INTRODUCTION TO LATIN AMERICAN STUDIES:  SOCIAL SCIENCES (LACLS-140).

General Objectives:

This course is a study of Latin American and Caribbean societies focusing on history, politics, economics, and culture. It also explores the formation and development of these societies by using a multiple inquiry approach to history, politics, economics, sociology, and culture.

1. LEARNING OUTCOMES

-- Learn how to use a variety of different disciplinary “lenses” in order to understand Latin America.

-- Understand that Latin America is a diverse region with various cultural traditions, racial backgrounds, and ethnic composition.

-- Recognize that Latin America has moved through various cultural renaissances, linked to nationalism, revolutionary processes, industrialization, modernization, and globalization.

-- Understand why Latin America created new and sophisticated cultures, but has not been able to consolidate its economic and political systems.
Comprehending the role of the United States in the making of modern Latin America.

2. GOALS OF THE COURSE

-- Introduce students to the study of Latin America from an interdisciplinary perspective.

-- Explore how Indigenous, European, and African civilizations came together through processes of conquest and colonization to forge new societies and cultures.

-- Examine Latin American social formations from historical, political, sociological, and cultural perspectives so that students understand the dynamics of social, political, economic and cultural change in contemporary Latin America.

REQUIREMENTS: Supervised students’ work

1) Paper proposal: In preparing a proposal students must develop a bibliography of 5 to 6 books and three or more research articles. They will consult with the instructor in the selection of their paper topics, discuss the research questions, and carefully read three research articles and portions of at least two books before writing a 2 to 3 page proposal. The proposal must include the preliminary bibliography. See instruction for research paper below = 10 hours.

2) Attend a library workshop for one hour instruction given by a librarian = 1 hour.

3) Attend two lectures or activities of the Latin American Studies Program = 3 hours.

4) Researching and writing a 10-page research paper includes: Reading 5 books, re-reading the 3 research articles, consulting with the instructor to discuss the theoretical framing of the research questions, bibliographical issues, writing a draft of paper, taking it to the College Writing Center, and editing the final copy = 18 hours.

5) Read a novel assigned by the instructor (see instructions on how to read a novel) = 4 hours.

6) Writing the review of the novel includes reading three professional reviews published in journals, drafting it, having it checked at the Writing Center, and editing the final copy = 5 hours.
Total = 41 hours.

**Latin American Studies 140: Social Sciences and the Gettysburg College Curriculum**

The Gettysburg College Curriculum is organized around four major components: learning how to look at the world from multiple perspectives (multiple inquiries); learning how to combine different perspectives to form a deeper understanding of the social world (integrative thinking); learning how to share knowledge and information with others in a clear and effective manner (effective communication); and learning how to use the knowledge and information gained to make a contribution to communal life (informed citizenship). This class touches upon all of the components of the College curriculum. Thus, not only we will look at various theoretical perspectives (multiple inquiries), you will also be encouraged to combine the insights that you gain from this class with those of other classes that you are taking (integrative thinking). The reaction papers, class assignments, and exams of this class will also be opportunities to improve how you communicate.

**CLASS PARTICIPATION, ATTENDANCE, AND READING**

This course is taught with a seminar format. This means that students must come prepared to every class. Class participation is an integral part of the course and crucial for its successful completion. The instructor will ask students to write short summaries of the lectures and, if necessary, to complement them with materials from the readings. These short comments should include a question or two about the materials covered in the lectures. Most of the time, the class will begin with a questions and answers period about the topic covered in the previous lecture to ensure that everyone understands the material before moving ahead to new topics. The instructor will collect written summaries and return them with short comments whenever it may be necessary. Students must keep all their summaries in a folder and use them to review for the mid-term and the final examinations. As they prepare their summaries and questions, students must keep in mind that class participation must be meaningful. Students will submit their summaries after every class.
Class attendance is mandatory, but students will be allowed one unexcused absence. Additional absences will have a negative impact on the grade. Sports events will not qualify for excused absences. Students must buy a memory stick to save their work. Excuses such as a computer failure the night before a paper is due will not be acceptable. It is advisable that students check their syllabus prior to planning their social activities. Finally, **STUDENTS WILL NOT BE ALLOWED TO USE COMPUTER FOR THE PURPOSE OF TAKING NOTES OR EXAMS UNLES THEY ASK FOR SPECIAL PERMISSION.** All cell phone must be turned off during class time. Students caught texting will be excused the first time. Subsequently, for each time a student is caught texting he/she will lose half a letter grade.

All examinations must be taken as scheduled and assignments must be delivered on specified dates. Make-up examinations may be provided for students with an official excuse. Should a student know that she/he will be absent on the day of an examination, she/he must discuss this with the instructor as soon as possible. In case of unforeseen absences (illness or other emergencies), students must notify the instructor as soon as possible, preferably before or on the day of the examination. Finally, **students must attend at least two of the lectures/events sponsored by the Latin American Studies Program.**

**GRADING POLICY:**

- Examination 1: 20
- Examination 2: 25
- Research paper: 25
- Research proposal: 5
- Gabriel García Márquez’ novel: 15
- Class participation: 10
IMPORTANT DUE DATES:

Hand topics for research paper: 1/23
Research workshop at the library: 1/30
Research paper proposal due: 2/13
Mid-term examination:  3/2
Discussion of novel by Gabriel García Márquez:  3/20
Critical Review of García Márquez is 3/27
Research paper is due: 4/17
Final Examination: May 7, 8:30 to 11:30 A.M.?

Latin American Lectures:
All the following lectures will take place at 6:30. Location: McCreary Hall Room 115, Bowen Auditorium

February 16th
István Urcuyo, Associate Professor of Biology
Gettysburg College
“Environmental Threats of Nicaragua’s New Interoceanic Canal”

March 16th
Silvia Tandeciarz, Associate Professor of Modern Languages and Literature
College of William and Mary
“Framing Absence: The Visual Turn in Post-Dictatorship Argentina’s Labor of Memory”

April 6th
Rita Urquiyo-Ruiz, Associate Professor of Spanish and Modern Languages and Literature
Trinity University
“Pachucas & aCholas in the Philarmonic: María Elena Gaitáns’ Performance Art”
REQUIRED READING:


2) Gabriel García Márquez’s *The General and his Labyrinth*, a novel. (Students will also receive additional handout from the instructor to cover the colonial period. These handouts will consist of various chapters from *The First America: The Spanish monarchy Creole patriots, and the Liberal State, 1492-1867* by D.A. Brading. Cambridge University Press).

WRITING REQUIREMENTS

This course requires that students prepare written summaries of selected chapters throughout the semester. They will receive questions before reading the assignments and must hand-in their summaries when they come to class. The preparation of these summaries will ensure that students are prepared for a class discussion. Students will not be allowed to send these summaries via email.

THE RESEARCH PAPER

The research paper proposal is the first step in preparing an excellent paper. Students must explain why they have chosen a given topic and provide at least two important research questions about their subject of study. Give the instructor a sense of what the paper will be about by demonstrating that you have started reading important materials. It is thus necessary that students read a number of articles or portions of a book or two prior to writing their proposals. Furthermore, it is essential that students come to the instructor’s office for consultation. Consultations will be useful to choose and define topics, discuss the appropriate theoretical framework for the research questions and select bibliographical information. The
instructor will hand out a series of topics during the first week of classes so that students can get started as soon as possible.

**The paper must include a bibliography and proper references.** Papers must have 10 full pages, title, introduction, body, and conclusion. Students must number all the pages and sign the honor code at the end of the paper. Finally, they might want to consult with the Writing Center at the CUB (extension 7574) to ensure the use of proper grammar and excellent organizational mechanics.

Students will read three scholarly journal articles prior to writing their paper proposals as well as sections from three books. The proposal must include a preliminary bibliography that indicates the student has really started doing serious research. Students will receive a list of academic journals and will choose their research articles from those journals. In addition to attending Mallory Jallas’s library workshop, they will set up an appointment to see her to discuss ways to use the library effectively. They must also use the American Sociological Association Style Guide to provide appropriate citations and a bibliography. In the final version of their research papers, students must demonstrate they have actually read a minimum of three journal articles and consulted no less than 5 books. Finally, students must check the course website at the College library, where they can find a list of recommended academic journals.

**THE BOOK REVIEW**

A book review is not a book report. A book report tells us what the book says. A reviewer seeks to put the work under discussion in the larger context of the literature and how effectively the author communicates his/her arguments to the readers. Summarizing the content of the book is important, but it should not take more than two pages. The real task of the reviewer is to think about the book, how it relates to this course, and what it means.

Two-third of the review must focus on the following areas: 1) what is the author’s perception of Simón Bolivar? 2) What are the lessons that Bolivar drew from his participation in the wars of Independence of Latin America? 3) What was his perception of Spain and other foreign powers? 4) How is this novel related to the materials covered in class? 5) What is your
evaluation of the novel and why you hold it? These five parts are not necessarily separate, but you must address them. Take time to read this novel, think about it as you read it and try to summarize it in your own words. Avoid lengthy quotes.

This review must have nine (8) double-spaced pages. It must include a title page, indicating the title of the book, author’s name, your name, date, course, and instructor’s name. Please put numbers on the pages. Good grammar and correct spelling are essentials, so consult with the Writing Center on the second floor of the CUB. This review must include a bibliography and proper references.

In preparing their book reviews, students should consult journals that specialize in Latin American literature. A number of journals can be found in the College library. The MLA (Modern Languages Association) or Lanic web sites can be useful. Go to the site, type Gabriel García Márquez and you will find the latest reviews of his work. Start working on this project right away! Read reviews before you start reading the novel. Take notes from the reviews you read for later use when you start drafting your critical review. This is really an exciting novel and I am sure you will love it!

PART I: THE MAKING OF A COLONIAL SOCIETY


Hand out topics for paper: 1/23.

Week 2: 1/26 – 1/30: The Conquest and Colonization of the New Civilizations. chapter from Prevost and Vanden, In addition, write a summary of “Andean Pilgrim” from Brady’s The First America. (Instructor will provide copies of handouts). Research workshop at the Library Instructional Room #14 is on 1/30.
Week 3: 2/2– 2/6: The Coming of Age of a Colonial Society. See “Creole Patriots” and write a summary of “The Scientific Traveler” and from Brady’s The First America. Instructor will provide copies of reading materials.

Part II: The Unraveling of Colonial Society


Research paper proposal is due 2/13.

Week 5: 2/16 – 2/20: Latin American Nineteenth Century: Political Conflicts, Progress, and Glorification of the Creole elite. E. Bradford Burns’ The Poverty of Progress, chapters 1, 2, and 3. (Write a summary of chapter 1: the Nineteenth Century: Progress and Cultural Conflict)


Mid-term exam: Monday, March 2, 2015


SPRING BREAK BEGINS: Friday, March 6 at 5 p.m. and ends Monday, March 16 at 8 a.m.

Part III: The Formation of Modern Societies


Discussion of García Márquez’s novel: 3/20

Critical Review of García Márquez’s Novel is due 3/27


PART IV: A CASE STUDY: THE BOLIVARIAN REVOLUTION IN VENEZUELA

Week 11: 4/6 – 4/10: Recasting Venezuelan History. See Ciccariello-Maher, chapters 1, 2, and 3. (Write a summary of chapter 1, 2 and 3)


Research paper is due April 17


Final Exam: Thursday, May 7 from 8:30 to 11:30 a.m.