

LACS 1000: Introduction to Latin American Studies

Section: 41355

Spring 2021

Dr. Cassia Roth

T/TH 9:35am – 10:50am

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Office Hours: T/TH 11:00am – 12:00pm or by appointment (Zoom preferred)

****In Spring 2021, this class will be face-to-face hybrid, with all non-face-to-face activities occurring asynchronously****



Bulletin Description

The interdisciplinary study of Latin America and the Caribbean. Examination of ethnic and cultural diversity and issues of gender, race, class, and culture within Latin American and Caribbean society. Consideration will also be given to the historical, political, economic, geographic, and social experiences of Latin American and Caribbean ethnic and cultural groups with special attention to their diversity and unity. This course fulfills the following General Education Core: IV. World Languages and Cultures; V. Social Sciences.

Course Description

This course introduces students to Latin America, a region composed of 21 countries, and as of 2016, an estimated population of more than 630 million inhabitants (World Bank, 2016). From historical and contemporary perspectives, the course surveys how various forms of inequality based on gender, race, class, and ethnicity shape the lives of people across the hemisphere. We will consider how macrohistorical processes such as urbanization, revolution, civil war, and repressive U.S. intervention have shaped everyday life, but also how Latin Americans have adapted and responded to these forces using an assortment of strategies—peaceful and violent, direct and subtle, individual and collective.

Learning Objectives

Students will:

- Become familiarized with Latin America as a region and as a set of interconnected countries and peoples;
- Understand how changing patterns and conceptions of race, gender, political culture, economic development, social and regional inequality, and other issues have shaped Latin American society;
- Research, summarize, and analyze current news, situating the events within the region's historical context;
- Develop critical reading and research skills in relation to Latin America as a region.

Assignments

Discussion Participation (15%): Active participation is crucial to succeed in this class. You must complete all the readings, videos, and written assignments *before* class even if you are not coming to class *in person/via Zoom* that day. Discussion grades are based on two parts: 1) participation in in-class discussions when attending in person/via [Zoom](#); 2) participation in discussion boards per the rubric.

Discussion board participation requires: 1) one posted original question in relation to the required readings, lectures, videos, or podcasts for that day's class; 2) two separate responses to your classmates' questions or responses. Questions do not have a word limit. Responses should be around 100 words each. All discussion questions/comments are DUE by 10:50am the day of your discussion section.

Assignment Calendar (5%): Students will have to complete an assignment calendar on ELC. This calendar is to help students map out their coursework for all their courses over the entire semester.

Hemisphere Highlights (80%): Students will write four, 400-word news reports on a current event of their choice. By **January 26**, students will pick a topic or theme (for example, drug violence, environmental degradation, human rights abuses, presidential elections) that has occurred in the region in the past two years but still has relevance today. Each HH will address an aspect of that theme in a *different* Latin American country. In the first half of the essay, the student will provide an overview of the issue. They will dedicate the second half to their own analysis of the issue at hand. The student must base their synthesis and analysis on three news articles from reputable print news sources. Please cite your sources in a bibliography using Chicago Manual of Style. You will submit all written assignments (including revisions) via ELC as a word document.

Although each essay is worth 20% of your overall grade, the initial essay is only the first step in the writing process. I will read and provide feedback on the essay, which the student will receive no later than one week after first turning it in. By the following week, the student will have to resubmit their revised essay, *and* submit a 300-word response detailing how they have revised your essay. Thus, each Hemisphere Highlight essay is broken down into the following percentages: initial essay, 5%; revised essay, 10%, and written response, 5%. The revised essay grade depends on the student effectively incorporating my feedback.

There are no exams in this course.

Grading Scale

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|-----------|----------|
| A | 94-100 |
| A- | 90-93 |
| B | 85-89 |
| B- | 80-84 |
| C | 75-79 |
| C- | 70-74 |
| D | 60-69 |
| F | below 59 |

COVID-19 Policies

Face Coverings: Effective July 15, 2020, the University of Georgia – along with all University System of Georgia (USG) institutions – requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact [Disability Services](#).

DawgCheck: Please perform a quick symptom check each weekday on [DawgCheck](#) – on the UGA app or website – whether you feel sick or not. It will help health providers monitor the health situation on campus.

What do I do if I have symptoms? Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. There are [emergency and after-hours care](#) options.

What do I do if I am notified that I have been exposed? Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via [email](#), with a cc: to [Student Care & Outreach](#) to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test? Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive? Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Course Policies

I am here to help you succeed in this course. Please make use of my office hours, as I would like to develop more personal relationships with you than the class format permits.

Class Times: To account for the extra time students need to watch required lectures and videos outside of class time, all “in-person/[Zoom](#)” synchronous class periods will occur from 9:45-10:30am. Whether you are meeting face-to-face or on [Zoom](#), Group A (see Groups below) will meet Tuesdays 9:45-10:30am; Group B will meet Thursdays 9:45-10:30am. The only *exception* is Week 1, (Introductions), Week 4 (when we meet in the library), and Week 5 (when we revise our Hemisphere Highlights in class). Those weeks, class will meet the full time from 9:35-10:50am.

Class Groups: To maintain a socially-distanced classroom and to accommodate for students who cannot or do not want to meet in person, I have divided the class into two groups: Group A (meets Tuesdays in-person) and Group B (meets Thursdays via [Zoom](#)). I will assign groups the first day of class according to student preference.

Group A will participate in Thursday classes via a Discussion Board (all discussion questions/comments are DUE by 10:50am). Group B will participate in Tuesday classes via Discussion Board (all discussion questions/comments are DUE by 10:50am).

On weeks 4 and 5 (marked with an asterisk (*) on the syllabus) there are no Discussion Board days for your non in-person/[Zoom](#) meetings (or: Group A will meet on Tuesday only; Group B will meet on Thursday only; no one will have to participate in discussion boards those weeks).

On weeks 7 and 10 (marked with a double asterisk (**)) on the syllabus), there are no Discussion Boards for your non in-person/[Zoom](#) class but you are required to watch a film on your own depending on your group (or: Group A will meet in-person on Tuesday and watch a film on Thursday on their own; Group B will watch a film on Tuesday on their own and meet via [Zoom](#) on Thursday).

Attendance: Attendance is required for this course. To succeed in my class, you will need to attend all classes, whether that is in-person, via [Zoom](#), or via the Discussion Board on ELC. Students are allowed 3 total absences (excused or unexcused). After that, your entire grade will drop **by 5 points per absence**.

If you test positive for COVID-19 and have to self-isolate for 14 days, you are still expected to participate via [Zoom](#) and the Discussion Boards, as well as keep up on your readings, assigned videos and lectures, and any written assignments during that time period. You *will not be penalized* if you cannot attend in person, but I expect you to fully participate in the course through the hybrid forms of learning. If you are too sick to attend class virtually, please let me know ASAP. Then, you will need to reach out to the [Office of Student Care and Outreach](#), who may certify your COVID-19 diagnosis and legitimate your absences to me directly. You will still be responsible for the make-up work you miss while sick.

Technology: This class has a **no-technology policy** in the physical classroom, as the distractions of cell phones, laptops, and tablets outweigh their pedagogical utility. When attending class in person, students should take notes using pen and paper. I will clearly note when students should bring computers to class on specific days.

Academic Honesty: Plagiarism – taking credit for work that is not your own – will not be tolerated. Anyone who plagiarizes will receive an F in the class and will be referred to the Dean for disciplinary action. Students who take this course must abide by the UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” Please see the University’s [“A Culture of Honesty”](#) policy for the procedures on handling cases of suspected dishonesty. For more information on academic honesty, please visit [UGA’s Academic Honesty page](#).

Accessible Education: If you are registered with [UGA’s Disability Resource Center](#), please set up an appointment with me outside of class, so I can fully understand and accommodate your needs. If you are not officially registered, but would like to discuss specific concerns, please feel free to see me during my office hours.

Email Policy: *I answer student emails M-F from 9am to 5pm.* Please ONLY email logistical questions/comments that I can respond to quickly. Please come see me during office hours to discuss substantive questions/comments (about course material, your progress in the course, etc.). Please remember that emails to your professors are a formal mode of communication. Write in complete sentences, use proper addresses (Professor or Dr. Roth), and check spelling. I do not respond to emails that do not address me respectfully or at all.

Content Notice: This class studies issues like race, class, gender, sexuality, and violence. You are required to attend all films and read all required texts. Our class aims to foster an atmosphere in which we all feel free to express our ideas without fear of judgment. Please feel free to see me in my office hours if you need to discuss class content.

Title IX: Violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on [UGA’s website](#). The Title IX Coordinator is [E. Janyce Dawkins](#).

Books Available for Purchase at the UGA Bookstore (Required)

- Mark Danner, *Massacre at El Mozote: A Parable of the Cold War*. New York: Vintage Books, 1994. ISBN: 9780679755258
- Cristina Garcia, *Dreaming in Cuban: A Novel*. New York: Ballantine Books, 1993. ISBN: 978034538143.
- Carolina Maria de Jesus, *Child of the Dark: The Diary of Carolina Maria de Jesus*. New York: Signet Classics, 2003. ISBN: 9780451529107
- Alicia Partnoy. *The Little School: Tales of Disappearance and Survival*. San Francisco: Midnight, 1998. ISBN: 9781573440295.

Readings marked with an asterisk (*) are available on the class website. All books are also on reserve at the library.

For students who buy their books, I will purchase back books in good condition for \$5 per book at the end of the semester.

Course Schedule

Week 1: Introduction

January 14 – Introduction to Class [All students: [Zoom](#)]

- *Watch*: *Calle 13, "[Latinoamérica](#)," with *Lyrics
- *Read*: *Syllabus

Week 2: Indigenous Latin America

January 19 – Pre-Colombian Cultures [Group A: in-class; Group B: discussion board]

- *Watch*: Lecture
- *Read*: *Burkholder and Johnson, *Colonial Latin America*, Ch. 1, pp. 1–23.
- Group A: in-class – What is a Hemisphere Highlight?

January 21 – The Colonial Period [Group A: discussion board; Group B: in-class]

- *Watch*: Lecture
- *Read*: **Latin America in the Modern World*, Prologue, pp. xxxv-lv.
- *Look*: Look through some of the [Codex Kingsborough](#)
- Group B: in-class – What is a Hemisphere Highlight?

Week 3: Afro-Latin America

January 26 – The Slave Trade to Latin America [Group A: in-class; Group B: discussion board]

****Topic due for HH via ELC****

- *Watch*: Lecture
- *Watch*: "[Slave Ship in 3D Video](#)," *SlaveVoyages.com* (4:46min)
- *Watch*: "[The Atlantic Slave Trade in Two Minutes](#)," *Slate* (USA, 2015) (2min)
- *Read*: *"How to Read a Primary Source," "Olaudah Equiano, 1789," "James Arnold, 1787," Joseph Banfield, 1771," and "Black Prince Slave Ship, 1762."

January 28 – The Abolition of Slavery [Group A: discussion board; Group B: in-class]

****Assignment Calendar due via ELC****

- *Watch*: Lecture
- *Read*: **Sources for Latin America*, 4.2, 4.3, 4.4, pp. 69–78.

Week 4: Library Research*

****Bring computers to Library (first floor, past the elevators)****

February 2 (Group A) and February 4 (Group B): How to Engage in Library Research

Before your non-library class:

- *Watch*: Lecture
- *Read*: *Anne Lamott, "Shitty First Drafts"

Week 5: Hemisphere Highlights*

****HH1 due via ELC before your in-class session. Bring 2 hard copies to class****

Feb. 9 (Group A) and Feb. 11 (Group B)

Week 6: The U.S. and Latin America

****Bring computers to class****

Feb. 16 (Group A) and Feb. 18 (Group B): How to Revise and Resubmit your Hemisphere Highlight

Before your non-in-person class:

- Watch: Lecture
- Watch: "[Time-lapse of Panama Canal](#)" (1:30min)
- Watch: "[A Film Reel of the Panama Canal, U.S. Department of the Navy](#)" (US, 1921) (2:01min)
- Read: **"Political Cartoons"*
- Discussion board

Week 7: The Cuban Revolution Part I**

****Film, *Fresas y chocolate (Strawberry and Chocolate)*** (Cuba, 1993) (108min)**

****HH1 Revisions and Response due via ELC before your in-class session****

February 23 – The Cuban Revolution [Group A: in-Class; Group B: film]

- Watch: Lecture
- Read: Garcia, *Dreaming in Cuban*, pp. 3–55.

February 25 – The Cultural Politics of the Cuban Revolution [Group A: film; Group B: in-class]

- Read: Garcia, *Dreaming in Cuban*, pp. 57–101.

Week 8: The Cuban Revolution Part II

****HH2 due via ELC before your in-class session****

March 2 – Discussion, *Fresas y chocolate* [Group A: in-class; Group B: discussion board]

- Read: Garcia, *Dreaming in Cuban*, 105–165.

March 4 – Discussion, *Dreaming in Cuban* [Group A: discussion board; Group B: in-class]

- Read: Garcia, *Dreaming in Cuban*, 167–245.

Week 9: Race, Class, and Inequality in Twentieth-Century Brazil Part I

March 9 – Is Brazil a Racial Democracy? [Group A: in-class; Group B: discussion board]

- Watch: "[Too Black for Brazil,](#)" *The Guardian* (2016) (9min)
- Read: Carolina Maria de Jesus, *Child of the Dark*, pp. 177–187 (afterword), 3–20.

March 11 – What is a favela? [Group A: discussion board; Group B: in-class]

- Watch: Lecture
- Read: Carolina Maria de Jesus, *Child of the Dark*, pp. 21–82 (until July 10).

Week 10: Race, Class, and Inequality in Twentieth-Century Brazil Part II**

****HH2 Revisions and Response due via ELC before your in-class session****

****Film: *Favela x5, agora por nós mesmos, “Concerto para violino”** (Brazil, 2010)***

March 16 – Police Violence in Brazil [Group A: in-class; Group B: film]

- Read: Carolina Maria de Jesus, *Child of the Dark*, pp. 82–137.

March 18 – Reading Discussion, *Child of the Dark* [Group A: film; Group B: in-class]

- Read: Carolina Maria de Jesus, *Child of the Dark*, pp. 138–76.

Week 11: The Dirty Wars in South America Part I

****HH3 due via ELC before your in-class session****

March 23 – The Dirty Wars [Group A: in-class; Group B: discussion board]

- Watch: Lecture
- Read: Alicia Partnoy, *The Little School*, pp. 1-43.

March 25 – Gendered Violence [Group A: discussion board; Group B: in-class]

- Watch: [“Argentina’s Stolen Babies,” RetroReport](#) (USA, 2015) (15:01min)
- Read: Alicia Partnoy, *The Little School*, pp. 44-86.

Week 12: The Dirty Wars in South America Part II

March 30 – No Class

- Listen: [“Life in Argentina’s ‘Little School’ Prison Camp,” NPR](#) (USA, 2013) (16min)

April 1 – Reading Discussion, *The Little School* [Group A: discussion board; Group B: in-class]

- Read: Alicia Partnoy, *The Little School*, pp. 87-136.

Week 13: Civil War in Central America Part I

****HH3 Revisions and Response due via ELC before your in-class session****

April 6 – Massacre in El Salvador [Group A: in-class; Group B: discussion board]

- Watch: [“The Murder of Churchwomen in El Salvador That Exposed a Government Coverup,” RetroReport](#) (USA, 2014) (13:18min)
- Read: Mark Danner, *Massacre at El Mozote*, pp. 3–61.

April 8 – No Class (Instructional Break)

Week 14: Civil War in Central America Part II

****HH4 due via ELC before your in-class session****

April 13 – Gang Violence and Immigration [Group A: in-class; Group B: discussion board]

- Watch: [“‘The Only Way Out is Through Jesus’: The El Salvador Pastors Saving MS-13 Gang Members,” The Guardian](#) (UK, 2018) (12:13min)
- Read: Mark Danner, *Massacre at El Mozote*, pp. 62–109.

April 15 – Reading Discussion, *Massacre at El Mozote* [Group A: discussion board; Group B: in-class]

- *Read*: Mark Danner, *Massacre at El Mozote*, pp. 110–61.
- *View*: [“Remembrance of a Massacre”](#) Photo Essay, *RetroReport*

Week 15: Immigration on the U.S.-Mexican Border

April 20 – The Border [Group A: in-class; Group B: discussion board]

- *Listen*: [“General Chapman’s Last Stand,”](#) *Revisionist History* (USA, 2018) (38min)
- *Watch*: Lecture

April 22 – The Causes of Undocumented Immigration [Group A: discussion board; Group B: in-class]

- *Watch*: [“America’s Cocaine Habit Fueled its Migrant Crisis,”](#) *Vox/ProPublica* (USA, 2019) (6:35min)
- *Watch*: [“Sanctuary Cities: Trump Renews an Uproar that Began Long Ago,”](#) *RetroReport* (USA, 2017) (12:40min)
- *Read*: Douglas S. Massey, Jorge Durand, and Karen A. Pren, “Why Border Enforcement Backfired,” *American Journal of Sociology* 121, no. 5 (2016): 1557-1600.*

Week 16: Public Health

****HH4 Revisions and Response Due via ELC Before April 29****

April 27 – Family Separation as Public Health Crisis [Group A: in-class; Group B: discussion board]

- *Watch*: [“The Voices of Children Separated at the Border,”](#) *Vox-ProPublica* (USA, 2018) (7:06min)
- *Watch*: [“Dr. Jack P. Shonkoff, M.D., U.S. Congressional Testimony,”](#) *Harvard University* (USA, 2019) (6:36min)
- *Read*: Bonnie A. Lucero, [“Family Separation is not only an American Legacy – It’s a Racist One,”](#) *Nursing Clio*, September 24, 2018.

April 29 – Zika in Brazil [Group A: discussion board; Group B: in-class]

- *Watch*: [Zika](#) (Brazil, 2016) (29:30min)
- *Read*: Cassia Roth, [“The New Rubella: Zika and What it Means for Abortion Rights,”](#) *Nursing Clio*, February 11, 2016.

If you’ve read this syllabus in its entirety, please send me your favorite appropriate picture/meme of a cute dog at cassia.roth@uga.edu