

**LALS 250/SPAN 280: Introduction to Latin American and Latino Studies**  
**Spring 2011**  
**Syllabus**

**Time:** T TH 12:00-1:15pm  
**Location:** REC 309

**Instructor:** Nusta Carranza Ko  
**Office:** Beering Hall 2245  
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**Office Hours:**  
TBA

**Course Description and Objectives:**

The course is an introductory survey in Latin American and Latino Studies. It is designed to provide students with a familiarity for understanding the history and culture of Latin America and the notion of 'home' for Latinos in the United States. Emphasis will be placed on how to critically reflect on subjects of Latin American studies in an interdisciplinary approach. Thoughtful, well-considered opinions and participation are encouraged.

Students should gain an acquaintance with a wide variety of Latin America related topics that would serve as a jumping off point to further studies in the field. Throughout the course, material will be related to its historic, political, cultural, and social context. Students will interact with topics mainly through lectures, discussions, and through some independent exploration on a topic of their choosing. In addition, students will have the opportunity to first handedly engage with local elementary school children of Hispanic origin in promoting the notion of Hispanic culture in the United States. Through the interaction with the local community, students will be able to promulgate the importance of Latin America within the United States.

**Required Text:**

There is a course reader, a book, and a novel required for this course, which should be available either at Follett's or University Bookstores. The materials are:

Cristina Garcia, *The Aguerro Sisters*, 2<sup>nd</sup> ed. New York: Ballantine Books, 1998

John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 2<sup>nd</sup> ed. New York: W.W. Norton, 2006.

Course reader LALS 250

**Evaluation Procedures:**

The criteria for evaluation and the specified percentages to be used in the computation of each student's final course grade are:

<u>Criteria</u>	<u>Percentage</u>
Participation	25%

\*participation includes: weekly assignments, class participation, class attendance, and community engagement (voluntary but strongly encouraged)\*

Quiz 1 + 2	20%
Paper	15%
Midterm	20%
Final Exam	20%

**Grading Scale:** Grades will be assigned according to the scale below.

A+	100-97
A	96-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 and below

If your grade falls on the border line, extra effort during class discussion and engaging actively in the community engagement project will be taken into consideration.

**Exams:**

The examination component of this course is divided into two exams (midterm and final). These will come in the form of a set of multiple choice, identification terms, short answers, and long answer blue book response to questions pertinent to the lectures and assigned readings. The mid-term examination will cover all material from the first eight weeks of the course. The final exam will be cumulative of all the materials in the lecture, reading, and the discussions from the entire semester. Success on the exams will *almost certainly require* class attendance and keeping up with the weekly reading assignments. (review sheets will also be provided)

**Quizzes:**

Students will be asked to complete two in-class quizzes each covering four weeks of course material. The quizzes will consist of 8 multiple choice questions and 2 identification questions. A review sheet for each quiz will be provided a week in advance of the quiz.

**Participation and Attendance**

**(Including Weekly Assignments and Community Engagement):**

Attendance is encouraged and students are expected to be present at all class meetings. Failure to attend classes would likely result in the devaluation of the participation grade.

-Guest Lectures:

There will be two guest lectures scheduled for the LALS 250 course. Students are strongly encouraged to attend both lectures. Failure to do will reflect in the devaluation of the participation grade. The first guest lecture will be Professor Harry Targ (Department of Political Science, Purdue University) and the second guest lecture for the week of the “Latinas in the U.S.” will be, Ms. Nohemi Lugo, the personnel in charge of the domestic violence program at the YWCA.

-Community Engagement (voluntary basis: Thursdays 3:15 to 5:00 pm):

The students from LALS250 will meet with elementary school students of Hispanic origin from Clinton County, Indiana in Clinton once a month to discuss themes related to Latino culture, history, and its significance in the United States. The class will be working together with the elementary school students and the program coordinator Ms. Esmeralda Cruz. The themes will be directly related to the class lectures and readings, so students will not have difficulty in communicating their knowledge to the elementary school children. The themes in focus are as follows:

1. History of Latin America
2. U.S. Presence in Latin America
3. Immigration/Latinos in the United States

Depending on the number of Purdue students that are willing to engage in this project (strongly encouraged if your grade falls on the borderline), Purdue students and elementary school students will be grouped together (1P to 3C).

At the end of the semester, Purdue and Clinton community’s elementary school students will jointly hold a ‘Latino Heritage Education Day’ (April 14<sup>th</sup>), where in a poster session the students will be able to present their final projects related to the above listed three themes.

The class and the Clinton community’s elementary school students will also be going on a museum fieldtrip to the National Museum of Mexican Art and Culture. The trip will bring to light the artistic aspect of Latino culture that mirrors the social, political, cultural history of Latin American and Latinos in the United States.

-Weekly Assignments:

Students will be expected at the end of each week (Thursday’s class; it may be bi-weekly) to hand in a 3x5 index card with 2~3 well written sentences -- as a response to a question provided to them at the beginning of the week (Tuesday’s class). Unless the work is deficient, a completed weekly assignment will receive full credit. This requires students A) be there on Tuesday to receive the question and B) hand in the assignment on Thursday. I will not answer emails about what Tuesday’s question asked for students not present on Tuesday, nor should you send index cards along with your classmates to avoid attending on Thursday.

**No late weekly assignments** will be accepted so missing class will not only hurt that portion of your grade but also your ability to successfully pass examinations.

**Paper Assignment:**

On the Friday before dead week begins students will turn in a 6-7 page paper (inclusive of reference page) on a Latin American studies related topic of their choosing. Topics should be

submitted to the instructor electronically or after class by the due date specified in the syllabus for confirmation that the topic is acceptable and doable in the time available. Grading criterion and specific instructions on the paper assignment will be provided to students as the class proceeds.

**Please note: There are NO exceptions for missing the paper deadline. You will have 12 weeks to do a relatively small amount of writing. *Your papers are due the Tuesday April 26<sup>th</sup>.***

### **Purdue's Blackboard Vista:**

This course requires students to access Blackboard Vista. Useful information such as the course syllabus, announcements, and additional readings will be found here. I will occasionally send out notes using Blackboard and if class is canceled for whatever reason, this is how you will know ahead of time. <http://www.itap.purdue.edu/tlt/blackboard/index.cfm>

### **Questions, Office Hours, and Outside Help**

Please ask questions at any time during class regarding material you find unclear, interesting, or requiring more explanation. Do not withhold questions because you are afraid that you are the only member of the class that does not understand a particular point. Studying a new culture may often times be challenging and chances are others will be wondering the same things. I encourage you to view it as an opportunity to engage the material by discussing it with the instructor and with other classmates.

If you have any questions regarding course requirements and/or grading, please feel free to stop by my office, ask me before or after class, or via email.

### **Student Disability**

If you need course adaptations or accommodations because of a disability and have submitted the appropriate information to the proper University official, please see me even if the process has yet to be completed.

**Academic Integrity:** Plagiarism, cheating, etc: absolutely no form of academic dishonesty will be tolerated. All instances of academic dishonesty will be reported to the university. If you are unsure about plagiarism, please see me. With respect to the paper, it is highly likely that I will recognize or have read the source you are improperly citing, so if you have questions or concerns about your academic writing I would be happy to help. Additionally, the university runs a writing lab that can also provide consultation.

<http://owl.english.purdue.edu/owl/resource/589/01/>

### **Course Outline and Assigned Readings:**

This course is broken up into three broad sections: 1) history of indigenous peoples and new born nations, 2) U.S. presence in Latin America, and 3) Latinos in the United States. The assigned readings that corresponds with each section should be read before the class for that section, but since any given day may take longer or shorter to get through, the below roadmap for the class should not be accepted as absolute or written in stone. *Expect readings to be added*; students are responsible for keeping up with changes in the assigned readings. Documentary clips and two films will also be shown to supplement and further the understanding of the weekly topic.

### **1<sup>st</sup> Week: Introduction to Latin America**

Jan/11: Course Introduction

- 1) Syllabus

Jan/13: Introduction to Latin America and Latinos in the United States

Reading: Chasteen, 15-24

- 1) Geography
- 2) Races and Identity

### **The Meeting of the Indigenous Empires and Spain**

#### **2<sup>nd</sup> week**

Reading: Chasteen, 25-57.

Jan/18

- 1) Maya, Azteca

Jan/20

- 1) Inca
- 2) BBC Documentary on indigenous cultures

#### **3<sup>rd</sup> week**

Reading: Chasteen, 58-89; Guzinski, The Shock of Conquest.

Jan/25

Expansionist Era: Columbus, Spain, Portugal, and the Catholic Church

- 1) Quiz review sheet

Jan/27

- 1) Conquistadors: Cortes, Pizarro

<<VOLUNTARY ENGAGEMENT MEETING 1: 3:15-5:00pm>>

### **Independence Movements and the Newly Born Nations**

#### **4<sup>th</sup> week**

Reading: Fernando Restrepo, The Cultures of Colonialism; Guzinski, Westernization.

February 1

<<Quiz 1>>

- 1) Influence of European Enlightenment

February 3

- 1) Documentary on European Enlightenment Ideas
- 2) Western Influences in Indigenous Art

**5<sup>th</sup> week**

Reading: Chasteen, 91-118; 119-143.

February 8

- 1) Simon Bolivar and Jose de San Martin-Peru and Chile

February 10

- 1) Brazil: Brazilian Independence Movement
- 2) Problems of New Born Nations
- 3) Social instability
- 4) Oligarchy rule

<<Paper proposal due>>

### **U.S. Presence in Latin America**

**6<sup>th</sup> week**

Reading: Chasteen, 144-147; 181-214; 264-273.

February 15

- 1) Mexican-American relations
- 2) Mexican American War
- 3) Secession of Texas

February 17

- 1) Cuban Revolution
- 2) Spanish-American War

**7<sup>th</sup> week**

Reading: Chasteen, 296-305.

February 24

- 1) Guest Lecture: Professor Harry Targ on U.S. Presence in Cuba and Nicaragua

February 22<sup>nd</sup>

- 1) Movie: Motorcycle Diaries
- 2) Midterm Review Sheet

<<VOLUNTARY ENGAGEMENT MEETING 1: 3:15-5:00pm>>

**8<sup>th</sup> week**

Reading: Brands, The Populist Revival.

March 1

- 1) Return of the Left-Opposition to the U.S.
- 2) Venezuela: Chavez

March 3

- 3) Ecuador-Correa, Bolivia-Evo Morales (other contested elections: Peru: Humala)

### **Social Problems**

#### **9<sup>th</sup> week**

Reading: Chasteen, 311-329; Wade, Race in Latin America.

March 8

- 1) Economic inequality, racial prejudice
- 2) Peru

March 10

<<Midterm>>

((SPRING BREAK March 14-19))

### **Latinos in the United States**

#### **10<sup>th</sup> week – Immigration and Identity, Meaning of Home for Latinos**

Reading: Gutierrez, Introduction; Garcia, The Aguerro Sisters.

March 22

- 1) Introduction
- 2) Integration vs. Preservation of Culture

March 24

- 1) Meaning of Home for Latinos in the U.S.
- 2) Searching for one's identity: New Identity: Amalgamation of Latino+ U.S. values: Chicano Movement

#### **11<sup>th</sup> week**

Reading: Johnson, The Continuing Latino Quest..; Garcia, The Aguerro Sisters.

March 29

- 1) Latinos in cities: segregated neighborhoods
- 2) Opposition against integration from the American front: law on citizenship
- 3) Social problems: gang movement associated to Hispanic origins (MS13, Latin Kings, 18)

March 31

- 1) Continued topic.
- 2) The Aguerro Sisters

<<VOLUNTARY ENGAGEMENT MEETING 1: 3:15-5:00pm>>

<<April 2<sup>nd</sup>: LCC La Pollia Café: This will facilitate the understanding of *The Aguerro Sisters*>>

#### **12<sup>th</sup> week**

Reading: Luis, Latino US Literature; Abalos, The Politics of Liberation...

April 5

- 1) Amalgamation? Preservation? Integration?

- 2) Labor Motivated
- 3) Quiz 2 Review Sheet

April 7

- 1) Documentary film : El Norte

**13<sup>th</sup> week- (Continued Topic on Amalgamation)**

**Making the U.S. their home: Latinas and the Changing Role of Women**

Reading: Hondagneu-Sotelo, Gender and the Latino Experience...; Pat Brady, Intermarginalia

April 12

<<Quiz 2>>

- 1) Latinas in the U.S.; Gloria Andaluz

April 14

- 2) Guest Lecture: YWCA Women's Domestic Violence Coordinator Ms. Nohemi Lugo

<<VOLUNTARY ENGAGEMENT MEETING : Latino Heritage Day April 16<sup>th</sup>: 3:15-7pm>>

**14<sup>th</sup> week- Education and Integration for Latinos in the United States**

Reading: Abalos, The Politics of Education.

April 19

- 1) Education for Latinos
- 2) Bilingualism

April 21

- 1) Field Trip: National Museum of Mexican Art and Culture

**15<sup>th</sup> week**

April 26

-<<Paper due>>

-Review

April 28

-No Class