

Course: LAST 101-01H (LAST 189-10)
Instructor: Jimmy Huck
Office: 100 Jones Hall
Office Hrs: T 1:00-3:00PM
W 12:30-1:30PM or by appointment

Title: Introduction to Latin America
Time: T 3:30-6:00pm
Place: 100A Jones Hall
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COURSE DESCRIPTION

Latin American Studies 101 is an introduction to the field of Latin American Studies, focusing equally on the individuals, cultures, histories and geographies that distinguish the region, and on different approaches to studying and understanding Latin America. Toward this goal, the course is designed to engage 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.” The class is also intended to introduce students to the “interdisciplinary” nature of Latin American Studies. By surveying different types of scholarship on Latin America (e.g. anthropology, political science, history, cultural studies and journalism) as well as by exploring film, music, literature 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.

By its very nature, Latin American Studies engages the relationship between the United States and Latin America. This class is designed to provide students with the means to approach this relationship critically and self-reflexively. Much of the class examines US stereotypes of Latin America, exploring the origins and maintenance of cultural assumptions in the media, entertainment, foreign policy, advertising and academics. Finally, student interaction with the local community through service learning is intended to expand inter-cultural understanding and explore misunderstandings, adding an experiential dimension to Latin American Studies.

Structurally, the course is organized around four basic concepts: *Encounter*, *Identity*, *Nation*, and *Welfare*. These themes will provide a basic framework for our class, anchoring our readings and discussions in such a fashion as to bring together a wide array of subjects. Within each section individual classes will be organized around more specific concepts, enabling us to touch upon a variety of disciplines, locations, and time periods.

- *Encounter*: From the first colonial contact, Latin America has been the location of various “encounters,” both amicable and violent, that have shaped the region’s culture. This section explores how a variety of “encounters” have influenced the character of Latin American history and culture and affected the nature of Latin American Studies.
- *Identity*: What is Latin America? Is it one homogenous region, or is it an agglomeration of many conflicting and competing identities? Do individuals and social groups within the Americas consider themselves “Latin American?” This section explores issues of identity in Latin America, looking at the broad diversity of racial, ethnic, and cultural identities throughout Latin America.
- *Nation*: This unit explores popular, political and institutional conceptions of the “nation.” Given the diversity of identities examined above, what are the various mechanisms that contribute to the production and dissemination of a shared sense of belonging to an “imagined community?”
- *Welfare*: How does the nation care for its citizens? What is the role of the state and what is the responsibility of the citizen? What is the definition of well-being? What happens when the state oppresses the very people it is entrusted to protect? When does the welfare of the nation take precedence over individual or economic welfare? This section explores “welfare” in relation to the individual, the collective and the state in Latin America.

COURSE OBJECTIVES

- To survey some salient points in the general history, culture and geography of Latin America
- To examine the ethnic, political and cultural diversity of Latin America
- To introduce the origins, history and significance of Latin American Studies as an interdisciplinary field of study
- To discuss, debate and 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 practice interpreting and evaluating historic texts including documents, testimonials, visual representation, music, film and secondary research
- To explore the differences and relations between academic disciplines and the basic methods scholars employ to study Latin America
- To engage students with the local community through public service with measurable outcomes such as: completion of hours; reflection assignments; and/or completion of a final project related to their service learning assignment

TEXTS:

- Goodwin, Jr., Paul B., ed. *Global Studies: Latin America*. 13th Edition. New York: McGraw-Hill/Dushkin, 2009.
- Chasteen, John Charles. *Born in Blood & Fire: A Concise History of Latin America*. 2nd Edition. New York: W.W. Norton & Company, 2006.
- Díaz-Medina, Lucas. *Passing Unseen: Stories from New Domangue*. Bloomington, IN: iUniverse, 2007.
- Esquivel, Laura. *Like Water for Chocolate*. Translated by Thomas Christensen and Carol Christensen. New York: Knopf, 1995.
- Fuentes, Carlos. *The Crystal Frontier*. Translated by Alfred Mac Adam. New York: Harcourt/Brace, 1997.
- Timerman, Jacobo. *Prisoner without a Name, Cell without a Number*. Translated by Toby Talbot. Madison, WI: University of Wisconsin Press, 2002.
- Vargas Llosa, Mario. *The Storyteller*. Translated by Helen Lane. New York: Picador, 2001.

** Some additional reading materials will be available in electronic format as .pdf files at the course Blackboard website. See the Course Calendar below for details on these readings.**

SERVICE LEARNING:

The course is also designed as a service learning class and participation in the service learning is strongly encouraged. However, the service learning component of the course is optional; and students may choose not to participate in the service learning. Students opting out of the service learning must write, in lieu of the service learning reflection essays, four 7-8 page critical movie/book reviews, the details of which are explained below. Students interested in the service learning MUST also register for LAST 189-10.

Service learners for this class will be working either with “Puentes-New Orleans,” the “Advocacy Center of Louisiana,” or the “Latino Farmers Cooperative of Louisiana.” Puentes-New Orleans is an organization whose mission is “to create an integrated New Orleans region in which the Latino community is a vital, vibrant and active participant that enjoys access to good jobs, quality education, safe streets, affordable housing and economic opportunities.” Puentes-New Orleans runs a number of programs that Service Learners there can help with. The Advocacy Center of Louisiana works primarily to protect and defend the rights of the disabled or the elderly. The Advocacy Center does not focus particularly on the Latino Community, but its mission to work to defend the rights of the disabled and marginalized do have relevance to some of the themes of the course. The Latino Farmers Cooperative of Louisiana is committed to the issue of food security for the Latino community of the greater New Orleans area. Students will be working with the Executive Director of the Latino Farmers Cooperative specifically in the development of a Food Pantry program. The goal of the service learning for you, as students in this course, is to engage you actively in service that will allow you to learn about the life and culture of Latin America, or the issues facing the region, through exploring the issues of social justice, linguistic and cultural assimilation, and racial/ethnic dynamics that exist in New Orleans. More information on each of these options, including specific time slots available, will be given during an in-class presentation on September 1, 2009. Transportation to and from the community partner sites throughout the semester can be provided by the Center for Public Service with proper planning on your part.

The following requirements are considered part of LAST 101 Service Learning.

- **Log 20 hours of service** at Puentes New Orleans, the Advocacy Center of Louisiana, or the Latino Farmers Cooperative of Louisiana over the course of the semester.
- **Attend an orientation** where you will be introduced to your community partner and oriented towards the specific job of your community service. The orientations will be planned according to the schedules of students participating in the Service Learning, but it will take place over the first week or two of September and will last about 1.5 hours. If the orientation takes place off-campus, transportation will be provided by the Center for Public Service. If such is the case, students are required to take CPS-provided transportation to this initial orientation session. This orientation is effectively your first service learning session and the time spent at the orientation does count towards your total service learning hours.
- **Write 3 reflection papers** over the course of the semester at equal intervals. These papers are critical reflections upon your service experience and how this experience relates to the content of the class. When appropriate, these reflections can take the form of what you wish the class content would be in order to prepare you better or to address more current concerns. These reflection papers should be 4-5 double-spaced pages in length, using 1-inch margins and 12 point Times/New Roman font. **DUE DATES:** The first reflection paper is due on Oct. 23, 2009; the second paper is due on Nov. 13, 2009; and the final paper is due on Dec. 7, 2009. Papers must be uploaded as electronic file attachments at the course Blackboard website.
- **Complete two “Service Learning Evaluations”** – one at the midterm point of the semester and one at the end of the semester as part of the regular online course evaluation process. **MIDTERM EVALUATION DUE DATE:** Monday, October 19, 2009. The Midterm evaluation must be uploaded as electronic file attachments at the course Blackboard website.

- **Attend the showcase celebration** on Wednesday, December 2, 2009, from 3:30-6:00pm in the Qatar Ballroom in the LBC, which will highlight student achievements with their service learning community partners and will celebrate in a festive, fun environment the joint efforts of Tulane students and the community to work together.
- **Present a final report/project** to the community partner agency, if your service learning assignment entails the creation of a report/project. **DUE DATE:** Monday, November 30, 2009, in time for the showcase celebration on December 2. The project must also be submitted to me on this date as well.

NOTE: The Center for Public Service Program Coordinator for this class is **Mr. Adam Beebe**. Mr. Beebe is available to help you with any particular administrative issue related to your Service Learning program. He can be reached by email at abeebe@tulane.edu or by phone at 504-862-3350.

TUCLA Extra Credit Opportunity:

The Tulane Undergraduate Conference on Latin American (TUCLA) takes place on Saturday Nov. 21 9:00 a.m. - 2:30 p.m. in Jones Hall 102 and 108. This is the conference in which Latin American Studies seniors present their core seminar research. There are three sessions (9:00-10:30, 10:45-12:15 and 1:00-2:30). Students should attend one entire panel for credit and write a paragraph or report back to the class no later than 5 days after the event. NO LAPTOPS allowed in the panels. Students must take notes with a pen.

COURSE BLACKBOARD SITE:

This course will make use of Blackboard, an electronic web-based course management tool, to facilitate communication and the distribution of information relevant to the course. Students can log on to Blackboard at the following website: <http://mytulane.blackboard.com>. In order to access the course website, you will need to know your userid and password for your Tulane-issued technology account. I will spend some time during the first class period demonstrating Blackboard and making sure that each of you has access to the site.

COURSE REQUIREMENTS:

****NOTE:** All students must have regular access to their Tulane-issued technology account.**

I. SEMINAR DISCUSSION:

Each week immediately following our class meeting for the week, I will post a series of questions on the Blackboard discussion board that relate directly to the readings for the next class meeting. By Friday evening at 10pm, all students must have posted answers on the discussion thread to all of these questions. By the Sunday evening before the class meeting, each student must have responded in the discussion thread to the comments made by at least two of his/her classmates in their answers to the questions. A team of two or three students will be designated to sort and sift through the discussion thread and to identify three discussion points that the student will present to the class on Tuesday and which will be the basis for the seminar discussion. In addition to your participation in the discussion group leadership portion to the course, you are also required to contribute vocally to the class by asking questions and offering comments throughout the length of the course. This portion of the course is worth **20%** of your final grade and is divided accordingly: 10% from your discussion leadership assignment, and 10% from your general classroom participation and your Blackboard discussion thread postings.

II. COUNTRY PROFILE REPORT:

Each student will be assigned a particular Latin American Country to profile for the class. Each student will write a 3-5 page report on the assigned country and will make a 10-15 minute presentation of this report to the class at the beginning of the class session. The profile will be based, in part, on the relevant section of Paul B. Goodwin, Jr.'s *Global Studies: Latin America* text, which all students must read in preparation for the in-class presentation. It should include a brief discussion of the country's geography, demography, society, economy, and politics. The report should also explore a contemporary issue related to the unit theme in the context of that particular country's history and profile. The written report is due on the date that the in-class presentation is scheduled. This assignment is worth **10%** of your final grade. The grade is evenly divided between the written report and the oral presentation. The written report will be graded on the basis of balanced treatment of each of the sections listed above (geography, demography, society, economy, politics, and a contemporary issue), coherent organization, and proper grammatical expression and organizational structure. The oral presentation will be graded on the basis of confidence of presentation, clarity of expression, and informed response to follow-up questions.

III. SERVICE LEARNING (Reflection Papers and Work Performance Evaluation):

Service Learning is worth **20%** of the final course grade. In addition to putting in the requisite hours at the service learning site, students engaged in service learning will be required to write three brief reflection papers

according to the details outlined above in the Service Learning section of the syllabus. At the beginning of each reflection essay, students must pose a question based on the course readings or classroom discussions for that thematic unit which will guide their subsequent reflections on their community service experience. Students must also keep a journal log of their service hours at the Community Partner site or on a Community Partner project. Additionally, students must attend an orientation/training session, as well as the Showcase Celebration. Each Reflection Paper is worth 5% of the final course grade, for a combined total of 15%. Each reflection paper will be graded on a 100 point scale. Each day the essays are late in being posted to Blackboard will result in an automatic penalty of 10 points from this 100 point scale. Each essay will also be graded on the clarity and appropriateness of the reflection question formulated at the beginning of the essay and the critical thoughtfulness of the reflection essay's response to this reflection question. The remaining 5% the final course grade for Service Learning will also be subject to a Work Performance Evaluation in consultation with the Community Partner. The grade for this 5% will depend on your regular adherence to the established community service schedule and your active engagement in the community service itself. In other words, you need to show up for your community service appointments as scheduled and you must satisfactorily complete the work that you are assigned to do for the Community Partner. **NOTE: You cannot pass the class if you sign up for Service Learning and do not pass the Service Learning portion of the course. Conversely, if you fail the course, you cannot pass the Service Learning portion of the course.**

III. MOVIE/BOOK REVIEWS (Non-Service Learners)

Students opting not to participate in the service learning will have to write a 5-6 page integrated critical movie/book review for each of movies to be shown in class and the combined book assignments for that unit (4 reviews total). These reviews should be typed, double-spaced, using 1-inch margins and 12 point Times/New Roman font. The reviews should include a brief summary of the movie/book plots (2 pages) followed by an integrated analysis of the movies/books according to the appropriate theme of the unit to which the movie/book applies. The reviews should be submitted to me in electronic format via uploading to the designated discussion thread on the course Blackboard site no later than one week after the movie is shown in class. Each review is worth 5% of the final course grade, for a combined total of **20%**. Each review will be graded on a 100 point scale. Each date the essays are late in being posted to Blackboard will result in an automatic penalty of 10 points from this 100 point scale. The essays will also be graded on their clarity of organization and expression, proper grammar and spelling, and a coherence of thought and critical evaluation.

IV. ATTENDANCE:

Attendance is mandatory; it will be taken each class meeting; and it will factor into your final grade. You should arrive to class on time. Excessive tardiness will adversely affect your final grade. Attendance is worth **10%** of your final grade – or 10 points from a final grade scale based on a 100 point total. Each class you miss is the equivalent of missing a full week of classes and will result in the loss of 3 points of this 100 point final grade total. If you miss more than three class periods, I reserve the right to withdraw you from the class. Please note that missing classes will not only affect your attendance grade, but it will also negatively affect your seminar discussion participation grade.

V. WEBLOG:

This class will be affiliated with a weblog. This weblog is a clearinghouse of commentary and internet links to interesting things related to Latin America. By the end of each class week (Friday), each student will make at least one posting per week to the weblog. The first post due is Friday, September 18, and one posting is due each week thereafter, no exceptions, until Friday, November 20. This adds up to a total of 10 blog postings. Students should also read the weblog regularly, posting comments to the entries made by other contributors. The weblog, which is called “Cuaderno Latinoamericano” – “Latin American Notebook” – can be previewed at <http://cuadernolatinoamericano.blogspot.com>. Weblog participation is worth **10%** of your final grade, with each posting worth 100 points. Each day a weblog posting is late will result in a loss of 10 points from this 100 point scale. Grading for this assignment is based exclusively on two components: (1) timeliness in posting and (2) the Latin American content of the posting.

VI. QUIZZES ON READINGS:

Every class meeting there will be a 5-10 minute quiz on the readings assigned for that day. These quizzes are simply meant to assess whether or not you have done the readings. All assigned readings, including the country profiles in the Global Studies text, are subject to examination in these quizzes. The quizzes will mostly be of the identification/definition format. There are 13 quizzes beginning on September 8. The quizzes constitute **20%** of your final grade, and each quiz will be graded on a 100 point scale. I will automatically drop the lowest quiz grade from the final grade calculation. **There are no make-up quizzes.**

VII. FINAL EXAM:

There will be a brief, in-class final exam that will test your basic knowledge of the region obtained through class discussions and course readings. Details about the structure of the final exam will be discussed at an appropriate time. The final exam constitutes **10%** of your final grade.

GRADING:

10% = Blackboard Postings and General Seminar Participation

10% = Seminar Discussion Leadership

10% = Country Profile Report and Presentation

20% = Service Learning (15% Reflection Papers and 5% Work Performance Evaluation)

OR Four Movie/Book Review Essays for Non-Service Learners, each worth 5% of the final grade)

NOTE: For students doing the Service Learning, in order to fulfill the mandatory service requirement for graduation, students must obtain a score of 70% or higher on the Service Learning

portion

of the final grade (or a 14% out of 20%).

10% = Attendance (NOTE: Perfect attendance is expected.)

10% = Weblog Participation

20% = Quizzes on Readings

10% = Final Exam

A NOTE ON THE HONOR CODE

I will assume that you are familiar with the Honor Code and understand precisely what it entails, especially regarding plagiarism and cheating. I will also assume that you know the potential consequences of violation of the Honor Code. I take the Honor Code seriously and I expect you to do so also.

Final letter grades are determined according to the following numerical range equivalencies:

100-94	A	89-87	B+	79-77	C+	69-67	D+	59-0	F
93-90	A-	86-84	B	76-74	C	66-64	D		
		83-80	B-	73-70	C-	63-60	D-		

COURSE CALENDAR:

Aug. 25: Syllabus review and course introduction

Assignment: Begin reading Lucas Diaz-Medina's *Passing Unseen: Stories from New Domangue*

INTRODUCTIONS

Sep. 1: Service Learning, Latin America, and New Orleans

Assignment: Lucas Diaz-Medina's *Passing Unseen: Stories from New Domangue*

"Four Myths about Academic Service-Learning" and "Three Necessary Criteria for Academic Service-Learning" from the *Service Learning Course Design Workbook*, ed. Jeffrey Howard (On Blackboard E-Reserve)

Andrew Furco, "Service-Learning: A Balanced Approach to Experiential Education" (On Blackboard E-Reserve)

Miguel Bustillo, LA Times, "Hold the tacos ..."

<http://articles.latimes.com/2007/jul/14/nation/na-tacotrucks14>

Adam Nossiter, New York Times, "Day Laborers Are Easy Prey In New Orleans"

<http://www.nytimes.com/2009/02/16/us/16hispanic.html?pagewanted=print>

Lucas Diaz, "Introduction of an Immigrant's Voice"

<http://latinolanow.org/latinola-speaks/2008/04/director-introduction/>

NPR Report; "Tensions Persist For Black, Latinos In New Orleans"

<http://www.npr.org/templates/story/story.php?storyId=92510412>

Begin reading Vargas Llosa's *The Storyteller*.

Sep. 8: What is Latin America and Latin American Studies?

Assignment: Black, "Introduction" (On Blackboard E-Reserve)

Smith, "Area Studies in a Global Age" (On Blackboard E-Reserve)

Chasteen, "Introduction"

"Latin America: Myth and Reality" (Global Studies, pp. 3-6)

Country Profile: El Salvador (Global Studies, pp. 30-34)

ENCOUNTER

Sep. 15: Historical and Cultural Encounters: Contact, Conquest, and (Neo) Colonialism

Assignment: Burkholder & Johnson, "The Age of Conquest" (pp. 42-67) (On Blackboard E-Reserve)
Chasteen, Ch. 1 & 2

Country Profile: Guatemala (Global Studies, pp. 36-40)

Sep. 22: Political and Ideological Encounters: Latin America, the United States, and the World

Assignment: Black, ed., Ch. 13 by James Lee Ray (On Blackboard E-Reserve)
Chasteen, Ch. 6
Global Studies, pp. 192-196, 197-202.

Country Profile: Cuba (Global Studies, pp. 132-136), Nicaragua (Global Studies, pp. 44-48)

Sep. 29: Social Justice: Encounters – *At Play in the Fields of the Lord*

****Film Viewing in Class – NO SEMINAR BLACKBOARD DISCUSSION REQUIRED FOR THIS WEEK****

Assignment: Discussion of the movie and Mario Vargas Llosa's, *The Storyteller*
Begin reading Laura Esquivel's *Like Water for Chocolate*

Country Profile: Peru (Global Studies, pp. 98-103)

IDENTITY

Oct. 6: Art in Latin America: Painting, Music, Cinema, and Literature

Assignment: Green, Ch. 6 (On Blackboard E-Reserve); Rosenberg, et. al., Ch. 9 (On Blackboard E-Reserve)

Country Profile: Costa Rica (Global Studies, pp. 26-29)

DUE: NON-SERVICE LEARNERS – First Integrated Critical Movie/Book Review Essay

Oct. 13: Gender, Race, and Ethnicity in Latin America

Assignment: Hansis, Chs. 2, 3, & 4 (On Blackboard E-Reserve)
Global Studies, pp. 165, 181-183, 221-222, 231-235,

Country Profile: Haiti (Global Studies, pp. 146-149)

Oct. 20: Social Justice: Identity – *Like Water for Chocolate*

****Film Viewing in Class – NO SEMINAR BLACKBOARD DISCUSSION REQUIRED FOR THIS WEEK****

Assignment: Discussion of the movie and Laura Esquivel's novel.
Begin reading Jacobo Timerman's *Prisoner without a Name, Cell without a Number*

Country Profile: Panama (Global Studies, pp. 49-52)

Oct. 23: DUE: SERVICE LEARNING 1ST REFLECTION PAPER

NATION

Oct. 27: Building a Nation: Statecraft and Politics.

Assignment: Wynia – Ch. 2 (On Blackboard E-Reserve);
Chasteen, Ch. 3, 4 & 7
Global Studies, pp. 166-171, 219-220, 244-245.

Country Profile: Brazil (Global Studies, pp. 70-77)

DUE: NON-SERVICE LEARNERS – Second Integrated Critical Movie/Book Review Essay

Nov. 3: Enduring Institutions: The Church and the Military in Latin America

Assignment: Green, Chs. 8 & 12 (On Blackboard E-Reserve)
Chasteen, Ch. 9

Country Profile: Venezuela (Global Studies, pp. 110-115)

Nov. 10: Social Justice: Nation – *The Official Story*

****Film Viewing in Class – NO SEMINAR BLACKBOARD DISCUSSION REQUIRED FOR THIS WEEK****

Assignment: Discussion of the movie and Timerman's *Prisoner without a Name, Cell without a Number*
Begin reading Carlos Fuentes's *The Crystal Frontier*

Country Profile: Argentina (Global Studies, pp. 61-65)

Nov. 13: DUE: SERVICE LEARNING 2ND REFLECTION PAPER

WELFARE

Nov. 17: Economic Welfare: The Structure of LA Economies: Debt, Underdevelopment, and Globalization.

Assignment: Andre Gunder-Frank, "The Development of Underdevelopment" (On Blackboard E-Reserve)
Chasteen, Chs. 5 & 8
Global Studies, pp. 188-191, 223-227, 228-230

Country Profile: Chile (Global Studies, pp. 78-82)

DUE: NON-SERVICE LEARNERS – Third Integrated Critical Movie/Book Review Essay

Nov. 24: Social Welfare: Complex Contemporary Issues - Drugs, Security, Free Trade, Environment, and Immigration

Assignment: Green, Chs. 3 & 4 (On Blackboard E-Reserve)
Chasteen, Ch. 10

Global Studies, pp. 192-196, 210-216, 236-239, 240-243

Country Profile: Colombia (Global Studies, pp. 85-89), Paraguay (Global Studies, pp. 97-99)

Dec. 1: Social Justice: Welfare – *A Day Without a Mexican*

****Film Viewing in Class – NO SEMINAR BLACKBOARD DISCUSSION REQUIRED FOR THIS WEEK****

Assignment: Discussion of the movie and Fuentes's *The Crystal Frontier*

Country Profile: Mexico (Global Studies, pp. 7-15)

Dec. 7: DUE: SERVICE LEARNING 3RD REFLECTION PAPER

DUE: NON-SERVICE LEARNERS - Final Integrated Critical Movie/Book Review Essay (by 5pm)