Studies*

Week 7: Nation

Two Class Periods

Film: *In the Time of the Butterflies*

Week 8: Nation

Two Class periods

CLASS PARTY

Readings:

- Born in Blood and Fire Ch. 7 & 8
- *Revolutionizing Motherhood: Mothers of the Plaza de Mayo* Bouvard
- *Guerrilla Warfare* Ché Guevara
- Argentina *Global Studies*

Film: *Las Madres de la Plaza de Mayo*
UNIT III - IDENTITY

Week 9: Identity
Two Class Periods
Guest Lecturer, Art History
Readings:
- Born in Blood and Fire Ch. 9
- “Art and Revolution” (various 1-15) David Alfaro Sisqueiros
- “Anthropophagite Manifesto” Oswald de Andrade
- Mexico Global Studies

Week 10: Identity
Two Class Periods
Readings:
- Disposable People: New Slavery in the Global Era Kevin Bales, Introduction & Ch. 4
- “Sugar Cane Slavery: Bateyes in the Dominican Republic” Barbara L. Bernier
- Brazil Global Studies

Week 11: Identity
Two Class Periods
Film: Bus 174

UNIT IV - WELFARE

Week 12: Welfare
Two Class Periods
Readings:
- “Scapegoating Outsiders: The Murders of Street Youth in Modern Brazil” Huggins and Mesquita
- “Kids Out of Place” Scheper-Hughes & Hoffman
- Marginality From Myth to Reality, 1969-2002 Perlman

Week 13:
No Class
Readings:
- Born in Blood and Fire Ch. 10
Week 14: Welfare

Two classes

Guest Lecturer, Medical Sociology

Readings:

- Pathologies of Power: Health, Human Rights, and the New War on the Poor Paul Farmer Preface, Intro, Ch. 1 & 3
- Shadows of Tender Fury Zapatista letters

Week 15: Welfare

Two Classes

Film: Life + Debt (86 minutes)

Readings:

- Jamaica Global Studies

FINAL EXAM
Texts


Bouvard, Marguerite Guzman. 1994 *Revolutionizing Motherhood: the Mothers of the Plaza de Mayo*. Scholarly Resources, Wilmington. (Ch. 1).


Guevara, Che 1985. *Guerrilla Warfare*. University of Nebraska Press, London. (Ch.1)


Murphy, Joseph M. 1993. *Santería: African Spirits in the Americas*. Beacon Press, Boston. (Ch. 2)


Wucker, Michele. 1999. *Why the Cocks Fight.* Hill & Wang, New York. (Ch. 2)