This course will offer an exploration of Latin American History from its discovery by nomadic tribes crossing the Bering Straight through the 20th century. Based on primary and secondary sources, power point presentations and cinema film, this course will analyze the creation of the modern Latin American nation states.

Students will have the opportunity to analyze how Latin America reached its current state. They will be able to appreciate that Latin America was formed as a result of a collision of cultures (Native Americans, Europeans, and Africans) that were unexpectedly introduced to each other on a warm October morning in 1492 when Columbus first set foot in Hispaniola. Students will discover for themselves that since this auspicious moment of contact, Latin America experienced profound change, profound wealth acquisition by the Europeans, and profound inequality among non-European peoples. These issues of inequality will become magnified as territories of Spanish America gird themselves for emancipation from their former European masters. Once independence was reached, students will learn about the quest for Latin America stability as the victors struggled amongst each other for political, and economic control. Liberalism versus Conservatism would shape the course of these nations throughout the 19th Century. The legacy of the caudillos, or strong and influential men that helped form the great nation states of Latin America, will also be explored. Students will appreciate how these caudillos pushed policies of reform that for better or for worse would indelibly leave their mark in the political, social, and economic landscape of their respective countries. Lastly, this course will also explore modern Latin America that has emerged from the social reform disputes that first occurred in the early 20th century, to the policies enacted as a result of the Great Depression, to the dislocations and marginalization of peoples resulting from the Cold War (U.S. vs. Soviet Union, Capitalism vs. Marxist Leninism).

This course would not be complete without the study of America's and Europe’s active involvement in the affairs of Latin American politics. Careful scrutiny of American and European involvement with Latin American affairs will give the student a broader perspective of the difficulties the people had to endure to secure their national sovereignty. This course will end with the neo-liberal policies of the 20th century and the effects it created to form Pan-American identity.
Required Readings:


Selected readings from the following sources:


Course Requirements, Papers, and Examinations:

- Please note that the course material will be presented through lectures, readings, film and power point presentations, group discussion, and class participation. As a result class attendance is highly recommended.
- Since approximately 15 percent of your overall grade will be determined by class attendance and class participation, it is imperative that you have read the assigned materials prior to coming to class. A well-prepared student enhances a broader and more meaningful class participatory environment.
- I will be taking class attendance at each class meeting. *After accumulating two absences it will result in a drop of half a grade (from an A to an A-).* Furthermore, because class participation is so important I will take into consideration your attendance in the final grade.
- I will be assigning a 4-page (double spaced, 12 type font) paper every 4 weeks. The paper will require you to analyze a theme in the movie you found to be profound. You will have to supplement this theme with your lecture notes and any of the assigned readings. Thus, your paper should be written as follows: at least one page describing the theme of the movie, one page supported by the assigned readings, one page of lecture notes and intro/conclusion. Make sure to cite your work!
- The papers will be written about a movie you saw in class. Pick a specific theme of the movie you liked best and write about it. You will need to incorporate your notes and either Chasteen’s book (or the supplemental readings) with your paper.
  - The format I am looking for is a page or more that covers the theme of the movie, the second page (or longer) of your paper should contain elements from Chasteen’s book (or the supplemental readings) to substantiate the theme of your paper, the last page (or longer) needs to contain elements of the lecture modules that tie in with your central themes.
  - Thus, if you choose write about slavery from the movie *The Mission*, your first part of your paper (minimum of one page) should analyze the images from the film that relate to this specific theme (for example describe how
slaves were mistreated, or how the Guarani were regarded by the Europeans to argue your theme of power and greed by the Europeans).

- Remember that your paper is *an analysis not a summation*.
  
  **Summation**—review of the stated facts (recapitulation of what you saw and read.
  
  **Analysis**—engagement with the actual topic in comparison to class discussion and assigned readings. Critiquing the intent of the director, the author and professor in your writings.
  
  For example, when you look at an Oreo cookie, you can summarize it by describing its color, shape, markings, taste etc.
  
  But an analysis of the cookie would encompass for example where it was made (did you know that the company moved to Mexico?), the ingredients that comprise the cookie, who eats it, its nutritional value, its appeal to kids to adults etc.
  
  So when you analyze the movie, do not just retell it. Remember I saw the movie with you. Instead set up your argument by describing or summarizing the scene in question in the first paragraph and then use the rest of the paper to analyze the scene in question.

- The second part (minimum of one page) of your paper should cover topics regarding the subject of slavery from Chasteen’s book (or the supplemental readings). The movie, *The Mission* describes slavery from an indigenous point of view. But you can also use the African perspective as described in Chasteen to broaden the perspective of the paper.

- The last part of your paper (minimum of one page) should include the class lectures that can substantiate the claims you postulated in your themes of slavery.

- **The paper’s length has to be four pages minimum!!!** Based on previously submitted papers, I have no choice but examine the following:
  
  Is the paper one page in length (25 lines minimum and are the margins correct—1 inch top, bottom, and sides.) I will be taking points off if these standards are not met--for example one point off for each line that does not meet the length minimum and 5 points off for having incorrect margins.

- You can “fine-tune” your papers as you comfortable see fit. You can make it narrow in focus—for example you can write about slavery from the movie *The Mission* from the point of resistance. Utilize specific examples of the movie to set up your analysis. Then, begin your analysis by arguing why you believe the natives decided to resist European incursion. Next you can use Chasteen or the two assigned readings to support your ideas of resistance (using the African or indigenous experience); and, finally, you can use my lectures to help in your analysis of resistance.

- You can also make your paper broader in focus. For example, *The Mission* contains powerful images that portray class or privileged in the form of power and authority. Thus, your paper can begin with the premise of how power (or authority) was symbolized by the Jesuit priest in terms of using Religion as a form
of control in both the indigenous and Spanish communities. You can also describe how power and authority was used by the landed class to keep the natives in line. Chasteen or the readings could then highlight power and authority from the point of view of Latin America being a male dominated society. And the lectures can cover power and privilege from a geopolitical perspective (Spain’s, America’s or Britain’s domination of Latin America). As you can see, this type of paper has a wider focus than the first example. As long as you can tie in your theme with the movie, the book, and the on-line modules, you should be all right.

- The last thing I want to say regarding your paper is that you need to tie in the first page, the second page, and the last page with a transition sentence. I do not want you to demarcate each page with a heading that says—Movie, Book, and Lecture notes!! If you do you will automatically be dropped half a letter grade.
- Each paper has to contain a different movie and a different theme. Your paper has to reflect the movies that you watched for that four-week period. Otherwise you will receive an F for that assignment.
- Please cite your book!!! You can use any citation you are most comfortable with (MLA, APA, Chicago etc.) also cite your movie.
- Please include a Reference Page
- Your final paper should be 6 pages minimum. The last 2 pages will be used to incorporate a book that compliments the theme you are writing about. Please pick a book that corresponds to the theme you have selected for your final paper. This book has to be pre-approved by me. If for example you want to write about Caudillos (strong influential men that helped shape, create, or influence a Latin American country), you can pick from the following famous/influential leaders: Jose de San Martin, Simon Bolivar, Antonio Jose de Sucre, Antonio Lopez de Santa Anna, Pancho Villa, Emiliano Zapata, Jose Marti, Antonio Maceo, Daniel Ortega, Fidel Castro, Che Guevara, father Romero, etc. These men made personal sacrifices to make positive change in their respective countries throughout the history of Latin America. The same could be said with influential women such as Eva Peron, Rigoberta Menchu, Manuela Saenz, Frida Kahlo the Maribal Sisters, Las Madres de la Plaza Mayo and Comandanta Ramona.
- It is not my policy to accept late papers. In the remote case that I do, late papers will result in a drop of a half letter grade per day (Saturdays and Sundays also count).


**Grading:**

Grading for this class is as follows:

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and in-class assignments</td>
<td>15</td>
</tr>
<tr>
<td>First Paper</td>
<td>25</td>
</tr>
<tr>
<td>Second Paper</td>
<td>25</td>
</tr>
<tr>
<td>Third Paper</td>
<td>25</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

I will be grading the papers using the following rubric:

1. **Introduction**—Does it state the theme clearly                        10 points
2. **Theme of the movie**—one full page (25 lines)                          25 points
3. **Supporting examples from the book**—one full page                     25 points
4. **Supporting examples from the lectures**—one full page                 25 points
5. **Conclusion**—Summarize the paper concisely                             10 points
6. **Citation/Reference Page**                                              5 points

**Plagiarism:**

Plagiarism is best defined whenever a student presents the ideas or words of others on his/her paper as if it were their own. Therefore, if you take a fact, an idea, or a phrase from someone else’s research, you must acknowledge the author’s work. When you give the author credit, you are providing credit for his/her ideas through a footnote. If you are not sure the idea may or may not be your own, protect yourself and give the author credit by citing their argument on a footnote.

At this point in your academic career, most of you have not acquired the breadth and depth of independent knowledge without finding the need to cite. In fact, papers look polished and well researched if they contain ample citations/footnotes. One or two citations per page will tip off the instructor to “Google” the paper for possible plagiarism violations.

Citing the information also allows the instructor or other fellow readers to assess the strength of your argument. For example, did the source you choose to cite come from a primary (extremely well articulated argument) or secondary source (very good to weak argument)?

Plagiarizing your work is a definite no-no. Using the ideas of others as your own work inhibits your intellectual development. Remember, you are financing your education by paying thousands of dollars per semester. Why spend all that money by using the mind, the creativity, and the words of others? The purpose of the papers is
to not only engage your cognitive capacity but to make you a better writer. The paper should inspire you to search out those questions you have and articulate them in a concise paper. If you use the words of others, you will never acquire the capacity to problem solve; you will develop short-cuts that will stunt your learning curve; you might get in trouble academically; and more importantly, you will never be able to cultivate your ability to write and express your own feelings.

The penalty for plagiarism as follows:

The student will receive a zero for their paper and/or their take home exam. You will not be able to make up for the lost grade. Furthermore, plagiarism is an important tent policy of the University and not of the instructor. As a result, I will be forced to take appropriate action that is consistent with University Policy.

Learning Outcomes:

After completing this course, you will have been taught and given the opportunity to demonstrate proficiency in the following:

- Compare and contrast the formation of Latin America as was presented to you in high school as a means to better understand the development of this important region.

- Discuss in essay form how the decisions that were made in the past are still currently shaping Latin America’s modern landscape and how this impacts their participation in global economic and political affairs.

- Impart the lesson of how a nation’s domestic interests, no matter how benign, often shape and influence foreign policy relations within a region, a continent, a hemisphere, or globally

- Discuss how gender, class, and ethnic categories evolved historically and continue to manifest in contemporary national discourses in Latin America.

- Discuss how the influence of men on horseback—caudillaje— influenced for better or for worse the development of a nation immediately after independence

- Present to you, the student, a different approach to learning via cinema. Discovering the development of Latin America from producers and directors across the globe can provide a different knowledge awareness of the region rather than one coming from a solely United States perspective
• Present to you how policies enacted by Western European and American imperial interests have previously and currently shape the direction Latin American countries must follow for their own political survival

Course Outline:

Week I
Film: Apocalypto
Readings: None

Week II No Class Labor Day

Week III
Film: Aguirre de Wrath of God
Readings: Handout, Legacies of Colonialism

Week IV
Film: Morelos
Readings: Chapter 1, Independence and its Consequences

Week V
Film: The Mission
Readings: Chapter 2, Slavery
FIRST PAPER DUE

Week VI
Film: El Libertador
Readings: Chapter 3, Caudillos

Week VII
Movie: Camila
Readings: Chapter 4, Liberalism and the Catholic Church

Week VIII
Movie: Jose Marti: El Ojo del Canario
Readings: Chapter 5, Race and Nation Building
SECOND PAPER DUE

Week IX
Movie: State of Siege
Readings: Chapter 6, Neocolonialism
Week X
Movie: *Motorcycle Diaries*
Readings: Chapter 7, Nationalism

Week XI
Movie: *Eva Peron*
Readings: Chapter 8, Women and Social Change

Week XII
Movie: *Los Olvidados*
Readings: Chapter 9, Populism and the Working Class
THIRD PAPER DUE

Week XIII
Movie: *Tropico de Sangre*
Readings: Chapter 10, Social Revolution

Week XIV
Movie: *Romero* @

Week XV
Movie: *City of God*
Readings: Chapter 12, Globalization

Week XV
Movie: *De Bajo La Misma Luna*

Week XVI
FINAL PAPER DUE
Friday, December 16th
SYLLABUS STATEMENT
for Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.