

DEPARTMENT OF SOCIOLOGY AND LATIN AMERICAN STUDIES

Prof. Emelio Betances

Spring 2016

Meeting times: MWF 9:00 to 9:50 A.M., Glatfelter 101

Office hours: Mon and Wed. 2:00 to 4:30 P.M. or by appointment

Office location at the Glatfelter 110C

Email: ebetance@gettysburg.edu

Final examination: Monday, May 2 from 8:30 to 11:30 a.m.

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 uses a comparative historical approach to explore the formation and development of the modern state. It also emphasizes how both internal and external factors helped shape modern Latin America.

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 American created new and sophisticated cultures, but has not been able to consolidate its economic and political systems.

-- Comprehending the role of Western Europe and the United States in the making of modern Latin America.

2. GOALS OF THE COURSE

-- Introduce students to the study of Latin America from a comparative historical perspective.

-- Explore how Indigenous, European, and African people 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 their proposals, students must read three journal articles and portions of three to five books. They will consult with the instructor in the selection of their paper topics and discuss the research questions. The proposal must include a preliminary bibliography = **10 hours**
 - 2) Attend a **library workshop** for one hour of 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 two 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 class begins 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.

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 UNLESS THEY ASK FOR SPECIAL PERMISSION. All cell phones must be turned off during class time. Students caught texting will be excused the first time.**

However, 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: 1/22

Research workshop at the library: 1/29

Research paper proposal due: 2/15

Mid-term examination: 2/29

Discussion of novel by Gabriel García Márquez: 3/21

Critical Review of García Márquez is 3/28

Research paper is due: 4/11

Final Examination: Monday, May 2, 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

Monday, February 15.

“Beauty Shop Narratives: Spaces, Sexualities, Solidarities in Puerto Rican Literature” Professor Radost Rangelova. Gettysburg College.

Monday, March 14:

“The Soviet Legacy in a Post-Socialist Cuba: A Paradox Explained” by Professor Damaris Puñales-Alpíza, Case Western Reserve University

Monday, April 4:

“Building the Comune: Venezuela’s Radical Democracy” by Professor George Ciccariello-Maher. Drexel University.

REQUIRED READING:

- 1) Gary Prevost and Harry E. Vanden, *Latin America: An Introduction*, Oxford University Press 2011. 2), E. Bradford Burns. *The Poverty of Progress. Latin America in the Nineteenth Century*. University of California Press, 1983. 3), George Ciccariello-Maher’s **We Created Chavez. A People’s History of the Venezuelan Revolution**. Duke University Press, 2013.
- 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. Summaries will be evaluated as part of students’ class participation.

THE RESEARCH PAPER

Research Paper Proposal

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. Proposals must give the instructor a sense of what the paper will be about by demonstrating that students have started reading important materials. Furthermore, it is of paramount importance that students come to the instructor's office for consultation. Consultations will be useful to choose and define topics as well as 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 students can get started as soon as possible.

In preparation of the research paper proposal, students will read three scholarly journal articles and sections from three to five books. ***The proposal must include a preliminary bibliography that indicates students have really started doing serious research.*** The idea of the proposal is to get started with the research paper. Undoubtedly, the final research paper will require more bibliography than what is included in the proposal.

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 to set up an appointment to see her to discuss ways to use the library effectively.

Final Research Paper

The paper must include a bibliography and proper references. Papers must have 10 double-spaced pages, title, introduction, body, and conclusion. Students must number all the pages and sign the honor code at the end of the paper. ***They must use the APA format for citations and bibliographical references.*** 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. Finally, the research paper must reflect that students have actually read three academic journal articles and consulted three to five books focusing on the topic selected.

Instructor's comment on the research paper proposals must be attached to the final paper. This means that students cannot change their research topic without prior consultation with the instructor. If a student changes the topic without authorization, the instructor will give the paper an F.

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 Bolívar? 2) What are the lessons that Bolívar 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 (9) 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 two 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

Week 1: 1/18 – 1/22: Introductory remarks on Latin America today. A New World for the European. Read handout, **Write a summary of “A New World,”** a chapter from Brady’s “The First America”, and documentary “The Buried Mirror,” Section II, “Conflict of the Gods” scheduled for 1/22.

Hand out topics for paper: 1/22.

Week 2: 1/25 – 1/29: The Conquest and Colonization of the New Civilizations. Read chapter 2 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 1/29.**

Week 3: 2/1– 2/5: The Coming of Age of a Colonial Society. Read “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

Week 4: 2/8–2/12: The Independence of Latin American Nations. Just read “Origins of Spanish American Independence,” a handout from Independence of Latin America, but **write a summary of “The Republican Hero”** from Brady’s The First America. Documentary the Buried Mirror, Section IV, **The Independence**, scheduled for 2/12.

Research paper proposal is due 2/15.

Week 5: 2/15 – 2/19: 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)**

Week 6: 2/22 – 2/26: The Intellectual Counterpoint and the Patriarchal Preference. Bradford Burns, chapters 4, 5, and 6. **(Write a summary of chapter 4: An Intellectual Counter Point).**

Mid-term exam: Monday, February 29.

Week 7: 2/29 – 3/4: Latin American Folk Culture. Chapter 6 and film: Qué Viva Mexico!, scheduled on 3/4. **(Write a summary for chapter 6: The Folk Speaks).**

SPRING BREAK BEGINS: Friday, March 4 at 5 p.m. and ends Monday, March 14 at 8 a.m.

Part III: The Formation of Modern Societies

Week 8: 3/14 – 3/18: Economic Development and Social Change. Finish second part of Qué Viva México!, scheduled on 3/14. Read Prevost and Vanden, chapters 8 and 9.

Week 9: 3/21 – 3/25: **Social Inequality and Political Structures**, Prevost and Vanden, chapters 4 and 5.

Discussion of García Márquez's novel: 3/21

Week 10: 3/28 –4/1): **Society and Political Culture**, Prevost and Vanden, chapters 6 and 7.

Critical Review of García Márquez's Novel is due 3/28

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

Week 11: 4/4 –4/8: **Recasting Venezuelan History.** Read Ciccariello-Maher, chapters 1 and 2 (**Write a summary of the Introduction**)

Week 12: 4/11 – 4/15: **The Emergence of a New Constituent Power.** Chapters 3 and 4. **Write a summary of the First Interlude.**

Research paper is due April 11

Week 13: 4/18– 4/22: **The Political Phenomenon of Hugo Chavez.** Chapters 5 and 6. **Write a summary of the Second Interlude.**

Week 14: 4/25– 4/29: **Constituent Power and its Problems.** **Write a summary of Dual Power against the Magical State,** pp. 234-254). “The Revolution will not be televised” scheduled for 4/27, 4/29.

Final Exam: Monday, May 2 from 8:30 to 11:30 a.m.