

# LATIN AMERICAN STUDIES 100

University of Puget Sound, Fall Semester, 2006, Tuesday and Thursday, 2-3:20 p.m.

## **Professor Don Share**

Politics and Government and Latin American Studies

**Office:** Wyatt 220 ☎ 879-3175

**e-mail :** share@ups.edu


**Web Page :** <http://projects.ups.edu/share/home.htm>

**Office Hours:** Monday, 2-3, Tues. and Thurs. 9:30-11:00, 3:30-4:30, or by appointment

**COURSE DESCRIPTION:** Latin America and the United States are increasingly tied through trade, immigration, security issues, and cultural influences, yet our "distant neighbors" are little understood by US officials, business people, or citizens. An interdisciplinary course, LAS 100 is designed to provide students with an introductory understanding of the history, literature and culture of the Latin American region. This course serves as a required introductory course for the Latin American Studies minor and introduces students to the study of a region they might not otherwise encounter during their undergraduate career. Students will acquire a basic knowledge of key periods, perspectives and concepts particular to different disciplines (History, Literature, Economics, Anthropology and Political Science), and go on to examine a series of issues central to Latin America by considering the interrelationships between economic, social, political and cultural factors. While drawing on examples from specific Latin American nations, the course is broadly comparative, considering a number of substantive themes as they apply to the entire region and as they are related to world powers, multinational actors and global economic structures. Students should ideally leave this course with a basic familiarity with Latin America as a region, some knowledge of key countries and sub-regions, and a desire to further their learning through future coursework, reading and travel.

**TEACHING:** In keeping with the interdisciplinary focus, the course incorporates a variety of guest visits by professors from the University of Puget Sound and from outside the university. However, ***this is not principally a lecture course.*** Most classes will be highly interactive. Careful preparation before class and participation in discussion and small group activities during class is expected from all students and is essential to the success of students and the course.

**READINGS:** I have tried to keep the readings at a reasonable length, so students are expected to complete all readings carefully. Students should expect to read about 100 pages of reading per week, and as much as 160 pages on some weeks. The amount of reading will vary by topic and type of reading. A full list of course readings appears below. *The Americas* by Peter Winn (2006 edition) is an excellent, current, and very readable overview of Latin America, and it draws on the real-life experiences of Latin Americans to illustrate its points. It is organized around a set of substantive themes, and it draws on the experience of a wide variety of Latin American nations. This text will be supplemented by additional selections made by me and guest speakers. Most additional readings were chosen first to consider a specific problem or issue, second to consider that problem from the perspective of a particular discipline (literature, political science, etc.), institution or social actor, or third to provide an interdisciplinary perspective on the specific problem or issue. Many of the readings are derived from traditional methodologies from history, literature, political science, and economics, while others incorporate interdisciplinary methodologies or include primary sources, testimonies by social actors, accounts by journalists, and fiction and theater by some of the best Latin American and Latino writers.

Additional readings (indicated by  in the syllabus) are available on the course blackboard site. You can read or print from Adobe Acrobat Reader (PDF) format, which you can download for free, or access from all university computers. Some of the longer readings can only be viewed on Adobe Acrobat Reader 5.0 or higher. Be sure to bring all readings to class on the day they are assigned.

## **REQUIRED TEXTS:**

- Isabel Allende, *The House of the Spirits*. New York: Bantam, 1986
- Ariel Dorfman, *Death and the Maiden*. New York: Penguin, 1994
- Peter Winn, *Americas*. Second Edition. Berkeley, University of California Press, Third Edition, 2006.

**NEWS:** In addition, students are encouraged to regularly read and report on Latin American news. Through the semester I will be distributing electronic copies of *Latin American Weekly Report*, an excellent English-language summary of news events in Latin America.

**COURSE FILMS:** Films and videos are an essential component of this course. We will view portions of the widely acclaimed “Americas” video series that is designed to accompany the textbook. Other films will be used selectively during the course, and several evening showings of feature films will replace our regularly scheduled class. Students are responsible for all material shown from the films, and are asked to make every effort to view attend evening showings.

## **COURSE REQUIREMENTS AND EVALUATION:**

- ❖ Open-note Reading Quizzes (25% of the final grade): Most classes will start with a five-minute reading quiz. You may use any notes on the reading that you have taken yourself, but you may not use the readings themselves. The quizzes will encourage you to attend classes prepared, and with a good set of reading notes. The quizzes will normally contain some combination of fill-in-the blank and multiple choice questions. I will drop the two lowest quiz grades during the semester. However, students who arrive late to class or miss class will not be able to retake the quizzes. There will be at least ten quizzes, but probably as many as twenty quizzes, during the semester, so be on your toes!
- ❖ Two Examinations (40% of the final grade): These examinations, a mid-term and final, will evaluate your comprehension of key terms and the care with which you have completed readings and comprehended class material, including guest lectures, videos and student presentations. They will also require you to show mastery of key analytical concepts. They may include identifications of terms, short answers and multiple-choice questions, and essay questions. Make-up examinations will be given only in the case of medical emergencies (written note from a physician is required), so plan to be in class on those dates—vacation travel is not a valid excuse.
- ❖ Group Projects (25% of the final grade): This class will encourage and require you to work in groups. Each student will participate in group projects and presentations at various times during this course. All group members will normally receive the same grade, but I reserve the right to assign individual grades when necessary. Groups must prepare outside of class. Groups will need to begin working early in the semester. Please organize your schedule accordingly. There are two components to this project:
  - 1) An initial country Power Point project, which will be viewed by all other members of the class (10%)
  - 2) A current issue presentation (15%)
- ❖ Participation and Attendance (10% of the final grade): This class will combine discussion of readings with occasional short presentations. You should come to every class on time, be prepared with questions and thoughts about the reading and the material presented, and participate fully in the discussions. A student who receives an "A" for participation in discussion typically comes to every class with questions about the readings already in mind, engages other students and the instructor in discussion of their ideas as well as hers, and respects the opinions of others. Anyone who is frequently absent cannot expect a passing participation grade.

**LAS 100 BLACKBOARD SITE:**

We will make extensive use of a course website to communicate outside of class, post readings, exercises and announcements, and post some of your individual and group projects. The course site is open only to LAS100 students. You must register by the second day of class (see first assignment noted below). Here are the steps for enrolling.

- Go to the following site: <http://blackboard.ups.edu>
- If you don't already have a Blackboard account:
  - Click on: Create Account
  - Choose a username that combines your first and last name (example: johndoe), so that classmates can easily identify your comments and other submissions.
- After you have created an account, go to "Course catalog," find this course (search **LAS100a**) and choose "Enroll."
- The password for the site is **LAS**

After you have enrolled, take a look around. Key features will be:

- the initial "Announcement" page where I will post any course-related news.
- the "Course Documents" page, where you can find the course syllabus, team rosters, and other key handouts posted in Adobe (PDF) format.
- The "Course Reading" page, where copies of all exercises and handouts will be posted.
- The "Communication" page, which contains the "Discussion Board" where you can post information for others to see and comment on, and the "Digital Dropbox," where you can post material that only I will see.


**DATES TO MAKE NOTE OF AND TO REMEMBER**

Tuesday, September 19	Group Country Background PowerPoints are Due
Tuesday, September 26	Class meets at 6 p.m. for viewing of <i>Strawberry and Chocolate</i>
Thursday, October 5	Class meets at 6 p.m. for viewing of <i>The Official Story</i>
Thursday, October 12	Midterm Examination
Tuesday, November 7	Class meets at 6 p.m. for viewing of <i>Romero</i>
Tuesday, December 12	Final Examination, 2-4 p.m.

**Course Policies: Be Warned!**

- ◆ Students are expected to be in class on time (2 p.m. sharp). I expect you to explain all late arrivals or absences.
- ◆ Sleeping in class is rude: don't attend class if you can't stay awake.
- ◆ Turn off cell phones or prepare to die.
- ◆ Plagiarism or other types of academic dishonesty will result in an "F" for the course, and a report to the Dean.

## **SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS**


**Note:** All readings below that are not cited as Allende, Dorfman, or Winn can be found on the LAS 100 web site (at <http://blackboard.ups.edu/> ) and are indicated by the  symbol.

### **Tuesday, August 29: Course overview.**

I'll describe the course to you so you can decide if LAS 100 interests you. I'll also describe all course requirements, so you can determine if the workload and my teaching approach suit your learning style.

### **Thursday, August 31: The View from the South.**





#### **Read and be ready to discuss:**

- Read syllabus carefully.
- Enroll in the LAS 100 Blackboard Site (see instructions above) and write a paragraph introducing yourself to your classmates (post that paragraph on the LAS 100 discussion board, in response to my initial thread).
- Winn, chapter 1.
- Jan Knippers Black, "The Evolution of Latin American Studies."
- Prepare notes for our first open-note reading quiz.

**Examples of what your notes should contain:** What does Winn mean by "A view from the South"? You should arrive in class today with some idea of how the standard view of cartographers has influenced our view of Latin America. You should be able to describe the debate over Brazil's huge rain forest, and you should be able to identify the key actors and their positions. Having read Chapter 1 of Winn, what do you think are some of the distinguishing characteristics of Latin America? Why does Black argue that Latin American Studies is the "illegitimate offspring of Fidel Castro?" Make sure that you are aware of the three major schools of thought that have attempted to explain underdevelopment in Latin America. You should also be familiar with key terms, such as La Plata, Andes, Mesoamerica, "Indians," mestizos, and mulattos, dependency, neoliberalism, and ECLA/CEPAL. Finally, you should start to memorize the names, locations, and capital cities of as many of the countries in Latin America as you can (you can use the map on page x of Winn, or at the back of the syllabus, and you don't need to know the smaller island nations of the Caribbean (but you should learn all country names that appear in Winn). In addition, you should know where the Amazon River and Andes Mountains are located!

### **Tuesday, September 5: Colonial Legacies.**

#### **Read, bring to class, and be ready to discuss:**

- Winn, chapter 2.
- Bartolomé de las Casas, "God's Angry Man."
- "The Masters and the slaves."
- "Working the mines in Peru."
- "The Hacienda."
- Prepare notes for open-note reading quiz.




**Examples of what your notes should contain:** What were the key ethnic components of colonial LA, and what was the relation of these groups to each other? What were the key political and economic institutions of colonial Latin America? Compare the independence of Haiti with that of most of Latin America. What were the "colonial legacies" of independent Latin America? Keep working to memorize countries, locations, and capital cities in Latin America.

## **Thursday, September 7: Overview of Semester Group Country Projects**

Today I will provide details about your group projects. You will be assigned a group, each group will be assigned specific tasks, and our library liaison, Peggy Burge, will work with us and introduce you to library resources on Latin America. **Class meets in Library 118 today!**

## **Tuesday, September 12: Tentative Republics**

### **Read and be ready to discuss:**

- Winn, chapter 3.
- Domingo Sarmiento, *Civilization and Barbarism*. 
- José Martí, "Our America." 
- Jorge Luis Borges, "The South." 
- Prepare notes for open-note reading quiz.



**Class Activity:** Viewing of first part of *Garden of Forking Paths*

**Examples of what your notes should contain.** What does Winn mean by "the perils of progress"? What was the economic strategy of LA republics in this period, and how was this strategy related to social and political relations? Are Argentines justified in considering themselves different from Latin America? What does Sarmiento mean when he says "Its own extent is the evil from which the Argentine Republic suffers" (9). According to him, where can civilization be found? Who are the barbarians? What kind of government does Martí advocate for in "Our America"? How does he define himself as a Latin American? For Borges' story, place the characters within the historical context of Argentina we have studied earlier (Juan Dahlmann in 1939, and Johannes Dahlmann and Francisco Flores in the 1870s). By now, you should also be able to identify all countries, capital cities, the Amazon River, and the Andes Mountains, as they appear on the first page of Winn.

## **Thursday, September 14: The Mexican Revolution and its Meanings**

**Special Guest:** John Lear, Professor of History, University of Puget Sound

### **Read and be ready to discuss:**

- Thomas Skidmore and Peter Smith, *Modern Latin America*, pp. 223-237. 
- Juan Rulfo: "They gave us the land." 
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** Why did the Mexican Revolution occur? Who were the major actors, personalities and social groups? Do peasants get what they fought for? What were some of its cultural expressions? What do you think Rulfo is trying to tell us about the Revolution? Some examples of the many terms you should know are Porfirio Díaz, Emiliano Zapata, Lázaro Cárdenas.

## **Tuesday, September 19: The Populist Era, and its Implications for Today's Latin America**

**Read and be ready to discuss** (note, this is a large reading assignment today!):

- Winn, Chapter 4,
- Duncan Green, "State Vs. Market: The Rise and Fall of Import Substitution, pp. 68-77 only. ✓📎
- Javier Corrales "Hugo, Boss" ✓📎
- *Economist*, "The Return of Populism."
- Prepare notes for open-note reading quiz.

**Work Due:** All groups must post Country Background PowerPoints to the Blackboard Digital Dropbox by 2 p.m. today.

**Class Activity:** Viewing of second part of *Garden of Forked Paths*

**Examples of what your notes should contain:** What were some of the social and political changes that accompanied the shift from export-import economies to important-substituting industrialization? Were the Peron's saviors or destroyers of Argentina?

## **Thursday, September 21: The Cataclysm of the Cuban Revolution**

**Read and be Ready to Discuss:**

- Winn, Chapter 13.
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** What causal factors are common to the revolutions? What factors explain why Cuba had a revolution despite being "one of the wealthiest countries in the region"? In what main areas has Cuba's revolution differed from Mexico's revolution? How did the Sandinista revolution differ from the Cuban experience? When you arrive in class you should be able to define and give the significance of key terms from the reading. Some examples of the many terms you should know are Platt Amendment, Bay of Pigs.

## **Tuesday, September 26: Evening Showing of *Strawberry and Chocolate***

**Read:**

- Handout on Allende Novel (use as a reference). ✓📎
- Allende, *The House of the Spirits*, chapters 1-5.
- Begin readings for Thursday.

**Examples of what your notes should contain:** You should write a long paragraph summarizing each of the five chapters from the Allende novel. You should make a list of key characters that are introduced in each chapter.

## **Thursday, September 28: Gender and the Cuban Revolution**

**Special Guest:** Marisela Fleites-Lear, Green River Community College

**Read and be Ready to Discuss:**

- Prepare notes for an open-note quiz
- Marvin Leiner, *Sexual Politics in Cuba*, Chapter 2. ✓📎
- Lois M. Smith and Alfred Padula, *Sex and Revolution: Women in Socialist Cuba*, Chapters 2, 3, and 14. ✓📎

### **Tuesday, October 3: The Bureaucratic Authoritarian Response.**

Current Issue Country Presentation: Chile

#### **Read and be ready to discuss:**

- Winn, chapter 5.
- Chile Country Group Background Presentation. 📎
- Allende, *The House of the Spirits*, chapter 6.
- Prepare notes for open-note reading quiz.

Class Activity: **Viewing of portions of *Capital Sins*.**

**Examples of what your notes should contain:** You should be aware of the problems with import-substituting industrialization policies that became apparent in the 1960s. You should also understand the mission and policies of the bureaucratic-authoritarian regimes that came to power in several Latin American countries in the 1960s and 1970s. How did the U.S. react to the emergence of these regimes, and why? Why did the Brazilian and Chilean militaries eventually decide to leave power? When you arrive in class you should be able to define and give the significance of key terms from the reading. Some examples of terms you should review are Getulio Vargas, *Favela*, Lula, "Chicago Boys," and General Augusto Pinochet. Your notes should contain a brief summary of what happened in chapter 6 of Allende.

### **Thursday, October 5: Evening Film: The Official Story**

#### **Read:**

- Allende, *The House of the Spirits*, chapters 7-10.

### **Tuesday, October 10: Review for the Midterm Examination**

Current Issue Country Presentation: Cuba

#### **Read and be ready to discuss:**

- Bring all course notes and readings to class today.
- Allende, *The House of the Spirits*, chapters 11-14, and epilogue
- Cuba Country Group Background Presentation. 📎
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** You should prepare a brief summary of each Allende chapter you were assigned for today.


### **Thursday, October 12: Midterm Examination**

**Tuesday, October 17: Fall Break, No Class!**

### **Thursday, October 19 : Latin America's Difficult and Incomplete Democratic Transition.**

Current Issue Country Presentation: Colombia

#### **Read and be ready to discuss:**



- Dorfman, *Death and the Maiden*, entire.
- Colombia Country Group Background Presentation. 
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** Your notes on Dorfman should provide a brief synopsis of the story, and a description of the main characters.

### **Tuesday, October 24: The United States and Latin America: Friends or Foes?**

Current Issue Country Presentation: Venezuela

#### **Read and be ready to discuss:**






- Winn, Chapter 12.
- Wayne Smith, "The United States and Latin America: Into a New Era." 
- Venezuela Country Group Background Presentation. 
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** You should have a solid understanding of Latin America's concern about sovereignty. What is the role of Panama in Chapter 12 of Winn? You should be familiar with the basic history of Panama, and the U.S. role there. You should be familiar with key figures in Panama (e.g., Torrijos, and Noriega). You should understand why Winn discusses Jamaica and Michael Manley. How does Colombia's concern about state sovereignty differ from the concerns in Panama and Jamaica? You should understand key terms from the Colombian case, like "La Violencia" and FARC. You should understand Wayne Smith's general argument about the United States and Latin America in the "new era."

### **Thursday, October 26: Literature in Latin American History**

**Special Guest:** Professor Harry Vélez Quiñones, Department of Foreign Languages and Literature, University of Puget Sound.

#### **Read and be ready to discuss:**

- Bernal Díaz del Castillo: Excerpts from "The Conquest of New Spain." 
- Gabriel García Márquez: "The Solitude of Latin America" (Nobel Speech). 
- Mario Vargas Llosa: "Latin America: Fiction and Reality." 
- Hernando Téllez: "Just lather, that's All." 
- Gabriel García Márquez: "One of these days." 
- Prepare notes for open-note reading quiz.



## **Tuesday, October 31: Magical Realism and the Boom**

**Special Guest:** Professor Oswaldo Estrada, UPS Department of Foreign Languages and Literature

### **Read and be ready to discuss:**

- Winn, Chapter 11 "The Magical and the Real."
- Luis Leal "Magical Realism in South American Fiction."📄
- García Márquez: "The Handsomest Drowned Man in the World."📄
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** How are artists and their art affected by living under restrictive governments? What are some of the principal concerns of LA writers? Luis Rafael Sánchez says that when recognition comes from abroad it is more important. Discuss this dilemma between trying to be true to one's heritage, rather than creating art for an outside audience. List the characteristics that Leal uses to describe Magical Realism, and decide if the short story by García Márquez fits that description. If so, what are the magical-realist elements of the story?

## **Thursday, November 2: Continuity and Change in Latin American Religion**

Current Issue Country Presentation: Brazil

### **Read and be ready to discuss:**

- Winn, Chapter 10.
- Brazil Country Group Background Presentation.📄
- Prepare notes for open-note reading quiz.

**Class Activity:** Viewing of portions of, *Miracles are Not Enough*

**Examples of what your notes should contain:** You should be aware of the major changes that took place in the Latin American Catholic Church in the 1960s and 1970s. How did these changes affect the role of the church in Latin American politics? How does Winn explain the growth of Protestantism in Latin America? What role do religions that originated in Africa play in contemporary Latin America? You should be able to identify key terms like Umbanda, Christian Base Communities, and Vatican II.

## **Tuesday, November 7: Evening viewing of the film *Romero***

### **Thursday, November 9: Literature and Mexico's Chiapas Rebellion**

Current Issue Country Presentation: Bolivia

#### **Read and be ready to discuss:**

- Handout: Background and discussion questions on Castellanos short stories. 📄
- Rosario Castellanos, "Death of the Tiger," "Aceite Guapo," and "A Gift, Refused" from *Royal City* (1960). [Note glossary at the end of this reading.] 📄
- Guillermo Bonfil Batalla, *Mexico Profundo: Reclaiming a Civilization*, pp. 130-149. 📄
- Bolivia Country Group Background Presentation. 📄
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** For each of the three short stories you read ("Death of the Tiger," "Aceite Guapo," and "A Gift Refused.") you should be able to a) summarize the story and b) react to it (are there aspects you found interesting, disturbing, unclear?). Look at the handout for context and discussion questions. You should also try to think of an example of a) resistance, b) appropriation, and c) innovation, as described in *Mexico Profundo*. Can you find examples of any of these in the Castellanos stories?

**Class activity:** Viewing of "A place called Chiapas"

### **Tuesday, November 14: Ethnicity in Latin America**

**Special guest:** Professor Monica DeHart, Department of Comparative Sociology

#### **Read and be ready to discuss:**

- George Collier, "Restructuring Ethnicity in Chiapas and the World." Pages 22-27. 📄
- George Collier, *Basta! Land and the Zapatista Rebellion in Chiapas*. (Abridged excerpt of Chapter 9) 📄
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** Collier argues that indigenous communities once divided by ethnicity are increasingly united. How does Collier explain this outcome? In what ways does the aftermath of the Zapatista rebellion help us "connect the local to the national and global"?

### **Thursday, November 16: Latin America, Globalization, and the Free Trade Debate**

Current Issue Country Presentation: Haiti

#### **Read and be ready to discuss:**

- William Glade, "The Latin American Economies Restructure, Again." 📄
- Patrice Franko, "Poverty and Inequality: Addressing the Social Deficit in Latin America." 📄
- John Williamson, "What Washington Means by Policy Reform." 📄
- Haiti Country Group Background Presentation. 📄
- Prepare notes for open-note reading quiz.

### **Tuesday, November 21: Guest Lecture by Journalist and Mexico expert John Ross**




**Read and be ready to discuss:** to be added

## **Thursday, November 23: Thanksgiving (No Class)**

### **Tuesday, November 28: Immigration: The View from the South**

Current Issue Country Presentation: Mexico



#### **Read and be ready to discuss:**

- Winn, Chapter 14, pp. 584-632.
- Samuel Huntington, "The Hispanic Challenge." 
- Alan Wolfe, "Native Son." 
- Mexico Country Group Background Presentation. 
- Prepare notes for open-note reading quiz.

**Examples of what your notes should contain:** According to Winn, how significant is the Latin American presence in the United States? You should be able to describe the origins of Mexican immigration to the United States, and you should understand the meaning of terms like "Chicano." What is the significance, for Winn, of Bell Gardens? What makes the Cuban-American community different from other Latin American populations in the United States? What is "Calle Ocho"? In addition, you should understand how Huntington and Wolfe disagree over the question of immigration.

### **Thursday, November 30: In Class Viewing of *El Norte*, part 1**

#### **Read and be ready to discuss:**

- Samuel Huntington, "Reply to his Critics." 
- Samuel Huntington and Alan Wolfe, "Debate over Immigration." 
- Prepare notes for open-note reading quiz.

### **Tuesday, December 5: Viewing of *El Norte*, part 2, and Final Examination Review**

- Winn, Epilogue (pages 633-646).

BRING ALL COURSE NOTES AND READINGS TO CLASS TODAY!

### **Tuesday, December 12: Final Exam, 2-4 p.m.**



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